# ELT LEARNING MEDIA FOR YOUNG LEARNERS: FAMILY-THEMED PICTURE STORIES

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**Abstract:** The study aims at investigating whether the family-themed picture stories for young learners were valid as learning media for English Language Teaching (ELT). The researchers developed three picture stories related to family as prototypes. The research procedure was proposed by Akker, which comprised analysis, design, evaluation, and revision. The validity was reviewed by the experts of content, instructional design and media or product design. The mean of content validity of three prototypes is 4.26 which is at very highly valid level. In term of construct validity, the average score of construct validity of three stories is 4.23 which is at very highly valid level. The average score of media or product design validity of the prototypes is 4.36 which is at very highly valid level. Thus, the study result shows that, overall validities of content, construct, and media or product design of the three picture stories are 4.28, which is at very highly valid level. In conclusion, the set of family-themed picture stories as learning media are valid and categorized as very highly valid level; consequently, they are likely to facilitate Teaching English to Young Learners (TEYL).
**Keywords:** *learning media; TEYL; picture stories*

## INTRODUCTION

It is believed that English is the principal language of international collaboration and, in today's world, the English language demonstrates a strong network effect. Indonesia is one of South East Asian countries that always attempts to develop English Language Teaching (ELT) in order to equip its citizens in the globalized world characterized with the advance of information technology and international communication. However, referring to EF English Proficiency Index 2020, which ranks 100 countries and regions by English skills, Indonesia's level is classified as low proficiency (EF, 2020). Indonesia is ranked 74th and still lags behind its neighboring countries in South East Asia, such as Vietnam, Malaysia, Philippines and Singapore which is ranked 65th, 30th, 27th, and 10th respectively.

As for the importance of English language, despite its low proficiency level, ELT in Indonesian context can play an important role in addressing the issue. Two aspects that appears directly from the title are learning media and young learners. It is indeed challenging to teach language to young learners, particularly when it is learnt as a foreign language (Reftyawati, 2017; Baranowska, 2020). English is one of foreign languages taught in primary school level even though the practice of ELT seems to vary in every school.

It is beyond the scope of this paper to examine the government policy, especially Minister of Education and Culture, who is responsible for the country's education. There have been different policies implemented regarding English subject in elementary school. For instance, referring to Decree of the Minister of Education and Culture No 060/U/1993, English may become local content subject and is taught at fourth grade and above. Since then, English subject was taught in all elementary school, both public and private, and appeared to progress very rapidly (Maili, 2018). The writer also argues that, despite many problems in implementing ELT at primary school, there are several advantages: young learners could learn the language easily, English is widely used in this digital and technology era, and pupils may prepare

themselves for learning English at junior high school.

Apparently, English is regarded as a favorite subject added to the elementary school's curriculum, although especially state schools would find some challenges during its implementations (Suharsih & Hamidiyah, 2012). These challenges include insufficient schools' condition, lacks of facilities (i.e. particularly books), classroom management (i.e. media, method or technique), and teacher's educational background. Besides, the status of local content subject, the limited number of qualified primary school teachers, and the lacks of learning media or sources have become other problems to consider (Sutardi, 2011).

On the one hand, the aforementioned issues should be addressed thoroughly, but on the other hand, the improvement of ELT's practices is a must. The Regulation of Ministry of Education and Culture No. 65 of 2013 underlines that the learning process in educational units, including elementary education, should be conducted interactively, inspiringly, enjoyable, and motivates learners to participate actively, and facilitates initiatives, creativity, and independence based on students' talents, interests, and physical and psychological development (Kemdikbud, 2013). Indeed, it is important to create fun and interesting classrooms (Suharsih, Hamidiyah, 2012). Two factors which influence the effective and efficient of learning are media and learners' characteristics (Reftyawati, 2017). The writer also discusses the significance of selecting language learning media so as to overcome students' boredom and to create learning enjoyment.

In light of recent development in ELT, it is becoming extremely difficult to ignore the existence of innovative and creative teaching-learning process. An endeavor which may be applied to support the teaching-learning process (or shortly named learning process to describe both processes) and deal with some hindrances in learning is via the utilization of learning media. Learning media is defined as all things which are utilized to deliver messages from the sender (i.e. teacher) to the recipient (i.e. students) in the form of physical devices or objects, which effect communication and interaction between them during classroom's learning (Negara, 2014). Learning media is, therefore, a component of learning.

Furthermore, learning media is an instrument that may be employed to facilitate the comprehension of concepts that should be pursued

in learning (Zulkardi, 2005). To understand concepts is often challenging. So, the concepts that are abstract and difficult to explain directly to learners may be made concrete or simplified via learning media (Hernawan, Susilana & Julaeha, 2013). It is evident that learning media may become an alternative due to its emphasis on innovation and creativity. Therefore, this study is hoped to make a major contribution to research on learning media and Teaching English to Young Learners (TEYL) by developing the family-themed picture stories. Referring to its functions as learning media, the picture stories are expected to increase motivation, provide and enhance learning variations, present the structure of materials in order for pupils to learn more easily, offer the gist and the points systematically to facilitate learning, stimulate learners to focus and analyze, and create conditions and situations of learning without pressure (Sanaky, 2009).

Beside learning media, this research is concerned with ELT to young learners or children. The young learners may be divided into two main groups: 5-7 year olds and 8-10 year olds (Scott & Ytreberg, 2004). Some experts, quoted by Siswanto (2017), state that there are 4 groups of young learners based on their ages: 2-4, 5-7, 8-10, 11-14. Thus, in the context of Indonesia, young learners mainly relate to the age of elementary school students. To teach young learners, there are some characteristics to consider, such as: intellectual development, attention span, sensory input, affective factors, and authentic-meaningful language (Brown, 2001). Therefore, teachers should find some practical approaches in TEYL including sorts of learning media.

Regarding language development among students, the factor of age plays an important role, and consequently, to teach English earlier would be beneficial because children acquire language with greater ease (Dewi, 2017). The cognitive development of young learners lay on concrete operational stage, that is, beginning to think logically and use experiences to solve problem (Aini, 2013). According to Pinter (2011), the problem solving is usually applied to concrete instances and objects in real life. Next, another children's characteristic is a very short attention and concentration span (Scott *et al*., 2004). Mustafa (2010) states that children only have attention span less than 15 minutes so that creating effective instruction is essentially required.

In this study, the researchers conducted research and development in the form of learning media for TEYL, namely, family-themed picture

stories. Grounded on the interview with English teachers of the selected elementary school, the utilization of picture stories usually improves learning and motivates students to learn in the target language. As well as that, teaching-learning process emphasizing on pupils' activity is likely to enhance learning motivation, thinking abilities, creativity, and learning independence (Inharjanto, Lisnani, 2020). As suggested by Sutardi (2011), in order to develop learning materials that interest students, its look should be considered like the use of colored pictures, simple and meaningful stories, games that encourage dialog and enjoyment. This is also underlined by Ur (1996) who states that pictures, stories and games are very important sources of interest for pupils in the classroom. It is because pictures may be a visual stimulus and stories are visual and aural. Further, the themes of family are to relate young learners to their day-to-day lives. Hopefully, the family's themes may contribute to promoting character education, which is highlighted in Indonesia's Curriculum 2013 (Putri, Harto, Moecharam, 2017).

To date, a number of studies have indicated that good learning media in form of picture stories may benefit TEYL. For example, Aygun and Abaci (2014) who examined illustrated story books for 4-8 age group children in terms of illustration. Their study results demonstrate that children should be supported with visual perception through pictures beside auditory perception. Next, preparing visual illustration carefully and according to children's characteristic development can lead to more qualified publication. Next, some researchers have examined the illustrated colored pictures to improve English vocabulary for young learners (Widiastuti, Kusmaryati, Romadlon, 2019) and the use of Indonesian culture-based comic for TEYL (Saputri, 2017). Finally, Rusiana and Maharani (2019) have conducted the study which helped children to acquire pre-reading skills via reading stories. The research's findings reveal that learners showed that they performed the phonological acquisition awareness, letter knowledge, print awareness and print motivation. However, the previous studies have some differences to the current research. The importance and originality of this study are that it develops family-themed picture stories as learning media for TEYL.

**METHOD**

This study was qualitative research. The method of the study was development research. The development research method was to develop family-themed picture stories as ELT learning media for young learners. Akker (1999) states that development research aims to design a product for certain purpose through certain procedures (i.e. analysis, design, evaluation, and revision).

In this study, formative evaluation model proposed by Tessmer (1993) was also used in the evaluation phase to improve the quality of intervention. There are three main criteria for quality of intervention, that is, validity, practicality, and effectiveness. Akker (1999) describes those criteria as follows: Validity refers to the extent to which the intervention under the development is in line with the state-of-the-art knowledge (content validity) and that all contents and components included in the intervention are consistently related and connected among each other (construct validity). In this study, the validity of the developed product was determined by the experts of content, instructional design, and media in the expert review.

The developed family-themed picture stories for young learners was supposed to be evaluated by the students of one of private elementary schools in Palembang particularly those who were third to fifth grades, second semester, and the academic year of 2019/2020. However, the global pandemic of Covid-19 influenced the process of the research. The government regulated school from home for all students in Palembang. That was the reason why the researchers changed the subject of the study, which was limited to the expert review. The researcher chose three experts to validate the family-themed picture stories as ELT learning media for young learners.

As for the procedures of the study, as proposed by Akker (1999), it consists of several phases: analysis, design, evaluation, and revision. In analysis phase, the researchers analyzed instructional analysis, environmental analysis, students' need analysis, and students' reading level analysis. Meanwhile, in the design stage, the researchers designed the first prototype especially paper-based design of picture stories such as the content of the family-themed picture stories.

The last phase was the evaluation and revision. In this step, the researchers used the formative evaluation by Tessmer (1993) in Figure 1. Figure 1 shows that the formative evaluation consists of 5 steps namely self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test. In the self-evaluation phase, the researchers examined the product in

terms of the quality of content, construct, and media. From the self-evaluation, the product was evaluated in the next phase, i.e. expert review. The aspect evaluated in this phase was the validity of the product concerning its content, construct, and media or product design. Consequently, there were three experts validating the product which are described in Table 1.
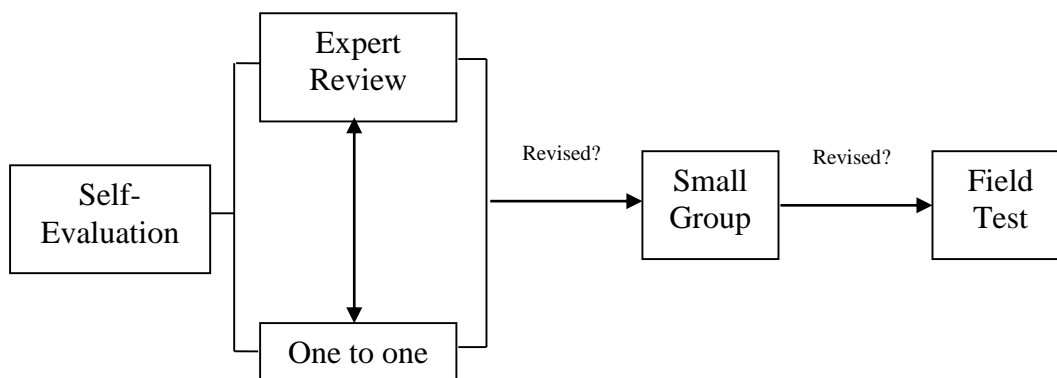


Figure 1. *General Sequence of Formative Evaluation (Tessmer, 1993)*

*Table 1. Description of Experts*

| No | Experts | Experts' Description |
|---|---|---|
| 1 | English (Content) | Lecturers or teachers of English Education Study Programs (Consideration: A master of English education) |
| 2 | Instructional Design (Construct) | Lecturers or teachers of English Education Study Programs (Consideration: A master of Education) |
| 3 | English (Media or product design) | Lecturers or teachers of English Education Study Programs (Consideration: A master of English) |

In the phase of expert review, the product was shown to the experts to be reviewed and they provide their judgement to validate the product. Their comments and suggestions were used as the basis for some product's revisions to improve its validity. The procedure of study is concisely presented in Figure 2.

However, this research had to cease at the stage of expert review, that is, to validate the content, construct and media or product design. A rudimentary prototype 2 was produced, after revision was made based on the comments and suggestion from the expert review and the readability of the designed colouring book was analysed. It occurred due to the Covid-19 pandemic which halted the researchers from completing this study optimally. In other words, the researchers only succeeded in the validation stage to test the validity of the family-themed picture stories. Thus, the formative evaluation stage will surely be carried out in the next stage of research.

This research aimed to develop a family-themed picture stories for young learners which is valid, practical, and has potential effect. Therefore, to determine its validity, practicality, and potential effect, instruments used in this study were questionnaires (Likert-Scale) and reading comprehension test. The Likert scale comprises strongly disagree, disagree, neutral, agree, and strongly agree with score ranging from 1 to 5 (Sugiyono, 2010). To perceive the potential effect of the product, an evaluation was realised in this study by using reading comprehension test in the form of multiple-choice (i.e. ranging from a, b, to c) and True-or-False questions, as well as short answers. The reading comprehension test was constructed based on the developed product in this study. Furthermore, it included several aspects, such as main idea, inference, vocabulary in context, cause and effect, etc.

Furthermore, the validity of the product was determined in expert review. After reviewing the family-themed picture stories for young learners,

the experts provided their judgement through a questionnaire in the form of Likert-scale with score ranging from 1 to 5 and wrote their comments on it. Their comments were used as the basis for revision of the developed family-themed picture stories for elementary school students. To determine the validity level of the product, the average score of the obtained total score from the three experts' judgement was calculated and interpreted. The validity categorizations were very high, high, moderate, low, and very low (Kubiszyn & Borich, 1993; Sopian, Inderawati, & Petrus, 2019, p. 106).

*Table 2. Specifications of Validation Sheet of Content*

| Aspect (s) | Number (s) of Statement |
|---|---|
| 1. The appropriateness of contents with students' characteristics (currency) | 1, 2, 3, 4 |
| 2. The accuracy of the content | 5, 6 |
| 3. The presentation of content | 7, 8 |
| 4. Linguistics aspects of the content | 9, 10, 11 |
| 5. Exercises and evaluation aspects | 12, 13, 14, 15 |

*Table 3. Specifications of Validation Sheet of Instructional Design*

| Aspect (s) | Number (s) of Statement |
|---|---|
| 1. The appropriateness between materials and curriculum | 1, 2 |
| 2. Material presentation | 3, 4, 5, 6 and 7 |
| 3. The appropriateness of materials with the students' character | 8, 9 10, 11, 12, 13 and 14 |
| 4. The appropriateness between exercise and standard competence and learning goals | 15 |
| 5. The number of exercises | 16, 17 and 18 |

*Table 4. Specifications of Validation Sheet of Media or Product Design*

| Aspect (s) | Number (s) of Statement |
|---|---|
| 1. Media or Product Design | 1, 2, 3, and 4 |
| 2. Usability | 5, 6, 7, and 8 |

Figure 2 *The Procedure of the Study*
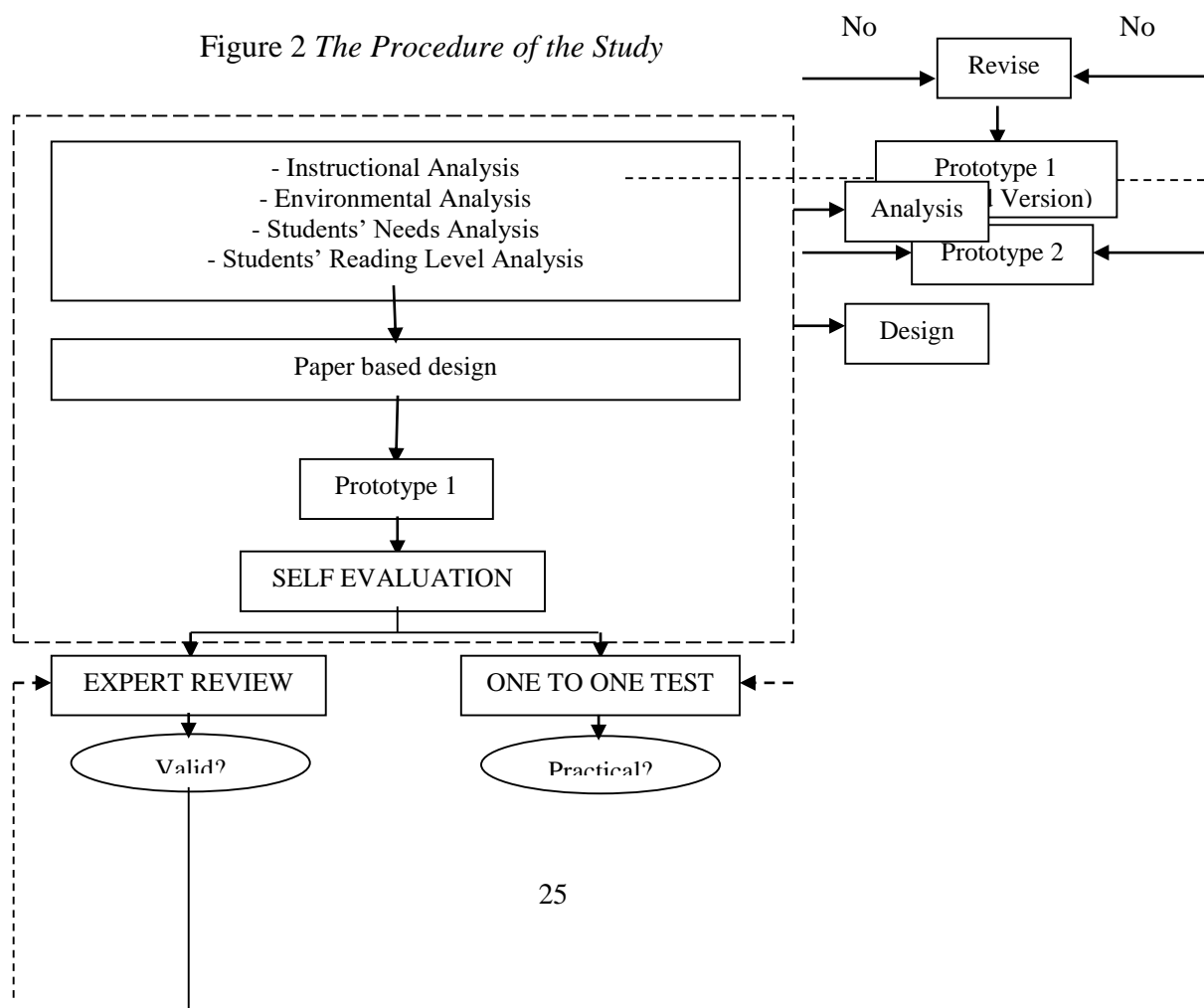
their parents, family members, and friends around them. Promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood, is also the core of the story. Therefore, the three titles may represent the idea of family-related themes and, hopefully, are able to contribute to children's character education in Indonesia.

First of all, reading level of Two Sisters was analyzed by using Flesch-Kincaid Grade Level. The grade level of Siblings is 5 and the reading level is fairly easy to read. It is also stated that Two Sisters is suitable for 8-9 years old, or approximately second or third graders in Indonesia. This classification is in accordance with the regulation of Indonesia's Ministry of Education and Culture No. 44/2019 on the new student's enrollment. The regulation states that elementary schools normally require 7 years-old pupils to start with.

Secondly, reading level of Going Shopping was analyzed by using Flesch-Kincaid Grade Level too. The grade level of Going Shopping is 6 and its reading level is fairly easy to read. However, reader's age shows that Going Shopping is suitable for 10-11 years old, or around fourth or fifth graders in Indonesia. Even though the reader's age is relatively higher, other aspects of text readability seems to be relevant.

Thirdly, reading level of Playing with Friends was analyzed by using the same tool. The grade level of Playing with Friends is 4 and the reading level is very easy to read. It means the picture story is suitable for 8-9 years old, or approximately second or third graders in the Indonesian context.

Based on the report of English scores of class 3D, one of the classes in the primary school participating in this study, it can be concluded that the students' abilities are fairly satisfactory. The report shows that the English's average score of class 3D students is 88.12 despite the fact that some students acquire lower scores (i.e. 70). Thus, the researchers are interested in developing students' abilities not only limited to English lessons but also improving students' reading skills and developing students' character values towards

The data which were collected tabulated and the result of each instrument was calculated and classified based on validity level as follow in Table 5.

*Table 5. Validity Categorization*

| Average Score | Category |
|---|---|
| 4.21-5.00 | Very high |
| 3.41-4.20 | High |
| 2.61-3.40 | Moderate |
| 1.81-2.60 | Low |
| 1.00-1.80 | Very low |

## RESULTS AND DISCUSSION
*Analysis Phase*

In the analysis phase, the instructional design of third to fifth graders of the selected elementary school in Palembang was improved based on Curriculum 2013. The researchers decided to design family-themed picture stories. They then succeeded to develop three family-themed picture stories entitled Two Sisters, Going Shopping, and Playing with Friends. These titles are obviously related to family and the daily life within family. Elementary school students are considered young learners that should be close to

their family environment and its surroundings.

Besides, grounded on the direct interview with one of the English teachers in the chosen primary school, there were some ideas to consider. The teacher argued that the designed picture stories involves reading comprehension and reading is part of four main English skills (i.e. writing, writing, listening, and reading). So, if student's reading skill is excellent, it would affect other three skills positively; consequently, their study report would also satisfactory. Furthermore, the teacher appreciated that the picture stories were designed by using story telling's style. The prototype was not a cartoon or an animation, but drawings or pictures related to daily life of the children as young learners. Next, English coursebooks the school were using also incorporated texts for reading. The process of teaching-learning started with reading followed by a comprehension in the form of questions and exercises. This comprehension section was considered to be important for students to gain more understandings and insights.

*Design and development phase*
In the design and development phases, there were three family-themed picture stories developed as reading materials in a set of English subjects. The first was reading material for reading practice and the second was reading material for the reading comprehension test. The developing picture stories, which was available for reading material, was related to family's themes. The themes of family were considered necessary for these young learners and their education as discussed previously. The result of this phase was the availability of family-themed picture stories, namely, three prototypes of a picture stories on family's themes which were used by young learners.

*Implementation*
In validating this product, three experts validated this product in content, instructional design and media or product design. There were some suggestions which needed to be paid attention were as follow Table 6.

*Table 6. Suggestions from Three Experts Review*

| No | Expert Review Judgement | Suggestion |
|---|---|---|
| 1 | Validation Sheet of Content | Expert 1: Excellent, very good, well-done, please use proper sentence structure, <br> Expert 2: Please provide the exercises/ question items, it is suggested do analyze students' competence from their English achievement report in order to be able to identify their real competence and construct suitable media/ material for learning, reading questions are not available please add the questions, it is recommended to add some pictures or present the story in more interesting design, it's better to be consistent on the use of proper verb 2, please provide various questions and clear instructions. <br> Expert 3: The content of the story is easy to understand for the students, the story is suitable for grade 1-3 and the questions are easy to understand for the students, but appropriate for school that use international system. |
| 2 | Instructional Design | Expert 1: Very good, <br> Expert 2: Please provide the instruction and exercises/ question items, please provide the questions with different types (at least two types) <br> Expert 3: The materials and the questions are appropriate, the length of the story is a little bit long, but in good standard, so it will be beneficial for the students |
| 3 | Media or Product Design | Expert 1: Very good <br> Expert 2: Reading questions are not available, please add the questions and use more interesting lay out, it is recommended but add some pictures or present the story in more interesting design, providing picture will help students to be more interested in reading text and understand is better, questions should be provided as well, <br> Expert 3: The product is easy to use an appropriate for the students, the medium is very easy to use and simple, good |

medium, font and pictures

Referring to the result of the product's validity level, the researchers divided it into three kinds of validities: validity of content, validity of construct and validity of media or product design. There are three stories in the picture stories: 1) Two Sisters, 2) Going Shopping, 3) Playing with Friends. The results of validities are as follows: First, the average score related to the validity of content of Two Sisters was 4.2 (Table 7) which was at highly valid level, the validity of content of Going Shopping was 4.3 (Table 7) which was at very highly valid level and the validity of content of Playing with Friends was 4.3 (Table 7) which was at very highly valid level. It could be concluded that in term of content validity, the average score of content validity from three prototypes were 4.26 (Table 11) which was at very highly valid level.

Secondly, the average score related to validity of construct of Two Sisters was 4.2 (Table 8) which was at highly valid level, validity of construct of Going Shopping was 4.2 (Table 8) which was at highly valid level and validity of construct of Playing with Friends was 4.3 (Table 8) which was at very highly valid level. It could be concluded that in term of construct validity, the average score of construct validity of three stories were 4.23 (Table 9) which was in very highly valid level.

Thirdly, the average score related to validity of media or product design of Two Sisters was 4.4 (Table 9) which was at very highly valid level, validity of media or product design of Going Shopping was 4.3 (Table 9) which was at very highly valid level and validity of media or product design of Playing with Friends was 4.4 which was at very highly valid level (Table 9). It could be concluded that in term of media or product design validity, the average score of media or product design validity of the three prototypes were 4.36 (Table 10) which was in very highly valid level. Finally, to determine overall validities of content, construct, and media or product design of the three stories of the family-themed picture stories were 4.28 (Table 10) which was in very highly valid level. In conclusion, the set of family-themed picture stories as ELT learning media for young learners was valid and categorized as very highly valid level.

*Table 7. Recapitulation of Three Experts Review (Content Validity)*
*of Three Family-themed Picture Stories*

| Experts | The appropriateness of the content to students' characteristic (currency) | | | | The accuracy of the content | | The presentation of the content | | Linguistic aspects of the content | | | Exercises and evaluation aspects | | | | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | |
| **Two Sisters** | | | | | | | | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4.8 |
| Expert 2 | 5 | 3 | 4 | 4 | 4 | 4 | 5 | 2 | 4 | 3 | 5 | 4 | 3 | 3 | 4 | 3.8 |
| Expert 3 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| Average | 4.7 | 4 | 4.3 | 4 | 4.7 | 4.3 | 4.7 | 3.3 | 4 | 4 | 4.3 | 4.3 | 4 | 4 | 4.3 | 4.2 |
| Remark | VH | H | VH | H | VH | VH | VH | M | H | H | VH | VH | H | H | VH | H |
| **Going Shopping** | | | | | | | | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4.7 |
| Expert 2 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 |
| Expert 3 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 5 | 4 | 4.3 |
| Average | 5 | 4.3 | 4.3 | 4 | 4.7 | 4.3 | 4.7 | 4 | 4.3 | 4 | 4.3 | 4 | 4 | 4.3 | 4.3 | 4.3 |
| Remark | VH | VH | VH | H | VH | VH | VH | H | VH | H | VH | H | H | VH | VH | VH |
| **Playing with Friends** | | | | | | | | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4.7 |
| Expert 2 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4.1 |
| Expert 3 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 4.1 |
| Average | 4.7 | 4.3 | 4.3 | 4.3 | 4.7 | 4.7 | 4.7 | 4 | 4.3 | 3.7 | 4.3 | 4.3 | 4 | 4 | 4.3 | 4.3 |
| Remark | VH | VH | VH | VH | VH | VH | VH | H | VH | H | VH | VH | H | H | VH | VH |

*Table 8. Recapitulation of Three Experts Review (Construct Validity)*
*of Three Family-themed Picture Stories*

| Experts | The appropriateness between material and curriculum | | Material Presentation | | | | The appropriateness of materials to students' characteristic | | | | | | The appropriateness between exercise and evaluation and standard competence and learning goals | | The number of exercises and evaluation | | | Average Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | |
| **Two Sisters** | | | | | | | | | | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4.8 |
| Expert 2 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3.8 |
| Expert 3 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 3 | 4 | 4.1 |
| Average | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4 | 4 | 4 | 4 | 4.7 | 4.3 | 4.3 | 4.3 | 4.3 | 3.7 | 4.3 | 4.2 |
| Remark | VH | VH | VH | VH | VH | VH | H | H | H | H | VH | VH | VH | VH | VH | H | VH | H |
| **Going Shopping** | | | | | | | | | | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 4.7 |
| Expert 2 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3.9 |
| Expert 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4.1 |
| Average | 4.3 | 4.3 | 4 | 4.7 | 4.3 | 4.3 | 4.3 | 4 | 4.3 | 4 | 4.3 | 4.7 | 3.7 | 4 | 4.7 | 3.7 | 4.3 | 4.2 |
| Remark | VH | VH | H | VH | VH | VH | VH | H | VH | H | VH | VH | H | H | VH | H | VH | VH |
| **Playing with Friends** | | | | | | | | | | | | | | | | | | |
| Expert 1 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4.9 |
| Expert 2 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3.9 |
| Expert 3 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4.1 |
| Average | 4 | 4 | 4.3 | 4.7 | 4 | 4.3 | 4.3 | 4.3 | 4.3 | 4.7 | 4.3 | 4.3 | 4 | 4.7 | 4.7 | 4 | 4 | 4.3 |
| Remark | H | H | VH | VH | H | VH | VH | VH | VH | VH | VH | VH | H | VH | VH | H | H | VH |

*Table 9. Recapitulation of Three Experts Review (Media or Product Design)*
*of Three Family-themed Picture Stories*

| Experts | Media or Product Design | | | | | Usability | | | Average Score |
|---|---|---|---|---|---|---|---|---|---|
| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | |
| **Two Sisters** | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4.8 |
| Expert 2 | 5 | 4 | 3 | 3 | 5 | 5 | 4 | 4 | 4.1 |
| Expert 3 | 5 | 3 | 4 | 4 | 5 | 4 | 5 | 4 | 4.3 |
| Average | 5 | 4 | 4 | 3.7 | 5 | 4.7 | 4.3 | 4.3 | 4.4 |
| Remark | VH | H | H | H | VH | VH | VH | VH | VH |
| **Going Shopping** | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4.8 |
| Expert 2 | 5 | 5 | 4 | 3 | 4 | 4 | 3 | 4 | 4 |
| Expert 3 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4.2 |
| Average | 5 | 4.7 | 4.3 | 3.7 | 4.7 | 4.3 | 3.7 | 4.3 | 4.3 |
| Remark | VH | VH | VH | H | VH | VH | H | VH | VH |
| **Playing with Friends** | | | | | | | | | |
| Expert 1 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4.9 |
| Expert 2 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4.2 |
| Expert 3 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4.1 |
| Average | 4.7 | 4.7 | 4.3 | 4.3 | 4.7 | 4.3 | 4 | 4.3 | 4.4 |
| Remark | VH | VH | VH | VH | VH | VH | H | VH | VH |

*Table 10. Recapitulation of Validity*

| Validity | Two Sisters | Going Shopping | Playing with Friends | Average Score | Remarks |
|---|---|---|---|---|---|
| Content Validity | 4.20 | 4.30 | 4.30 | 4.26 | VH |
| Construct Validity | 4.20 | 4.20 | 4.30 | 4.23 | VH |
| Media/ product Design | 4.40 | 4.30 | 4.40 | 4.36 | VH |

The developed product is a set of family-themed picture stories in relation to reading comprehension for young learners. There are some phases that should have been realised in the process of developing reading simulation material and reading evaluation material. The phases are a sequence of ADDIE model: analysis, design and development, implementation and evaluation. Unfortunately, the researchers were not able to conduct the implementation phase because of the global Covid-19 pandemic.

Referring to the expert reviews of content validity, construct validity and media or product design validity, the prototypes have been revised. Generally speaking, the experts commented that the content of the picture stories is excellent, well-done, easy to understand and suitable for lower grades at elementary school. The researchers have revised some grammatical errors, managed the suitable questions and instructions for comprehension, and considered to implement the picture stories at international schools when possible. Analyzing student's competence from their English achievement report has also been conducted to identify their real comprehension and competence.

As well as that, for construct validity, the expert judgment has enriched the idea for some revisions. Overall, the construct validity is greatly satisfactory, for instance, because the materials and questions have been appropriate, the stories have been in a good standard, and the picture stories is believed to be beneficial for elementary students. Next, in terms of media or product design validity, the prototypes have had a minor revision. The product was evaluated by the experts and is considered easy to use, simple, and appropriate for pupils. The medium, fonts and pictures were commented as fairly good. However, it is recommended to add some pictures and present the story in more interesting design so as to assist young learners be interested in reading texts and better understand the stories. Therefore, the researchers have attempted to vary the design especially on the pictures' drawings and hoped the young learners would enjoy their learning.

This section compares the results with the literature review, whether the results concur or differ from what the literature has discussed. It is evident that the R&D has succeeded in developing learning media in form of a family-themed picture stories that can be used for teaching-learning. The idea of using educational media is echoed by AECT (1972), Negara (2014), Hermawan *et al.* (2007) and Sundayana (2015). Even though the process has not been accomplished yet due to the novel coronavirus crisis, the research has developed the prototypes. Based on the expert reviews, the developed family-themed picture stories is likely to support what Sanaky (2009) has argued that it may increase learners' motivation, enhance learning variations, facilitate students, stimulate learners to focus and analyze, create enjoyment in learning, and so forth.

Concerning reading comprehension, the result of this study indicates that young learners are likely to be fostered when they perform the exercises in the comprehension section. As suggested by Liao (2011), the pupils could extract the required information from the developed learning media. The pupils may even proceed beyond reading texts since they are possible to experience emotion, culture, norm and attitude. This is similar to the arguments of Brown (2007), Klinger, Vaughn & Boardman (2007) and Collins (1991).

Apart from learning English, the developed family-themed picture stories may enrich students' knowledge to improve their thinking abilities. The researchers believe that English might be learnt or taught since early ages, such as elementary school students. To conclude, the developed picture stories is regarded as significant to improve English skills of young learners.

**CONCLUSION**

This study purposed to develop a set of validities of the family-themed picture stories. The researchers developed the three family-themed picture stories. There are three stories in the picture stories: Two Sisters, Going Shopping and Playing with Friends. The developed learning media of the three family-themed picture stories were valid in term of content validity, construct

validity and media or product design validity after reviewed by three experts of English especially lecture and teacher of English.

From the three experts, it could be concluded that in terms of content validity, the average score of content validity from three prototypes were 4.26 which was at very highly valid level. It could be concluded that in terms of construct validity, the average score of construct validity of three stories were 4.23 which was in very highly valid level. In conclusion, in terms of media or product design validity, the average score of media or product design validity of the three prototypes were 4.36 which was in very highly valid level.

Finally, to determine overall validities of content, construct, and media or product design of the three stories of the family-themed picture stories were 4.28 which was in very highly valid level. From the result and discussion in the previous chapter, the conclusions could be drawn the set of the three family-themed picture stories was valid and categorized as very highly valid level.

Based on the result and discussion previously, the development research of this study had found that family-themed picture stories for TEYL was valid. However, there is a limitation of the developed family-themed picture stories. The stories only reached the initial stage, that is, the validity test which was conducted by three experts on the expert reviews. The validity is based on content, instructional design, and media or product design of the family-themed picture stories.

## ACKNOWLEDGEMENT

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