The Development of English Story Book in Student Speaking Skills

#1Dwi Nur Hadiyansah WS, *2 Virgania Afifah Fajaria
#1 English Lecturer, Social Science And Humanity Faculty, Ibrahimy University, Indonesia
*2 Student, Social Science And Humanity Faculty, Ibrahimy University, Indonesia
Corresponding Author Email: machix.hardiansah094@gmail.com

Abstracts:The aims of this research are not only to know the development of English Storybook in Students speaking skill of Al-Qomar Institute but also to know the advisability of English Storybook in students speaking skill of Al-Qomar Institute Giri Banyuwangi. Researcher utilized the development of Sugiyono method with eight stages. The stages included: (1) Potential and Problem, (2) Collection of Data, (3) Product Design, (4) Design Validation, (5) Design Revision, (6) Product Trial, (7) Product Revision, and (8) Final product. In the previous study, the researcher used VOS viewer to get the references which conducted with the title of the research. The information collecting through interview, questionnaire, documentation and test. The data collecting through used four validators. They are validator of design expert, validator of content expert, teacher perception, and student's respondent. The product user is the member of Institute of ala-Qomar Giri Banyuwangi which consisted of 24 students. The result showed: 1) the process includes: a) the design of English Storybook development step, b) the expert of English Storybook and the validation of the assessment step from the expert, teacher perception and student respond. 2) The validity level of English Storybook is obtained based on the result of contain expert is 90%, the score was categorized as "very good" with interval 80% < x < 100%, design expert is 86%, the score was categorized "verry good" with interval 80% < x < 100%, teacher perception is 97%, the score was categorized "very good" with interval 80% < x < 100%, and student respond is 87%, the score was categorized "very good" with interval 80% < x < 100%. So, it can be seen that the criteria of validation level are very valid and not revision. This English storybook that has been revised by design expert and contain expert. This English storybook can be used a reference by teachers to try to improve the student speaking skills and can be some learning media is appropriate to the student's condition. It means, that used English storybook is very positive for the students.

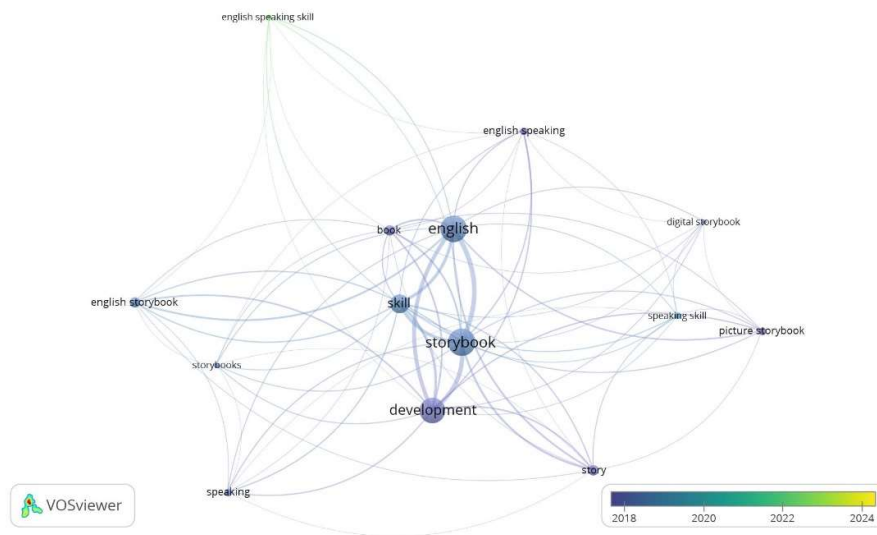*Keywords:English Storybook, Speaking Skill, How to cite*

1. INTRODUCTION

As stated in Minister of Education and Civilization No. 096/1967. English is an international language (Clyne & Sharifian, 2008)(Suartini, 2021) (McKay, 2018). English plays an important role in international communication, such as spoken English. Speaking is one of the English skills. As we all know, there are four basic skills for mastering English: listening ability, speaking ability, writing ability, and reading ability (Harmer, 2010).

(Karnaji, 2021) said that the first skill to improve English skills is listening, the second is speaking, the third is reading and vocabulary, the fourth is writing and the last is mastering grammar. One of the English skills is speaking (Hartono, 2018). Speaking as a skill describes activities in which students practice real speaking events, rather than just using speaking to practice specific language points (Harmer, 2010). When learning a language, especially English as an international language, there are a variety of media that can be used to master speaking skills.

The researcher done the observation on 11th of July 2024 at Institute of Al-Qomar Giri Banyuwangi. Through using method interview, questionnaire, observation and documentation. The finding of the research, the student felt bored in speaking learning. In addition, the student was lazy to read some book and no interesting media. They wanted to study used new media, and the teacher wanted if the learning was effective. Based on the result of the observation, the researcher will make a media to help the student to improve their speaking skills. That is English storybook. Because English storybook is easier book and interested book using in study English especially speaking.

According to (Arief, 2009), Media is anything that can spread information from a sender to a receiver that stimulates thoughts, emotions, enthusiasm, and attention in students, thereby facilitating the learning process. Media is important for learning study. English storybook is can be media in learning. Supported by (Giantara, 2020), that storybooks can make the student easier to speak. An interesting story in storybook makes a reader interested to know the main of the story. From that research, that storybook have many benefits in speaking, because a person can speak while studying some source. According to (Oktaviani, 2020), the use of storybooks for elementary school was significant. Thus, it could be concluded that the using of a storybook was effective for elementary school.

Based on the background of the study and several problems that arise in Institute of Al-Qomar. And the research question which conducted with the problem are:1) How is the

development of the English Storybook in student speaking skills at Institute of Al-Qomar Giri Banyuwangi? 2) How is the worthiness of the English Storybook in student speaking skills at Institute of Al-Qomar Giri Banyuwangi? Based on the problem above, the objective of the study is stated:1) To develop of English Storybook in student speaking skills at Institute of Al-Qomar Giri Banyuwangi. 2) To know the appropriate English Storybook in student speaking skills at Institute of Al-Qomar Giri Banyuwangi.

2. RESEARCH METHOD

In this research, the researcher made English storybook to develop the student speaking skills at Institute of Al-Qomar Giri Banyuwangi. The method used by the researcher was R&D (Research and Development) method. The procedure of this research, adapted from (Sugiyono, 2017). In sugiyono's model there are ten stages. (1) Potential and Problem, (2) Collection of Data, (3) Product Design, (4) Design Validation, (5) Design Revision, (6) Product Trial, (7) Product Revision, (8) Design Revision, (9) Product Try-out, (10) Final product (Sugiyono,2016"298).

But, because of the restricted time the researcher constrained the development in eight stages. The stages included: (1) Potential and Problem, (2) Collection of Information, (3) Product Design, (4) Design Validation, (5) Design Revision, (6) Product Trial, (7) Product Revision, and (8) Final product.

Table. 3.2: Model in Developing English Storybook

(Sugiyono, 2017)
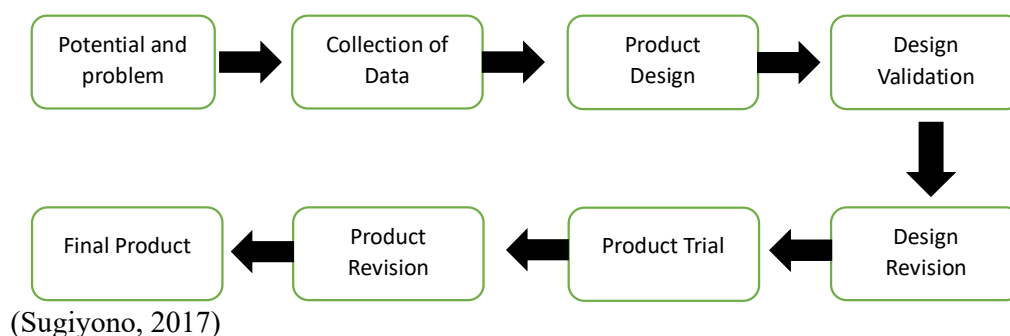
Potential and Problem

The potential and the problem of this research to make some product such as English Storybook because there is a serious problem that is dealt in the speaking and invite them to be interested in speaking. English Storybook have not used in the research place. (Chih, Sheu

Hsiu;, 2008) So that English Storybook can be learning media and make the student and teacher easier to study.

Collection of Data

The collection of data in this research was used questionnaire, a questionnaire which answer have been provided (Giantara, 2020). The kind of data used in this research consisting qualitative data and quantitative data. Qualitative data was gotten from questionnaire used in expert and practitioner validation and suggestion as revision references. Quantitative data was gotten from expert and practitioner validation and field-testing.

Product Design

The design will be practical, interesting and simple word that easy to be understood (Jeff Johnson, 2021). The researcher chooses English Storybook specifically to develop the student speaking skills. In this part, English Storybook will be made by process below: **1)** The story uses a legend, hero and Fabel story. **2)** The meaning of the vocabulary took in John N. Chol Dictionary. **3)** Researcher compiled material uses Microsoft Word application. **4)** The last step in compiling English Storybook is changing into PDF form. **5)** Printing pocket book as a number of respondents.

Design Validation

After doing the product design, some product conducted to the validator such as expert and practitioners. Expert are selected to help improve the quality of the product (Latief, 2023). There are two experts in this research. That are design and content expert. Experts who were going to validate this product were Dr. Dian Arief Pradana, M.Pd. who has been a lecturer in English Language Department University of Tujuh Belas Agustus. He will correct the language use of the product to know that product can be used, and the revision of that product. There were the media expert. He was Mr. Adi Susanto, M. Kom. as lecturer in science and technology Faculty Ibrahimy University Situbondo. He will be correct the design of the book, such us the variation color, the position of the picture and the quality of the product. He was going to validate the product lay-out and cover design. The selection of design expert is considered by those concerned have competence in field of design

The step of design validation:

> Come to the validator (expert and practitioner) while bring the media and materi

> Tell the aim and the use of the development of the product

> Ask the validator to answer the question, and give comment or suggestion
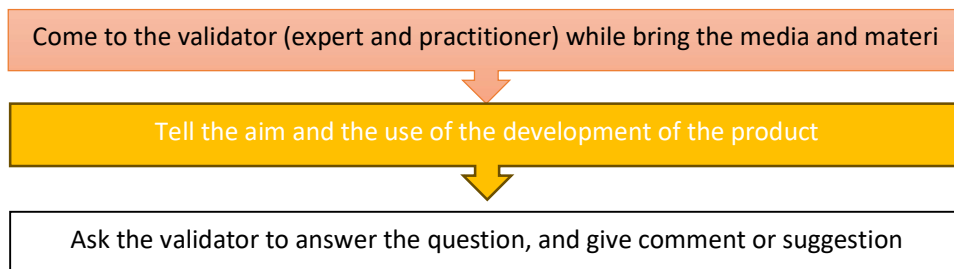
Design Revision

The next test subject after the product is revised. Design revision will find the advantages of the product, and the researcher will correct it.

Product Trial

Product trials conducted with the target of students, will generates some suggestion and impressions, and can be used to repairing products. Product trial is some step to try the value of the product to find the effectiveness (Sanjaya, Penelitian pendidikan Jenis, Model, dan Prosedur, 2013). Product trial will be practiced in Institute of Al-Qomar Giri Banyuwangi.

Product Revision

After the product trial allow for revision notes. If revisions are needed, the product should be revised to be more perfect before being piloted on the big group (Robert G., 2014).

Final Product.

The last revision of the product must be carried out before the dissemination stage.

3. RESEARCH FINDINGS AND DISCUSSION

The finding deals with the result of the researcher which have taken as the result of need analysis, Result of Product Development, Result of Expert Validation and Revision, Result of Product Try-out and Revision, Final Product, Dissemination. While discussion presented the result of research finding

There are two aspects of this book; the contents of the book, and design of the book. English Story Book this explained two parts, preliminary is about the cover and the writer page, and the second is the content of the storybook.

Wira Sanjaya, *Penelitian Pendidikan Jenis, Model, dan Prodsedur*, (Jakarta: Kencana Pranada Media Group, 2013), 144.

a) Preliminary Product Design

1) Font Cover

Font cover designed by color, picture and font. The book cover is connected to the content of the story. The process of designing used Online Canva. The cover used a simple theme as the writer lives, although it was simple it was beneficial to others.

2) Back Cover

Back cover designed by a color and quotes writer.

3) Writer Page

Writer page is about the Department (English Language Department, Social Science and Humanity Faculty, University of Ibrahimy). In this page, designed by pink and green color which connected with the background.

In the second writer page is about writer name, illustrator name, content expert validator name and design expert validator name. In this page, designed by green and pink color which connected with the background.

Picture 4.1. Front Cover Picture   Picture 4.2. Back Cover Picture

Picture 4.3. Writer Page   Picture 4.4. Second Writer Page

Picture 4.5. Preface
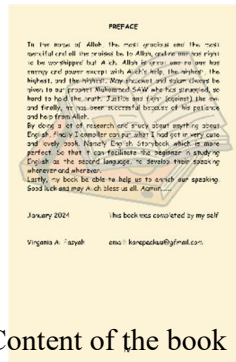
Picture 4.6. Table of Contain

b) Content of the book

In the English Storybook, there are 6 chapters (the kind of the story): hero story, fable story, daily story, listening section, and tongue twister.

1) Hero Story

In this chapter, talk about the hero story in Indonesia, such as: RA. Kartini, IR Soekarno, BJ Habibie, Ki Hajar Dewantara and Dewi Sartika.

Picture 4.7. Chapter I (Hero's Story)
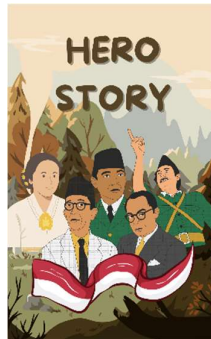
2) Fabel Story

In this chapter, talk about the fabel, such as fox and cat, the ant and the dove, the ant and the grasshopper, the liar crow, the tortoise and hare, the lion and the mouse.

Picture 4.8. Chapter II (Fabel Story)
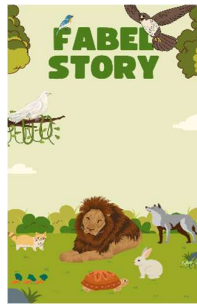
3) Listening Section

This chapter which makes different with other book, because in this book there is listening section completed by media (audio) to improve the speaking skill and interest to use this book. The content of the listening section.

Picture 4.9. Chapter III (Listening Section)
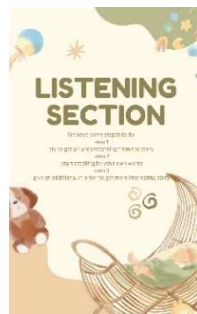
4) Daily Story

In this chapter, practice section to speak English while reading the story.

Picture 4.10. Chapter IV (Daily Story)

Result of Expert Validation and Revision

Is not east to be expert in the research. This expert has same as the criteria of expert in this research. The criteria of design expert such as 1) have experience in design, 2) have graduated from technology major, 3) have high qualification. The criteria content expert such as 1) have experience to make some book 2) have graduated from English major (have English ability). There are two expert validations:

1. Content expert validation data

   The expert validation which was done by Dr. Dian Arief Pradana, M.Pd. at 12nd May 2024 as the first expert who was going to validate this product. who has been a lecturer in English Language Department University of Tujuh Belas Agustus. He was the best speaking lecturer.

   The data taken from the calculation of the validator's assessment towards the English Storybook. This validity assessment is based on the following formula:

   $$\text{Average} = \frac{\textit{Total Score}}{\textit{Number of Indicators}}$$

   And to test feasibility of the media used the formula:

   $$(\%) = \frac{\textit{Total Score}}{\textit{Max Score}} \, x \, 100$$

   Converting scores into these assessment requirements can be seen in the following table:

   Table. 3.7 Feasibility Criteria (Sanjaya, Penelitian Pendidikan Jenis, Model, dan Prosedur, 2013)

Percentage score (%)	Interpretation	Note
80,00 – 100	Very feasible	No revision needed
60,00 – 79,99	Feasible	No revision needed
50,00 – 59,99	Feasible enough	Need Revision
20,00 – 49,99	Not feasible	Need Revision
0,00 – 19,99	Very not feasible	Need Revision

   In addition, the result from the content expert validation to the product, in the percentage from the first until the fourth question the validation has very feasible score and the result is so satisfied. He concluded that this product was legitimate to field-testing

without revision. Score gotten from validation above was 18. While the criterion of score was 20 and the percentage was 90% which was categorized as very feasible. He did not put any note. He assessed that the content of the book had been good enough. Therefore, he concluded that the book was legitimate to field-testing without revision

2. Design Expert Validation

There were the media expert. He was Mr. Adi Susanto, M. Kom. as lecturer in science and technology Faculty Ibrahimy University Situbondo. He will be correct the design of the book, such us the variation color, the position of the picture and the quality of the product. He was going to validate the product lay-out and cover design. The selection of design expert is considered by those concerned have competence in field of design, and media expert is willing to provide comments and suggestions.

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80,00 – 100	Very feasible	No revision needed
60,00 – 79,99	Feasible	No revision needed
50,00 – 59,99	Feasible enough	Need Revision
20,00 – 49,99	Not feasible	Need Revision
0,00 – 19,99	Very not feasible	Need Revision

The result of design revision, there are ten questions for design expert. In every question have five indicators. The design expert give score of the product 90% very feasible and 10% is feasible. The total score was 43 while the criteria score was 50. The percentage was 96%.

The other validation by a teacher perception, his name is Mr. Kholid Alfaris. While, his education history has graduated in 2023 at Gontor Islamic Boarding School. He was a tutor in Institute of Al-Qomar Giri Banyuwangi.

In overall, there are seven questions. Every question has five indicators. The percentage from this questionnaire, the teacher gives good respond, that the product has very feasible score. Based on the result above, the validation by teacher perception, the total score was 34. While the criterion of score was 35 and the percentage was 97% and was in valid criteria.

He commended that the book is good for developing the student learning to speak in class. For further development, she hoped this book could be developed to motivate the student. The

content of this book is interesting. As the result, the English storybook is valid or suitable for use for development research. And this English storybook has been made very interesting and students can read it independently so that later will provide motivation in learning.

The first validation is content expert and the second is media expert. Every expert gives comments and suggestions about the product. The data revision of the comment or the suggestion as a table:

Table 4.5 Revision from content expert and media expert

Suggestion	Revision
1. The color must be bright 2. The picture same as the theme 3. Bigger the font 4. For the vocabulary is famous vocabulary	1. The color has change 2. The picture has same as the theme 3. The font has change 4. The vocabulary has change

Table. 4.6 The picture of the product before and after revision

Before Revision	After Revision
Revision for the cover	After revision the cover

The result of the product revision was conducted by every expert. And every expert gives some comment on the product. The purpose of the feedback is to make a product to be interesting.

The Result of Product Trial

After revisions were made based on validation from content expert and media expert, then product trials were carried out. The English storybook that has been developed based on the use of media by students. The English storybook was tested in all of members of Institute of Al-Qomar Giri Banyuwangi. Which consisted of 24 members (16 girls and 8 boys). The try-out was carried out on, June 12th, 2024. The try-out was carried out according to the learning process in speaking class, starting with praying and storytelling. Then do practice the storybook, everyone got a different title of the story.

The percentage of the student speaking assessment, from 24 students there are 16 students who the speaking score is very feasible and 8 students reaches feasible score. Based on the result not all student like to English. In the speaking assessment the researcher asked to the student to read some story which there is in the English storybook and give score based on

the rubric of speaking assessment. The result of speaking assessment, the students is interesting in speaking and using English story book.

Result of Product Try-out and Revision

The try-out conducted in twice. **The result of the first try-out.** The try-out was carried out at 8th June 2024 and the student asked to fill a response validation questionnaire of English storybook.

The result of the first try-out showed that the book was very proper by percentage was 83% gotten from the above form. The total score was 982, while the criterion of score was 1200.

Most of students, interest to use English storybook in learning speaking with percentage strongly agree 80%, agree 25% and uncertain 15%. Interest to use English storybook in take a rest time with percentage strongly agree 45%, agree 40%, uncertain 25%, disagree 10%. The students disagree if English story book is not easy to be used in learning speaking with percentage strongly agree 55%, agree 60%, uncertain 5%, disagree 25%.

In addition, study uses English storybook is fun for majority student with percentage strongly agree 25%, agree 65%, uncertain 25%. For them the learning use English storybook can improve their speaking with percentage strongly agree 45%, agree 55%, uncertain 15%, disagree 5%.

Depend on their learning and teaching the teacher uses English percentage strongly agree 60%, agree 30% and uncertain 20%, and disagree 10%. The teacher gives some more explanation use a video or audio about native speaker in speaking with percentage strongly agree 75%, agree 30% and uncertain 15%, and ask to the student to practice the content of the English storybook with percentage strongly agree 50%, agree 40%, and uncertain 30%.

The result of the second try-out. Second try-out was conducted to Twenty-three members of Institute of Al-Qomar Giri Banyuwangi as the subject of this research step. This research step was held at 14th June, 2024. The score of second try-out was gotten were scores gotten from all of the comment, respond or the result from student questionnaire.

After the trial was carried out, then the students were asked to fill out a response validation questionnaire of the English storybook. The student response validation questionnaire is contained in the form of an assessment between media expert indicators and content expert. The result of the second product showed that the book was very proper by percentage was 87% gotten from the above form.

Based on the result above, the validation by the student's respondent, the total was 1041. While the criterion of score was 1.200 and the percentage was 87%. The mean was the criteria score of students' respondents was very feasible.

Most of students, interest to use English storybook in learning speaking with percentage strongly agree 70%, agree 20% and uncertain 10%. Interest to use English storybook in take a rest time with percentage strongly agree 45%, agree 40%, uncertain 25%, disagree 10%. The students disagree if English story book is not easy to be used in learning speaking with percentage strongly agree 10%, agree 25%, uncertain 20%, disagree 65%.

In addition, study uses English storybook is fun for majority student with percentage strongly agree 25%, agree 65%, uncertain 10%. For them the learning use English storybook can improve their speaking with percentage strongly agree 40%, agree 50%, uncertain 25%, disagree 5%.

Depend on their learning and teaching the teacher uses English and give some more explanation use a video or audio about native speaker in speaking and ask to the student to practice the content of the English storybook with percentage strongly agree 100%.

Discussion

The Development of English Storybook

Development of English storybook to foster student speaking skill are based on the fact that there are no media in learning and teaching process and no interesting book. Thus, the result of development is intended to fulfil the requirements availability of English storybook that can improve students speaking skill to be better.

This research and development began with the need of the students of Al-Qomar. Based on the result of the researchers with the teacher of Al-Qomar that Institute need some book that can attract attention of the student to grow the student's speaking skill because there is still lack of awareness student in speaking skills. And the researcher gets good respond to developing the English storybook.

The Advisability of English Storybook.

The English storybook is usable to be learning and teaching media, because the researcher make the English storybook depend on the observation and the problem at Institute of Al-Qomar. The advisability of English Storybook has validation by design expert, media expert, teacher respondent and student respondent.

4. CONCLUSION

Based on the result of research development and the discussion. That have been described, the conclusions obtained are: 1) The development of English Storybook. Development of English storybook to foster student speaking skill are based on the fact that there are no media in learning and teaching process and no interesting book. Thus, the result of development is intended to fulfil the requirements availability of English storybook that can improve students speaking skill to be better. This research and development began with the need of the students of Al-Qomar. Based on the result of the researchers with the teacher of Al-Qomar that Institute need some book that can attract attention of the student to grow the student's speaking skill because there is still lack of awareness student in speaking skills. And the researcher gets good respond to developing the English storybook. 2) The advisability of English Storybook. The English storybook is usable to be learning and teaching media, because the researcher make the English storybook depend on the observation and the problem at Institute of Al-Qomar. The advisability of English Storybook has validation by design expert, media expert, teacher respondent and student respondent.

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