

DEVELOPING KAMISHIBAI (JAPANESE CARD-STORY) MEDIA IN TEACHING SPEAKING

Yuli Puji Astutik¹, Riski Mulyana²

STIT Muhammadiyah Tanjung Redeb
Indonesia

Billie.imoetz@gmail.com, Riskimulyana@gmail.com

Abstract

This study aims at developing and testing the feasibility of Kamishibai media as a learning medium by modifying a story adapted from Berau Folklore East Kalimantan. The research method used in this research was Research and Development (R&D) by adapting ADDIE Model of development which covered several steps namely: Analysis, Design, Development, Implementation, and Evaluation. The result of this research was a learning media namely Kamishibai by modifying it with the story of Berau folklore East Kalimantan. Based on the result of media experts' validation, it showed that the response was 100%, while the result of material and language quality was 93%. It can be summarized that the developed media can be categorized as "Decent" or suitable to be used as a learning media. Meanwhile, the result of students' responses towards the media developed was 81.13%. It can be considered positive of the media of Kamishibai (Japanese-Card Story) was feasible and suitable to be applied as the learning media in speaking.

Keywords: Research & Development (R&D), Kamishibai Media, ADDIE Model

Introduction

Language is considered vital for human communication. It is a crucial element of education which can be used as a tool in expressing ideas, thoughts, feelings and people's mind. Therefore, mastering one or more languages can't be neglected by the people around the world. As one of foreign languages in Indonesia, English has become the most important tool for global communication. This is in line with (Crystal, 2009) English is global language, and it is the role of educators to raise students' awareness about its status in today's world. Besides, (Valoes, 2014) that the ability to communicate in multiple language is becoming more and more important in the increasingly integrated global business community.

According to (Arroba & Acosta, 2021) As a global language, this implies that learning English for communicative purposes is of paramount importance, especially in countries where English is not widely spoken in daily activities. By

learning English as a foreign language, people can engage in international commerce, advance in their studies, and participate in scientific activities. It is quite reasonable because the indicator of someone who masters a language is the ability in expressing it orally. Meanwhile, speaking is difficult and complicated area which needs more effort and more practice in order to conquer it. (Abbaspour, 2016) states that Learners of English as a foreign language, in countries where English is not widely spoken outside the classroom, often build a substantial knowledge about the language through study of its grammar and vocabulary, but have difficulty in developing oral proficiency because their lack exposure to the language, and experience using it. It is not easy to improve student's oral communication because of students' deficiency in four English skills, students' confidence and fluency.

(Kolawole, Adepoju & Adelore, 2000) stated that it is evident that poor

performance in English language is a product of students' deficiency in the four language skills – speaking, listening, writing and reading – taught and tested as part of English language curriculum in schools.

Developing students' skills and competencies in speaking is crucial in facilitating interaction and communicative abilities. Although the skill and ability to write, listen, and read in a foreign language are equally important, the capacity to speak spontaneously seems to be the apparent indicator of proficiency because it allows people to demonstrate the use of language upfront (Arroba & Acosta, 2021). In fact, in the country like Indonesia where English is not widely used outside the classrooms, most English teachers do not always make speaking skills as a paramount priority as other skills such as reading and writing. Those problems make the students find it difficult in mastering speaking. However, making mistakes in oral English is common in part of the learning process, especially for EFL students because of the language habit in mother tongue is different.

For those reasons, it is important to enhance students' speaking skills by using some strategy or media which can support them in learning English. It is expected to give them some knowledge to increase their speaking ability and to be more confident in order that they will be active English speakers. To make English applied properly, media is needed. By providing media, teacher can support English learning and can increase students' interest to get the information in teaching learning process. It can also support the teachers in analyzing students' understanding in speaking. Media based visual is appropriate to support English speaking process. It can be used as a facilitator in understanding the subject well.

Kamishibai is one of the examples of media based visual. Kamishibai is the media that has many slides with some pictures as the tool to tell story (Novilia, 2013). Kamishibai as visual media is very

appropriate in teaching English that can support the learning speaking process, it can increase the enthusiasm of student to learn English and make students more confident especially in speaking skill.

Based on those reasons above, the researchers are interested in developing students' enthusiasm, confidence and creativity specifically in speaking skill by using Kamishibai (Japanese Card-Story) as a learning media. The researchers analyzed students' response by using questionnaire to see their interest in using Kamishibai by modifying it with Folklore of Berau, East Kalimantan and facilitating it with some pictures on the front side and some texts of story on the backside. So, the researchers formulated the research problems as (1) How to develop Kamishibai as a learning media to support English speaking skill?, (2) How is the eligibility product of Kamishibai as a learning media to support English speaking?, and (3) How are student interest in Kamishibai media learning applied in English speaking? Besides, based on the background above, the researchers formulate the objective of the study as: to develop the modification of Kamishibai's (Japanese Card-Story) media based on Berau folklore at Ninth Grader of MTsN Tanjung Redeb”

Methodology

This study was conducted based on Research and Development design or (R&D). R&D was a research method used to develop products, perfecting a product, and test the effectiveness of the product. According to (Sugiyono, 2014), the methods of Research and Development is to produce a specific product and test the effectiveness of the product. From this opinion, it was concluded that development research of Educational product was gradual. It was intended to produce the product of the research.

The researchers used ADDIE model (*Analysis, Design, Development, Implementation, and Evaluation*) as their research procedures. The steps in

developing the ADDIE model were as follows:

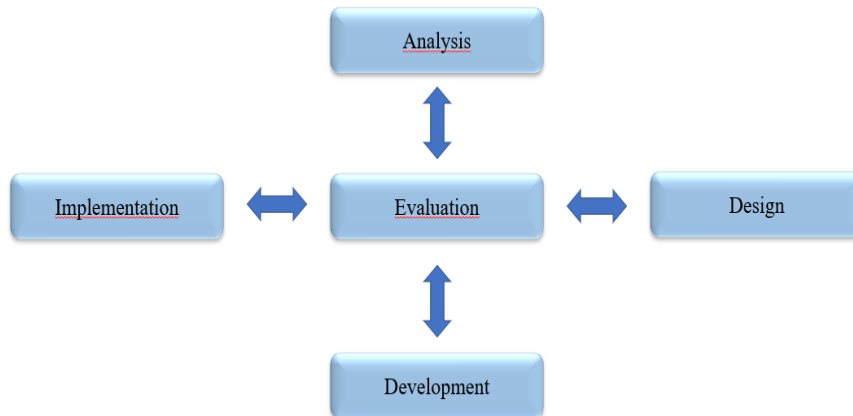


Figure 1. ADDIE model procedures (Sugiyono, 2015)

This first step was an analysis of the need for the development of models or new learning methods. The researchers analyzed the problems from the subject of the research. It was decided from the pre-survey the researchers conducted in the field. The data from the pre-survey explained what students' problems in the learning process. After the problems were identified, the researchers moved to the designing step. In this step, the researchers designed the problem solving for the problems identified in the analyzing process. The next step was designing the Kamishibai media. For the first step, the researchers determined the material from the syllabus, then began to develop Kamishibai media and the material. The next step was an expert validation process for the learning of the media. The materials were evaluated by two experts, an expert in media and an expert in material. In the process of the expert validation, some mistakes should be corrected, such as grammatical, spelling, and vocabulary.

In the development step, the researchers developed the speaking materials design to solve the problem from the analyzing process. The researchers developed the design guided by the experts' review process. The experts gave some

revisions to the developed product. Then, the researchers implemented the trial.

At the implementation stage, field trials were carried out which were intended to test the extent to which a product or system can be used by certain users to achieve certain goals with effectiveness, efficiency, and satisfaction in the use of certain contexts. The researchers took some data from the subject of the research after the product was implemented. The researchers took the data from some processes; questioners of response from the students about the media learning by Google form. After those processes were done, the researchers prepared for the final step, evaluating.

In this evaluation step, the researchers evaluated the development product which included content/material, the learning media developed, and evaluated the effectiveness and the successfulness of the developed media. In this step, the researchers clarified the data obtained from the students' responses by using a Questionnaire. If the competence of knowledge, enthusiasm, and motivation of students in learning speaking increased, it can be considered successful and if there was no change on the results of the students' evaluation, it is necessary to improve the

product again. Development was the process of making a blueprint or instructional media design.

Observation was a systematic analysis and recording of data collection. According to the observer's role, it was divided into participant observation and non-participant observation. Non-participant observations were observations made by the observer without jumping directly into the members of the group so that the observer was merely an observer. Non-participant observations were made without using observation guidelines so that researchers develop their observations' sheet based on developments that occur in the field. The researchers in this study just observed how the teacher teaching in the English learning process. From these observations, the researchers can analyze the students' needs. The researchers used observation guidelines to take the data (students need) from the field

The guided interview was used to see what constraints happened in the class. The resource in this interview was an English class teacher to know what problems in the process of teaching and learning. The data in this research was collected by using questionnaires. According to (Sugiono 2011:199) questionnaire was a technique of data collection that was done by giving a set question or statement to the respondent to answer. According to (Sugiyono 2015: 329) documentation was a method used to obtain data and information in the form of books, archives, documents, writing. The types of documentation data that can be adapted by researchers need, it could be graphics, pictures, numerical data, history, and important documents that were available about the subject and social situation. In this study, the document that the researchers need consisted of the documented images of learning by using applications, a media design for Kamishibai learning development. The researchers Identified the speaking skills of students by using English in front of the class.

According to (Arikunto 2010: 192), a research instrument was a device used by

the researcher while collecting the data to make his work become easier and to get the best result, complete and systematic instrument can make the data becomes easier to process. The observation instrument which used for non-participant observation was intended to observe problems and needs in the field. The interview instrument used a list of questions addressed to the English teacher. The documentation that the researchers needs consisted of the documented images of learning by using applications, a media design for Kamishibai learning development. The researchers identify the speaking skills of students by using English stories in front of the class.

Qualitative data were obtained from observations, interviews, and comments and suggestions from the validator. Quantitative assessment data for product quality were obtained from validation of the questionnaires given to the experts of the material and the expert of media, students speaking assessment as well as student response of the questionnaires of the media by using (Google form). At the end of this research, product quality assessment described qualitatively, so that the quantitative data was analyzed with the following data:

- 5 = Very Good
- 4 = Good
- 3 = Good Enough
- 2 = Not Good
- 1 = Very Poor

The results of the questionnaire were analyzed by calculating the percentage of values obtained from each indicator, namely: the total value of each indicator divided by the maximum number and multiplied by 100 % as stated by Susanto (2009: 75) as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

f = Frequency (score obtained)

N = Number of the case (maximum scores)

The known percentage refers to the following rating categories below;

76% - 100%	= Decent
51% - 75%	=Decent enough
26% - 50%	= Less decent
0% - 25%	= Not decent

According to (Sugiyono, 2013: 80) the population was a generalization area consisting of objects or subjects that have certain qualities and characteristics are determined by the investigation or to be studied and then drawn a conclusion. From the opinion, the researchers can conclude Population was the subject of the research. The population of the research was the Ninth grade students at MTsN Berau with

37 students in the academic year of 2019/2020. The school was at Jl. Durian III Kec. Tanjung Redeb, Berau, East Kalimantan. According to (Arikunto, 2010: 174) sample was representative part of the population studied. From the above opinion, the researchers concluded that the sample was a technique of taking a sample that allows every element or population member to be chosen as a sample. In this study, the researchers took one class as the sample. The subjects of this research was the Ninth Grade which consisted of 37 students. The research was conducted at MTsN Tanjung Redeb, Berau Kalimantan Timur. The time of research was conducted from 15th July 2020 to 31st August 2020.

Findings and Discussion

This research was carried out in grade Ninth MTsN Tanjung Redeb, Berau, East Kalimantan Province. The Sample of this research were 37 students. The result of this research was an interactive learning media product namely Kamishibai (Japanese Card-Story) by modifying it with Berau folklore. This study used ADDIE Model research procedures which consisted several steps as follows:

1. Analysis

a. Analysis of the problems

In the analysis stage, the researchers made non-participant observations, namely indirect observations. It was carried out by implementing observation guideline. The researchers observed the students of MTsN Tanjung Redeb which consisted 37 members.

The researchers made observations by being an observer in the classroom. The researchers used observation sheet, to focus their observations on the learning media used in teaching-learning process, and the enthusiasm of students' participation in speaking English.

The researchers found that in their observation, the teacher only use conventional way of teaching by using whiteboard, markers, and textbooks to

explain in learning process. The students only took more notes in their books and imitate what the teacher writes on the whiteboard, rather than interact and speak English directly.

The discussion of assignments and homework given was only explained verbally. This method was very traditional and monotonous, it was not effective if it was held continuously, because it took many times and made the students got bored. In teaching learning process, teachers rarely used learning media to make students enthusiast about the process of learning English.

After doing the observations, the researchers conducted the interview by using interview guidelines to ask the teacher to get to know what problem occurred in English teaching. After knowing the problems occurred in the field, the researchers concluded that the problem were the lack of confidence and enthusiasm of students in speaking English. It was due to the lack of learning media in English subjects, especially in English speaking practice. The researchers found that the students had low confidence in speaking. Also, the student felt bored in the process of learning without media.

b. Analysis of Learning Material

After knowing the result of previous analysis that learning media was needed by students, the researchers analyzed that the suitable learning media was Kamishibai which has a theater stage.

From the syllabus, "storytelling" about narrative text was suitable material in Kamishibai learning media. So, the researchers developed the media by modifying the story displayed in it. The researchers adopted a Folklore originating from Berau, East Kalimantan under the title Palui and Ngungu.

2. Design

The next stage was designing the product concept. The design activity began with the process of searching story material, which would be displayed in Kamishibai

Japanese-Card learning media. Researchers were looking for folklore originating from Berau, East Kalimantan as the local wisdom.

The researchers used one of Berau Folklore as their material to be developed modified. Furthermore, the researchers looked for the reference of Berau folklore under the title "Cerita Rakyat Paser dan Berau". There were several media needed for developing Kamishibai (Japanese-card) as the learning media, among others:

a. Design of Characters

From one of Berau folklore that had been taken to be developed, the researchers made characters' designs that were tailored from the information of the story, the background of the place, and other details needed.

Table 1.

Characters' Design

Title: Si Palui and Si Ngungu	
Characters	Characteristics of the characters
SI PALUI	Kind Energetic Diligent stupid Strong
SI NGUNGU	Kind Energetic Diligent stupid Strong
Parents	Patient Wise and loving
Giant Granma's	Cruel

Based on the character in the story, the researchers made the rough image of the appropriate physical appearance and other

details needed in the story. The first character's design was as follows:



Figure 2. The First Characters' Design

a. Software IbisPaint X android application
 The Android-based ibisPaint X software was an application that researchers used to

create character images and the plot of each story. Application display as shown in picture 4.2 and



Figure 3. Ibis Paint Application

b. Bhutai (Theater Stage)
 The making of Bhutai (Theater Stage) was done to be used as a tool in displaying the story in Kamishibai media. The researchers decided to select the material

and size of the Buthai related to the researchers' need and the right material was wood and the size was 28 x 35 cm so that it was easy to carry.



Figure 4. Buthai Stage.



Figure 5. The Back Side of the Buthai Stage.

c. Card Picture Display
 Kamishibai used a card story which was put in the inside of Theater Stage

(Bhutai). This was the picture of the Card story and it was used Cover Paper size F4.



Figure 6. Front Side Picture of Card Story

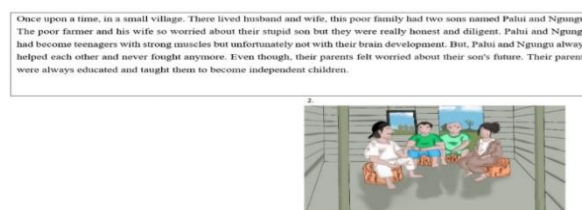


Figure 7. The Back Side of Card Story

3. Development
 a. Development of Media
 Kamishibai (Japanese Card-Story)
 Media was developed from the original version so that it can be adapted to MTsN Tanjung Redeb, Berau. The physical aspect

of “Bhutai: the theatre stage” has to meet the criteria of “handy” or it can be carried everywhere without any difficulties. These were the instructions in using Kamishibai.

- 1) Card Story was F4 paper 21x33 cm in size.
- 2) Create the card in correct numerical order. The numeral of each card should be in the lower right corner of the colored instruction. Insert the cards as a pack into the stage.
- 3) The opening of the stage, was from from the right side where the card need to be inserted. Sit or stand on that side of the stage to make it easier to pull the cards out. Use your right hand to do this. Try to keep eye contact with the audience. Avoid standing directly behind the stage.
- 4) Begin the Kamishibai performance with the use of the traditional “Hyoshigi” the wooden clappers
- 5) Open the Bhutai doors one by one and tell the story
- 6) The text for Card 1 is on the back of the last card, after you finish to read the card slide it out to the right and put the backside of the Bhutai, and continue telling the Kamishibai story In this way, and finish the story by putting “The End” card.

Table 2.
 Instruction to Numeral Card Story of Kamishibai

Front of the Card	Back Of the Card
Picture 1	Text 2
Picture 2	Text 3
Picture 3	Text 4
Picture 4	Text 5
Picture 5	Text 6
Picture 6	Text 7
Picture 7	Text 8
Picture 8	Text 9
Picture 9	Text 10
Picture 10	Text 1

b. Modification of Story

As explained on the above media development points, the researchers modified the Kamishibai media based on the story. Researchers chose a folklore as the material because it was following the English syllabus of class XI SMP, namely "Narrative Text" material and following Kamishibai media as storytelling media. In selecting the original folklore, the researchers adopted a story from a book,

where the researchers chose one story to be translated into English and used the suitable language for junior high school students.

c. Result of Validation

After the media has been designed and developed the next step was validation of the product by experts to obtain criticisms and suggestions to know whether the Kamishibai learning media developed was feasible or not to be used at schools. This validation stage was carried out by three

validators, 1 expert for validating the Media and 2 experts for validating the material.

1) Validation of the Media

Table 3.
 The result of media expert validation.

Indicator	EV 1
Item 1	5
Item 2	5
Item 3	5
Item 4	5
Item 5	5
Item 6	5
Item 7	5
Item 8	5
Item 9	5
Item 10	5
Total	55
Average: 100 %	

From the results of the validation, it can be seen that the score was 100%. The percentage showed that the media of learning can be categorized as "Decent" to be used as a media learning to support

confidence, and interest of the students in learning speaking.

1) Validator of the Material Experts
 The expert validators of the material were English lecturers of Muhammadiyah Islamic College

Table 4.
 The Result of Material Experts

Indicator	EV 1	EV 2
Item 1	5	5
Item 2	5	4
Item 3	4	5
Item 4	5	5
Item 5	5	4
Item 6	4	5

Item 7	4	5
Item 8	5	4
Item 9	5	5
Item 10	4	5
Total	46	47
Average: 93%		

Based on the result of the table above, the percentage of Material and Language quality was 93%, it can be categorized as “Decent” to be used as a media-learning to support English speaking. The researchers also got feedback, from the expert validators.

4. Implementation

After the learning media was properly revised, the next stage was implementation. The Kamishibai learning media was used in teaching and learning process. The implementation was carried out at MTsN Tanjung Redeb Berau East Borneo in 2020. Before this product was implemented to the students, the researchers got the validation from the two experts of materials and one expert of media. After the product was validated by the experts, the researchers ready to try out the product to the students.

There were thirty-seven students of XI B Grade at Junior High school at MTsN Tanjung Redeb, Berau. This trial was conducted to know the response of the students towards Kamishibai (Japanese card-story) media.

Before the researchers used the media of learning to find out how students responses towards the Kamishibai media, the researchers started to provide the narrative story based on Berau folklore. After it was enough to provide learning material in the classroom, the researchers then introduced Kamishibai (Japanese-Card Story) to the students. The researchers started to explain how to use it, then started to tell the story in front of the students. From their findings, it can be seen that Kamishibai media can facilitate the students to be more active in English lessons and can also motivate them to speak.

Furthermore, to determine the category of responses given by students, the researchers used the criteria according to Khabibah (2006).

- 85% ≤ response = very positive (very high)
- 70% ≤ response < 85% = positive (high)
- 50% ≤ response < 70% = less positive (less high)
- response < 50% = not positive (not high)

Table 5.
 The Result of Students’ Responses toward Kamishibai (Japanese-Card Story)

Indicator	Percentage	Criteria
1	91.89%	very positive
2	85.14%	very positive
3	83.11%	Positive
4	77.03%	Positive

5	77.03%	Positive
6	79.73%	Positive
7	87.16%	very positive
8	83.16%	Positive
9	83.78%	Positive
10	83.78%	Positive
11	83.78%	Positive
12	73.65%	Positive
13	75.68%	Positive
14	78.38%	Positive
15	73.65%	Positive
TOTAL AVERAGE: 81,13 %		

5. Evaluation

At this evaluation stage to find out how effective the Kamishibai media (Japanese-Card Story) as a medium of English learning, The researchers tested it to thirty seven students of XI B at MTsN Tanjung Redeb, This test was evaluated to determine students 'interest on Kamishibai learning media.

To find out whether Kamishibai media (Japanese-Card Story) can attract students' interest as a learning medium and can motivate students to be more confident in speaking English. The researchers gave the questionnaires to students to measure the response of students' interest in Kamishibai's learning media.

The results of the speaking or oral test were compared with the oral test results from the teacher. From the result of the questionnaires, it can be seen that the results of student responses through Google Form was 81.13% that means the score was high. Then the researchers summarised that Kamishibai was feasible as a media of learning speaking

Conclusion

Based on the findings of this research it can be concluded that this Kamishibai learning media was useful to be applied to the students as the result of students' quistionnaire showed about 81.13% of the students gave their positive responses. The result of the expert validation also showed that the result of the validation of the media expert was 100% and the result of the material experts was 93%. It can be considered appropriate to be applied..

References

- [1] C.O.O. Kolawole, A Adepoju a O. Adalore Trends in secondary school students' performance in English Language Paper 1 *Afcican Journal of Education Research*, 6 (1 and 2) pp. 54-59, 2000.
- [2] J. Arroba a H. Acosta, Authentic digital storytelling as alternative teaching strategy to develop speaking skills in EFL classes. *LEARN Journal: Language Education and Acgquisition Research Network*, 14(1) pp. 317-345

- [3] D. Cystal, Global English with David Cystal [video] Youtube. Available: <https://www.ukessay.com/essay/education/the-speaking-skill.php?vref=1>. Cit 7 December 2020.
- [4] F. Abbaspour. Speaking Competence and Its Components: A Review of Literature. *International Journal of Research in Linguistics, Language Teaching and Testing*. pp 144-152, 2016.
- [5] S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta:
- [6] Rineka Cipta, 2010.
- [7] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta 2014.
- [8] Sugiyono, *Metode Penelitian Kombinasi (Mix Methods)*, Bandung: Alfabeta 2015
- [9] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta 2013.
- [9] R. Fitri, a A.R. Syafei, Using Kamishibai in Teaching Speaking for Junior High School Students. *PBSB State University Padang*, 2 p. 2, 2019.
- [10] W. Lina, a W. Nurhadi, Pemanfaatan Cabri 3D Dalam Media Interaktif Berbasis Inkuiri pada Materi Bangun Ruang Sisi Datar untuk Meningkatkan Cara Berfikir Kritis Siswa Kelas VII SMP, Makalah dipresentasikan dalam Seminar Nasional Matematika dan Pendidikan Matematika, 2012.
- [11] T.M. McGowan, *Performing Kamishibai*, New York: Routledge Research Education, 2015.
- [12] V. Novilia, The Use of Kamishibai to Teach Speaking Narrative Text to The Eight Graders of SMPN 40 Surabaya, *Journal Mahasiswa*, Vol 01, pp. 2-5, 2013.
- [13] M.A. Tanjung, The Use of Kamishibai Media to Improve Students Speaking Ability at The Eleventh Grade of MA Zakiyun Sei Rampah, Sumatera Utara: Universitas Islam Negeri, 2018.
- [14] L.D. Valoes (February, 26), Trinity. Retrieved from Trinity: <https://www.trinitydc.edu/continuing-education/2014/02/26/importance-of-language-why-learning-a-second-language--is-important/>, 2014.
- [15] Dick a Carey, *The Systematic Design of Instruction*, New York: Harper Collins Publishers, 1996.
- [16] Kabibah, *Pengembangan Model Pembelajaran Matematika dengan Soal Terbuka untuk Meningkatkan Kreativitas Siswa Sekolah Dasar*. Disertasi, Tidak dipublikasikan. Doktorat Universitas Negeri Surabaya, (2006).