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## **THE IMPORTANT OF LEARNING MEDIA BASED ON ILLUSTRATED STORY BOOK FOR PRIMARY SCHOOL**

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### **Abstract**

The aim of this research is to analyze the important of the use of learning book for primary school through illustrated story book. The research method used is qualitative. The data analysis conducted through data collection from interviews and observations, presentation of data, data reduction, and then conclusion. The result of the research showed that the use of illustrated story book can build the students attraction and imagination in studying learning material provided on it. Based in this research, it can be concluded that the use of the illustrated story book is important for primary school because can be construct the student imagination and curiosity to the learning material. The recommendation of this research is that it is important to develop learning media based on illustrated sory book.

**Key words:** illustrated, learning, primary school, story book, student imagination

### **INTRODUCTION**

Learning media is anything that can be used to channel messages from the sender to the recipient so as to stimulate the thoughts, feelings, interests and willingness of learners in such a way that the learning process occurs in order to achieve the goal of learning effectively (Rusman, 2011). The use of learning media can attract interest and motivate students because it can clarify the presentation of messages and information so as to facilitate and improve the process and learning outcomes; can improve and direct the attention of the child so that it can lead to the motivation to learn more direct interaction; can overcome the limitations of the senses, space and time; and can provide students with similar experiences about their environmental events, and allow for direct interaction with teachers, communities and the environment. The development of science and technology increasingly encourage renewal efforts in the utilization of technology results in teaching and learning process. Teachers are required to be able to use the tools that can be provided by the school, and it is not possible that the tools are in accordance with the development and demands of the times. Teachers may at least be able to use cheap and humble tools but are necessary in order to achieve the intended teaching objectives. Besides being able to use the tools available, teachers are also required to be able to develop the

tools available, teachers are also required to be able to develop skills to create teaching media that will be used if the media is not yet available. Thus, it can be concluded that the media is an integral part of the learning process to achieve the goal of education in general and the purpose of learning in schools in particular.

Lately there has been much debate over whether the use of illustrated story book, often considered as literary works for children, can be an effective teaching material. Meanwhile, according to Cheung (2012) the use of picture books has been promoted in kindergarten and elementary school. The advantages of illustrated story book for children are to adjust the mental development of children who are still in concrete thinking and more efficient for children in understanding the story content illustrated (Elizabeth, 2016). Illustration is a very important source in children's books. Illustrations in the book have also become increasingly prominent and dominate almost in all children's books (Meredith M. Pike, Marcia A. Barnes, Roderick W. Barron, 2010). This indirectly supports the purpose of this study that illustrated story book is very necessary as a medium of learning for elementary school so that students are able to understand the material quickly and accurately. Aygul Aygun & Oya Abaci (2014) revealed that the book in relation to children, the portion of visual

language can not be underestimated and no doubt. Especially the group of children who are not fluent in reading will follow the story with pictures. If left alone with a book, while turning pages they read stories with pictures, reconstruct, make additions, modify and they create their own interpretations. The emotions that are meant to be conveyed in the story read to them are transferred through the visual language. Images are a colorful world that sparks the imagination of children and also develops their aesthetic appreciation. Appealing to the child's emotional world, which positively affects their mental development, giving recognition to the world and the living things in it, images are indispensable for the development of children.

The illustrated story book is a book in which the picture is inscribed and there is a brief description of the narrative. With picture books can stimulate the imagination of children. In addition, the activity of reading a illustrated story book will help children in understanding the relationship of stories and pictures. Mitchel (2003) explains that the function of illustrated story book is to help children with the development and development of emotions; can help children to learn about the world; can help children learn about others, existing relationships, and the development of feelings; can help the child to get pleasure; can help the child to appreciate beauty; and can help the child to stimulate the imagination. The presence of images in a book is also an important information that should be in children's books, because with the image can help understanding the child in reading. But not many know how the image affects the understanding of a reading. Therefore, many studies that want to show the effect of images on children's reading comprehension (Moore & Skinner, 1985), in many ways present text with and without images, many studies show that the images show the ability to remember specific and concrete information from a text (Brookshire, et al., 2002). Many studies have shown that better understanding gains learning outcomes with text and images than by learning by text alone (Anglin, et al., 2004; Fletcher, et al., 2005). Nowadays, with the impact of technology, images are produced with many techniques. The choice of technique is also done on the image to be used and to whom it will be addressed. So the results of the display that is packaged in an illustrated story book will be a special attraction for the reader, especially for children (Aygul Aygun & Oya Abaci, 2014). Tur & Turla (1999) expresses the importance of a stimulating environment, providing educational materials and toys, especially books on children's education and in laying the foundations for adult, adaptable individuals. Illustrations in

children's books are the most important elements in the story and are an integral part of the text.

## RESEARCH METHOD

The focus of the problem in this research is the need for the use of illustrated picture book based media in elementary school learning. In order for researchers to describe clearly, detailed, and able to get the data in depth and accurate, then this research using qualitative descriptive approach.

This method presents the direct nature of the relationship of researchers and informants, this method is more sensitive and can adjust to a lot of sharpening the joint influence of the values encountered (Moleong, 2011).

Researchers will be able to know the subject of the research personally and more closely through this qualitative approach. This is because researchers are directly involved in digging information related to the situation, conditions, and events on the topic of this research.

Data collection was done by interview method, observation, and document review related to this research. Research subjects used are students and teachers. The sample used cluster random sampling. After the data collected, then tested the validity of data by means of triangulation of sources. Analysis of data in this research was conducted analysis model interactive techniques description qualitative start of data collection of the interview and observation, data presentation, data reduction, and then conclusion.

## RESULT AND DISCUSSION

The data of this study were obtained from interviews, observation and documentation study. The following research results and discussion in accordance with the focus of research problems.

The result of observation of student value document, it is found that the low of student achievement caused by learning process which still centered on teacher (teacher centered learning) in other words the teacher is a messenger figure. Yet along with the development of educational technology, the role of teachers is no longer as the only source of learning in the learning process. Students can actively obtain information from various media and learning resources.

In interviews conducted with the teacher obtained information that the existence and variety of media used by teachers is still very limited. Teachers still have difficulty in instilling the concept in the students. The age of elementary school students is a student who is still in concrete thinking. Means that approach should be done that is in accordance

with the mental development of children in primary school students.

Based on the above problems, it is necessary that the media as a tool that can be developed not only to help teachers in the teaching process in learning, but also help students in mastering the understanding of the concept of materi studied. One of the learning media that can be used is in accordance with the interests and interests of students. In the results of interviews that have been done, most students like illustrated story books rather than textbooks. The media can foster students 'interest in learning and help the process of students' understanding of the material being studied.

Illustrated story book is one of the media that most of its presentation is picture. From a picture can interpret a thousand languages in it. Through the picture can be shown to anyone about everything and can be translated abstract ideas in a more realistic form (Sri Anitah, 2009: 8).

According to John W. Santtrock (1995: 314), children often hear and tell stories, and as they develop the ability to read, they are much influenced by the many types of stories that exist in the book. Simple stories have structure for them, and after often hearing the stories, children develop a strong expectation about what kind of information is contained in the story. The statement greatly increased the level of need for the existence of learning media in the form of illustrated story books.

## CONCLUSION AND SUGGESTION

In the learning process, teachers need a media that can make students able to build their own understanding. Illustrated story book is the most ideal way to introduce a learning material to primary school students. Using illustrated story books is able to motivate students to participate in class activities and strengthen their understanding of the implications of the text. When reading the material that contains the illustrations in it will make the experience different to the students through multisensory learning, which can help personal growth and better understanding. With illustrated book books aimed at primary school students, the criteria made from a book are not far from child psychology. It will take into account easily understood language, expressions that can be enjoyed, and generate interest and interest in their learning. Thus, in this study can be concluded that the use of illustrated story books for primary school can build the imagination and curiosity of students on learning materials. So in this study recommended important for the development of learning media based on illustrated story book.

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