

## Development of Storybooks to Improve Essay Writing Skills for Class 3 Students at SDN 116897 Hapoltakan Nauli 2021/2022

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### ABSTRACT

This study aims to analyze the design of storybook development and the feasibility of storybook development media to improve the writing of essays by grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022. The results showed that development with the ADDIE model can help students improve skills in making up a story. Students can retell stories that have been discussed in groups in front of the class. The design presented in the storybook "Malin Kundang" contains colors that attract readers, illustrations and images of both characters, settings, places, times and atmospheres that appear in the story have an influence on children's memories so that they can retell the story. The physical embodiment of Malin Kundang's storybook is displayed with interesting images, images with bright colors, appropriate font types and sizes, and narrative stories according to the images. The results of the feasibility test of the media used include material experts, media experts and linguists. In the material expert test obtained a score of 48 with an average value of 4, in the media expert test obtained a score of 73 with an average value of 4.5 and in the linguist test obtained a score of 39 with an average value of 4.8. The results of the standard assessment with student responses are known that the storybook development media used has a percentage value of effectiveness reaching 75%-100% and is said to be effective in improving essay writing skills.

**Keywords:** Storybook, writing skills, malin kundang, student.

### ABSTRACT

*This study aims to analyze the design of storybook development and the feasibility of storybook development media to improve writing essays by grade 3 students of SDN 116897 Hapoltakan Nauli. The results showed that the development with the ADDIE model could help students improve their skills in composing a story. Students can retell stories that have been discussed in groups in front of the class. The design presented in the story book "Malin Kundang" contains colors that attract readers, illustrations and pictures of both characters, setting, time and atmosphere that appear in the story have an influence on children's memories so they can retell the story. The physical embodiment of Malin Kundang's story book is shown with attractive pictures, pictures with bright colors, appropriate font types and sizes, and narrative stories according to the pictures. The results of the feasibility test of the media used include material expert tests, media experts and linguists. In the material expert test, it scores 48 with an average value of 4, in the media expert test it gets a score of 73 with an average value of 4.5 and in the linguistics test it gets a score of 39 with an average value of 4.8. The results of the standard assessment with student responses are known that the storybook development media used has a percentage value of effectiveness reaching 75%-100% and is said to be effective in improving essay writing skills.*

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## INTRODUCTION

National Education functions to develop abilities and shape the character and civilization of the nation

dignified in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty,

be noble, healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. One of the containers described above is school. In accordance with the statement of the Law. Number 20 of 2003 concerning the National Education System, what is meant by education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State.

School is a place for individuals to develop aspects of development owned by students in order to develop optimally, not only aspects of intelligence. but also other aspects. Education should be focused on the development of student learning so that later it can meet personal needs and the needs of society and the state.

Language plays an important role in everyday life. Language is used as a communication tool that helps a person to express his desires, feelings, will, and opinions. For this reason, language needs to be taught as early as possible so that children have good and correct language and communication skills. One of the languages that need to be learned is Indonesian. Indonesian subjects are subjects taught at all levels of formal education. According to the National Education Standards Agency (in Susanto, 2012: 81) "the content standards Indonesian as follows: learning Indonesian directed to improve the ability of students to communicate in Indonesian properly and correctly, both orally and in writing, as well as foster appreciation for the literary works of Indonesian people."

Learning Indonesian, especially in elementary school, will not be separated from the four language skills of listening, speaking, reading, and writing. According to Susanto (2012: 245) "the purpose of Indonesian lessons in elementary schools is to enable students to enjoy and utilize literary works to develop personality, broaden life horizons, and improve knowledge and language skills."

The development of this storybook must be in accordance with the characteristics of the children and the initial goals that have been prepared so that it will produce a storybook that is in accordance with what was expected in the initial plan. In addition, there are advantages in the use of this storybook in accordance with the opinion of Stewig (2008), three uniqueness of using storybooks are that they provide language input for children, they provide visual input for children, they stimulate children's visual and verbal fluency. The availability of this storybook can also spur the love of reading in children.

This storybook is also very popular among children because of its appearance that is able to attract attention. Children's stories are stories of various appropriate events that can be reached and understood by children's readers (Nurjanah, 2018: 46). The process of making this storybook must also be in accordance with the original purpose that has been designed before. To understand why storybooks should be such an important part of children's environments, it is important to identify some of the purposes they serve (Tomlinson, 2014: 113).

Writing is one of the language skills that must be learned contained in the 2013 Curriculum. In addition to speaking, writing is an important language skill (Cahyono, 2014: 43). Writing skills are one of the benchmarks to show students' literacy proficiency levels (Rini, 2017: 28). Writing is wrong

A productive and expressive language skill used to communicate indirectly with others. Writing can also make students more creative in expressing their ideas in the form of writing. By writing, students can express feelings, thoughts, or ideas to others, both ideas that come from the author and ideas that come from outside (Lestari, 2016). As the view of the Quantum strategy (*Quantum learning and teaching*) which is now gaining popularity, the provision of writing assignments must be circumvented in such a way as to provide freedom of creativity to students so that the tasks are not boring, and on the contrary are really able to stimulate students to express and create (Wahyuni, 2012: 74).

One of the writing skills that must be developed is the skill of writing essays. Composing lessons in class low Given deep EssayFormsimple enough five up to ten line. Deep compose This is used visual stimuli, can also be with request student Windowhis own experiences, stories from waking up to going to school in tiptowards school and so on. According to Huda (2013: 259) "In simple writing, what is assessed is neatness, spelling accuracy, and the content of the essay that must be considered by students. Write be lower or depict graphic symbols depicting a language that a person understands so that person other can understand the graphic symbols in which the message is carried writer (Sutari, 2013: 36). Based on the explanation of learning and writing that has been expressed by the expert above, it can be concluded that learning to write is an activity that is assembled so as to create an atmosphere that allows someone to experience changes in terms of ability

Paint graphic symbols so that others can understand them as a message. This writing learning can be done at various levels of education, such as elementary, junior high, high school, and college.

The improvement of writing skills will be seen based on the assessment rubric, such as picture pieces arranged in sequence and logically, selection of main sentences according to the picture, development of main sentences into logical and simple sentences, accuracy of spelling and punctuation writing, suitability of titles and content, and neatness of writing.

Writing activities cannot be separated from other language activities, such as reading, listening, and speaking activities. For this reason, in the implementation of learning, teachers must be able to combine the four elements of language in accordance with the learning objectives to be achieved. The implementation of writing learning in elementary schools, especially in grades I and III cannot be separated from the beginning reading lesson, although reading and writing are two different abilities. Writing is productive, while reading is receptive.

Based on the results of observations and interviews conducted by the author conducted on Grade 3 students 116897 of Hapoltaka Nauli State Elementary School, student learning outcomes in Indonesian subjects are still relatively low. This can be seen from the results of the MID Semester exam scores obtained by students with 35 students, only 15 students are complete and 20 other students are incomplete, even though the Minimum Completeness Criteria (KKM) set by the school for Indonesian subjects is 62. With these problems, the low achievement of learning outcomes of Grade 3 Students of State Elementary Schools can 116897 be seen in the following table:

**Table 1.1 Learning Outcomes of Grade 3 Students of SD Negeri 116897 Hapoltaka Nauli**

NO	Value	Frequency	Percentage	Information
1	$\geq 75$	15 People	42,9%	Pass
2	$< 75$	20 People	57,1%	Did not pass
Total		35 People	100%	

*Source: Grade 3 Homeroom of Public Elementary School 116897 Hapoltaka Nauli*

From the data above, it shows that learning outcomes are still low. Grade 3 students of SDN 116897 Hapoltakan Nauli are still unable to improve their ability to write essays. Seeing this fact, teachers are required to find alternatives that must be taken to improve Indonesian learning outcomes. To overcome These problems need to be worked on: The development of writing skills in elementary schools depends a lot on the creativity of a teacher. This is due to the lack of development of the storybook into a narrative paragraph that is done to students Therefore, teachers must equip themselves with writing skills. In addition, there is also a low desire of students to read a story book due to the lack of interest and motivation given to students of SDN 116897 Hapoltakan Nauli. Teachers are also required to be able to choose the appropriate method so that it can stimulate student creativity. Intensive and directed exercises will be able to guide students to have the ability to write in accordance with the goals to be achieved. In this regard, every teacher should realize that learning to write is not emphasized on linguistic knowledge, but on how to apply that knowledge. The author made research by developing storybooks for grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022 because the school had never developed storybooks for grade 3 elementary school students.

The development of writing skills in elementary school depends a lot on the creativity of a teacher. Therefore, the teacher must equip himself with abilities

write. Teachers are also required to be able to choose the appropriate method so that it can stimulate student creativity. Intensive and directed exercises will be able to guide students to have the ability to write in accordance with the goals to be achieved. In this regard, every teacher should realize that learning to write is not emphasized on linguistic knowledge, but on how to apply that knowledge.

So that researchers conducted a problem study using research and development methods with the title "**Development of Story Books to Improve Writing Skills for Grade 3 Students of SDN 116897 Hapoltakan Nauli in 2021/2022**".

## RESEARCH METHODS

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing it into units, synthesizing synthesis, arranging into patterns, choosing which ones are important and which ones will be learned, and making conclusions so that they are easily understood by oneself and others.

The type of research used in this study is R&D / Research and Development. Research and development methods or in English Research and Development are research methods used to produce certain products, and test the effectiveness of these products. Development or Research and Development (R&D) is a development process

Educational tools are carried out through a series of research that uses various methods in a cycle that goes through various stages.

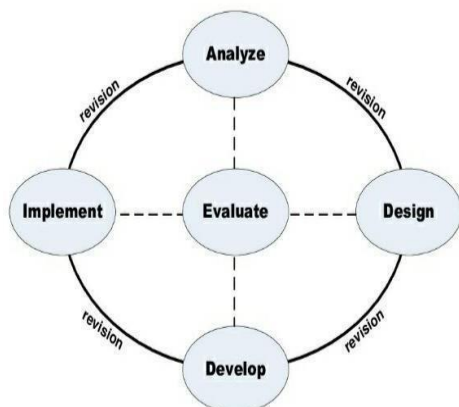


Figure 3.1 ADDIE development model

## RESULTS AND DISCUSSION

### A. Description of Research Results

This research uses the type of Research and Development (R & D) with products developed in the form of Indonesian learning media that are analyzed and presented product characteristics development. The development model used in this study is ADDIE, with stages *Analysis* (Analysis), *Design* (Design), *Develop* (Development), *Implementation* (Implementation), and *Evaluation* (Evaluation). Based on the research and development conducted, the following research results were obtained:

#### 1. *Analysis* (Analysis)

The result of the needs analysis that researchers obtained in this study was the lack of skills of grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022 in developing essay writing skills. Researchers conducted direct observation and observation activities which were carried out on July 12, 2022. When the teacher gives the order to create a short story themed experience

personal. The assessment results on writing skills are still not good enough because it is known that out of 35 students there are 15 people who achieve a score of  $\geq 62$  with a percentage of 37.5% and 20 people  $< 62$  with a percentage of 62.5%. Thus, it is known that only 15 students achieved complete scores, while a total of 20 students scored below average (incomplete).

Researchers develop an essay writing skills activity on short story writing material in the form of Malin Kundang Anak Durhaka story book. The study of Malin Kundang Anak Durhaka storybook products is reviewed from three aspects, namely aspects of book content, language aspects and aspects of book design. The use of media in storybook development in improving writing skills can motivate students in the learning process. In addition, it is also beneficial

deep Improve children's ability to make up a story. The choice of words and sentences in the story "Malin Kundang" can be a reference for children in making new essays. This is in line with the theory put forward by Jauhari (2013: 15) skills write is the ability to express ideas, opinions and feelings to others using written language. When writing, the memory of reason runs to remember the information that has been obtained and generate ideas.

#### 2. *Design*

The review of storybook development products in improving essay writing skills is viewed from two aspects, namely the content aspect of development media and the design aspect of development media. The content aspect of the development media is prepared based on the results of the analysis of the Indonesian learning component on the subject of writing skills.

The design presented in the storybook "Malin Kundang" contains colors-

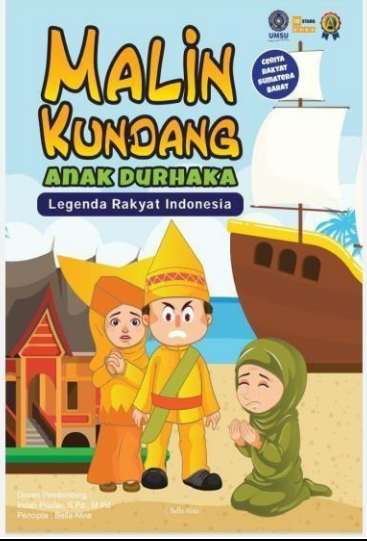

Colors that attract readers, illustrations and images of both characters, settings, places and atmospheres that appear in the story have an influence on children's memories so that they can retell the story. The development media in the form of a storybook is developed by paying attention to competency standards and basic competencies to the elaboration of indicators. This competency standard is to describe messages in fairy tales that are presented orally, in writing, and visually with the aim of pleasure and to demonstrate messages in fairy tales as a form of self-expression using effective vocabulary and sentences. The illustrations and images used are tailored to the needs and material contained in each lesson unit. Such illustrations and drawings in addition to

Used to make it easier for students to understand the content of the material studied, it also serves to give a beautiful impression. The existence of illustrations and pictures is expected so that students are more interested and not bored to learn the book.



### 3. Develop

The development media is arranged based on a series of stories with illustrated Indonesian produced in this development including 4 parts, namely cover, foreword, content and closing. The results of the development of Malin Kundang Anak Durhaka storybook products are as follows:

**Table 4.1 Contents of Malin Kundang's Storybook**

No.	Storybook Section	Information
1.	Front Cover 	The front cover is designed with attractive colors, images, and writing. The background cover is in accordance with the subject matter developed, which depicts ships, traditional houses, and the ocean which are places that are used as themes in the story.
2.	Foreword 	The preface to the storybook explains that this story is a folklore that has long been legendary and teaches many people to always respect their mothers so as not to get catastrophic.



<p>3.</p>	<p><b>Contents Section</b></p> 	<p>The contents in the storybook are displayed in interesting colors, and adapted to the story that contains pictures of ships, pictures of people showing each character, pictures of roads, trees that show the surrounding nature of the story.</p> <p>Stories presented in this visual form cause imagination in the child's mind so that it can improve the ability to remember stories so that they can be retold.</p>
<p>4.</p>	<p><b>Cover</b></p> 	<p>This section contains advice so that the reader can learn from the story of Malin Kundang who disobeyed his mother. Then a verse of the Qur'an is given as an affirmation of the filial duty to the parent in Sura Al-Isra': 23.</p>

After the product is successfully developed, the next step is for researchers to conduct feasibility tests by validating the development product. Validation tests were carried out three times, namely design validation for media experts, material content validation for material experts and language validation for linguists.

#### 4. Implementation (Implementasi)

Researchers implemented it for students at SDN 116897 Hapoltakan Nauli in 2021/2022. By conducting trials in experimental classes and control classes for grade 3 elementary school level. The implementation of this development product also involved class teachers in the development of the Malin Kundang Anak Durhaka storybook.

Preparation before implementation in learning is carried out the following things.

1. The planning stage is carried out by:

- a) Identify the problem through observation, interviews with class teachers, see student test results, followed by formulating problems.
- b) Prepare Learning instruments began to compile learning implementation plans (RPP) and media for developing storybooks, learning materials, student worksheets, and composing skills assessments. The RPP prepared includes Competency Standards (SK), Basic Competencies (KD), indicators, learning objectives, learning steps, learning methods, media, assessment guidelines, materials, and evaluation. The preparation of RPP is also carried out in accordance with the learning method to be determined, namely the reading exploration method.

2. The implementation phase of the development of the Malin Kundang Anak Durhaka storybook will begin on July 14, 2022.

Initial Activities :

- a) The teacher opens with a greeting and continues with a prayer led by the class leader.
- b) The teacher asks how the students are doing and absent the students.
- c) Relate the previous material to the material to be learned and expected to be associated with the experience of students.
- d) Provide an overview of the benefits of learning that will be learned in everyday life.

Core activities:

- a) The teacher had the students read the fairy tale text in turn with

loud voice. Each student reads one paragraph, in this activity the teacher conducts an assessment.

- b) The teacher forms a group of 5 groups. In the formation of this group, it aims to allow students to work together and discuss in groups to understand the stories in the story book that has been given.
- c) The teacher conducts questions and answers with students regarding which words students do not understand in the fairy tale text. In this case, the teacher will explain to students every word in the storybook sentence that is poorly understood so as not to misinterpret the meaning and perception of students in shaping students' writing skills in composing.
- d) The teacher asked students from each group to retell about the fairy tale.
- e) The teacher pays attention and observes the work of students.
- f) The teacher gave the group the opportunity to retell about malin kundang. On this occasion, the teacher will assess students' memory of the story book that has been read and discussed in groups. Retelling stories can improve students' ability to remember and compose so that students' writing skills are also better.
- g) Teachers provide opportunities for students to ask questions that are not understood.
- h) The teacher gave an example of how to sing the cypress song created by AT. Mahmud followed by students.
- i) Students sing cypress songs together guided by the teacher.
- j) Teacher Guide  
Students sing songs.



k) The teacher together with the students concludes the results of the learning activities.

Final Activity :

In this final activity, the teacher and the researcher closed the learning activity by giving moral messages to students related to the learning material that had been learned. The teacher closes the learning activity with prayers and greetings. The following are the steps:

- a) The teacher provides reinforcement and also gives students questions.
- b) Teachers are given the opportunity to speak/ask questions and add information from students.

c) After that, the teacher sent the students greeting and praying concludingly led by the class leader.

d)

In testing students' abilities against the learning material contained in the malin kundang story, the teacher will give questions in the form of *essay tests* to students. This aims to measure students' memory and knowledge of stories that have been read repeatedly and heard in front of the class. The questions given are 10 questions covering the content of the story. The following are the test results given by teachers to grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022.

**Table 4.2 Student Essay Test Results on Malin Kundang's Story**

No.	Question	Number of Student Answers		Percentage Data Results (%)	
		True	Wrong	True	Wrong
1.	Why did malin turn to stone?	32	3	91,42%	8,58%
2.	What is Malin Kundang's mother's name?	34	1	97,14%	2,86%
3.	From Which story Malin Kundang From?	35	0	100%	0%
4.	What lessons did you learn from the story of Malin Kundang?	31	4	88,57%	11,43%
5.	Why doesn't malin kundang want to acknowledge his mother?	24	11	68,57%	31,43%
6.	Why did malin kundang become arrogant?	23	12	65,71%	34,29%
7.	What makes malin kundang's mother so sad and angry?	15	20	42,85%	57,15%
8 8.	Where malin Kundang wandering?	10	25	28,57%	71,43%
9.	Who is Malin married to?	16	19	45,71%	54,29%
10.	What are the characters, settings, messages and characters of the story of Malin Kundang?	16	19	45,71%	54,29%

Based on the data, the essay test results given to students show a fairly good percentage. This is not in line with the results of the student response questionnaire in table 4.6 which shows the effectiveness of story development. The results of the

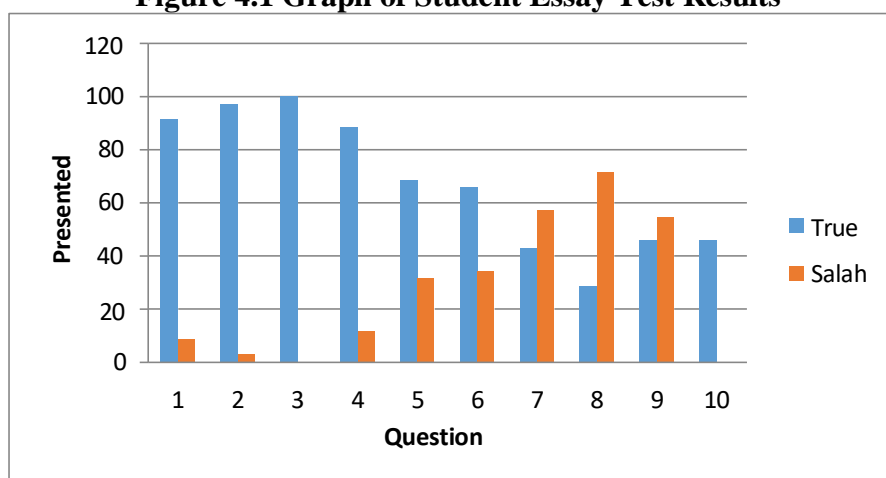
questionnaire showed that students liked it very much

and interested in the development of the given storybook, but on the essay test used to measure students' memory ability is still said to be quite good in the assessment. The inability of students to answer questions properly and correctly appears

on questions on numbers 7, 8, 9, and 10. In these four questions, it is known that students who are able to answer correctly do not reach a percentage of 50%. In question no. 7 obtained a percentage score of 42.85% with the number of students who answered correctly was 15 people. The remaining 20 students were unable to answer the questions correctly. In question no. 8 obtained a percentage score of 28.57% with the number of students who answered correctly was

10 people. The remaining 25 students were unable to answer the questions correctly. In question no. 9 obtained a percentage score of 45.71% with the number of students who answered correctly was 16 people. The remaining 19 students were unable to answer the questions correctly. In question no. 10 obtained a percentage score of 45.71% with the number of students who answered correctly was 16 people. The remaining 19 students were unable to answer the questions correctly.

**Figure 4.1 Graph of Student Essay Test Results**



*Source : Results of Researcher Data Processing*

The assessment results of this skill development research are a form of response from student responses to storybook development. The assessment carried out covers three aspects, namely aspects of appearance, use,

and utilization or purpose. The trial of this product was carried out at SDN 116897 Hapoltakan Nauli. The students who were respondents were grade 3 elementary school students totaling 35 students.

**Table 4.3 Student Response Questionnaire**

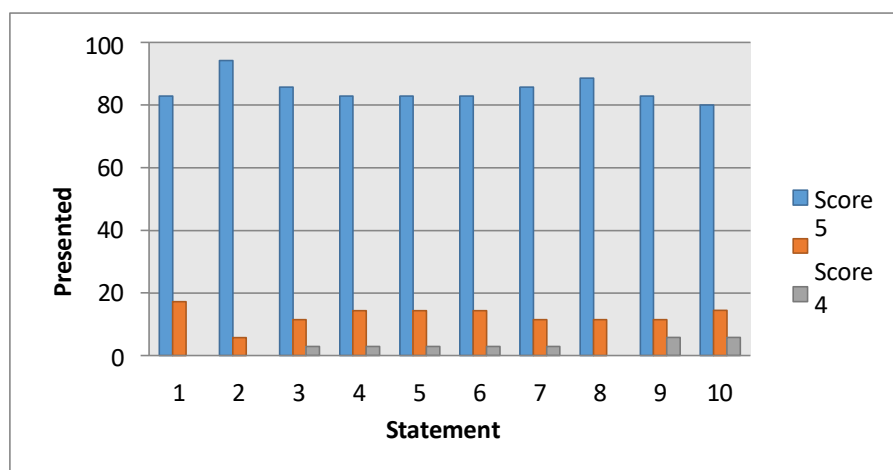
No	Statement	Responses					Presentase (%)					Valuation Kualitatif
		1	2	3	4	5	1	2	3	4	5	
1	The content of the book is interesting for students to keep abreast Storyline	0	0	0	6	29	0	0	0	17,15	82,85	Effective
2	Alur story that Used quite interesting	0	0	0	2	33	0	0	0	5,72	94,28	Effective
3	The storyline used is easy Understand	0	0	1	4	30	0	0	2,85	11,44	85,71	Effective
4	The use of language is easy for students to understand	0	0	1	5	29	0	0	2,85	14,3	82,85	Effective
5	Content of the	0	0	1	5	29	0	0	2,85	14,3	82,85	Effective



	has a corresponding text image											
6	Storybook images clear	0	0	1	5	29	0	0	2,85	14,3	82,85	Effective
7	The pages of the book are well organized	0	0	1	4	30	0	0	2,85	11,44	85,71	Effective
8	Interesting typeface Student attention	0	0	0	4	31	0	0	0	11,43	88,57	Effective
9	Font easy for students to read	0	0	2	4	29	0	0	5,71	11,44	82,85	Effective
10	Writing too narrow makes it easier for students to read	0	0	2	5	28	0	0	5,71	14,4	80	Effective

Based on the response questionnaire table above, it is known that in assessing the effectiveness of storybook development to improve essay writing skills for grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022, it is said to be effective, this is as explained by Sugiyono's theory (2015: 144). The response results show that the statements in points 1 through 10 are effective. The percentage results obtained from each indicator are in statement 1 the presentation value is 82.85%,

statement 2 presentation value of 94.28%, statement 3 presentation value of 85.71%, statement 4 presentation value of 82.85%, statement 5 presentation value of 82.85%, statement 6 presentation value of 82.85%, statement 7 presentation value of 85.71%, statement 8 presentation value of 88.57%, Statement 9 presents 82.86%, and statement 10 80%. Thus, the results of student responses to the development of this storybook are said to be good and effective in improving essay writing skills in grade 3 students.



**Figure 4.2 Graph of Student Response Results**

## DISCUSSION

researcher contains images

with

The storybook design used in this

display multiple roles within the skill that can motivate students, contribute to the context of the language used, can be used to

explain Directly Objective or interpret, and may provide information gleaned from the story. On the cover of the storybook above, the researcher presents it with an illustration of the events of Malin Kundang.

The story tells of a boy who disobeys his mother and is reluctant to acknowledge his mother. In the event of aforementioned Malin Kundang had hurt his mother's heart a lot and finally his mother cursed him to stone. On the cover there are pictures of ships, oceans, houses custom illustration from character Malin Kundang and Hiswife and mother Malin Kundang. With the design in the development of the storybook May affect the effectiveness of learning programs Good teaching between teachers and students.

Pictures can be used as a good learning medium if they have several conditions that include authenticity, meaning that the picture can paint a situation like seeing the original difference. Simply put, the point is that the composition of the image should clearly show the main points in the image. Images should contain motion or action. A good image does not show objects at rest but shows certain activities (Sadiman, 2012: 31).

This development research is compiled as a storybook so that students can learn legendary stories in everyday life and are used for learning in writing essays in order to remember stories well. This Malin Kundang storybook refers to the development of students' attitudes and knowledge towards the family environment in student life at home in order to love and be devoted to both parents. The physical embodiment of Malin Kundang's storybook is displayed with interesting images, images with bright colors, appropriate font types and sizes, and narrative stories according to the images. This picture book product is developed according to the needs of students, to assist in

The learning process of reading and knowledge about social life and in the family environment. Thus, this picture storybook was conceived to assist students in understanding and respecting parents as well as maintaining good relationships with people who are much older than the student's age and taking good care of parents. Through this storybook, it teaches children to get used to maintaining good relationships with parents and the surrounding environment and filial piety to parents.

In applying storybook development to improve writing skills, researchers and teachers collaborate in the classroom in providing good learning for students. At the initial stage of introducing the story of Malin Kundang, the teacher will tell the students first. This is done so that students can understand the story well.

Next, the teacher will ask students to read the story in front of the class using a loud and clear voice. This is so that every student can listen and listen to the content of the story contained in the story of Malin Kundang. The following is a picture of the student in telling the story of Malin Kundang:

It is contained in Malin Kundang's storybook by knowing the sequence of stories. Next, the teacher distributes the group and asks the students to discuss in the group. Group discussions can help students explore the meaning and message contained in the story.

The group division, which was carried out with the development of picture story media to improve the writing skills of grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022, aims to obtain information about the needs of teachers and students for picture story media that can help in composing skills.



Thus, the existence of storybook products in this development can function effectively and efficiently when used by teachers in the learning process, especially to improve the writing skills of grade 3 SDN 116897 Hapoltakan Nauli in 2021/2022. This is because before it was made, the product of this research had gone through adjustments between the needs of students and teachers who will teach.

Group discussions that have been carried out by students will be presented in front of the class, each group will appoint a group representative to retell Malin Kundang's story in the storybook. All students will listen to the explanation delivered by the group representative. listening to stories from teachers, reading them in front of the class, and listening back to the stories told can improve students' memory of Malin Kundang's story. Thus, in writing new essays or stories, students can easily write them. This is because what is heard and read greatly affects the results of student writing.

Students think that picture stories are more interesting and likable because they are easy to read and teachers are easy to teach to students. In addition, actually students are very only interested in pictures in picture stories, therefore the best picture story books are those that have good and interesting image quality, writing only as reinforcement and explanation of images.

Thus this study can provide understanding and develop students' visibility in writing essays in the form of stories of Malin Kundang Anak Durhaka. In developing the writing skills of grade 3 teachers of SDN 116897 Hapoltakan Nauli in 2021/2022, the teachers will then learn to write short stories just by giving a writing command

A short story then students develop their own.

Product validation data for storybook development to improve the ability to write essays by grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022 was carried out in three stages. The first stage was obtained from the results of an assessment of learning media development materials carried out by PGSD Department Lecturers as experts in storybook development materials. The second stage was obtained from the results of an assessment of storybook development media conducted by PGSD Lecturers as media experts. The third stage is obtained from the results of an assessment of language from storybook development carried out by PGSD Department Lecturers as linguists.

## CONCLUSION

Based on the results of the research and the discussion that has been described, the researcher concluded that the development of storybooks in improving the writing skills of grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022 that based on the ADDIE development model carried out in this study, the results of the *analysis* (analysis) found students with a total of 20 people who were incomplete in writing essays, these students obtained scores below the average in accordance with KKM, namely  $\geq 75$ . This shows that the students of the class 3 SDN 116897 Hapoltakan Nauli in 2021/2022 are still lacking in developing essay writing skills. Product

The development of essay writing skills in this study is the story book Malin Kundang Anak Durhaka. *Design* (design) is presented with colors that attract readers, especially for elementary school students, containing illustrations and images of both characters, settings, places, times and atmosphere that appear in the story so as to make it easier for students to remember the story. *Develop*

(development) in the product used deep

Improve students' skills arranged based on a series of stories with pictures Indonesian consisting of covers, prefaces, contents and closing.

*Implementation* (implementation) performed on student class 3 at SDN 116897 Hapoltakan Nauli in 2021/2022, which began with students reading the story text in turn, a group formation was carried out that aimed to allow students to work same and

Discuss ~~group and give questions in~~ ~~writing~~ student from every The group retells the story. Tell return story can improve ability student in remembering and compose So that students' writing skills are also getting better. Result

*Evaluation* (evaluation) from implementation that already Caried out the ability of students in remembering and writing stories in development of storybooks given by teacher has been considered good. However, the acquisition that students can do is not as good as students' ability of attention in understanding the material that has been delivered by teacher in reading group discussions.

The storybook development design used contains physical embodiments displayed with attractive images, images with bright colors, appropriate font types and sizes, and narrative stories according to the images. This picture book product is developed according to the needs of students, to help in the learning process of reading and knowledge about social life and in the family environment. The design presented in the storybook "Malin Kundang" contains colors that attract readers, illustrations and images of both characters, settings, places, times and atmospheres that appear in the story have an influence on children's memories so that they can retell the story.

The feasibility of media in the development of writing skills is tested by experts in the fields of material, language and media. In the validation test, the material is rated "good" by material experts according to a score of 48. In the media validation test it was rated "Very Good" by media experts with a score of 73, and in the language validation test it was rated "Very Good" by media experts with a score

39. In addition, based on the results of the standard assessment, it is known that the media used has a percentage value of effectiveness reaching 75%-100% and is said to be effective. Thus, the results of student responses to the development of this storybook are said to be good and effective in improving essay writing skills in grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022.

### Suggestion

By using storybooks in improving the writing skills of grade 3 students of SDN 116897 Hapoltakan Nauli in 2021/2022 can stimulate students' memory power in understanding stories and making up stories, the researcher suggested several things, namely Malin Kundang's storybook can be used as a tool to improve writing skills for students and teachers as a companion textbook in writing learning. This developed storybook only meets one need, namely writing skills. Researchers hope that there will be further research that develops writing learning books for other levels with other strategies as well. In fact, it is possible to develop storybooks that contain other language skills by integrating certain approaches.

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