



# PROCEEDINGS



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The 2<sup>nd</sup>  
International Conference  
on Linguistics and Language Teaching  
Yogyakarta, October 20 - 21, 2017

Theme :

**“Literacy in Linguistics and Language Education”**

**FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2017**



# PROCEEDINGS

## THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE TEACHING (I-COLLATE)

“Literacy in Linguistics and Language Education”

Yogyakarta, 20-21 October 2017



FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY



**PROCEEDINGS**  
**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE ON**  
**LINGUISTICS AND LANGUAGE TEACHING**  
**(I-COLLATE)**

“Literacy in Linguistics and Language Education”

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**20-21 October 2017**

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## **FOREWORD**

Praise be to Allah's presence, SWT for His grace, so that the Abstract on ICOLLATE can be completed on time. This book is to complement an international seminar held on 20 - 21 October 2017. This book contains an abstract collection of all tasteful speakers from various universities spread across the country. This seminar is themed Literacy, Linguistics and Language Education which is divided into two subtema namely Literacy and Linguistics and Literacy in Language Education. The subtheme Literacy and Linguistics consists of 10 subsubtems and Literacy in Language Education has 11 subsubtems. With this booklet it is expected that the participants will be easier to follow the theme and subtema that will be chosen in parallel class presentation.

Hopefully the seminar held by Universitas Negeri Yogyakarta in every two years can provide valuable input for the development of linguistics and language teaching in Indonesia.

Committee,

**THE 2<sup>nd</sup> INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE  
TEACHING (I-COLLATE)**

Oct 20-21,2017

**SCHEDULE OF THE INTERNATIONAL SEMINAR**

DAY I: FRIDAY, 20 OCTOBER 2017				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.30 – 08.00	REGISTRATION			
08.00 – 08.40	INDONESIA RAYA ANTHEM		BALLROOM 1, 2	COMMITTEE
	WELCOME DANCE			
	REPORT FROM THE COMMITTEE CHAIRPERSON			
	WELCOME REMARKS AND OPENING SPEECH BY THE RECTOR OF YSU			
08.40 – 09.25	KEYNOTE SPEECH:		BALLROOM 1, 2	COMMITTEE
	Prof. Ir. Nizam, M.Sc., Dic., Ph.D.	<i>"LITERACY, LINGUISTICS AND LANGUAGE EDUCATION"</i>		
09.25 – 09.45	PHOTO SESSION AND COFFEE BREAK			COMMITTEE
09.45-10.45	PLENARY 1			Moderator: Erna Andriyanti, Ph.D.
	Prof. Scott G Paris, Ph.D.	<i>"SUGGESTIONS TO IMPROVE THE INDONESIAN CURRICULUM"</i>		
PARALLEL I				
10.50 – 11.50	Abid	COMMUNICATION STRATEGIES AND L2 ORAL LITERACY	BALLROOM 1, 2	Moderator: Entusiastik
	Ali	DEVELOPING REFLECTIVE PICTURE STORYBOOK MEDIA		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		TO IMPROVE THE SOCIAL SELF CONCEPT AND RESPONSIBILITIES OF THE FIFTH GRADE STUDENTS		
	Andayani	INTEGRATION MODEL OF CHARACTER EDUCATION BASED ON SCIENTIFIC-LEARNING FOR INDONESIAN'S LANGUAGE LEARNING		
	Astri Ollivia Kuncahya	METACOGNITIVE STRATEGIES: MAKING CRITICAL LITERACY REAL		
<b>10.50 – 11.50</b>	Andi Kristiawan	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL	PATTIMURA ROOM	<b>Moderator: Hermawati</b>
	Avi Meilawati	IMPROVING THE SKILL OF WRITING JAVA FICTION WITH BRAINSTORMING METHOD		
	Banatul Murtafi'ah	DESIGNING AN ONLINE SAFETY POSTER: A LESSON PLAN FOR TEACHING DIGITAL		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		LITERACY		
10.50 – 11.50	Brian Arthur	IMPROVING STUDENT SCORES THROUGH (COOPERATIVE LEARNING) BUDDY SYSTEM IN AN ESL CLASSROOM OF GRADE 4 NORMAL CLASS STUDENTS: ACTION RESEARCH	FATMAWATI ROOM	<b>Moderator: M. Gita Setyandari</b>
	Cholimatus Zuhro	IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT AND ACTIVATING THEIR PARTICIPATION USING ROUNDTABLE MODEL OF COOPERATIVE LEARNING AT VOCATIONAL COLLEGE		
	Diana Ika Firdhaus	UNCOVERING CHILDREN'S HOME AND SCHOOL LITERACY		
10.50 – 11.50	Adis Kusumawati	FOREIGNISATION IN TRANSLATING LASKAR PELANGI TO NIJI NO SHONENTACHI	CUT NYAK DIEN ROOM	<b>Moderator: Dwi Ario Fajar</b>
	Anisya Rahmawati	THE DIMENSIONAL PHASES OF MOTIVATION OF ENGLISH DEPARTEMENT STUDENTS TOWARD TARGET ORIENTED ACTIVITY		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Asrun Lio	SHIFTING LANGUAGES IN ROUTA SUB-DISTRRICT: A SOCIAL INTERACTION AND COMMUNICATION IN A MULTILINGUAL SOCIETY		
<b>10.50 – 11.50</b>	Puspa Fortuna Zulfa		BALLROOM 3	<b>Moderator: Paulus Kurnianta</b>
	Budi Purnomo	INTERPRETATION QUALITY OF CULTURAL TERMS MADE BY TOURIST GUIDES AT MANGKUNEGARAN PALACE OF SURAKARTA		
	Choirul	HUMOR AND TRANSLATION: A CASE STUDY OF "MALAM MINGGU MIKO" SUBTITLE FROM INDONESIAN INTO ENGLISH		
<b>11.50 – 13.15</b>	<b>LUNCH BREAK</b>			
	<b>PLENARY 2</b>			
<b>13.15 – 14.15</b>			BALLROOM 1, 2	<b>Moderator: Anita Triastuti, Ph.D.</b>
	<b>Prof. Dr. Didi Sukyadi, M.A.</b>	<i>"MULTIPLE MODEL LITERACY ON LANGUAGE TEACHING"</i>		
<b>PARALLEL SESSION II</b>				



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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
14.20 – 15.20	Endah Ratnaningsih	PATTERNS OF MOTHER TONGUE INTERFERENCE IN PRONOUNCING ENGLISH SOUNDS: A STUDY TOWARDS L1 JAVANESE IN TIDAR UNIVERSITY	BALLROOM 1, 2	<b>Moderator: Normawati</b>
	Endang	LITERACY DEVELOPMENT FOUNDATIONS FOR EARLY LITERACY EDUCATION		
	Entusiastik	POSTGRADUATE WRITING AND ACADEMIC LITERACIES DEVELOPMENT: LESSONS FROM INDONESIAN STUDENTS AT A UK UNIVERSITY		
<b>Rizky Fitri Lestari</b>				
14.20 – 15.20	Hermawati	HOW LEXICAL DENSITY REVEAL STUDENTS' ABILITY IN WRITING ACADEMIC TEXTS	PATTIMURA ROOM	<b>Moderator: Reza Pustika</b>
	Hidayati	LEARNING SKILLS INDONESIAN LANGUAGE IN ELEMENTARY SCHOOL PROGRAM WITH THE ACTIVE MODEL OF LEARNING TYPE OF CARD SORT THE PRE SERVICE TEACHER IN ELEMETARY SCHOOL PROGRAM		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	<b>Ismail Petrus</b>			
14.20 – 15.20	Kodrat Eko P.S	POETRY SINAU BY F. AZIZ MANNA: ALTERNATIVE LITERATURE IN HIGH SCHOOL INTEGRATION OF MORAL EDUCATION IN THE STUDY FF	FATMAWATI ROOM	<b>Moderator: Rizatmi Zikri</b>
	M. Gita Setyandari	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL		
	<b>Sri Sarwanti</b>			
14.20 – 15.20	Evi Fatimatur Rusydiyah	DEVELOPMENT FF TEXT LEVELLING BASED ON SURABAYA’S LOCAL CULTURE	CUT NYAK DIEN	<b>Moderator: Parwati Hadi Noorsanti</b>
	Nieza Rima	INTERPERSONAL ANALYSIS OF PARENTS’ PORTRAYAL IN ANDERSEN’S SHORT STORIES		
	Dwi Ario Fajar	ECO-LITERACY THROUGH ECOCRITICISM IN PEKALONGAN FOLKLORE		
14.20 – 15.20	Nur Alfi Syahri	IRONY OF HUMOR IN THE	BALLROOM 3	<b>Moderator: Anisya Rahmawati</b>

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		WORKPLACE INTERACTION		
	Rika Mutiara	EXPRESSION OF DISAGREEMENT IN THE TEXTBOOK AND CORPORA		
	Paulus Kurnianta	A READING ON PRAMOEDYA ANANTA TOER'S PLAY, MANGIR: CRITICISM ON JAVANESE DISCURSIVE PRACTICE ABOUT WOMAN		
<b>15.20 – 15.40</b>		<b>COFFEE BREAK</b>		
		<b>PARALLEL SESSION III</b>		
<b>15.45 – 16.45</b>	Mohd Rashid	THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING AND LEARNING OF MALAY		
	Noberta Nastiti Utami	REPRESENTATION OF MULTICULTURALISM ON FRENCH LANGUAGE METHODE "ECHO"		
	Normawati	PROMOTING LEARNER'S SELF-DETERMINATION THROUGH LANGUAGE DEVELOPMENT PROGRAM: THE STREET CHILDERN EXPERIENCE	BALLROOM	<b>Moderator: Astri Ollivia Kuncahya</b>
	Nurnaningsih	AN ANALYSIS OF CULTURE OF POLYGAMY IN SAUDI		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		ARABIA BASED ON NOVEL "PRINCESS: A TRUE STORY OF LIFE BEHIND THE VEIL IN SAUDI ARABIA" BY JEAN P. SASSON		
<b>15.45 – 16.45</b>	Pradnya Permanasari	6TS IN DEVELOPING ELEMENTARY STUDENTS' LANGUAGE AND LITERACY	PATTIMURA ROOM	<b>Moderator: Andi Kristiawan</b>
	Reza Pustaka	THE IMPORTANCE OF EXTENSIVE READING ACTIVITIES TO FACILITATE STUDENTS' READING INTEREST TND TO ENHANCE STUDENTS' CRITICAL THINKING SKILL		
	Muhammad Agus Muafiqi	WEBSITE-BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
<b>15.45 – 16.45</b>	Risang Baskara	PROMOTING DIGITAL LITERACY IN ENGLISH CLASSROOMS THROUGH MOODLE- BASED FLIPPED CLASSROOM	FATMAWATI ROOM	<b>Moderator: Cholimatus Zuhro</b>
	Rizatmi Zikri	THE ROLE OF PARENTS IN		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Hawa Farhah	OPTIMIZING CHILDERN'S LITERACY AND LANGUAGE DEVELOPMENT IN GOLDEN AGE		
<b>15.45 – 16.45</b>	Parwati Hadi Noorsant	IMPERATIVE SPEECH OF JAPANESE WOMEN IN HANAMIZUKI'S FILM	CUT NYAK DIEN ROOM	<b>Moderator: Budi Purnomo</b>
	Maman Suryaman	NUSANTARA OF LITERATE		
	<b>Fitri Hidayati</b>			
<b>15.45 – 16.45</b>	Siti Sumiyati	LITERACY IN FRENCH AS SECOND LANGUAGE (FSL) LEARNING AT WAYSTAGE LEVEL	BALLROOM 3	<b>Moderator: Diana Ika Firdaus</b>
	Nuning C.S.	LITERACY AND LANGUAGE TEACHING		
	Sukma Awliyawati	THE EFFORT TO INCREASE STUDENTS' LITERACY IN STORY TELLING (FABLE TEXT) USING PUPPET AS MEDIA IN 7 GRADE AL KAUTSAR SMPIT AL HARAKI		
<b>19.00</b>	<b>WELCOME DINNER: ALL SPEAKERS AND PARTICIPANTS</b>		<b>PENDAPA TEDJO</b>	COMMITTE

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
			<b>KUSUMO, FACULTY OF LANGUAGES AND ARTS, YSU</b>	
<b>DAY II: SATURDAY, 21 OCTOBER 2017</b>				
<b>07.30 – 08.00</b>	<b>REGISTRATION</b>			
<b>08.00 – 09.30</b>	<b>PLENARY SESSION 3</b>			
	Pangesti Wiedarti, Ph.D.	<i>“SCHOOL LITERACY MOVEMENT”</i>		
	Prof. Dr. Bambang Kaswanti Purwo (MLI)	<i>“DEVELOPMENT OF INDONESIAN CHILDREN LITERACY: PRELIMINARY SNAPSHOT IN SOME ELEMENTARY SCHOOL”</i>	BALLROOM 1, 2	<b>Moderator: Sukarno</b>
<b>09.30 – 09.50</b>	<b>COFFEE BREAK</b>			
<b>09.50 – 10.50</b>	<b>PLENARY SESSION 4</b>			
	Dr. Kathryn Rivai	<i>“LITERACY ACQUISITION AND ITS CHALLENGES AMONG THE CHILDREN OF MIGRANT LABOURERS IN SABAH”</i>	BALLROOM 1, 2	<b>Moderator: Ashadi, Ed.D.</b>
<b>PARALLEL SESSION IV</b>				
<b>11.00 – 12.00</b>	Roswita Lumban Tobing	STUDENTS BEHAVIOR THROUGH CULTURE LITERATION TS THE REFLECTION OF THE NATIONAL CHARACTER	BALLROOM 1, 2	<b>Moderator: Maria Octa Elsavana</b>

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Suwarno	MULTICULTURAL LITERACY IN LANGUAGE EDUCATION UTILIZATION OF FOLKLOR NUSANTARA AS MATERIAL OF WORK AND CHARACTER EDUCATION		
	Syed Adil Zaidi	COMBATING THE ATTENTION DEFICIT DISORDER OF STUDENTS IN EFL CLASSROOM FOR ENHANCING THE LITERACT LEVEL		
	<b>Sari (UNTIDAR)</b>			
<b>11.00 – 12.00</b>	Tati Irmaya	USING READER RESPONSE STRATEGY TO IMPROVE NARRATIVE READING COMPREHENSION AND WRITING ACHIEVEMENTS OF THE ELEVENTH GRADERS OF SMAN 10 REJANG LEBONG	PATTIMURA ROOM	<b>Moderator: Sukarno</b>
	Yusuf Yulianto	WEBSITE BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
	Zuvyati Aryani	CHILDREN HOME LITERACY: ANIMATED FILMS AND SPEAKING SKILL		
<b>11.00 – 12.00</b>	Rohali	REPRESENTATION OF PERFORMATIVE UTTERANCE ON	FATMAWATI ROOM	<b>Moderator: Romulo</b>

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PARIS JE T'AIME IMPROVING SCIENTIFIC LITERACY USING SYSTEMIC FUNCTIONAL LINGUISTICS FRAMEWORK		
	Farida Agoes	THE INFLUENCE OF REITERATION LEXIACAL COHESION AS THE RETHORICAL COMPONENT OF TEXT INTO THE FLOW OF STORY		
<b>11.00 – 12.00</b>	Siti Perdi Rahayu	SUPRASEGMENTAL PHONEMES AND CHARACTER BUILDING	CUT NYAK DIEN ROOM	<b>Moderator: Riyan Nuari</b>
	Sri Diana	BILINGUALISM AND ITS IMPACTS ON BILINGUAL SPEAKERS		
	Udiana Dewi	DIALECT PREJUDICE: LANGUAGE ATTITUDE OF ENGLISH TEACHERS TOWARD LOCAL DIALECT OF SPOKEN ENGLISH IN EFL CLASS		
11.00 – 12.00	Rizki Eka W.H	SHARED-READING PRACTICE: A SIGNIFICANT IMPACT OF PARENTS' INVOLVEMENT IN SUPPORTING YOAUNG CHILDERN'S EARLY LITERACY DEVELOPMENT	BALLROOM 3	<b>Moderator: Banatul Murtafiah</b>



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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	<b>Anisa Nur 'Aini</b>			
12.00 – 13.00		<b>LUNCH</b>		
		<b>PARALLEL SESSION V</b>		
13.00-14.00	<b>Mentari Sinaga</b>			
			BALLROOM 1, 2	<b>Moderator: Adis Kusumawati</b>
	Pradana Akbar Tanjung			
	Endang Nurhayati	JAVA LANGUAGE GREETING IN PUPPET SHOW		
13.00-14.00	Ina Yuliana	ECO-RECEPTION ON COMPILATION OF ENVIRONMENTAL-ORIENTED SONG LYRICS OF MULTIPLE INTELLIGENCE STUDENTS (MUSICAL-NATURAL) AT IX GRADE STUDENTS OF SMP NEGERI 2 TANJUNG SELOR. THESIS. POSTGRADUATE PROGRAM OF SURABAYA STATE UNIVERSITY	PATTIMURA ROOM	<b>Moderator: Asrun Lio</b>
	Maria Octa Elsavana	EFFECTS OF METACOGNITIVE STRATEGIES AND LISTENING ANXIETY ON ELEVENTH GRADERS' LISTENING		

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TIME	NAME	TITLE	ROOM	CHAIR PERSON
	Dwiyanto Pranowo	Djoko LITERACY ABOUT HIGHER EDUCATION SYSTEM		
13.00-14.00	Rizky Ismail J.	PROMOTING SFL'S MULTI-STRATA LANGUAGE REALISATION AS A FRAMEWORK FOR ENGLISH LITERACY EDUACTION IN INDONESIA	FATMAWATI ROOM	<b>Moderator: Endang</b>
	Rohmatul Fitriyah	ACADEMIC LITERACY PRACTICE: THE LANGUAGE USED IN HEDGING AS AN ACADEMIC ARGUMENTATION IN EFL STUDENTS' ESSAYS		
	Siti Aisyah	AN EVALUATION OF ENGLISH LISTENING MOBILE APPLICATIONS FOR GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL		
13.00-14.00	Romulo	ECHOS AND CHAROT IN GAY SPOKEN DISCOURSE: A SOCIOLINGUISTIC INQUIRY	CUT NYAK DIEN ROOM	<b>Moderator: Evi Fatimatur Rusydiyah</b>
	Riyan Nuari	JAVANESE 'DANGDUT' AND LANGUAGE ACQUISTION FOR NON-JAVANESE PEOPLE		
	Widyawati	THE ART OF "MAMACA" AND "UI- DAUL": A CULTURAL APPROACH IN KAMPUNG LITERASI		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PASEAN-PAMEKASAN		
13.00-14.00	Nurhadi	THE LEVEL OF INTERNET USAGE TIME AND LITERATURE APPRECIATION OF YSU STUDENTS	BALLROOM 3	<b>Moderator: Tati Irmaya</b>
	Sri Rejeki And Anastasia	IMPROVING THE DELF A1 LISTENING ABILITY OF STUDENTS OF SMAN 1 KARTASURA BY TRAINING		
	Wening Sahayu	UTILIZING TEXTBOOKS TO IMPROVE THE CHARACTER OF LEARNERS: LITERACY FUNCTION		
	Sulis Triyono	LITERACY OF WRITTEN DISCOURSE ON GERMAN-LANGUAGE ELECTRONIC MEDIA: AN ANALYSIS OF TEXTUAL AND CONTEXTUAL DISCOURSE		
	Sukarno	LITERACY FOR CHARACTER EDUCATION IN TEILIN		
14.00-14.30	<b>WRAP-UP SESSION &amp; CLOSING</b>		BALLROOM 1, 2	<b>ANITA TRIASTUTI, PH.D.</b>
14.30	<b>END OF PROGRAM</b>		BALLROOM 1, 2	<b>COMMITTEE</b>

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## REFLECTIVE PICTURE STORYBOOK MEDIA TO IMPROVE THE SOCIAL SELF-CONCEPT AND RESPONSIBILITY OF THE FIFTH GRADE STUDENTS

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### Abstract

The objectives of this study are: 1) to produce a reflective picture storybook media which fulfils the feasibility criteria, and 2) to know the effectiveness of the reflective picture storybook media to improve the social self-concept and responsibilities. This study was research and development (R&D) based on 10 major steps developed by Borg & Gall. The subjects of the study were the fifth grade student's of elementary school Bantul Subdistrict. The data were collected by using interview guide, self report, scale, and observation sheet. The data analysis techniques were the descriptive analysis, anova, and t-test. The study result shows: 1) the reflective picture storybook media that have been developed and the reflective picture storybook media have fulfilled the feasibility criteria according to the validation by experts, and the teacher's and student's responses are included into very good category; 2) the reflective picture storybook media is effective to improve the students social self-concept and responsibilities. The students social self-concept improves significantly according to the paired t-test, at sig. 0.05 (sig. (1 tailed) = 0.000 <  $\alpha$  = 0.05). The student's responsibilities improves significantly according to the paired t-test at sig. 0.05 = 0.000 <  $\alpha$  = 0.05).

**Keywords:** reflective picture storybook media, social self-concept, and responsibilities

### INTRODUCTION

Education is a process to shape the behavior of students to be better. Elementary School is one of the stages of education where this process will determine a success in the next level.

According to the national education in Indonesian is aiming to develop the ability and shape the student's character to be better, and have a good relation with the others. The concept of self-social means the views, thoughts, judgement, feelings of self-social tendencies. This concept is concerned in the ability of students to relate with the outside world. Meanwhile Helker and Wosnitza (2014, p.115) said that responsibilities is a consequence on what have we done. Therefore in the social-character concept it is important for student to be responsible.

It is very important to develop of self-social and character concept since the early age and one of the methods is through education. Derlina (2015, p.26) argue that school have an important role to develop student's self-social ability and character. So that every students are expected to have a good qualification on personality, character, and intelligence.

As the fact that we can see in the field, there are some problems with the low social self-concept and the student's responsibility. On May 9-16 the writer has conduct the interview and observation toward elementary students in Bantul Subdistrict that apply *Curriculum 2013* as their curricula, the result shows there are students with selfish character and it indicates that their social self-concept is still low. The evidence of it is students does not pay attention to the teacher in learning

process. Sometimes the students also use a bad language to talk with their friends.

In regard to solve the problems, teacher can use any media, especially books, to deliver the message for their students. The message can be translated into a picture. Nicholas (2007, p.20) said that elementary students are more interested in an interactive rather than full text book.

By using a book teacher can lead student to develop their character. Result of assessment shows that teachers does not using media maximally. Topic of Demak Sultanate for instance, the books are lack of explanatory graphic that makes students bored. Development of reflective picture storybook is a combination between learning materials and everyday stories. Lickona (1991, p.295) on moral reflection theory, the reflection makes someone more critically and responsible.

According to explanation above, we can conclude that there is a need for reflective picture storybook for elementary teachers in Bantul Subdistrict. The media is expected to increase the effectivity of social self-concept and responsibilities. Therefore the media can be used as an alternative way to improve the concept for elementary students in Bantul Subdistrict.

## LITERATURE REVIEW

### Social Self-Concept

Self-concept becomes a reference for individuals to clarify and understand themselves. Self-concept is a frame of reference for every individual to interact with his environment (Fitts, 1971, p. 3). One aspect of self-concept related to the interaction of individuals with their social environment is the concept of the social self. The social self concept affects the development of individual personalities.

The social self-concept consists of three main aspects or indicators. These three aspects include social acceptance, social competence, and social responsibility (Stump, et al., 2009; Fernández-Zabala, Rodríguez-Fernández, & Goñi, 2016).

The first aspect is social acceptance. The social acceptance is an individual's perception of how he or she is accepted by the group and in social interaction (Leary in DeWall & Bushman, 2011, p.256). The second aspect is

social competence. Semrud-Clikeman (2007, pp. 1-2) points out that "Social competence is an ability to take a perspective concerning a situation and to learn from past experiences and apply that learning to the ever-changing social landscape." The third aspect is social responsibility. The social responsibility is the individual's perception of the demands and role of the individual in the social context whether it is with friends, family, and society (Es Carti, et.al., 2012, p. 182).

### Responsibilities

Responsibilities is the attitude and behavior of a person to carry out his duties and obligations to oneself, society, environment (nature, social, culture), state, and God. In other words, someone who has a responsibilities will be able to perform duties and obligations (King, 2012, p. 201).

Responsibilities important for students. The existence of responsibilities means that students will carry out the tasks seriously, dare to win the consequences of attitude, words, and behavior. A person who has a character of responsibility will think well before acting (Spellings, 2005, p. 15).

Indicators of responsibilities include, among other things, always self-improvement, duty commitment, performing tasks with good and maximal standards, acknowledging all actions, keeping promises, dare to risk the actions and actions, have responsibility to attend school, pay attention when teachers teaching, reporting every activity undertaken in oral and written form, performing tasks uninformed, avoiding fraud in the execution of duties, regular execution of duties, active participation in school activities, and being able to think actively to propose problem solving.

### Reflective Picture Storybook

The picture storybook is composed of narrative text and illustrative images that are interconnected to convey the message of the story to the reader. Picture storybooks are books that convey messages through two ways,

namely illustrations and writings. The illustrations and writings used to convey the message do not stand alone, but are a unity and mutually supportive to express a message to the reader (Huck, Hepler, & Hickman, 1987, p. 197).

Picture storybooks consisting of image and text elements can help students understand abstract concepts. In addition, the information presented in the form of illustrative drawings and narrative texts caught the attention of elementary schoolchildren in comparison with information which was only narrative text (Nicholas, 2007, p. 20).

In the context of the implementation of education character, picture storybooks can also be utilized as learning media that helps the formation of positive social self-concept of the students. Picture books help children to learn to understand others, to understand the relationships that occur between people and the environment, and to develop feelings (Mitchell, 2003, pp. 89-90).

Reflective-picture storybook is a form of picture storybook development that implements reflective thinking process. Through the application of reflective thinking processes, students can reflect the pictorial story presented in the media with the students' daily lives. Reflective thinking is a meaningful process in which one will have new experiences, which will then relate to other experiences. This makes a person learn continuously so that the person will have more experience and more extensive, take better action forward. This is just the same, the essence of reflective thinking is to have morals (Derwent (2015, p.26).

The character based reflective-picture storybook gives stories that contain about learning materials according to the curriculum reflected in the daily life of students and children's stories that reflect the characters in the daily life of students. Through illustrations and stories based on character values, students

can get role models from the characters, and can reflect stories and materials into daily life.

### **Research Methods**

This research uses research and development model which has been developed by Borg and Gall (1983, p.775-776). The procedures are (1) research and information collecting, (2) planning, (3) developing, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

### **Subject**

The subject for this trial is student of 5<sup>th</sup> grade in Bantul Subdistrict. For initial field test we use six students of Bantul Timur Elementary School. In primary field test consists of 12 students in the same school. And for operational field test we use 80 students of 1 Bantul Elementary School.

### **Data Collections and Instrument**

The instrument in this research is divided to two layers. One is instrument to measure validity of media that includes (1) media experts' scale of validity, (2) material experts' scale of validity, (3) scale of teacher's response toward media, (4) scale of student's response toward media. Two is instrument measure media's effectivity that includes assessment on social self-concept and observation on responsibilities.

### **Data Analysis Technique**

We use qualitative and quantitative method to analyze the data here. We describe quantitative data to be qualitative one in accordance to the guidelines.

### **Result and Discussion**

At the beginning of development, we conduct an interview, literature study, and observation. The next steps are: (1) materials gathering, (2) designing the story including actors, theme, plot, and setting, (3) drawing up the contents, (4) write the plot of story, (5) submit the concept to the illustrator, (6) printing and validating by experts.

The first stage is initial field test. This preliminary field test was conducted in Bantul Timur Elementary School by involving six students and a teacher of 5<sup>th</sup> grade class. According to the student and teacher's assessment the media is good so we can move to the next step, which is primary field test. We involve 12 students of Bantul Timur Elementary School in the primary field test. In this test media is also classified as good.

The next step is operational field test that has been conducted in 1 Bantul Elementary School. The test is conducted for six classes where 28 students of 5A as control class, 26 students of 5B as experimental class 1, and 26 students from class 5C will be experimental class 2. The result gives us information from student and teacher scale of response and responsibilities observation.

Table 1. Result of teacher's response on the operational field test.

No.	Indicators	Score	Category
1.	Narrative text	29	Very Good
2.	Language	35	Very Good
3.	Content of media	37	Very Good
4.	Purpose of learning	29	Very Good
5.	Student's characteristic	29	Very Good
6.	Learning process	62	Very Good

According to the table, teacher's response on reflective picture storybook is very good.

Table 2. Result of students' response on the operational field test.

No.	Indicators	Score	Category
1.	Interest in appearance	30.75	Very Good
2.	Story information	27.3	Very Good
3.	Story understanding	32.2	Very Good

The next test is conducted to determine how effective reflective picture storybook towards student's social self-concept.

Table 3. Result of observation towards student's social self-concept with Paired T-Test

No	Groups	Sig. Score	Notes
1	Experimental class 1	0.000	Increasing
2	Experimental class 2	0.000	Increasing

Table 4. Result of observation towards student's responsibilities with Paired T-Test

No	Groups	Sig. Score	Notes
1	Experimental class 1	0.000	Increasing
2	Experimental class 2	0.000	Increasing

Based on the results above, it indicates that the result have a significance value below 0.05 point which is 0.000 and thus there is significant increasing in student's social self-concept and character of responsibility after we apply reflective picture storybook as a media learning.

## DISCUSSION

The use of reflective picture storybook is quite effective enough to improve student's character. The use of this media in learning activity makes the atmosphere become more enjoy since it contains stories and engage student to learn actively.

In the initial field test, students were attracted by images and stories on the book. As we expected before, the result is inline with the theory of Nicholas which is image will make student more interested in learning. Therefore, colorful images become important factor to make to create interesting learning media. Furthermore, in operational field test, this media is also effective to improve student's character. It implies there is significant increasing in social self-concept and responsibilities after they use reflective picture storybook.



Based on the results, we can conclude that reflective picture storybook as learning media can improve student's social concept. It is inline with the research's result of Richter&Calio (2014) which is narrative story brings impact to student's self-concept.

By using reflective picture storybook, student could identify which one is good behavior and which one is bad. Lukens (2003), Li (2015), Gambrell & Sokolski (2016), Agboola&Tsai (2012), Rausch (2011), and Almerico (2014) argue that the story as learning media can develop student's character.

Characters in the story can affect the development of student's character in their daily life. It is inline with the opinion of Turan&Ulutas (2016), Al-Somadi (2012), Hassan&Daniyal (2013), Turkmen (2016), and Zaky (2016) that say the development of learning media such as reflective picture storybook plays an effective role in improving student's social self-concept and characters.

## CONCLUSION

The reflective picture storybook media effectiveness to improve the social self-concept and responsibilities of the fifth grade students of elementary school Bantul Subdistrict. This is based on operational field test which has significance value  $< 0,05$  which concluded that there is a significant difference in the social self-concept and responsibilities of students following learning using the reflective picture storybook with students who do not use the character based-reflective picture storybook. Through pictorial stories and reflection activities can internalize the values of characters in and add insight into how to interact with others in the environment surrounding.

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It is shared among us that literacy in its broad sense is something certain for the advancement of the human life today and in the future. Meanwhile, literacy is never separated from the problem of language. That is why the culture of literacy must always be fostered, especially through education.

In response to this, this second International Conference on Linguistics and Language Teaching is held. It is expected that this conference enables the cultivation of the insights of literacy, linguistics, and language teaching from various perspectives up to the praxis. Therefore, in this seminar the experts who have been discussing different topics related to the three items mentioned before to gain recognition among the community. Participants are also invited to develop a synergy.



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