

WORDLESS PICTURE BOOK: A TEXTBOOK DESIGN FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The research aimed to develop wordless picture book media for junior high school students. The 7th-grade students (Classes A and B) at SMP Muhammadiyah Pangkalpinang were engaged as participants. The four stages of the 4D development processes proposed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel are employed in this research and development model: define, design, develop, and disseminate. The data collection techniques included documentation, expert validation, and feasibility test sheets. Two experts contributed to validate the media and the materials. The product feasibility test used the Likert scale to measure teacher's and students' satisfaction with using the product. The results of questionnaires from media and material experts show that the book is highly valid. The results from the students and teachers of small and large scales were all very good.

Keywords: English media, ELT, wordless picture book

INTRODUCTION

Comprehensive National Education in the current conditions must be understood with a good concept. Following Law No. 20 of 2003 article 3, concerning the purpose of National Education is to develop abilities and shape the character of students so that they become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. As well as to support this movement, the government decided to include English as a compulsory subject in the curriculum. This rule was made to prepare students to become Indonesian generations who can compete globally because many countries use English as their national or second language. In the 2013 Curriculum, the material on learning English is emphasized.

The 2013 Curriculum emphasizes the material on learning English as a communication tool to convey opinions or ideas. As it is known, the basic things that must be improved in learning English are listening skills, reading skills, speaking skills, reading, speaking, and writing skills (Sreena & Ilankumaran, 2018). In addition to these four skills, other supporting components that students in the 21st century must possess are critical thinking, collaboration, creativity, and communication skills, known as the 4C concepts of learning. In 21st-century learning, there are several principles: student-centered learning, collaborative learning, and learning must have and be in an authentic context. Furthermore, the school also must be integrated with the community or social environment. So, 21st-century learning is hoped to be linked with the government's ideals in education. Students are not only required to be able to master skills in speaking English but also be able to give opinions, solve problems, be creative, and be able to collaborate well.

21st century learning is meant by future-oriented learning, where this learning can prepare students not only with soft skills but also 21st-century skills. Rotherdam & Willingham (2009) note that a student's success depends on 21st-century skills, so students must learn to have them (Willingham & Rotherham, 2009). Meanwhile, Kim and Kim (Kim & Kim, 2021) provide a framework for 21st-century skills in cognitive, affective, and social culture. Along with 21st-century learning, wordless picture books are used as learning media to hone students' imagination and provide opinions and input based on their understanding (Rizqiyani & Azizah, 2019). Learning to use wordless picture books essentially provides opportunities for students to focus more on images and be able to analyze them according to their respective perspectives. Through this media, students are required to be able to read the plot, translate pictures, and retell the story in oral or written form (An et al., 2017; Chaparro-Moreno et al., 2017; Ciecierski et al., 2017).

METHODOLOGY

Research Design

The method used was the Research and Development (R&D) model from Thiagarajan (Sivasailam et al., 1974)), namely the 4D model. 4D Model stands for Define, Design, Develop, and Disseminate. According to Amir and Parumbuan (2019), this 4D model has stages of development that are simple, systematic, detailed, easy to implement, and very suitable for use in developing textbooks (Amir & Parumbuan, 2019). So, the stages of developing the Wordless Picture Book textbook media are as follows:

- a. Define stage, namely the researcher analyzed the needs of students, which included analysis of learning English, analysis of the Wordless Picture Book concept, analysis of English assignments, learning objectives, and also the types of media that had been used and would be developed.
- b. The Design Stage, in which the researcher started designing chapters and themes that would be developed. Suppose the defined stage had been fully implemented and the results were obtained. In that case, the researcher could formulate a description of the learning theme, the activities in the teaching materials, and an overview of the assignments or homework to be done by students.
- c. The Develop stage, namely the teaching materials that the researchers began to develop based on the results of the needs analysis and the results of the initial evaluation of the design. In addition, at this stage, the media validator team had already validated the material and teaching materials. For this reason, teaching materials for wordless picture books were tested on students with a limited sample.
- d. Disseminate stage, the Wordless Picture Book teaching materials were ready to be used by students after receiving an assessment from a team of media experts.

Participants

The research participants were the students at SMP Muhammadiyah Pangkalpinang, consisting of 50 students (Class A and Class B). Two experts in media and material were used to determine whether the media was feasible.

Data Collection Techniques

In this study, the instruments used in collecting data are as follows;

- a. Observation
Observations were made to determine the initial phenomenon at the research location. In this case, the researcher prepared an observation sheet so that the data obtained could be accounted for.
- b. Documentation
The researchers documented the curriculum, learning tools, and learning media used in the classroom.
- c. Questionnaire
Questionnaires were distributed to students with two distribution times, namely when distributing the needs analysis questionnaire and the product feasibility test. The

product feasibility test used the Likert scale to measure teacher's and students' satisfaction with using the product.

Data Analysis Techniques

Qualitative and quantitative approaches were used to analyze the data. The results and notes from the experts' suggestions were analyzed using a qualitative approach. Furthermore, learning media feasibility data is processed with a quantitative descriptive approach. The material and the medium tests were validated by experts related to media and materials provided in the book. Then, product trials of the book's design were given to students and teachers at the small-scale and large-scale tests.

FINDINGS AND DISCUSSION

Findings

Through learning in the 21st century, the role of massive information technology is evolving along with skills that need to be honed. Therefore, using wordless picture books integrated with 21st-century learning can improve junior high school students' soft skills in English. Wordless picture books develop students' soft skills, such as absorbing information, finding solutions, and developing them. Research on the development of teaching materials for wordless picture books. Four steps or stages were conducted in this Research and Development (R&D) model.

Define

In the first place, the researchers defined the analysis of the English syllabi, which focused on basic competencies and main materials of *Bahasa Inggris Kelas 7; When English Rings a Bell's* book. This syllabi analysis selects the suitable topics to be developed, modified, and provided within the text. The preliminary need analysis study was also conducted to acknowledge the further interest of students in English learning with wordless picture book media (Maming et al., 2019). Not all of the queries from the needs analysis form are described. So, the results presented below display questions related to 21st-century learning skills.

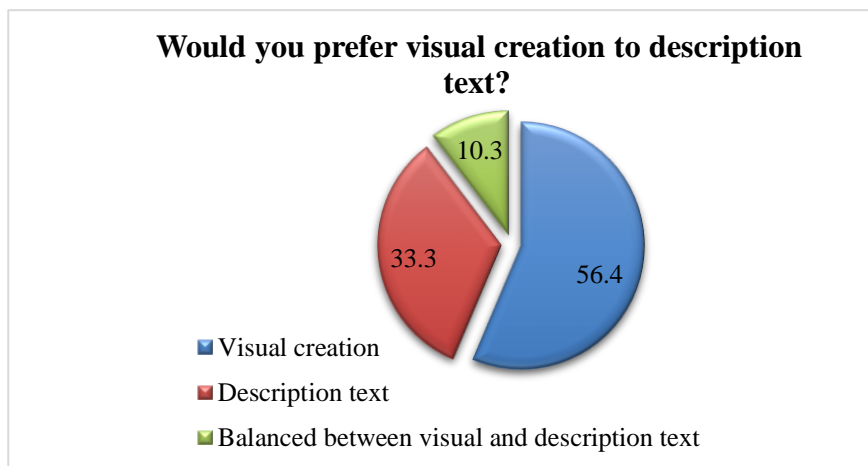


Figure 1. Percentage of relevant pictures

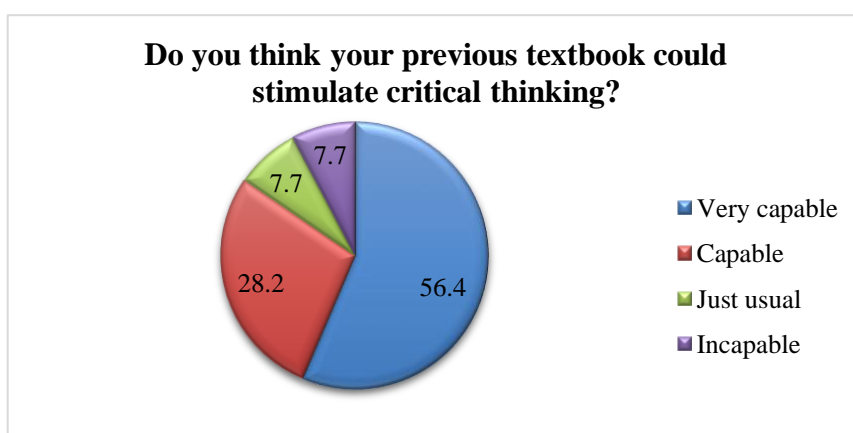


Figure 2. Percentage of relevant pictures and critical thinking

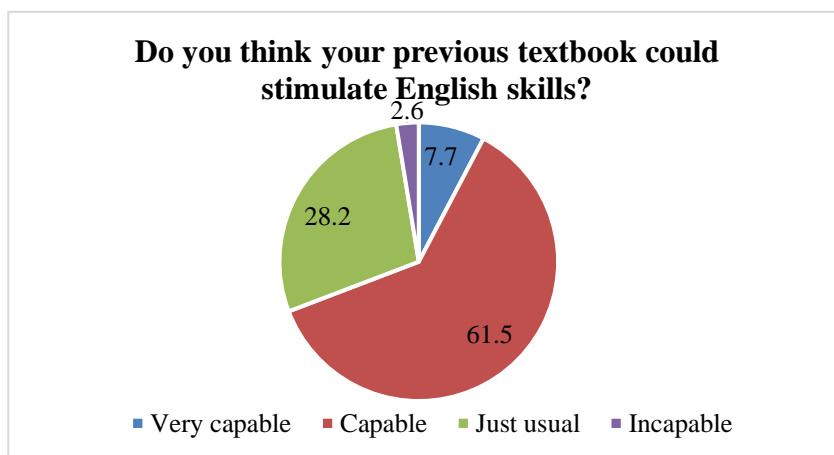


Figure 3. Percentage of relevant pictures and English stimulation

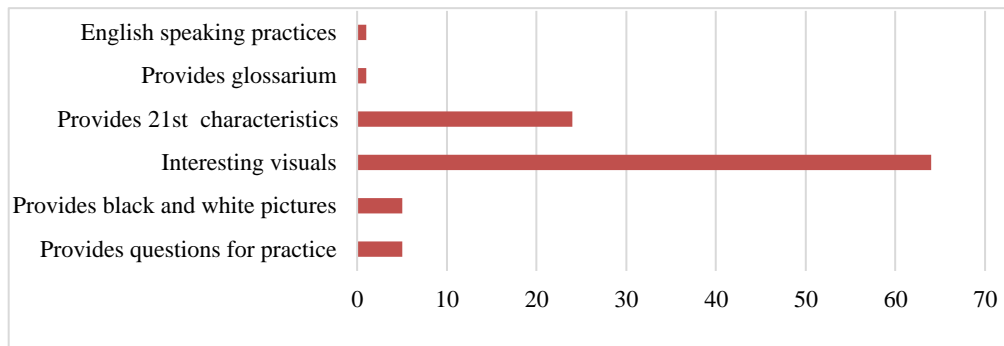


Figure 4. Percentage of what an English textbook should provide

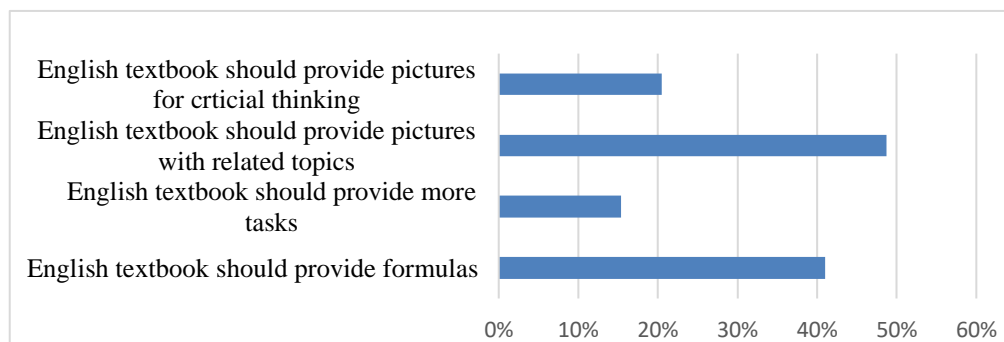


Figure 5. Percentage of grammar formulas and relevant visuals

Design

This step carried out the first topic to be provided in the book. The kinds of material chosen in each chapter, relevant pictures, motions, and tasks. The figure below shows the preliminary designs of pictures that are selected for each chapter. The researcher began to create some ideas to enhance students’ critical thinking skills and the ability to search for the answers to the assignments given.

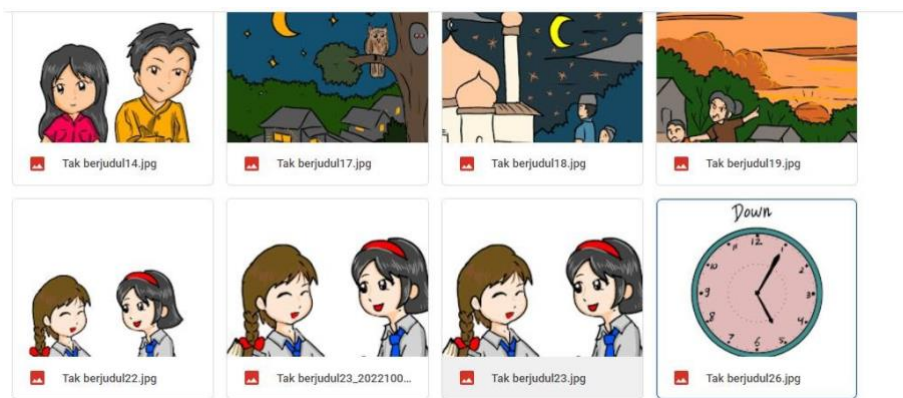


Figure 6. The pictures designed for the book

Develop

The developing phase took the longest since the authors needed to finish all the chapters before the book's validators could assess them. Some instances of how the book was designed are shown below;



Figure 9. Example of Book's Design



Figure 10. Example of Book's Design

Disseminate

The complete version of the book is now ready for validation by the validators. Two assessors were used to provide merit to the book: material and language experts. Each expert was given a questionnaire to determine whether or not the book was feasible. The validators' results are provided below to better understand the book's feasibility.

Table 1. Media validity result

Aspects	Criteria	%	Validity	Trustworthiness
Media	Media developed according to the material	100	Valid	Very good
	Media developed according to purpose	100	Valid	Very good
	Media developed according to KD	100	Valid	Very good
	The media contains appropriate illustrations	90	Valid	Very good
	Media makes it easier for students to imagine the material	100	Valid	Very good
	Attractive media display	100	Valid	Very good
	Media is not easily damaged	100	Extremely valid	Very good
	The use of media can reduce dependence on teachers	100	Extremely valid	Very good
	The use of media can minimize misconceptions	100	Extremely valid	Very good
Average		98	Extremely valid	Very good

A media validation was undertaken by a media development professional. The media validation yielded an impressive overall score of 98%, indicating that the product performed exceptionally well and required no more revisions.

Table 2. Validity and Trustworthiness of the Material

Aspects	Criteria	%	Validity	Trustworthiness
Material	Teaching material relevance level to the curriculum	100	Extremely valid	Very good
	The completeness of the material describes facts, concepts, and theories that are by the subject matter of KI and KD	85	Extremely valid	Very good
	The suitability of the material presented with the development of learning media	100	Extremely valid	Very good
	The media content component is sufficient	100	Extremely valid	Very good
	The description of learning content and activities in learning media is systematic	75	Valid	Good
	The scope of the material presented in the learning media is on the students' thinking level	75	Valid	Good
	The depth of the material is by the cognitive, affective, and psychomotor domains	75	Valid	Good
	The accuracy of the material is not based on misconceptions and multiple interpretations but rather on the student's experiences.	100	Extremely valid	Very good
	The material is presented according to the latest scientific developments	100	Extremely valid	Very good
	The material in the media is implicated by science and technology	100	Extremely valid	Very good
	Average		91	Extremely valid

The result above presents the score of the language and media validation sheet, which confirms that the media used were valid and feasible. The findings from the validation demonstrate that the generated media fits the criteria of being both highly valid and efficient. The experts' ratings were above 90 per cent, meaning that the product satisfies extremely valid standards and is suitable for use without revision.

Table 3. Small-scale test validation result

Validators	Percentage	Category
Teacher 1	85%	Very High
Class A	90%	Very High
Average	90,85%	Very High

The comprehensive validation results from all validators in the small-scale test yielded an overall accuracy of 90,85%. So, it can be concluded that the learning medium utilized is highly valid and does not require any revisions. It is deemed ready for deployment.

Table 4. Large-scale test validation result

Validators	Percentage	Category
Teacher 1	85%	Very High
Teacher 2	80%	Very High
Class A	90%	Very High
ClassB	83%	Very High
Average	86%	Very High

The overall validation findings of the learning media on the broad-scale test indicate a success rate of 86%. It can be concluded that the generated learning medium is highly valid and is now ready for usage.

Discussion

Some points should be discussed after providing the results of this research; they are improved reading comprehension, enhanced critical thinking, and stimulated creativity. Incorporating wordless picture books into the curriculum significantly improved students' reading and writing comprehension skills (Lefevre, 2019; Lubis, 2018a; Natale, 2018; Yeom, *Linguists: Journal of Linguistics and Language Teaching* Vol. 9, No. 2, December 2023

2018). In addition to that, they demonstrated an enhanced ability to infer meaning, interpret visual cues, and identify story elements. Furthermore, students engaged in critical discussions about the wordless picture books, exploring themes, character motivations, and plot development. This fostered critical thinking skills, encouraging students to analyze and evaluate narrative choices. Wordless picture books encouraged them to use their imagination and creativity to construct stories. Students could develop their narratives, expand their vocabulary, and hone their storytelling abilities (Primasari & Haryadi, 2020; Yulianawati et al., 2022). The wordless picture book relies solely on visual illustrations to convey its information. As Lubis stated, the nonverbal picture book's content must be conveyed through the illustration's visual representation (Lubis, 2018).

Furthermore, while not all pupils in Pangkalpinang may have utilized the preceding textbook, it undeniably brought a revitalizing approach to the process of teaching and learning. The needs analysis demonstrates that a significant number of students have a strong interest in utilizing improved visual elements in an English textbook. Furthermore, the most recent textbook provides learning experiences tailored for the 21st century, which can boost students' confidence and skills. 21st-century skills refer to a set of capabilities and proficiencies that students must cultivate in order to thrive in both their professional and personal lives in the 21st century (Irgatoğlu & Pakkan, 2020; Özçakir Sümen et al., 2017). In addition, a wordless picture book has not been widely used by students in Indonesia, whilst it is a distinctive book that can assist young learners in developing their literacy skills (Iordanaki, 2021; Jr, 2018; Kurniawati et al., 2019).

In conclusion, the incorporation of wordless picture books into the curriculum emerges as a dynamic and transformative educational strategy. The research findings underscore its potential to enhance reading comprehension, stimulate critical thinking, and unleash creativity among students. As education evolves to meet the demands of the 21st century, the visual literacy cultivated through wordless picture books stands as a beacon, guiding educators towards a more inclusive and innovative pedagogical landscape.

CONCLUSION AND SUGGESTION

This research highlights the potential of wordless picture books as a valuable tool for enhancing literacy skills in junior high school students. The designed textbook incorporating wordless picture books effectively improved reading comprehension, critical thinking, and creativity among the participants. These findings suggest that wordless picture books can play a significant role in literacy education and encourage educators to consider their integration into the curriculum as a novel approach to fostering literacy skills in junior high school

students. Further research and experimentation in this area are warranted to explore this approach's long-term benefits and scalability.

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