



## Indonesian story-telling ability based on image media of grade 1 students at MI Al-Mubarakah

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### ABSTRACT

**Background:** This research is raised due to the problems of students who experience limitations in storytelling skills in Indonesian language lessons. This is due to the lack of concentration in the learning process because the learning methods and media used are less varied so that the ability to master the storytelling skills of students is low.

**Purpose:** The purpose of this study was to determine the effectiveness of the use of image media on storytelling mastery in Indonesian language subjects for grade 1 students.

**Design and methods:** This research was a quantitative experimental research, which was carried out at MI Al Mubarakah Cileungsi-Bogor. The form of experiment in this research is Post-test Only Control Group Design. The data collection technique that the author uses is in the form of observation and documentation. The subjects in this study were students of class 1 MI Al-Mubarakah, which consisted of 20 students who were divided into 2 groups, namely 10 students as the experimental class and 10 other students as the control group.

**Results:** From the research results were analyzed using statistical analysis techniques. the p value is shown  $.000 < .05$  that is indicated there is difference between the data mean of experiment and control class. Mean rank of experiment class is 27.05 while mean rank of control class is 13.95. it means the experiment class has higher mean than control. With this calculation the hypothesis can be concluded that picture media is improving the Indonesian story telling ability of the students. Then the application of image media is effective in improving storytelling skills in Indonesian subjects for class 1 students of MI Al Mubarakah Academic Year 2021/2022.

**Keywords:** storytelling ability, picture media, Indonesian Lesson

### Introduction

Basic education is a forum for an existing education system in a country. The entire growth and development of a child, both mental and physical, is closely related to basic education (Leisterer & Jekauc, 2019). According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between educators, students, and learning resources that takes place in the learning environment. Education is a continuous process that has the function of helping all human development. School is a place where students learn various things under the guidance of a teacher. Teachers are very important for the process of growth and development of students in gaining knowledge.

Language skills are known to have four components, namely listening skills, speaking skills, reading skills, and writing skills (Nurfadila, 2021). Speaking is one aspect of productive language skills. That is, an ability that a person has to convey ideas, thoughts, or

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feelings so that the ideas in the speaker's mind can be understood by others. It is hoped that with the existence of Indonesian language subjects in schools, the most important thing is that students can communicate more effectively, and are able to speak Indonesian properly and correctly according to ethics and politeness. Storytelling can be understood as a speech that explains how things, events and occurrences occur, both experienced by themselves and others. Storytelling skills are a requirement to be involved in various fields/activities.

Therefore, the importance of storytelling skills must be possessed by students, so in this case the researcher wants to describe the ability of students to tell stories so that they become a picture for teachers in achieving learning goals. Storytelling skills about telling daily activities in easy-to-understand language are the achievement of students' success obtained during the interaction of the act of learning Indonesian and measured by means of oral tests, especially in the material for telling daily activities (Febyanti & Maya Sari, 2022). In this study, the researcher wanted to know the extent to which students were able to retell their daily activities before using the picture media and after using the picture media for their daily activities. The use of image media in the learning process is intended to stimulate the thinking power of students so that they are able to overcome any difficulties and obstacles faced when telling stories.

With image media, it is hoped that students can be stimulated to use their sense of sight. Pictures are expected to be able to provide stimulation to elementary school students to connect the facts seen, then sort them and make stories from the pictures so as to create a coherent story from the correct sentences.

The meaning of storytelling is conveying ideas or ideas orally or in writing that tells about actions, experiences, or events that actually happened or were fictitious. Based on the understanding that has been explained, it can be concluded that the notion of storytelling ability is the ability or strength possessed by individuals to convey ideas/ideas orally or in writing that tells about actions, experiences, or events that actually happened or the results of fiction, and can be measured through certain tools or tests.

## Methods

The research method is defined as a scientific way to obtain data with certain purposes and uses (Sugiyono, 2019). The research method used is experimental. Experimental research according to Samsu (2017) is a systematic method to build relationships that contain causal phenomena.

This research uses quantitative method. In conducting this research, the researcher used the type of experimental research. The subjects in this study were grade 1 students at MI Al-Mubarakah which consisted of 40 people. The form of research design chosen is Post-test Only Control Group Design. Determination of the experimental group, namely 20 students as the control group and 20 other students as the experimental group. This researcher involved two groups, namely the control group which was given treatment without using image media and the experimental group which was given treatment using image media. The instruments used are observation sheets and data collection. Data collection techniques used are Observation and Documentation. The analytical technique used in this research is the Normality Test and Homogeneity Test using the Excel application.

This study aims to determine whether the image media in learning can affect language skills in grade 1 students in learning Indonesian at MI Al-Mubarakah. Experimental research method is defined as a method that is carried out by using a treatment on a group of people or groups, then the results of the treatment are evaluated.

In this study, experimental research methods were used to see how far the level of influence of the use of image on the storytelling skills of students in learning Indonesian.

After collecting all the data needed in the form of test results for assessing storytelling skills, as well as some documentation about student learning activities, the researcher described all the components of the data that had been obtained so as to get a problem that arose from the subject being studied.

### Findings & Discussion

Assessment was conducted to determine the level of students' ability in storytelling based on aspects of representation, verbalization, and vocalization. The assessment of the three aspects is obtained based on the criteria for the assessment of storytelling abilities which are divided into several indicators. To determine the level of storytelling ability among students, categorization is carried out based on the range of values obtained by students. The ability to represent is the disclosure of meaning through objects that have been previously described. In this case, students are invited to be able to represent an image based on a predetermined theme.

Based on the test results in the form of an assessment of students' storytelling skills using image media and observation results, in terms of representing the content of the stories contained in the pictures, the majority of students have done it well, but there are still some students who cannot represent the images they get.

*Table 1 Descriptive Statistic*

#R	Experiment	Control	Mean
1	95	32	61.10
2	27	32	Median
3	45	32	62.50
4	27	32	Mode
5	45	32	68
6	95	27	Varian
7	86	38	577.067
8	82	23	Range
9	91	68	72
10	91	59	Minimum
11	91	60	23
12	86	65	Maximum
13	95	65	95
14	59	38	
15	95	36	
16	91	68	
17	68	68	
18	68	59	
19	68	59	
20	91	55	

To test the hypotheses, normality and homogeneity test are administered first. Normality test was conducted to determine whether the two groups of samples were normally distributed or not. Calculation of the normality test is calculated using the chi squared formula. The hypothesis testing steps are the same as the normality test steps in data analysis, using the Mann Whitney test. Mann Whitney test is used as the data are not normally distributed. It can be seen with the score of Kolmogorov Smirnov for experiment

class is .237 with significance is  $.004 < .05$  and for control class is .219 with significance is  $.013 < .05$ .

Mann Whitney Test score is 69 and Wilcoxon 279 both are converted into Z score as -3.561. the p value is shown  $.000 < .05$  that is indicated there is difference between the data mean of experiment and control class. Mean rank of experiment class is 27.05 while mean rank of control class is 13.95. it means the experiment class has higher mean than control. With this calculation the hypothesis can be concluded that picture media is improving the Indonesian story telling ability of the students.

### ***Discussion***

One of the dreams of every parent is to have smart children. Intelligence in essence can be made, not only the same as genetic or hereditary factors, but can be obtained from various things (Berent, 2021). Like good nutrition, positive games and routines made from the very beginning. Parents have a big role in building positive routines in children. One of the tricks is to increase the child's strength while studying. Reading books as an integral part of their lives.

There are many benefits that parents can get by regularly reading books to their children. One of them is as follows:

#### **Adding children's vocabulary**

Through reading, children will be trained to hear a variety of new vocabulary (Dickinson et al., 2019). This will increase their understanding of the various words that are around them. This is one of the most efficient ways to make the brain more developed because children are stimulated to develop their "language".

For example, a study at Rhode Island Hospital, United States, by comparing two rows of babies aged 8 months. The first row is the row that is often read by the narrative books by his parents and the second row is the opposite. The result is that in the first row, the baby's vocabulary and knowledge increase by 40%, and the non-reading row only increases by 16%.

#### **Improve communication skills**

With an increasing collection of words, it will help children to speak more easily (Liando & Tatipang, 2022). They are increasingly more optimistic in speaking because they are rich in various sentences and words. Good formation in speech will also gradually have an influence on the pace they speak. In addition, when mothers and fathers read books to their children, it should be at a volume that can be heard well by them (read aloud). Therefore, read aloud, mother and father teach many skills in speaking. How to speak, listen and read well.

#### **Introducing a new concept**

Various concepts in life can be introduced by parents through reading (Rowe & Snow, 2020). Starting from the introduction of various types of colors, shapes, letters, numbers and so on.

#### **Practice the power of logical thinking**

Reading can train children to think logically. Reading can help their initial thinking power. When parents read books to children, they will learn to understand because and because, learn to uphold reason, and think abstractly. Children will learn about the risks of one treatment, and some of the basics of what is wrong and right

Do children to dare to decide for themselves. From the conditions they encountered, they needed the power of logic, namely the power to draw an appropriate summary of the existing

evidence. Because the power of logic is important in everyday life. For example, a child is read a narrative book about 'The consequences of littering'. From this reading, children will be trained to think that if they throw garbage carelessly, it will have negative impacts, such as floods, disease and so on.

#### Practice concentration

When reading requires a fairly long span of attention. This can train children's concentration, how they are still in a calm state, listen and process information so that it is received well. If the child has been trained since the beginning, his focus is trained, then it is easier for him to do and complete a task with optimal results.

#### Increase imagination and creativity

Reading about the diversity of life can open children's minds. The information they receive can help increase the innovative aspect of the brain, because children will be provoked to have more and more curiosity. This can motivate them to make a development through their imagination and creativity.

Picture story media are reading media in which there are stories accompanied by pictures. The pictures in the media describe the atmosphere in the story, whether in the form of a fairy tale, legend or animal story (fable). According to Reid & Moses (2020), picture stories are a kind of comics or pictures that are given text. The technique of drawing picture stories is based on stories with various interesting depiction points of view. Sayer et al., (2018) said picture media are one strategy in attracting the attention of children and readers in general. Picture media are an attraction for the spirit of reading media. The illustrations implied in the reading clarify the meaning of the word. Because illustrations are visual texts with the intention that media look attractive and children are interested in reading media. Danaei et al. (2020) also explained that picture story media are media made by combining stories, pictures and simple language and packaged with attractive cover pages. Picture story media as a medium to attract the interest of reading grade 1 students.

Sayer et al., (2018) also explained that with the pictures of interesting stories presented, students will read with great sincerity, follow and try to understand the flow of the action images they see, the images will become one of the driving forces for developing fantasy through imagination and logic.

### **Conclusion**

Based on the results of observations and analysis of data obtained from research results that are synchronized with the formulation of the problem, it can be seen that the representation ability of students when understanding the contents of the images obtained has many problems ranging from lack of focus of students in paying attention to pictures, having feelings of shame when appear in front, and students are not used to face-to-face learning. This also affects other abilities in storytelling, namely verbalization skills. It was found that some students had good verbalization skills and some had poor skills. The majority of the weaknesses in children's verbalization abilities are found in the use of sentences in telling stories. Verbalization skills will be better if followed by vocalization skills when speaking so that there will also be natural expressions from students when telling stories.

Based on the facts that occur in the field, there are still some students who have poor vocalization skills because from the start there have been detected weaknesses in the ability to tell stories. The existence of weaknesses in the ability to tell stories creates an assumption

or initial assumption that some students have abnormalities in the learning process and abnormalities in body organ problems, namely the brain. So that the thinking ability of students in participating in learning is not running properly.

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