DEVELOPING A DIGITAL PICTURE BOOK FOR SPEAKING COMPETENCE

Safriyani Novitri1*, Estika Satriani2, Wilda Srihastuty Handayani Piliang3

1 Universitas Islam Riau, safriyaninovitri@edu.uir.ac.id
2 Universitas Islam Riau, estikasatriani@edu.uir.ac.id
3 Universitas Islam Riau, wshandayani@edu.uir.ac.id

Corresponding Author Email: safriyaninovitri@edu.uir.ac.id

ABSTRACT

This study aims to prepare a new product in the process of learning English, especially for semester 1 students. The product to be prepared is a digital picture book-based learning medium (e-book). Digital picture books (e-books) are made specifically to guide students to become more skilled in learning English according to ethical norms and customary values. Digital picture books or e-books will be packaged more independently and can be used directly by students with the help of the teacher or personally. This research uses the development method by adapting the IDI model, which has three stages of development: planning, design, and development. All processes will be adjusted based on the students' needs in terms of English skills. Quantitative data were collected through questionnaires and testing, and qualitative data were collected through interviews. To develop learning materials to offer students, researchers sought to find needs analysis, effectiveness, and practicality of the products in designing and implementing. Based on the research findings, the study was considered valid and practical and could be used to improve the quality of English comprehension among students.
1. INTRODUCTION

Face-to-face learning in the classroom at this time must be assisted by innovative and creative learning media, both in online classes and in face-to-face learning in class. Innovative and creative learning media are needed for students and can make it easier for lecturers to distribute materials, provide announcements, and instructions, provide feedback, and collect assignments and quizzes so that there are no time and place restrictions this statement based on (Eva & Ine Rahayu, 2021) in their article.

There are many ways that lecturers can do to develop teaching materials for 1st-semester students majoring in PGSD FKIP UIR in English courses, one of them being by using an E-book see (Auliya Vilda Ghasya & Kartono, 2021). Many researcher have explored, the lecturers have teaching materials and in general, at this time all lecturers already have social media and can use digital technology, so it would be very good if lecturers took advantage of their social media by connecting to the teaching materials they have by inserting them into e-books in (Mahendra et al., 2019).

There are many ways that e-books offer to deliver material related to learning, such as inserting the latest media images and photos that can attract students' interest in learning, so this method can increase enthusiasm and eliminate boredom in students with an online learning system that is just like that this study used (Paramita, A. D., Rusilowati, A., 2017).

One of the learning media efforts that help students to be active in the learning process is by using Digital Picture Books media which can be used as a stimulus so that young learners like to read based on (Putri & Ramadhan, 2022).

Teaching materials using picture book media can help students to increase their vocabulary (vocabulary) because students will focus on the stories they read (Selfiyanti et al., 2022).

Moreover in this case, (Sekolah & Pertama, 2018) states that the role of the lecturer must adjust the book according to the development of teaching materials or information that is currently hot. Using digital media can change learning in the classroom using the lecture method (teacher-centered) into student-centered learning.

Digital picture books are digital books that students can use to study anywhere and anytime. A digital picture book can be used as a media innovation learning to improve English language skills and especially for young learners and facilitate lecturers in teaching and learning activities (Munir & Hidayatullah, 2021).

Digital picture books offer multimedia features for reading audiences in other ways that traditional literacy cannot based on (Sargeant, 2015). Thus, publishers and application developers contribute to creating digital picture books for children. (Auliya Vilda Ghasya & Kartono, 2021) says that digital picture books are available and easily accessible via iTunes, App store, and Google Play or publisher sites and can be accessed on tablets, computers, and smartphones.

Currently according to (Aziza, 2019), the role of digital books for students is very popular. Humans have long been known as storytellers, in this digital era learning to tell stories can also be combined with technological sophistication. In other observe that (Wahyudin et al., 2020) with the intention that learning becomes creative and fun. As a learning media, digital stories can also be used to meet innovative learning needs. For this reason, an effort to make students more interested in understanding English is one of them by making active learning innovations so that students can be more enthusiastic in receiving all learning materials from Lecturers (Novitri & Riau, 2021).

According to (Syahrin & Bin As, 2021) refreshing and updating learning methods for first-semester students majoring in PGSD in English courses is to develop students' skills and activities by motivating them to be more enthusiastic and creative in learning, one of which is by using media which is very close to students, namely digital. As well as raising the enthusiasm of students to be able to develop themselves and increase their interest in learning situations where at this time students are more active in playing with gadgets compared to reading books (Paramita, A. D., Rusilowati, A., 2017). So that students are close to the gadgets and smartphones they have, so far as they can be useful for their learning at school. So it is hoped that the Digital Picture Book will attract students to practice English (Kusnadi et al., 2021).

A part from (Parwati et al., 2021) it is emphasized that as a non-printed teaching material, the Digital Picture Book is rich in information and straightforward to be used in learning programs because it can reach students directly. In addition, the Digital Picture Book adds a new dimension to learning. Students can see pictures as learning
materials and can directly provide ideas and understanding of the pictures given (Cartner & Hallas, 2017).

To support the data in this essay, the previous author has distributed a questionnaire to find out how effective and needed this e-book teaching material is for semester I students majoring in PGSD FKIP UIR outside effective hours learn and do online. So that it does not interfere with the learning and teaching process in the classroom. The results of this questionnaire contain 42 correspondents and almost 75% of students choose to need interactive and innovative digital teaching materials so that lecturers will prepare teaching materials that are to student needs for English courses (Husna et al., 2022).

Based on (Bua, 2022) He states conveying that learning strategy using this digital book will make the learning and teaching process more interesting. Students find it easier to make the classroom atmosphere more interactive because students will reflect on their respective opinions based on The pictures they see. The conclusion is that the application of Digital Picture Book-based English learning is very effective in improving the teaching and learning process for students.

TABLES AND FIGURES

To support the implementation of digital picture books for this learning-based English class activity, the researchers explored ways in which students could better understand the content of the book activity and already demonstrate what they had learned in practice. , also asked a few questions. I can say that I never encountered it. Issues identified by students can be addressed by resolving minor timing issues that require more attention.

In the discussion learning process, students were asked to pose questions to the teacher, find information on the topic, and discuss arguments related to the topic sentence. At that time, the instructor will provide information to the students. However, students must try hard to understand the learning process. At the end of each session, students had the opportunity to present their thoughts on the topic to the group.

The activity is easy and the content of this topic is tailored to the student's experience and ability level so that the student feels very comfortable while learning, and ultimately undermine students' interest in learning.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher needs to use the digestible language preferred by the students.</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>The teacher needs to think the best way to convey the message we want to deliver to the students.</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>The teacher needs to consider intonation and how to speak in terms of intonation.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher gives time to students assemble their thoughts before any discussion</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>The teacher gives students challenging to have to give immediate and articulate opinions in their language</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>The teacher gives students pre-discussion rehearsal time</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher put students into opposing groups</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher gives students a lot of time for one group to prepare arguments against a proposition</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>The teacher gives students cards containing brief statements of arguments about the topic</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>The teacher can help and encourage them by suggesting things they can say to push the discussion along</td>
<td>√</td>
</tr>
</tbody>
</table>

2. METHODS

According to (Frankel et al., 2012), qualitative researchers label specific activities or processes, but not how often they occur. Therefore, in this case study study, we adopted a qualitative research design aimed at examining student perceptions of the effectiveness of discussions in digital picture books. Additionally, non-participant observations by researchers were also used in this study. Participated in group activities but did not participate in group activities. Individual Observation For about an hour, researchers were busy observing who the students were, discussing what intonation and how they spoke in relation to intonation. Especially when it comes to feedback and replies, they actually become more careful. Have you started the discussion more aggressively or broadened the topic. Agree and decline as appropriate. But the researchers couldn't say that my students observed it.
The sample for this case study is non-random (simple sampling). This is because the researcher is the instructor for this class and therefore has access to this class. Samples are the epitome of qualitative research and have a purpose. The target sample is the sample that we believe best understands the survey-related research objectives (Garris, 2002).

The main recruitment criterion was that the sample had to be university students, as we aimed to find out whether discussions and conversations with university students would help them improve their verbal group discussion skills. The study sample was an intact classroom with 30 students in one semester of the 2022/2023 term of the Faculty of English, a course consisting of one semester of students. In addition, students study English as a Second Language (ESL), Take English for Communication, a second level of compulsory English. Courses offered by Faculty of Teacher Training and Education, Islamic University, Riau Pekenbaru.

### 3. RESULTS AND DISCUSSION

#### 1. Result

The research material used in this study is a discussion activity based on digital picture books, faculty should consider using discussion-based digital picture books with students as one of the media designed for effective teaching and learning, find effectiveness. Researchers improving discussion skills learning from digital picture books, with a particular focus on effective speaking skills. Provides activities with short discussions on the topic of digital picture books (just in case you get stuck). Ask students to rewrite their statements so that they reflect the group's opinion (for example, feel the problem of violent extremism at school, stop bullying at school). While students are speaking, teachers can help and encourage students by suggesting things they can do. The lecturer says let's continue the discussion.

The class was a two-hour class, and the topic was introduced to the students in advance by the researcher and two staff members for the first 30 minutes. The researcher had the students discuss the topic, but they were completely unprepared for it. researcher.

Data from returned public questionnaires were qualitatively analyzed. Each returned work was labeled with her R1–R20 representing respondents 1–25. Each answer has been properly read, coded, grouped and consequently categorized by topic. Appropriate headings were assigned, and finally qualitative data were presented descriptively. Outcome answers from this study are presented verbatim to enhance understanding and to give participants a voice in the data presented. Regarding observations, researchers focused on whether students enjoyed the discussion activity and whether the student's observers were engaged in the activity.

More importantly, researchers were interested in whether players were more attentive, how they responded to others by providing feedback, initiating discussions, expanding topics, and, if necessary, whether they were more proactive in giving approval and disapproval. Notes were analyzed as well as open-ended questionnaires. Appropriate headings were assigned after the coding process. Data obtained from observations are used to support students' perception of the game by improving their discussion skills, especially their speaking skills.

It is important to write down the main points of this material. (2007) Item Purpose These key phrases will serve as a guide to the discussion activity regarding the amount of material generated in the discussion activity. He also said that the existence of the main points in this material is no longer a written argument, but rather an instruction to write according to the interpretation itself, so the relevant material should make the main points clear and concise.

The assignments on the placement test sheet can be used to measure the degree of achievement of learning goals, and are prepared from difficult to easy assignments. The provision of placement test sheets within the module aims to define attitudes towards knowledge, skills, values and facts, data, procedural concepts, theories and methods (Purwanto, et al. 2007).

The introduction contains the student's initial knowledge, provides an overview of the material discussed, and stimulates student learning. Introductions are initiation learning, so you have to do them to get their attention.

Topics that are already reflected in the material and that can arouse the curiosity of students. According to Suryosubroto (1983), materials are the foundation of the learning process. Each topic should be arranged in a logical and objective order so that students can understand
2. Discussion

Based on the data collected, students preferred discussion as one of the media for effective learning because they found it fun, engaging, and interesting. According to the input-process-result model, this means repeating the discussion as a learning strategy (that is, user behavior). And how should the activity be improved based on the feedback.

The researcher will carry out study group activities to check individual differences. Learning in this way gives students the opportunity to learn at their own pace. This means that students are the center or object of learning, while instructors have a great opportunity to support students in group parent-child learning.

This activity is done in groups or pairs, so make sure all students are actively engaged in learning and don't even give other students the chance to disturb their friends as troublemakers, so focus on the subject matter. Questions that exist in reading and answer learning.

Students also seem to have ongoing discussions with other groups, indicating that they are aware of the importance of studying the module material. In addition, it is necessary to further increase students' interest in activities and motivation to learn. This is consistent with Wien (2008) that there is a correlation between the materials taught and the needs of the students.

After that, based on interviews with students who often use existing sheets, I can explain that the activities are very interesting, practical and easy to use. Strategies for discussion, capturing student interest to enhance the learning process, and stimulating student activity.

In addition, the placement of illustrations is colorful and practical, helping students to understand the material presented, making the language easy to understand and easy to communicate. Regarding timing, you may need to do some more calculations to ensure that all students in your group can participate in this experiment. Gain appreciation for the social environment.

In addition, for discussion, it was shared with students outside their comfort zone. The students found that this discussion encouraged them to think outside the box and answer more creatively. Admitted. As mentioned above, one of her students pointed out how the discussion was improved, how opinions were expressed, how opinions were expressed, and how the discussion was interrupted. It was especially special when This was when opinions were expressed and students listened attentively rather than forming their own thoughts on what to say when the topic was requested by the student. Receiving such responses from students will help us understand the effectiveness of the discussion in terms of how helpful the student's characteristics were in achieving planned learning outcomes, as well as making suggestions for improving the discussion of incompetent students. We were able to evaluate its effectiveness.

CONCLUSION

The conclusions of this study are based on the research results presented in the previous chapter. All steps of the IDI model were carried out: research proposal, applied theory, needs analysis, supporting tools and their validation, trials, product implementation and product evaluation, and final data analysis of research results.

ACKNOWLEDGMENT

All praise to Allah SWT, the most gracious and the most merciful who has given healthy and opportunity to the researcher to finish this article. The researcher would like to express the gratitude from the deepest thank to Islamic University of Riau and my beloved students class II who had devoted the big contribution and supports to complete this article.

REFERENCES


Sekolah, D. I., & Pertama, M. (2018). TEKS DESKRIPSI BERBANTUAN MEDIA AUDIO VISUAL PADA MATA PELAJARAN BAHASA INDONESIA Ditulis untuk memenuhi sebagian persyaratan dalam mendapatkan gelar Doktor PROGRAM STUDI ILMU PENDIDIKAN PROGRAM DOKTOR PASCASARJANA.
