

Developing Interactive Trilingual Teaching Book for Kindergarten Students

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Abstract — During the COVID-19 pandemic, non-state schools in Yogyakarta lacked learning materials due to insufficient funds. Thus, there was a need to develop an interactive trilingual teaching book for kindergarten students with an exciting story approach and thematic learning content so that students would enjoy the learning process. Furthermore, the book uses three languages, Indonesian, English and Korean, to develop the students becoming polyglots. To produce interactive learning media, the service group members implemented the Borg and Gall Model supported by Piaget's foundation theory of language acquisition. The community service results show that interactive learning media in the form of storybooks can make children focus and visualize new vocabulary to be taught. The storytelling method itself is a method that can improve cognitive abilities, especially in the perceiving part and improve the children's foreign language skills. While the exciting stories in it make children interested and eventually become more focused on learning.

Keywords — community service, storytelling, Second Language Acquisition, children.

I. INTRODUCTION

During the COVID-19 pandemic, non-state schools in Yogyakarta lacked learning materials due to insufficient funds. Moreover, community schools consisted of children from underprivileged families. These schools needed interactive learning tools and media for children aged five to six. This problem needs to be addressed because, based on previous research, language recognition at an early age can provide benefits. According to Gersten and Geva [1], language recognition in early childhood can develop phonological awareness in children and detect disabilities in language learning. Furthermore, Borowczyk and Mackey stated that early language exposure could capture children's full range of abilities and experiences [2].

Following the benefits of language for children, the community service partner needed teaching materials that teachers could use to teach language interactively to children aged five to six years. Furthermore, the initial skill of becoming a polyglot (a person who has more than three languages) is essential nowadays, mainly Indonesian as the mother tongue, English as an international language, and Korean as the language of interest.

To solve the need for interactive learning media, the community service team created trilingual interactive teaching materials in book form that could equip teachers to teach interactively and interestingly. This is following the publication of Gersten and Geva [1]; Azizah et al. [3]; Ozfidan and Burlbaw [4], which state that interactive learning media can maintain students' attention, maximize student performance, combine experiences, ideas, student responses in learning, and provide opportunities for students to respond to learning.

In addition, by using picture story media, the learning process will not put pressure on students who are five to six years old.

The Second Language Acquisition theory also supports this. According to Slabakova [5] and Duff [6], the language to be learned is an explicit goal of the acquisition process. This target language is a definite, structurally, and functionally balanced system mastered by the individual who learned it as a child and accurately defined in grammar and dictionaries.

According to Klimova and Zamborova, the ability to learn languages does not seem to disappear with age but seems to decline [7]. Reading skills are generally developed in the early stages of childhood. Reading becomes essential in people's lives when they want to develop and follow the abundant information flow.

Hammerby in Khairani [8]; Erk and Ručević [9] mentioned that introducing a foreign language is good if done initially. Even though age is no longer a criterion for success in learning, introducing foreign languages early can increase cognitive and linguistic familiarity and reduce the high level of fossilization in the pronunciation of foreign speakers. Acquiring a language is a challenge for children at an early age. Stress during the learning process must be avoided so that providing media and teaching methods that are enjoyable can help increase their focus.

Thus, there was a need to develop an interactive trilingual teaching book for kindergarten students with an exciting story approach and thematic learning content so that students would enjoy the learning process. Furthermore, the book uses three languages, Indonesian, English and Korean, to develop the students becoming polyglots.

II. METHODOLOGY

To produce interactive learning media, the service group members implemented the Borg and Gall Model in Haryati [10]. The stages of the Borg and Gall Model include:

First the research and information gathering stage. This stage included product selection, literature, review and class observation.

Second the planning stage. At this stage, the community service team ensures that the purpose of a particular product or type of product is genuinely appropriate and can address existing problems and needs based on the information-gathering stage.

Third, the initial form of the product development stage. After planning activities are completed, the next activity is to develop a preliminary product form that will be tested later.

Fourth, the Preliminary Field Test stage. Preliminary field trials can be conducted in approximately 1 to 3 schools, using 6 to 12 users. The preliminary field test aims to get a qualitative evaluation or feedback on the product from users (teachers and students). Users are taken their opinion through interviews, observations or questionnaires that focus on problems using the product and suggestions for improvement efforts.

Fifth the Main Product Revision stage. Based on the preliminary testing stage, various revisions were carried out at this stage.

Sixth, the Main Field-Testing stage. The primary field test determines whether the product follows the expected specific performance. This design is pre-posted to determine its efficacy, and it should also be necessary to compare the results of product effectiveness with control group data. In addition, interview data, observation or questionnaires can also be used to support this primary field-testing activity.

Seventh, Product Operational Revision stage. Generally, this stage is an activity to revise the product based on suggestions for improvement and findings at the main field-testing stage.

Eighth, the Operational Field Test stage. The purpose of operational field testing is to ensure that the product is completely ready for use after this stage without developers or staff.

Ninth, the Final Product Revision stage. The final product was revised after conducting operational field tests and getting suggestions for the event.

Tenth, the stage of Dissemination and Implementation: The final stage is socialization and implementation. Dissemination is more about disseminating products at professional meetings and journal publications. Implementation is more toward producing a product with a publisher for widespread or commercial use. In addition, at this stage, it is also necessary to carry out activities to monitor product distribution to produce quality control.

The methodology followed Piaget's foundation theory in Yadi [11]. Piaget's foundation postulates the stages related to the cognitive development of language acquisition. There are 4 stages emphasized here, namely:

1. The sensorimotor stage occurs at 0-2 years old. Gestures and optimizing the use of the five senses are the emphasis at this stage.

2. Preoperational stage occurs at the age of 2-7 years. Here the introduction of simple words and symbols helps express their experiences. Even though in this process, there is still very much perception concentration where one only focuses on himself.

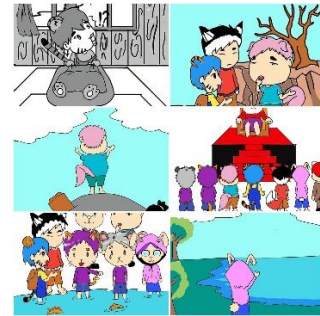
3. The concrete operational stage occurs at 7-11 years old. At this stage, the children's bank of words and expressions has developed so that at this stage the children can understand the concept of conservation.

4. The next stage is the formal operational stage, which occurs at 11-15 years old. Here children begin to be able to think abstractly. They can formulate utterances in the target language related to things that happen in society. There is a

calculation of consequences and hypotheses at this stage because they already can think analytically and logically.

III. RESULT AND DISCUSSION

In this activity, picture storybooks were used as a medium for teaching foreign languages to children. As explained by Tyasrinestu [12] that the learning process will be enjoyable if it uses engaging media. In the case of his research, it is a fairy tale. Fairy tales are made not only to have the function of dulce but also utility because, in fairy tales, there is a message to be conveyed, often used to move children. According to Sobirjonovich and Bahromjon, fairy tales are packaged with a blend of entertainment and educational elements [13].



Picture 1. The Characters' Designs in the Book

Fairy tales themselves have interesting things in them, such as exciting stories, witty characters, and interesting conflicts. However, fairy tales are also full of education. A moral message conveyed an outstanding value.

If the focus in the community service was on teaching basic English, such as colours, then this picture storybook was created to help the language acquisition process or the learning process to be exciting and to trap children to focus on what is being taught. By using an exciting story about heroes looking for treasures, 7 witty characters, and epic adventurers, this picture book wants to provide an exciting learning experience for children who use it. Assisted by the existence of the teacher as a facilitator, this book should be used in the learning process with a storytelling approach.

Exciting stories could improve children's language skills. The impact is enormous because it can capture children's focus so that they will automatically learn. Roointan and Mousavi [14] state that storytelling helps improve verbal intelligence and increase preschool children's vocabulary. In this storybook, a vocabulary is emphasized, namely colour. In this picture storybook, colours will appear as part of the story and be emphasized so that children will get drilling related to the vocabulary while using this book in the storytelling process.

Storytelling is a method that can improve a child's foreign language if the book is written in a foreign language, as stated by Soleiman and Akbari [15]. Telling stories is done to children in preschool and elementary school because it helps them develop verbal skills in their mother tongue. From this basis, this storybook was created to improve the foreign language skills of children who access this picture storybook.

To see the success of using this picture storybook media, observations were made in the use of storytelling stories using storybooks in a kindergarten environment. This storytelling

activity was carried out in an English class where the children were asked to gather, and the teacher read a picture storybook. The teacher read the story in English while showing the pictures in the book.

The observations comparing regular English classes with English classes using the storytelling method with picture storybooks show that children's ability to absorb new vocabulary increases in the storytelling class. In regular classes, if 10 vocabularies are raised, only about 5-7 vocabularies are captured. However, with the use of storytelling, the average child showed a significant increase, who usually only captured 5 vocabularies to 7-8 vocabularies. In comparison, children who usually grasped 7 vocabulary could precisely capture 9 or even all the vocabulary. Even though the ability to create complete sentences has yet to be demonstrated cognitively, it is evident that their understanding of vocabulary can be understood by being able to understand instructions using the vocabulary.

IV. CONCLUSION

Creating learning media that attracts interest and focus is essential in acquiring a foreign language for children. Due to their very young age, their level of focus is minimal, and their ability in complex cognitive still needs to be developed. This community service wants to create learning media through picture storybooks, using the RnD method in which the picture story book is used in the storytelling approach.

Picture storybooks are not only able to make children focus but also visualize new vocabulary to be taught. While the exciting stories in it make children interested and eventually become more focused on learning. The storytelling method itself is a method that can improve cognitive abilities, especially in the perceiving part and improve the children's foreign language skills.

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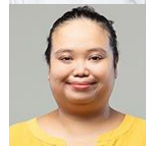
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