

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Books open a whole new world of imagination, letting the reader travel to a distant land or accomplish other worldly feats without leaving the comfort of their home. They stimulate the mind, increase knowledge, expand the vocabulary, and also teach important life lessons. Illustrated storybooks provide an ideal resource for helping children learn English. This is because children love listening to stories. Storybooks present language in familiar and memorable contexts, and high quality illustrations help children understand as they match what they hear to what they see. In this way, children develop their visual literacy and appreciation of art. They also discover different styles of illustration and learn about the culture of the illustrator.

Reading a storybook to young children is regarded as an important activity that supports literacy development (Bus, Van IJzendoorn, & Pellegrini, 2015). However, although extensive evidence is available on the relationship between book reading and children's oral language, little evidence exists on the positive relationship between this activity and children's early print knowledge.

Robert (2014), Teachers can use storybooks to complement an English language course or as the main teaching resource. Storybooks can act as a springboard for a wide variety of activities to develop children's English language skills and bring other areas of the curriculum to life, through the theme or content of the book. They are also very motivating as they exercise children's

imaginations and appeal to different interests and learning styles. Storytelling is a shared social experience and provokes a response of laughter, sadness, empathy, excitement and anticipation, all of which encourage social and emotional development. Another important benefit is that storybooks encourage children to enjoy language learning and foster their appreciation of literature.

The expansion in the teaching of English around the world to ever younger ages, and the variation in policy from one country to another, means that teachers are finding themselves teaching classes of children with diverse learning needs and varying levels of English. Storybooks help teachers meet these various needs, as all children can understand the overall meaning of a story with the help of the teacher's storytelling techniques and the beautiful illustrations. Each child can respond according to their linguistic level and cognitive ability.

There are several characters of story book in English for Pre-Schooler, namely authentic, credible, captivating, and exciting. Good books also teach kids things subtly while still telling a great story. It allows kids to explore other worlds and other lives but they are still familiar enough that they see themselves in the characters. Rosie (2015) says, "The best way to know if it is a good book for your child is through your child, allow them to reject the books they dislike and encourage them to tell you what it is they do like in others,"

"Good literature tends to have layers and depth to it, which is constantly rewarding," Libby (2015). "It might be in the images, it might be in the text ... it's always on the side of the child, so it's not a moralising tone from the author." Great stories also use language that is rich and challenging, she adds. In children's

book there will be words that a kid doesn't know. That doesn't matter because that's how you actually learn more complex language – by reading books that contain it so you are exposed to it in context."

Pallegrini (2015), The key to successful storytelling is having the right story for the linguistic and cognitive ability of the children. They may have limited knowledge of their second language but still have ideas, concepts and aspirations relevant to their developmental age. Teachers need to be aware of the criteria they can use to choose storybooks, such as level, subject matter and motivation.

According to Jill, the criteria of good story book in English namely illustrations and photos that are clear, colorful, and engaging, simple, fun plots. The action should move quickly, so each book can be read in one sitting, lively rhymes and repetition that children can repeat and remember, stories about everyday life and events. The stories should encourage children to ask questions and explore their world, Stories that review basic concepts, such as letters, numbers, shapes, and colors, and main characters who is child's age or slightly older. Playful animals, both real and imaginary, will also hold a child's attention.

Materials take an important part in teaching learning process. Good and appropriate materials will give positive influence to the students' learning process.

In one of private school Medan, there is pre school grade where the students are four years old. Every Monday, there will be story telling time for pre school. the teacher will read the book for the pre schooler. In fact, the material

namely the english story book is not appropriate with their years, while the book was intended to 4 years old. The words were not common for them. On the other hand it is unfamiliar with the pre schooler, the sentences which were found in the story book, entitled "Mo's Smelly Jumper" :

Mo Monkey always wore his rainbow jumper...

He wore it when he collected juicy berries with Mother Monkey...

And he wore it when he made mud pies with his friends, Ellie and Tig.

Mo used his jumper to clean his hands and feet before dinner.....

And to wipe his face afterwards.

One day mother said, "That jumper is dirty. It smells and pong and whiffs. I'm going to wash it."

And She pulled the jumper right over Mo's head! But Mo wouldn't let go.

Mother Tiger and Tig strolled by. "why are you pulling on Mo's rainbow jumper?" asked Mother tiger.

"It smells and pong and whiffs," said Mother Monkey. "I want to wash it but Mo won't let go. Help me pull".

Mother Tiger helped pull. But Tig and Mo pulled the other way. Mother Elephant and Ellie stopped to watch. "Why is everyone pulling on Mo's rainbow jumper?" asked Mother Elephant.

"It smells and pong and whiffs," puffed Mother Monkey. "I want to wash it but Mo won't let go. Help me pull".

Mother Elephant helped pull. But Ellie, Tig, and Mo pulled the other way. Pull" shouted the mothers. "Pull!" shouted Ellie, Tig and Mo.

Mo whispered to his friends. "one, two, three....."LET GO"

Mother Elephant, Mother Tiger and Mother Monkey all fell backwards. They rolled and tumbled through the mud and landed in a heap. Mo, Ellie and Tig laughed. "Now you all need a wash", giggled Mo.

While the three mother had a bath, Mo washed the jumper himself until he could see the bright rainbow colours again.

Then he hung it up to dry in the sun.

But when Mo put his jumper back on it hung all the way down to his feet.....

“oh no! Cried Mother Monkey.

“We’ve stretched your rainbow jumper!” “ Don’t worry,” said MO.

“My jumper is even better now because.....

“I can sleep in it as well!”

The researcher may say that the words are new for them because the preschooler more familiar with verb where the action verb are usually listened by preschoolers in their daily life. So that the verb is common for them. The adjectives and Nouns are not also common for them. The words were wipe, afterwards, pongs, Whiffs, Stroll, Puffed, Backwards, Rolled, Tumbled, Heap, Giggled, and Stretched.

The uncommon words were consisted of one noun (heap), two adjectives (pong, whiffs), two prepositions ( afterwards, backwards), and seven verbs ( wipe, puffed, rolled, tumbled, giggled, and stretched).

When the teacher read the uncommon words the preschoolers was looked bored, not listen, and do the other activity. It showed that they did not know the story because of the uncommon words in the story book in English.

In Libby’s theory said the new words will not make problem in story telling but in this pre school, it makes problem because pre school in Indonesia is different with pre school in other places. Meanwhile it is national plus school in Medan.

English in Indonesia can involve several aspects such as culture, and English as a foreign language. The relationship between language and culture itself, it can be seen as Yule (2013) said language and culture come from mind, language is a message from mind, and culture is the behaviour which is created from mind. The position of English as a Foreign Language showed that English is not a first, or second language, it means that English is not used as a tool of communication in daily life because it is as a foreign language where the students only get the language most in their school. English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from the 'second language'. Foreign language is a language that is not used as a communication tool in a particular country where the language is taught. While second language is a language that is not the primary language but became one of the languages used in general in a country.

The culture aspect is still relevant with the position of English in Indonesia. English is still as a foreign language, so not all of the words are common to the Pre schoolers, it will be several common words, and several uncommon words.

As my own experience, actually some new words which were found in the story book, I have known the words when I was doing my bachelor degree in English department. But the book was intended for pre schoolers.

The other previous research said that the inclusion of a substantial storybook reading component in kindergarten reading programs a strong storybook reading program combined with a few elements of more traditional

reading readiness may be a reasonable choice for the development of an overall instructional strategy. the best program may not be one method versus another but rather the most effective components of each. This study demonstrates that a comprehensive story book reading program can develop literacy skills with at-risk kindergarten children. Educators must consider the strategies employed with the story book group as alternatives to or in combination with reading readiness programs typical of most schools, Lesley Mande (2013).

Based on the reasons, it was different from Libby's theory before. The researcher hypothesizes that vocabulary in English for Indonesian Pre-Schooler is different from Pre-Schooler in other places. That's why the researcher wanted to create a series of story book in English for Pre-Schoolers.

### **1.2 The Research Questions**

- a. To what extent did the design of the existing story book in English match the preschoolers' language development?
- b. How was the story book in English designed to cope with the Pre-schoolers?

### **1.3 The Objective of Research**

- a. To analyze what extent does the design of the existing story book in English match the preschoolers' language development?
- b. To elaborate how story book in English designed to cope with the Pre-schoolers

### **1.4 The Scope of The Study**

The scope of the study was a story book in English which was designed for Pre-Schoolers' language development

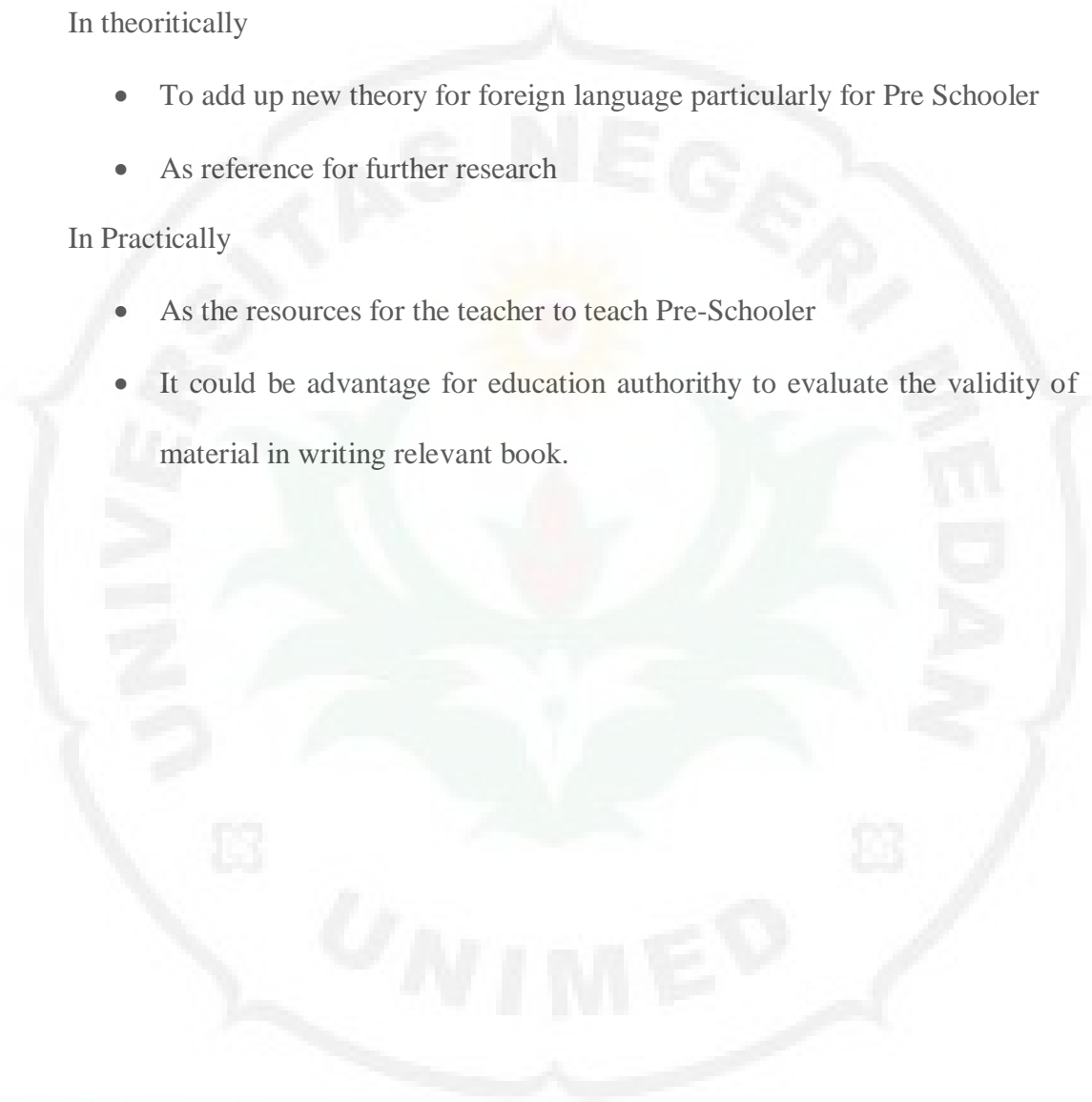
### 1.5 The Significance of the study

In theoretically

- To add up new theory for foreign language particularly for Pre Schooler
- As reference for further research

In Practically

- As the resources for the teacher to teach Pre-Schooler
- It could be advantage for education authority to evaluate the validity of material in writing relevant book.



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