

Development of Conversational Text Teaching Materials for Indonesian Language Subjects Using Image Media for Class V Elementary UPT SPF Number 105272 Purwodadi Sunggal 2023-2024

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Abstract. In the reality of education in the field, many educators still use conventional teaching materials, namely ready-to-use teaching materials, just buy, instant, without efforts to plan, prepare, and compile their own. Thus, the risk obtained is that the teaching materials they use are less attractive. An educator is required to be creative to be able to compile teaching materials that are innovative, varied, interesting, contextual, and in accordance with the level of student needs. Unfortunately, there are still many educators who still use conventional teaching materials, namely ready-to-use teaching materials, just buy, instant, without efforts to plan, prepare, and arrange their own and do not attract children's attention in learning. So image media is used as a development effort in Indonesian learning. This study aims to determine the quality of teaching materials based on the validation of material experts and media experts, determine the attractiveness of teaching materials based on student responses, and determine the average increase in student learning achievement based on pretest and postes scores. This research was carried out at UPT SPF State Elementary School Number 105272 Purwodadi Sunggal for the 2023-2024 Learning Year. This research is development research. The subjects of the study were 36 students of grade V of UPT SPF State Elementary School Number 105272 Purwodadi Sunggal for the 2023-2024 Learning Year. The data collection techniques used are tests, questionnaires, and documentation. The data analysis techniques used are percentages and averages. The overall quality of teaching materials is good with a percentage of 78%. The results of the attractiveness of teaching materials based on student responses in limited trials obtained a percentage of 87% with a very interesting category, while in large group trials a percentage of 85% was obtained with a very interesting category.

Keywords: *Development of Teaching Materials, Conversational Text, Image Media*

I. INTRODUCTION

Learning is a process in which learners, teachers, and teaching materials interact in an educational environment to achieve educational goals. In this concept of learning, students are not the objects of learning but rather the subjects of learning who actively and creatively interact with educators, teaching materials, and other students by (Fajarini, 2018). [1]

In the teaching of Indonesian language and literature, the role of the educator is to facilitate the students to develop their potential to the fullest extent. It is important to note that educators are not the only source of learning, as there are other sources that can be used to support students' development, such as teaching materials.

It is important to note that educators are not the only source of learning, as there are other sources that can be used to support students' development, such as teaching materials, which play a crucial role in the learning process. The use of instructional materials has become a critical link between teachers and students, with teachers now acting as facilitators, bridging the gap between students' limited absorptive capacity and the teacher's ability to manage learning in the classroom. While creating teaching materials may be easy for educators, it is a form of learning process activity that improves the quality of ongoing quality of ongoing learning by Oktaviani, 2015). [2]

It is important to pay attention to language elements in Indonesian language teaching materials. Language plays a central role in the intellectual, social, and emotional development of students. It supports success in all areas of study. The purpose of language learning is to help students understand themselves, their culture, and other cultures; to express ideas and emotions; to participate in communities that use the language; and to discover and use their analytical and imaginative abilities. The goal of language learning is to improve students' ability to communicate effectively and accurately in Indonesian.

It is important to learn Indonesian in elementary school. Efforts should be made to increase students' interest in this subject and ensure their understanding. Considering their young age, Indonesian language learning for elementary school students should be communicative. However, the implementation of Indonesian language learning lacks variety. This hinders the achievement of the goal of developing students' proficiency in both spoken and written Indonesian.

Teaching materials should contain the necessary knowledge, skills, and attitudes for students to meet predetermined competency standards. In theory, teaching materials can increase the productivity of learning, allow for individualized learning, provide a more scientific basis for learning, and facilitate immediate learning based on Ramayulis in Bahraeni (2017). [3]

According to Pannen (Magdalena et al., 2020) Teaching materials are systematically arranged materials or lessons that are used by teachers or students in the learning process. [4] Andi Prastowo (in Suryani, 2022) defines instructional materials as systematically arranged materials, including information, tools, and texts, that represent a complete set of competencies to be mastered by students and that are used in the learning process for planning and checking the implementation of learning. [5]

Widodo and Jasmadi (in Jeklin, 2016) also expressed the opinion that instructional materials are a set of tools that include learning materials, methods, limitations, and evaluation criteria that are systematically and interestingly designed to achieve the stated goals of achieving competencies or subcompetencies with all their complexities. [6]

On the basis of these definitions, it can be concluded that instructional materials are any materials that support teachers and students in achieving learning objectives, and it is important that clear and concise language is used to ensure comprehension and avoid ambiguity. Teaching materials are crucial to the success of Materials are critical to the success of learning and must be understood by both teachers and students.

Teaching materials should be self-instructional so that students can teach themselves using the developed materials, according to Widodo and Jasmadi in Najamudin, et al., (2021). Clear objectives must be formulated to achieve the self-instructional nature of the materials. Additionally, the materials should facilitate thorough learning by providing specific units or activities. [7]

Each teaching material should be self-contained, containing all the necessary learning materials for a particular competency or sub-competency unit. The teaching materials should be stand-alone, meaning they do not depend on or have to be used together with other materials. They should also be adaptive, with high capacity to accommodate developments in science and technology. All instructions and information presented should be user-friendly, including ease of access and response.

An educational material must meet the standards of suitability in terms of its content, language, and presentation, as stated by Ika Lestari in Oktaviani (2015). It enables students to learn competencies in a coherent and systematic manner, allowing them to master all competencies in a complete and integrated way. A good teaching material should include: (1) Learning instructions for both teachers and students, (2) clearly defined competencies to be achieved, (3) supporting information, (4) exercises, (5) work instructions in the form of worksheets (LK), and (6) evaluation criteria. [2]

Teaching materials should be tailored to student learning activities to meet their needs and motivations, fostering enthusiasm and engagement in the learning process. Students can use this teaching material independently without involving the teacher. For teachers, this material can guide them in determining learning steps in class. The presentation of teaching materials is adjusted to students' intellectual development for easy understanding. According to the Ministry of National Education's Book Center in 2004, there are four aspects to consider when writing a book: content, material presentation, language and readability, and graphics.

There are various teaching materials circulating in schools. These teaching materials come in the form of books, modules, or computer-based teaching materials. Non-print teaching materials include listening (audio) teaching materials such as cassettes, radio, vinyl records and audio compact discs. Hearing (audio visual) teaching materials such as video compact discs and films. Interactive multimedia teaching materials (interactive teaching materials) such as CAI (Computer Assisted Instruction), interactive multimedia learning compact disks (CDs), and web-based learning materials based on Ika Lestari, in Suhartati (2013). [8]

Based on their shape, Andi Prastowo (in Magdalena et al., 2020) differentiates teaching materials into teaching materials according to their shape, teaching materials according to how they work, and teaching materials according to their properties. According to Andi Prastowo (in Rachmawati, 2013), the function of making teaching materials is the function of teaching materials according to the party who uses the teaching materials, the function of teaching materials according to the learning strategy used. [9]

The purpose of creating teaching materials is to facilitate student learning, prevent boredom by providing a variety of options, and make learning easier and more engaging, according to Andi Prastowo (in Wibowo, 2016). He is also identifies two types of benefits or uses of creating teaching materials: those for educators and those for students. The former includes improving the quality of teaching and facilitating lesson planning, while the latter includes improving students' understanding and engagement with the material. [10]

Primary school students in Indonesia learn to communicate effectively, both orally and in writing, while developing an appreciation for Indonesian literature. The competency standards for learning Indonesian in primary school describe the minimum qualifications for students, including mastery of language skills and a positive attitude toward the language and literature (Zulela, 2019). The objectives of learning Indonesian are for students to be able to communicate effectively and efficiently, both orally and in writing, in accordance with applicable ethics. Appreciate and take pride in using Indonesian as the language of unity and the national language. Understand and use Indonesian appropriately and effectively for various purposes. Use Indonesian to enhance intellectual, emotional, and social maturity. Use literary works to broaden horizons, refine character, and improve language skills. Appreciate and take pride in Indonesian literature as a cultural and intellectual treasure of the Indonesian people. [11]

The term learning media comes from the Latin word "medius" which means middle, mediator, or introduction. In Arabic, media is an intermediary or messenger of messages from sending to receiving based on Azhar Arsyad, (2011). [12]. Educational media can be defined narrowly or broadly. Narrowly defined, it includes only those media that can be used effectively in a planned educational process. Educational media include not only complex electronic communication tools but also simple ones based on Harianto in Suwardi (2007). [13]. It's function is the transmission of messages Bovee in Hujair AH Sanaky (2013). [14]. The media is a channel for the transmission of information from a source to a recipient Ismawati (2012). [15]

Teachers need learning media for effective and efficient learning by Sutjiono in Ihda N.F, Slamet S, (2012). [16] According to Azhar Arsyad (2011) states that learning media serve as a teaching aid and have an impact on the climate, conditions, and learning environment that are created by the teacher. [12]

Several functions of learning media are identified by Suwardi (2007). Teachers can use media as a learning resource. They can provide students with access to learning materials. Learning media can take the form of people, objects or events that enable students to obtain the necessary information. The function of media as a tool is to help teachers achieve their learning goals and provide more engaging material. The purpose of media as a tool is to help teachers achieve their learning goals and to provide material that is more engaging. [13]

According to Sudjana and Riva'i in Cecep Kustandi and Bambang Sutjipto, (2011) state that the use of learning media in students' learning process has advantages. It can attract more students' attention, promote students' motivation to learn, and enable students to have a better understanding and achievement of learning objectives. Teaching methods should be varied to prevent students' boredom and teachers' burnout, and teachers should include activities such as observation, demonstration, and hands-on learning in addition to verbal communication, so that students can engage in a wider range of learning activities than just listening to the teacher's explanations. [17]

Pictures or photos are the most commonly used media because they are easy to understand, widely available, and provide clear explanations. When presenting lesson material, using images can be a special attraction for students. However, it is important to ensure that the use of images is appropriate for the subject matter being taught and aligns with the desired objectives, as outlined by Hujair AH Sanaky (2013): Advantages and Weaknesses of Image Media, and Requirements for Good Image Media. [14]

According to Mas'ud Khasan Abdul Qohar in Najamuddin, et al., (2021), Achievement is the result of an activity that has been performed either individually or grouped. According to Mas'ud Khasan Abdul Qohar in Najamuddin, Wahrini, & Arwadi (2021), Achievement is the pleasing result obtained through perseverance of work. [7]

Learning is a mental activity that occurs through active interaction between a person and the environment, resulting in lasting changes in knowledge, understanding, skills, and attitudes, according to W.S. Winkel through Susanto (2013). [18]

According to Slameto (2010) defines learning as a process of personal endeavor for changing behavior through individual experience in interaction with the environment. According to several experts, learning achievement is the outcome of a learning activity that encompasses both knowledge and skills, which are used to determine student progress. [19]

The research framework is based on the assumption that the development of instructional materials is an easy task for some educators. However, an examination of surrounding schools reveals that many educators have not attempted to develop instructional materials, and few are willing to try. Creating instructional materials that incorporate media to enhance the meaningfulness of learning and optimize the achievement of learning goals is attractive given this reality.

To achieve high student learning outcomes, teachers need to be able to carefully select, develop, and use instructional materials and learning media. For example, in Indonesian language subjects, students often overlook the importance of correct pronunciation and intonation in reading. Therefore, by providing instructional materials that include pictures, it is expected that students will be more engaged and motivated in their learning, leading to a better understanding of the teacher's message with the help of visual aids.

Teachers can use different types of learning media. Visual media is a commonly used and easily accessible medium that can improve student learning. It connects facts and ideas through a clear and powerful combination of words and images, and its effectiveness makes it a valuable tool for educators. By focusing on the images, students become more engaged in the learning process, leading to increased motivation and ultimately maximizing their learning.

We have developed conversational text materials that incorporate visual media to improve students' reading skills, including correct pronunciation and intonation, to address existing issues.

II. METHODS

This is a type of development research, which is oriented towards product development. Research and development is a process used to develop new products or improve existing ones, as described by Sukmadinata (2005).[20] The Research and Development method, as explained by Sugiyono (2014), is a research method used to produce certain products and test their effectiveness. [21]

The R&D research model is commonly used by researchers who aim to develop teaching materials for reading skills. This development research focuses on creating teaching material products that contain conversational text with accompanying images to make it more engaging for elementary students. The research subjects in this development research were fifth grade students of SD Negeri UPT SPF Number 105272 Purwodadi Sunggal Learning Year 2023-2024.

The study employed a data collection technique using a test, which is a tool for gathering information. However, compared to other tools, this test is more formal and restrictive (Arikunto, 2010). [22] Sunarti (2012) defines a test as a set of questions with right or wrong answers. The study employed a test form consisting of two types: practical tests, which assessed reading with correct pronunciation and intonation, and written tests, which measured students' cognitive abilities through multiple-choice questions. The test was administered twice, as a pretest and posttest. [23]

The study utilized a questionnaire as a data collection method. Respondents were given a set of questions or written statements to respond to according to user requests (Widoyoko, 2014). [24] The questionnaires were used to determine the quality of the products developed through the validation sheets of material experts and media experts, as well as student responses to teaching materials for conversational texts with image media. The researchers employed a closed questionnaire, which is a pre-determined set of questions with fixed answer options. The respondent selects the most appropriate answer based on their actual situation (Sugiyono, 2014). [21]

During the documentation process, the researchers used Indonesian language textbooks as a resource for creating conversational teaching materials. Additionally, this method was used to gather data on student names and photos during the research implementation.

The research employed a test instrument to gather data on student learning achievement. The instrument consisted of multiple-choice reading and written practice tests, with 20 questions in total. Each correct answer was scored 1, while incorrect answers were scored 0. The maximum score achievable was 20. Regarding the reading practice test, the evaluation involves assessing memorization and intonation, with a score range of 1 to 4 Sunarti (2012). [23]

Additionally, a questionnaire is administered to material and media experts to gather feedback and suggestions for revising the product, which is then used to determine its feasibility. The questionnaire measures product quality using a score range of 1 to 5 for each statement. In addition to the questionnaires for material and media experts, there is also a questionnaire for students to provide their feedback on the product.

The percentage of the quality of teaching materials can be calculated using the following formula:

$$\text{Percentage} = \frac{\text{Score}}{\text{Maximum Score}} \times 100\%$$

Test analysis was conducted to determine the average increase in student learning achievement through pretests and posttests. The pretest and post-test consisted of two types of tests: reading practice tests using proper pronunciation and intonation, and multiple-choice written tests.

The reading practice test uses a score range of 1 to 4, while the multiple choice written test of 20 questions employs an assessment guideline where each correct answer is scored 1 and each incorrect answer is scored 0. The final score for the pretest and posttest is a combination of the scores for the reading practice and multiple choice questions. To determine the average increase in student learning achievement, compare the average scores of both tests. If the value indicates an increase, it can be concluded that there was an improvement in the average student learning achievement after using conversational text teaching materials.

The formula used to calculate the average pretest-posttest score is as follows:

$$x = \frac{\sum X}{\sum N}$$

Note:

x : Average value

$\sum X$: The number of scores obtained by students

$\sum N$: Number of student

III. RESULTS AND DISCUSSION

The results of the quality of teaching materials can be known from the results of validation by material experts. The validation results were obtained from filling out a questionnaire by the validator. The results of the validator assessment are analyzed using assessment guidelines on a scale of 5. The results analyzed using these assessment guidelines are then concluded to fall into the criteria of very good, good, fair, poor or very poor.

Material validation was completed by two material experts. Material expert 1 is an expert lecturer, and material expert 2 is a class V teacher who provides an assessment of the content of the product being made, namely in the form of conversational text material. The validator guides the content of the material, presentation of the material, language and readability, and graphics. Suggestions from material expert 1 are "write the part of the material in the form of a quote complete with the material; design

needs to be improved to increase appeal (beyond materials); Increasing design creativity can influence the attractiveness of the material for children, this needs to be considered." The advice from material expert 2 is make the design more attractive and appropriate to the child's world.

Product Quality Results of Teaching Materials in Review of Material Experts

Tabel 1. Material Expert Validation by Lecturer

No.	Assesment	Score				
		1	2	3	4	5
A. Contents						
1.	Learning Materials Specificity				√	
2.	Clarity in learning materials				√	
3.	Accuracy of Learning Materials				√	
4.	Material distribution should be balanced.				√	
B. Presentation of Material						
5.	Comprehensiveness of learning objectives				√	
6.	Regularity of material order				√	
7.	Attractiveness of material presentation				√	
8.	Ease of student comprehension				√	
9.	Suitability of questions to the material				√	
10.	Clarity of problem formulation				√	
11.	Accuracy of problem writing				√	
12.	Correctness of answer choice writing				√	
13.	Appropriateness of exercises to the level of understanding students				√	
C. Language and Readability						
14.	Language compatibility with students' cognitive development				√	
15.	Language is easy for students to understand				√	
16.	Suitability of readability level			√		
D. Graphics						
17.	Attractiveness of Title			√		
18.	Appropriateness of color, image, and composition illustrations			√		
19.	Appropriateness of font size and type				√	
20.	Size suitability of teaching materials				√	
Total		77				
Percentage		77%				
Category		Baik				

Tabel 2. Material Expert Validation by Teacher

No.	Assesment	Score				
		1	2	3	4	5
A. Contents						
1.	Learning Materials Specificity				√	
2.	Clarity in learning materials				√	
3.	Accuracy of Learning Materials				√	
4.	Material distribution should be balanced.				√	
B. Presentation of Material						
5.	Comprehensiveness of learning objectives				√	
6.	Regularity of material order				√	
7.	Attractiveness of material presentation				√	
8.	Ease of student comprehension				√	
9.	Suitability of questions to the material				√	
10.	Clarity of problem formulation				√	
11.	Accuracy of problem writing				√	
12.	Correctness of answer choice writing				√	
13.	Appropriateness of exercises to the level of understanding students			√		
C. Language and Readability						
14.	Language compatibility with students' cognitive development				√	
15.	Language is easy for students to understand				√	
16.	Suitability of readability level				√	
D. Graphics						
17.	Attractiveness of Title			√		
18.	Appropriateness of color, image, and composition illustrations				√	
19.	Appropriateness of font size and type				√	
20.	Size suitability of teaching materials				√	
Total		78				
Percentage		78%				
Category		Baik				

Media validation was completed by a lecturer who was appointed as a media expert. Media quality is assessed based on 10 aspects: accuracy of image selection, accuracy of image design, image selection based on conversation context, clarity of image composition, clarity of image with main points illustrated, clarity of image and readability of writing, selection of images based on student needs, images with motion and action, quality and color composition of image display, and ability to help achieve learning objectives. The results of the validation were obtained through a questionnaire. The validator's assessment was analyzed using a rating guide on a scale of 1 to 5 and categorized as very appropriate, appropriate, quite appropriate, inappropriate, or very inappropriate.

Tabel 3. Media Expert Validation by Lecturer

No.	Assesment	Score				
		1	2	3	4	5
1.	Image Selection Accuracy				√	
2.	Accuracy of image design				√	
3.	Selection of images according to the situation in the conversation				√	
4.	Clarity of composition in the picture				√	

5.	The suitability of the picture with the illustration of the main points of the conversation				√	
6.	Clarity of images and readability of text				√	
7.	The selection of images is relative, according to students' needs				√	
8.	Images contain elements of motion and action				√	
9..	Quality and color composition of display Image				√	
10.	Help achieve learning objectives				√	
Total		40				
Percentage		80%				
Category		Tepat				

The quality of teaching materials can be evaluated based on the ratings given by material and media experts. The ratings are categorized into five levels: very good (85%-100%), good (75%-84%), quite good (60%-74%), less good (40%-59%), and very poor (0%-39%).

Tabel 4. Teaching material quality

No.	Sumber Penilaian	Persentase
1.	Material expert validation by lecturer	77%
2.	Material expert validation by Teacher	78%
3.	Validation by media experts	80%
Total		235%
Mean		78%
Category		Baik

Giving student response questionnaires aims to determine the attractiveness of teaching material products. Each student filled out a questionnaire with a total of 18 statements with a rating scale of 5, namely 5 = strongly agree, 4 = agree, 3 = less agree, 2 = disagree, and 1 = strongly disagree. During the limited trial, five students completed the Student Response survey. The purpose of this survey was to evaluate the level of interest in the teaching materials created for a small group of students. The total score was 390 out of a maximum of 450, resulting in a percentage of 87%, which falls within the 'very interesting' category. Based on the assessment guidelines used in this evaluation, it can be concluded that many students are interested in using these teaching materials.

Meanwhile the responses from 36 students were collected after the implementation of the large group trial. The objective was to determine the level of appeal of the teaching materials to fifth grade students. The overall score was 85%, which falls under the 'very interesting' category, out of a maximum possible score of 3240. Based on the assessment guidelines used in this evaluation, it can be concluded that all fifth-grade students are highly interested in utilizing these teaching materials.

The responses from 36 students were collected after the implementation of the large group trial. The objective was to determine the level of appeal of the teaching materials to fifth grade students. The overall score was 85%, which falls under the 'very interesting' category, out of a maximum possible score of 3240. Based on the assessment guidelines used in this evaluation, it can be concluded that all fifth-grade students are highly interested in utilizing these teaching materials.

Analysis of Material Expert Validation Results 1

A score of 16 was obtained based on the validation by material experts on the aspects of material content, including specificity, clarity, accuracy, and balance in distribution. The presentation of material encompasses the completeness of learning objectives, the order of material, the attractiveness of the presentation, the ease of comprehension for students, the suitability of problems with the material, the clarity of problem formulation, the accuracy of question writing, the accuracy of answer choice writing, and the appropriateness of exercises for students' level of understanding. A score of 36 was obtained.

The aspects of language and readability consider the suitability of language for students' cognitive development, ensuring that it is easily understood. The readability level should also be appropriate. The graphics aspects include the

attractiveness of the title, the composition of colors, images, and illustrations, the accuracy of font size and type, and the size of teaching materials.

The total score obtained was 77%, indicating that the teaching materials are good for use in learning. The criteria evaluated included material content, material presentation, language and readability, and graphics.

Suggestions from material expert validator 1 include writing down the material part in the form of a complete quote with the source. Additionally, the design needs improvement to increase attractiveness, especially for children. Increased design creativity should be considered to make teaching material products more appealing to students.

Analysis of Material Expert Validation Results 2

A score of 16 was obtained based on the validation by material experts on the aspects of material content, including specificity, clarity, accuracy, and balance in distribution. The presentation of material encompasses the completeness of learning objectives, the order of material, the attractiveness of the presentation, the ease of comprehension for students, the suitability of problems with the material, the clarity of problem formulation, the accuracy of question writing, the accuracy of answer choice writing, and the appropriateness of exercises for students' level of understanding. The obtained score was 35.

The aspects of language and readability consider the suitability of language for students' cognitive development, ensuring that it is easily understood. The readability level should also be appropriate. The graphics aspects include the attractiveness of the title, the composition of colors, images, and illustrations, the accuracy of font size and type, and the size of teaching materials.

The total score obtained was 78%, indicating that the teaching materials are suitable for use in learning. The material content, presentation, language, and graphics were evaluated positively. However, material expert validator 2 suggested making the design more attractive and suitable for children. This suggestion from the validator can encourage the improvement of teaching materials, making them more attractive to students.

Analysis of Image Media Quality Results by Media Experts

Lecturers conducted an assessment of the quality of image media. The assessment consisted of ten aspects: accuracy of image selection, accuracy of image design, selection of images in accordance with the conversation situation, clarity of picture composition, clarity of image with illustration of main conversation points, clarity of image and readability of writing, selection of images relative to student needs, images containing motion and action elements, quality and color composition of image display, and assistance in achieving learning objectives.

The lecturer assessed each aspect and gave a score of four, resulting in an overall score of 40, equivalent to 80%. Based on this figure, it can be concluded that the image selection is appropriate.

Analysis of Teaching Material Quality Results

The quality of teaching materials for conversational texts with image media can be determined based on the validation of material expert 1, material expert 2, and media validation by lecturers. Material expert 1 assessed the materials at 77%, while material expert 2 assessed them at 78%. The media experts gave an assessment of 80%. The total percentage is 235%, and the average obtained is 78%. Therefore, this teaching material is classified as good teaching material.

Analysis of the Attractiveness of Teaching Materials based on Student Response Questionnaires

In the initial research, the attractiveness of teaching materials was evaluated by testing them on five students. Their positive response was reflected in their happiness and enthusiasm to engage with the materials. The students found the materials easy to use due to their minimalist design, attractive images, and color composition. In this trial, students completed a questionnaire to evaluate the teaching materials' level of interest. The results showed a total score of 390, equivalent to 87%, placing the materials in the 'very interesting' category. Based on these findings, it can be concluded that students are highly interested in using teaching materials that include conversational texts with image media.

After conducting a limited trial, the teaching materials were tested on all fifth-grade students, totaling 36. The questionnaire results yielded a total score of 2748, equivalent to 85%, placing it in the 'very interesting' category. Therefore, it can be concluded that fifth-grade students are highly interested in using teaching materials for conversational texts with image media.

Analysis of Student Learning Achievement

Pretest and post-test results can determine the average increase in student learning achievement after using teaching materials for conversational texts with image media. If there is an increase, it proves that the use of teaching materials for conversational texts with image media maximizes student learning. The average score increased from 6.09 to 8.44, as shown by the difference in the pretest and posttest scores. It can be concluded that there is an increase in average student learning achievement after using teaching materials for conversational texts in Indonesian language subjects with image media.

IV. CONCLUSIONS

The research findings indicate that the quality of teaching materials for conversational texts in Indonesian language subjects with image media is good, with a total percentage of 235% obtained from material experts 1, material experts 2, and media experts, and an average of 78%. The results of the limited trial on the attractiveness of teaching materials, based on student responses, were noteworthy. The total score was 390, with a percentage of 87%. Similarly, the large group trial on the attractiveness of teaching materials, based on student responses, also yielded interesting results. The total score was 2748, with a percentage of 85%. Therefore, it can be concluded that students are highly interested in using teaching materials for conversational texts with image media. The pretest results indicate that the average score of all students was 6.09. The post-test results reveal that the average score of all students is 8.44. Based on the difference in the average pretest and post-test scores, it can be concluded that there was an increase in the average student learning achievement after using teaching materials for conversational text in Indonesian language subjects with image media.

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