

**DEVELOPING A SET OF PICTURE-BASED INSTRUCTIONAL MATERIALS
FOR STORYTELLING EXTRACURRICULAR PROGRAM
IN SMP N 12 MAGELANG**

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ABSTRACT

The objectives of this research were: (1) to find out the target and learning needs of the storytelling extracurricular students in SMP N 12 Magelang and (2) to develop an appropriate instructional material for the storytelling extracurricular program in SMP N 12 Magelang.

This was a research and development (R&D) study. The subjects were 33 students of storytelling extracurricular program of SMP N 12 Magelang. This research procedure followed Dick and Carey's model in Borg and Gall (2003) with some modifications. The steps were conducting needs analysis, developing course grid, writing the first draft of the materials, evaluating the first draft by an expert, and revising the materials based on the feedback obtained from the evaluation. The instruments to collect the data were the needs analysis questionnaire and the materials evaluations questionnaire. The data from the need analysis were analyzed quantitatively and the data obtained from the materials evaluation were analyzed through descriptive statistics..

Based on the results of the needs analysis, this study developed three units of storytelling extracurricular materials. Each unit had two main parts: introduction, and main lesson. Based on the analysis of the data from the expert judgment, the developed storytelling extracurricular materials were appropriate in terms of the content, language, presentation, and layout. The mean score of all aspects was 3.52. It can be categorized as "very good."

Abstrak

Tujuan penelitian ini adalah untuk menemukan target dan kebutuhan belajar siswa program ekstrakurikuler *storytelling* di SMP N 12 Magelang dan 2) mengembangkan bahan instruksional yang tepat bagi program ekstrakurikuler di SMP N 12 Magelang.

Penelitian ini merupakan penelitian pengembangan. Subjek penelitian berupa 33 siswa program ekstrakurikuler *storytelling* SMP N 12 Magelang. Prosedur penelitian ini mengikuti model Dick dan Carey di Borg dan Gall (2003) dengan beberapa modifikasi. Tahapan penelitian ini berupa melaksanakan *need analysis*, mengembangkan *course grid*, menulis rancangan awal, mengevaluasi rancangan awal yang dilakukan oleh ahli, dan merevisi bahan berdasarkan masukan yang

diperoleh dari evaluasi. Instrumen untuk mengumpulkan data berupa kuesioner needs analysis dan kuesioner evaluasi bahan. Data *need analysis* dianalisis secara kuantitatif dan data yang diperoleh dari evaluasi bahan dianalisis secara deskriptif.

Berdasarkan hasil *needs analysis*, penelitian ini mengembangkan tiga unit bahan ekstrakurikuler *storytelling*. Tiap unit terdiri dari dua bagian utama; *introduction* dan *main lesson*. Berdasarkan analisis data dari *expert judgement*, bahan ekstrakurikuler *storytelling* ini tepat secara isi, bahasa, sajian, dan *lay out*. Nilai rata-rata semua aspek adalah 3.53. Dengan demikian materi ini dikategorikan sangat bagus.

Kata kunci: materi, *storytelling*, ekstrakurikuler

INTRODUCTION

In SMP N 12 Magelang, *storytelling* is chosen to be an extracurricular activity because it is a medium of learning that enhances student's language skills especially speaking skills. In the *storytelling* activities, the students will learn public speaking which improves their confidence in performing in front of audiences. Besides, the stories will help them to increase vocabulary mastery, pronunciation, and also the ways to tell to audience. This is in line with Wright (1995: 160) who states that stories are an excellent way to introduce language that learners are not yet familiar with, be it a point of grammar, a function, an area of vocabulary or pronunciation. Given the importance of *storytelling*, it is necessary to provide appropriate materials using various techniques of eliciting oral productions. Yet, in SMP N 12 Magelang the materials used in the extracurricular are limited. The materials are only taken from some videos. Though the students were helped in remembering the stories through some videos of the story, they still face the difficulties in understanding and memorizing the story because of their ability in English. They have to retell those without being equipped with relevant language skills. Moreover, the techniques used to elicit the student's speaking are less varied.

According to Brown (2004) visual pictures, diagram, and charts are usually used as a stimulus for a longer story description. Furthermore, Harmer (2011: 134) states that picture has been used by teachers in multiple ways, for example for drills, communication games, understanding, ornamentation, prediction and discussion. In explaining and understanding meaning, pictures provide an easy way to the students and the teacher. The teacher will be helped in checking the students understanding of a piece of writing through the pictures.

Besides, pictures also help students to predict what is coming next in the story. Considering the benefits of picture and considering that the materials are less varied to prepare the students to retell stories, the research developed a picture-based instructional materials for storytelling extracurricular in SMP N 12 Magelang.

RESEARCH METHOD

The research was categorized as research and development (R&D). It developed instructional materials for storytelling extracurricular that can be used as a source in extracurricular activity. As stated by Gall and Borg (2003: 569), the findings of the R & D research are used to design new products and procedures which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

The research subject were 33 students of storytelling extracurricular program of SMP N 12 Magelang. The procedure of this research was following the materials development process proposed by Dick and Carey in Gall and Borg (2003:570). The steps of the research were (1) collecting data and information (needs analysis), (2) planning, (3) writing the first draft of the materials, (4) evaluation or expert judgement, (5) writing the final draft of the materials.

In this study, the researcher used questionnaires for collecting the data. The first questionnaire aimed to assess the learner's need. The second questionnaire aimed to evaluate and design the materials and find out if the materials were relevant with the learner's need. The obtained data from need analysis questionnaires were analyzed into percentage. The answer which had the highest percentage was considered as the representation of the students' actual conditions.

The second questionnaire used *Likert* scale as the measurement. Then, the data resulted were converted into descriptive analysis in terms of its goodness.

RESEARCH FINDING

The target needs for the students of extracurricular storytelling program were expanded into three aspects namely necessities, lacks, and wants. The necessities represented what storytelling skills that students needed to retell stories. Based on the result of needs analysis, the students needed the ability to understand, the ability to summarize, and the ability to retell stories. Related to the technique of understanding stories, they needed the ability to understand the plot of the stories, the characters of the stories, and the scene of the stories. Meanwhile, related to the technique of summarizing story, they needed the ability to summarize story on their own words, choose the key words of the stories, and make illustration of the stories. In addition, the technique of retelling story that the students needed were retelling story using expressions, gesture, and nonverbal language, use various voices, stresses, different rates of deliver, and rhythm for every character in the story.

The results of needs analysis showed that students had difficulties in understanding story. They also faced the difficulties in pronouncing the words with correct pronunciations, stresses and intonations. In addition, they had obstacles in producing speech in natural constituent: in appropriate phrases, pause groups, breathe groups, and sentence constituents. Moreover, they needed the ability to convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

In learning vocabulary, the students liked to practice completing a story with available words. Moreover, they wanted matching activities.

In terms of pronunciation activity, the students expected to have pronunciation practice of pronouncing a word, a phrase, and a sentence correctly. The students preferred to identify the sound of English words correctly. In addition, they wanted to pay attention to the stress in pronouncing the English words.

Meanwhile, the learning needs were divided into six parts which were goals, input, procedure, setting, teacher's role, and learning role. The goal part clearly stated that the students needed the materials that help them communicate in English in the daily life. They wanted to understand English words. In addition, they wanted to be able to retell story.

In terms of input, they wanted materials that provide many types of stories. In addition, they needed materials that provided pictures. The students

wanted the materials to provide word pronunciation activity. The kinds of input that they wanted were picture stories, stories, and film strips. The learning media that they liked most were video and film. The types of story they mostly wanted to have were fables, fairytales, and legends.

In terms of procedure (activities), the students mostly preferred to have storytelling practice in group. Moreover, in terms of setting, students mostly chose classroom as the place of the teaching and learning process.

The last one is about the students' role and teacher's role. In terms of students' role, the students mostly preferred practice in group. However, they also expected that the teacher motivated them and give chance to share and discuss. Further, the students wanted the teacher to explain the materials by giving example. In addition, they mostly liked to have the teacher teach in both English and Indonesia.

CONCLUSIONS

Based on the result of the materials evaluation, the developed instructional materials for storytelling extracurricular program are considered to be appropriate. They have the characteristics as described in the following paragraphs.

The first part of the unit is unit title and objectives. The unit title reflects the whole topic of the unit. It is followed by the unit objectives which tell the students what storytelling skills that they will learn in the unit. Each unit consists of at least 20 activities which cover storytelling skills.

Each unit of the developed materials follows a certain design pattern which consists of *Warm up Activity*, *Let's Listen! /Let's Watch*, *Grammar Corner*, *Pronunciation Tips*, *Let's Illustrate!*, *Let's Summarize!*, and *Let's Tell!*. In the "Warm up Activity", students are given pre-activity activating their background knowledge about the topic they are learning, they are also provided some words related to the topic. The given words are used in the next following activity.

The main lesson stage is divided into *Let's Listen!/Let's Watch!*, *Grammar Corner*, *Let's Illustrate!*, *Let's Summarize!*, *Pronunciation Tips*, and *Let's Tell!*. *Let's Listen!/Let's Watch!* section provides some activities related to input. In this section, the students are provided a recording or a video of a story whose purpose is to give input and to serve model for them. Besides, students are

provided some activities designed to increase their knowledge about grammar related to storytelling in the Grammar Corner. Pronunciation tips provide some sentence intonations and words stress along with the pronunciation practice to the students. *Let's Illustrate!* section provides students some spaces to illustrate the story by drawing pictures. This stage aims to express their idea about the parts of the story in terms of drawing pictures and to develop students' creative thinking. The next stage is *Let's Summarize!*. After they draw the parts of the story they are provided an activity to prepare them in retelling story by summarizing. They learn how to make an outline of a story according to the title, the characters, the setting, the problem, and the solutions. The last section in the Main Lesson is *Let's Tell!*. In this stage the students are provided retelling activity practice, in pairs, group, and in front of the class. It is also provided some properties to help the students retell story. The activity aimed to give free production as the goal of the storytelling extracurricular program.

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