

THE USE OF READING STORYBOOK ON CHILDREN'S VOCABULARY MASTERY

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Abstract

This article research is about to see the use of English storybook, to describe how storybook is being read in the learning process. The method used is classroom activity especially in student's responses. The data collected through observation and interview. The observation is about the learning process between teacher and students in the use of reading storybook on children's vocabulary mastery and the interview is about the teacher's point of view about the use of reading storybook on children's vocabulary mastery. The research used descriptive analysis. The process to analyze the data is by observing the student and teacher learning process in the class when the teacher reading storybook through learning process recording done. There are five aspects used to know the student's responses in the classroom; academic aspects, aspects of thoughts, skill aspects, attitude aspects, and works of habit. The research findings show that children's storybook can increase children's vocabulary mastery.

Keywords: *children's storybook, reading children's storybook, children's vocabulary mastery*

INTRODUCTION

Nakamura (2019), nowadays, many things are being developed in the world of children's education, especially foreign languages for children. Meanwhile, an understanding of children can be found at the 1989 Right of the Child Convention, which states that children are anyone under the age of The Indonesian government has ratified this statement through Presidential Decree No. 39 of 1990. There are three aspects of children developing process (cognitive development, physical development, and social-emotional development). One of the most critical events in a child's development process is cognitive development, where the child's language skills are the focus.

"Developmental research consistently shows that children are strongly motivated to copy others and often do so with a high degree of fidelity" (McGuigan, 2012). From the statement we can assume that children spontaneously imitate the action of others. Young children are paying attention to everything around them every moment; they watch on their parents or people

around them starts from the small things until the biggest. They learn how to eat, talk, react to the situation, and also interact with others from the people around their world. 'The real teacher' is not only being a teacher, as we know that children have an interaction with their friends, families, baby sitters, even what they are looking on the television in which we cannot control by choosing the right program. It is essential to their parents or teachers to be careful in saying and doing something to the young learners, as well as being aware of television they are looking at.

As language skills are one of the most crucial aspects in children cognitive development in which the children start imitate around them, we as parents or teacher need to use these phases as the race to make it on the positive result for our children, one of them is teaching them about the language skills. If we talk about language skills, then it has a close relationship with vocabulary. Vocabulary is essential in discussing because, with the vocabulary, we can find out how broad a person's language skills are. Vocabulary

needs to be built at an early age; it is a golden period of development. At that time, there was a tremendous surge in child development, which will not occur in the following period; that is why experts call it the golden age.

There is some technique that we can use to develop children's language ability; one of them is visual or symbol. Piaget (1953) described that early childhood as a preoperational stage, that is, the second main stage in Piaget's cognitive development where a child becomes more sophisticated in using symbolic thinking. The scene took place at around 2-7 years, characterized by a massive expansion in symbolic thinking, or the ability of representation that first appears at the end of the sensorimotor stage (the first stage in cognitive development). At this phase, children start to use mental representation, such as symbols. Symbolic function is the function of the child's ability to use mental representations, such as images. Without symbols, individuals cannot communicate verbally. Children like symbols because they can help children to think or memorize something which is not physically present. One of the ways to teach children through symbols is by reading children's storybook because reading story books for children is not just reading as we normally do for ourselves, in doing this kind of reading activity, there is a conversation happened in terms of dialogue features such as turn taking, questioning and answering (Ninio and Bruner, 1978: 6).

RESEARCH METHODOLOGY

The research was carried out in TK Sejahtera I Bandar Lampung. The populations are students in B grade in TK Sejahtera I Bandar Lampung. The samples are student in B grade in TK Sejahtera I Bandar Lampung. B1 class consists of 17 students and B2 class which consist of 18 students. This is descriptive study which aims to investigate how the use of reading storybook on children's vocabulary mastery. This research used a qualitative

research method. According to Creswell (2012) qualitative research is an approach for exploring and understanding the meanings of individuals or group assign to a social or human problem. The research conducted descriptive qualitative method to make the explanation truthfully, precisely, and well- organized. The research described the use of reading storybook on children's vocabulary mastery is. Data gathering can be done by observation and interview. We observed the student and teacher learning process then record them as my main data. Finally, all of the data is analyzed and described beside on the problem of the research. The interview is conducted to see the learning process of reading storybook based on teacher's point of view. So, based on some theories, we used children's storybook by using some technics:

1. Point to the illustration.

In this technique the teacher reads the story book to the children while pointing to the pictures contained in the story book. This can be done to attract the attention of the students, where they are really likes picture. Pointing to the pictures on the storybook is not only to attract their attention, but also to help students connect between the picture and the reading given by the teacher. The picture can present thing that are not directly around them. I.eg: when the teacher talks about elephant, the teacher can use the picture of the storybook to explain more about the elephant.

2. Verbal explanation

There are times when not all children understand some of the words spoken by the teacher in reading story books, therefore the teacher can provide verbal explanations that make the children finally understand what is intended. The explanation given by the teacher can be in the form of a more detailed information which can be done by mentioning and explaining the characteristic, connecting one object with another object, and explaining it into the form of daily sentence that are often used by

the student.

3. Movement

Movement is something that can be done also to support teachers in reading story books to children. Movement is used by the teacher usually to explain something that does not have a picture in the storybook or to further clarify something that is already in the storybook. Movement is also used to teach students to be more active by imitating the movement exemplified by the teacher. This will be a fun learning activity for children because they feel learning are not as boring and scary activity and makes students as if they are not learning.

After reading the storybook, we collect and analyze the data by write the student's responses based on the classroom activities in the video recording.

RESULT AND DISCUSSION

Based on the research the use of storybook on children's vocabulary mastery can be seen through the learning process. by the five aspects used, it could be concluded that the result of the research showed that the use of English storybook to children by using children storybooks is one of the effective methods can be used for children vocabulary learning, for example in the academic aspects: The academic aspect is the aspect that has a focus on the knowledge, understanding, and storage of information or learning material in the brains of students. Based on the interview and observation data, they have a similar result about the academics' aspects of the students on B1 class and B2 class.

Based on the observation, all the students of B1 and B2 class can answer the questions from the teacher, which means they understand the material or the vocabulary given to them. For example, when the teacher asked about "what is hat?" while pointing to the picture on the storybook, then the students answered, "*topi*" (*Observation 1, minute 06:22*). The other example is when I asked them, "what is tent?" they answered "*tenda*" "*tenda pink*,"

and when I asked again, "what is tenda in English?" then they answered "*tent*" (*Observation 2, minute 19:43*). From the observation example 2, we can know that after the students got the meaning of the vocabularies that have been learned, the students also can mention the vocabularies learned, whether in English or Indonesia. It is done to make a better understanding of the students, so they can know the vocabulary learned not just in one language but in two languages.

The students' understanding also can be seen when they can respond to the teacher's instructions. For example, when we asked them to make a "jumps" gesture, and they did it together (*Observation 2, minute 12:47*), and when we asked them to do "bird's fly" gesture, then they also did it (*Observation 1, minute 22:10*). From the two examples, we can know that the gestures help in terms of reading the storybook for children because by made some gestures, we can make the fun learning activity for them, so the children do not feel bored.

In the interview, there are two questions in the academic's indicators; how is student's understanding of the material delivered and how students respond to the material provided by the teacher. Teachers' statement about the academic aspects of the students is: "*The student's understanding of this material is good. It can be seen when the teacher was asking, and the students can answer the questions*". By the teachers' statements on the interview, we know that the students gave the response to the material given by answering the questions and delivered their ideas about the material. For example, when the teacher asked "**what is this**" while made the "**runs**" gesture, then the students said "*lari*," and it is the same when the teacher asked "**apa bahasa Inggrisnya lari?**" then the students answered, "*run*." The other example is when we asked, "**what is the cow?**" while pointing to the picture, then they answered together, "*sapi*."

The students also showed their

understanding by doing repetitions. It is based on the teachers' statements: "***They repeated the words or sentence teacher said before.***" For example, when we said "clothes," they repeated directly "***clothes,***" and they also give their ideas about clothes on the storybook's picture like "***blue clothes,***" "***yellow clothes,***" "***red clothes,***" "***six clothes.***" The following example was when we said "farm," and they repeated the word "***farm,***" then give their ideas about the farm picture on the storybooks like "***three chicken,***" "***yellow chicken,***" "***a cow,***" "***rump green.***"

So, based on the observation and interview about the academic aspects of the B grade students at TK Sejahtera I, it can be said that they have excellent academic aspects by using the storybook during the learning process.

CONCLUSION AND SUGESTION

Based on the research, the use of storybook on children's vocabulary mastery can be seen through the learning process. It could be concluded that the use of English storybook to children by using children storybooks is one of the effective methods. It can be used for children vocabulary learning; it could be seen from the qualitative data by doing the observation during the reading process and also the interview at the end of the observation also the documentation video.

Based on the results of the observations with three times observed and 5 indicators it can be concluded that the use of English storybook can be used in teaching vocabulary. They always got new vocabulary every meeting when I read the storybooks. They can mention the vocabularies in the storybook using English. For examples: Elk, Run, Jump, Hat, Clothes, Book, Soap, etc. They can imitate or repeat the sound according to what we said, for example when we said "cow" then they repeat my word "cow", when we said "smells good" then they also repeat my words "smells good".

For the implementation, we used some

features of the storybook during the learning process. The features are picture and short sentence. These two features we used for the better understanding of the students about the material given. Picture on the storybook we used to help the students visualize something that are not already physically at that time when we read the storybook by pointing to the storybooks' picture. Short sentence on the storybook we used to help the students in understanding the material with an uncomplicated form to the early childhood.

Based on the teachers' statements from the interview about the five indicators in the learning process, we know that the use of English storybook in teaching vocabulary is one of good method can be used because it is very helpful in the language learning process.

So, based on the interview data and observation, it can be concluded that the use children's storybook is very helpful to children's vocabulary mastery. Some suggestions can be used by teacher to help the students especially children in the language learning:

1. The use of English storybook can be used as a strategy in teaching vocabulary by continuously so the children can get new vocabularies.
2. The teacher can use strategies to make students' interests such as pointing to the picture on the storybook, make gestures through movement and mock sounds, and produce clear sounds.
3. The teacher can share the storybooks to every student in the class so the students can look on the storybook clearly.

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