

## THE ANALYSIS OF ILLUSTRATED BILINGUAL STORYBOOKS USED IN CHILDRENS' LITERACY DEVELOPMENT

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### Abstract

Issues of literacy instruction to children's future have increased their popularity in recent years. As its impact, literacy education practice still has room for development. It means that literacy education practice in the field still needs to concern. Therefore, this study aimed at developing a multilingual storybook for the development of early literacy aid and examining how bilingual illustrated storybooks help young children develop their literacy skills. Those are presented using storytelling approaches that attempt to reveal children's vocabulary and their interest in both languages, using bilingual storytelling books in Indonesian and English. To reach the purpose, qualitative research was employed. Further, to guarantee the research quality, triangulation of methods was used: interview and observation. Pacitan kindergarten instructors participated in this investigation as respondents, and information was gathered utilizing the interview and observation. In conformity with research findings, using this medium for learning was enjoyable for kids. Early children can benefit from bilingual storybooks in terms of psychology, linguistic development, learning, and physical development.

**Keywords:** *Children, Bilingual Storybook, Literacy Development*

### Introduction

Literacy education is recently becoming more popular. European Literacy Policy Network defines literacy as the ability to read and write, as well as understand and use information from all media (Montoya, 2018). Literacy ability must be developed early because it is a determining factor for individual literacy as a teenager and adult. Based on 15 years of research, Suggate, et al. (2018) discovered a link between children's acquisition of vocabulary, literacy, and oral abilities until they are teenagers. Literacy education should thus be introduced early on, using techniques and media appropriate for children's development.

Literacy education is necessary since foreign languages such as Arabic and English are widely introduced to children. In this case, an increasing need in the school context is to be able to communicate in the international world. Therefore, bilingual education in Indonesia is a solution, although it has various challenges. Hopp et al., (2019) argue that bilingual ability is related to children's achievement in foreign language learning. The community views that education like this is necessary and recommended by the government considering the various advantages for individuals and demands of the globalization era (Jayanti & Sujarwo, 2019). Kieseier (2021) discovered that bilingual children have higher English pronunciation accuracy than monolingual children. With these various benefits, bilingual education for children can be considered in the hope that the acquisition and learning of foreign languages at the school level will improve. Of course, this learning must be restricted to their level of ability.

Early childhood bilingual education necessitates special consideration due to its developmental stages. Language development is also needed to be developed since childhood (Ardhyantama & Apriyanti, 2021). If someone wants to introduce foreign languages to children, Arumsari et al., (2017) recommended three things: qualified teachers who understand teaching techniques for children, adequate learning resources and facilities that meet the requirements, and a good, simple, and appealing curriculum. The big book is one type of learning media that can be used for bilingual literacy. A big book for children is a big book with interesting stories and illustrations (Colville-Hall & O'Connor, 2006; Mahayanti et al., 2017). Of course, the inability of children aged 4-9 years to tell stories based on their language abilities does not correspond to the level of achievement of early childhood language

development in Permendikbud No 137.

Referring to the preceding analysis, the goal of this study was to reveal: 1) how is the implementation of bilingual literacy educators for early childhood? and 2) how is the effect of the picture story books on children's vocabulary and literacy?

## Method

This study was qualitative in nature. It was carried out in the following settings: 1) TKN Pembina Pacitan, located on Jl. K.A.Posong GG. II, Tanjungsari Village, Kec. Pacitan, Tanjungsari, Kec. Pacitan, Kab. Pacitan, Tanjungsari, Kec. Pacitan, Tanjungsari, Kec. Pacitan, Tanjung 2) MI GUPPI Jatimalang, JL. KH. Yusuf No. 08 Dusun Purwodadi Jatimalang Village, Jatimalang, Kec. Arjosari, Kab. Pacitan, Indonesia. 3) SDN 1 Gunungsari on Jl. Josuto, Rt.01. Rw. 07. Krajan, Gunungsari, Kec. Arjosari, Kab. Pacitan. The reasons for selecting the school as a research location were: 1) having a collection of picture story books; 2) sharing a social and cultural environment; 3) having the same period of learning from 08.00 to 11:00 WIB.

Furthermore, data and sources of the data were descriptive data from people and observed behavior in the form of written and spoken words. Then, the subjects of this study were: (1) three class teachers; (2) 17 children aged 4-5 years (TK A); and (3) 46 children aged 8-9 years. The object of this research was the use of bilingual picture storybooks in the development of children's language and children's language skills. Moreover, interview and observation methods were used to collect the data. In the next step, triangulation of methods: interview and observation were used to fulfill the data credibility. Finally, the data is analyzed with reference to Miles and Huberman's model divided into three stages: data reduction, data presentation, and conclusion (Sugiyono, 2012). Descriptive statistics were also used to analyze data by describing or describing the collected data as it is without intending to make general conclusions or generalizations to determine the impact of using picture story books in developing children's language in Pacitan Kindergartens and Elementary Schools.

## Findings and Discussions

The research findings came from three school subjects: MI GUPPI Jatimalang, SDN Gunungsari 1, and TKN Pembina Pacitan. While observing before and after the research, the researcher discovered that SDN Gunungsari 1, TKN Pembina Pacitan used bilingual picture story books in learning, whether at the start or end of the lesson. Meanwhile, some research data was gathered by lending bilingual storybooks and practicing them during two class meetings at MI GUPPI Jatimalang.

After the main English material has been completed, students in MI GUPPI Jatimalang were given the opportunity to tell stories in bilingual storybooks. The purpose of telling stories was for giving the brain ice breaking as well as to convey moral messages through the stories that were told. It took 7 minutes to tell bilingual stories through books. At the end of the story, the teacher went over the conclusion of the story's meaning and asked students about the message in the story again. Because the goal was brain ice breaking, the theme of the story used does not have to be under the subject matter given. Students were interested because they shifted their thinking activities from the previous English lesson's subject matter to listening to stories through interesting illustrated bilingual storybooks.

SDN Gunungsari 1 provided stories through illustrated bilingual picture story books as a material distraction, like MI GUPPI Jatimalang. The goal was also the same, which is to serve as a brain icebreaker. Stories were told at the end of the lesson, but they could also be told in the middle. The teacher told the story to help students relax and focus on the core lessons, as well as to provide other insights through interesting picture storybooks. On other

hand, students had difficulty interacting because the teacher was too focused on the storybook and not on the child's response. As a result, it played a smaller role in the development of children's language.

During the lesson transition, TKN Pembina Pacitan used bilingual picture storybooks, specifically after the students have rested and eaten at 10.30 WIB. In addition, before beginning the core activities, the teacher read a bilingual picture storybook that is themed. The teacher used bilingual picture storybooks to develop students' language by asking questions that contain elements of 5W + 1H. After telling the story, the teacher handed the bilingual picture storybook to the students and asked them to retell it based on the students' understanding and ability. The teacher also asked and answered questions about the stories that have been read to the students at the end of the story-telling session.

However, storytelling with illustrated bilingual storybooks was rarely done at TKN Pembina Pacitan, and was only given once a week or once every two weeks at most. This was due to the school's implementation of memorizing daily *do'a* and *iqra'*, resulting in limited time for using picture bilingual storybooks and a lack of picture bilingual storybook facilities. Furthermore, when telling stories, the teacher was not concerned with developing children's language skills, but rather with entertaining the children.

Education is a critical process for increasing intelligence, and skills, enhancing character, strengthening personality, and strengthening the spirit of togetherness to build ourselves and the nation. Furthermore, education is an important issue for humans because it is concerned with human survival. Humans require more than instinctual encouragement to grow and develop; they also require guidance and encouragement from outside themselves (education) to become perfect human beings (Suparno, 2017). In the process, ideal teaching and learning are unavoidable for education. Teaching is a noble profession that can be pursued as a career. A teacher's influence on students' thinking and behavior is formed through learning. Teachers' very large obligations are sometimes incompatible with their ability to send their children to excellent schools where teachers teach (Suparno, 2016b). Therefore, teachers and parents must set a good example by selecting interesting media and using simple language when interacting with children (Rajudin & Sugianto, 2018). Teachers' quality can also be determined by the education they receive. The greater a teacher's education, the more experience they have, making it easier for them to know how to respond to all of their students' behavior. As a result, the government has issued a regulation requiring teachers to pursue master and even doctoral degrees (Suparno, 2016a).

By paying attention to these various factors, the teacher could play a role in the development of children's language at school and was used as a model by children as well as an example. Given the importance of language in children's lives, teachers should understand and possess good language skills in their daily duties. Regarding the results of the level of children's language skills, the results obtained for the level of children's language skills in each school studied were based on the results of observations and interviews that the researchers conducted with six children at each school who were the research subjects.

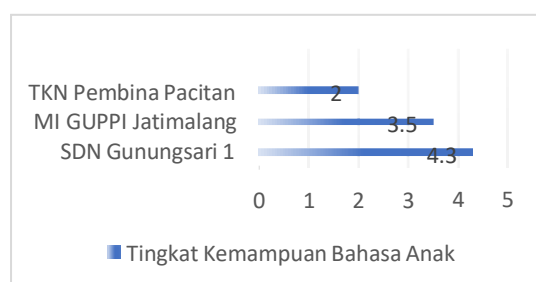


Figure 1: Children Language Skills

According to Ownes (Dhieni, 2012: 3.1), "Children aged 4-5 years enrich their vocabulary through repetition, they often repeat new and unique vocabulary even though they may not understand it yet". The meaning of a new word is absorbed by the child after hearing it once or twice in daily conversation. Children begin to combine syllables into words, which eventually become sentences, during this early stage. According to the graph above, TKN Pembina Pacitan was at the first level of language ability. MI GUPPI Jatimalang was at the second level of language ability. SDN Gunungsari 1 was currently at the third level of language proficiency.

Introducing children to new vocabulary in the form of recognizing letters, or words based on pictures, so that children are more familiar with the forms of words and pictures concretely so that when repeated, the child can remember abstractly in the child's mind. However, according to the research findings, children's interest in reading story books was very high, and several children could be classified as having good language skills. This was because parents facilitated and introduced their children to bilingual picture storybooks.

Furthermore, bilingual picture storybooks contained appealing images and colors for children, which encouraged them to pay attention and listen to the story. Occasionally, one of the TKN Pembina Pacitan class children brought a bilingual picture storybook to school to be read by the teacher. Bilingual picture story books encouraged children to enjoy reading; if children's language skills (listening, speaking, reading, and writing) are well developed, children's language development will be better as well, depending on the child's level of ability.

## Conclusion

There were differences in how teachers used picture story books to develop children's language in each school studied; among them are: 1) the teacher developed children's language skills by asking children to repeat stories using picture story books so that children's interest and language skills improved; 2) the teacher only focused on delivering story content, rather than developing children's language skills, so that children's interest in books and stories decreased, resulting in less developed children's language skills; and 3) the teacher only focused on delivering story content, rather than developing children's language skills; 4) When there were no more learning activities, the teacher used picture storybooks. Because the learning system focused on memorizing surahs and prayers, this had an impact on children's interests and language skills, which were not well-directed.

The level of language ability possessed by children through the use of picture story books produced different levels of language ability, namely some at the third level of ability, which is classified as children who could express their opinions to others and could state reasons for something desirable or disapproval without hesitation. Some were at the second level of ability, where children could express their opinions to others but are less able to explain why they want or disagree with something. Some were at the first ability level, which was defined as a child who understands the storyline but was unable to express his opinion to others. Overall, the study's findings indicated that the use of picture bilingual storybooks in children's language development was supported by the availability of picture storybook facilities in schools, as well as the role of a class teacher in the use of picture storybooks in children's language development and the child's interest in a reading book.

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