

DEVELOPING PATTERN BOOK AS YOUNG LEARNERS' READING MATERIAL

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Abstrak

Dalam pengajaran *reading*, ada beberapa material yang bisa digunakan dalam mengajarkan keterampilan ini kepada *young learners*. Salah satunya yaitu dengan menggunakan *pattern book*. Penggunaan *pattern book* dalam belajar *reading* sangatlah memudahkan *young learners* untuk memahami suatu bacaan karena adanya gambar yang memudahkan siswa dalam mengilustrasikan sebuah cerita. Selain itu, *pattern book* juga memberikan pengulangan frasa di dalam kalimat pada cerita yang di hadirkan buku ini sehingga *young learners* mudah memahami isi cerita dengan baik. Biasanya kebanyakan guru belum menggunakan bahan ajar *reading* yang menarik minat baca dan memudahkan *young learners* untuk memahami isi bacaan. Oleh karena itu, *pattern book* ini dapat digunakan sebagai salah satu materi ajar yang menarik bagi *young learners* karena adanya gambar dan pengulangan frasa tersebut. *Pattern book* ini dapat di buat sendiri oleh guru dan isi cerita pun bisa disesuaikan dengan budaya daerah, norma, serta perkembangan kognitif peserta didik yang diajar oleh masing-masing guru. Cara pembuatan materi ajar ini pun tidaklah begitu sulit. Oleh karena itu, makalah ini membahas tentang cara pembuatan *pattern book* sebagai materi ajar *reading* untuk *young learners*. Sebagai dampak dari pembuatan makalah ini, guru EFL untuk *young learners* dapat membuat *pattern book* sebagai bahan ajar *reading* dengan sendirinya. Sehingga guru-guru EFL dapat menjadi guru yang lebih berkompetensi dan kreatif dalam membuat materi ajar.

Kata Kunci: *young learner*, *teaching reading to young learners*, *materials development*, *pattern book*, *cognitive development of young learners*.

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A. Introduction

In Indonesia, English is taught from elementary school based on decree 060/U/1993 about the possibility of teaching English as local content. For all learners, teachers teach them four skills in learning English. They are listening, speaking, reading, and writing. For reading skill, students are asked to read aloud the text and understand the text clearly. In listening, students learn to listen to a spoken text and try to understand what it is about. By involving in communication that uses English in the classroom, students will be able to speak English. Then, by practicing in writing through different kinds of English texts, students can understand English well in written forms.

To get more understanding in reading, students need to use a good strategy in comprehending a text or story. Furthermore, for young learners, their willingness in reading will be helped by reading interesting materials including picture books, predictable stories or pattern books, flash card, and other attractive visual materials.

The law number 22/2006 about school based curriculum and the law number 41 in 2007 require the teacher to create learning environment which are interactive, inspiring, challenging, fun, and motivating learners to actively participate in learning activity in form of doing something and playing in the classroom. Hence, students will have space to build their independence related to their need and their physical and psychological development. Furthermore, the law No.22/2006 about school based curriculum is also produced by considering the positions of English as a foreign language. This curriculum becomes a guide for designing materials, preparing teaching media, and conducting the appropriate classroom techniques and activities.

As this paper focused on reading, triggering student's desire in reading is difficult for Indonesian learners. This problem demands the teacher to provide inspiring, motivating, fun, interactive, and challenging reading materials. Young learners typically love to read a colourful, readable story book, and have a drawing in their storybooks to make them prefer in reading and catch the idea of the authors in those stories easier. Nevertheless, these demanded materials are not provided.

In order to serve student's need, all of teaching materials should be prepared by teachers themselves. Nevertheless, the materials that are utilized by teachers do not have materials that can be understood by the students easily. One of the materials usually used by teachers is *LKS*. This material is created by *MGMP* (*musyawarah guru mata pelajaran*). For instance, *LKS* created by *MGMP Bahasa Inggris Jawa Tengah* for 6th grade and 4th grade in elementary school. There are several weaknesses that can be found in this *LKS*. The first is most materials in this *LKS* provide students difficult exercises. For instance, students are asked to answer the questions of 5W + 1 H (what, who, where, when, why and how questions), translating sentences, and making a short dialog. Exactly, answering

WH questions, translating sentences, and making a short dialog are too difficult to do by young learners.

Moreover, this *LKS* is also created without dealing with students' development. In order to make students able to master English very well; their development must be considered in creating the materials. Considering cognitive development of young learners, Piaget (1980) says that young learners' cognitive development is in the concrete operations level that can perform operation and logical reasoning replaces intuitive thought as long as reasoning can be applied to specific or concrete materials. This means that students need the materials which have the clear examples and illustrations in which students given the concepts of the lesson that can be understood clearly. However, the materials provided in *LKS* created by *MGMP Bahasa Inggris Jawa Tengah* for 6th grade and 4th grade in elementary school do not serve such kind of materials. For instance, the story for reading section does not provide pictures for each plot of the story. It just gives one picture representing the story in general. As a result, it is difficult for students to understand the story and to answer the questions about the story.

By reading a simple text with interesting pictures illustrating the story, teachers help their students to master it well. If the students can understand the material better, their ability in English is enhanced. Because of the teaching reading material for young learners are not appropriate with students' cognitive, this material should be more developed. There are several reading materials used in teaching reading to elementary school students. One of suggested reading material for elementary school students (young learners) is pattern book. This material is proposed by Linse (2005) in her book "Practical English Language Teaching". It is advised to use because this pattern book uses repetitive phrases and predictable pictures for each plot and sentence of the story. This kind of material will help the students to understand the story easily. Thus, children cognitive development can be achieved.

Pinter (2006:2) identifies the characteristics of young learners and older learners as the following.

Table. The table of young learners' and older learners' characteristic differences identified by Pinter (2006:2).

| Young Learners | Older Learners |
|---|--|
| Children are at preschool or in the first couple of the years of schooling | These children are well established at school and comfortable with school routines |
| Generally, they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze | They show growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system |

| | |
|---|--|
| language yet | |
| They have lower levels of awareness about themselves as well as about the process of learning | They show a growing levels of awareness about themselves as language learners and their learning |
| They have limited reading and writing skills, even in their first language | They have well-developed skills as readers and writers |
| Generally, they more concerned about themselves than others | They have a growing awareness of others and their viewpoints |
| They have limited knowledge about the world | They have a growing awareness about the world around us |
| They enjoy fantasy, imagination, and movement | They begin to show an interest in real-life issues |

Moreover, according to Nunan (2011:2), the term ‘young learner’ covers a large chronological span: from around 3 years of age to 15. It means that young learner is the students which age from 3 years old to 15. However, for Indonesian learners it can be determined that elementary school students are included as young learners. They are in the age of 7 to 11 years.

Moreover, Piaget (1967:44) reveals there are four stages of children cognitive development. The first stage is sensory motor stage that lasts from 0 to about 2 years of age. Second stage is preoperational stage (2 to 7 years old). The next stage is concrete operational stage (7-11 years old) and the last stage is formal operational stage (11-15 years old). By analyzing those explanations, it can be inferred that young learners experiences concrete operational stage. In this stage, children can perform operation, and logical reasoning replaces intuitive thought as long as reasoning can be applied to specific or concrete examples.

Nunan (2003:68) said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reutzel and Cooter (2009:5) say that reading is currently interpreted far more broadly and encompasses the learning of the complex set of skills and knowledge that allows individuals to understand visual and print-based information. Paregoy and Boyle (2004) say that there are three different elements which impact reading for second language learners: the child’s background knowledge, the child’s linguistic knowledge of the target language, and the strategies or techniques the child uses to tackle the text. Those impacts mean that learners who are able to read in their native language, they understand what written symbols represent. Then, children who know the written symbols, word meaning, and how to sound-out the words in the target language can make a sense of the text more easily. In addition, learners who use the correct strategies and techniques in comprehending a text will grasp what text tells about.

Linse (2005:71) says here are two main reasons that people read: the first is for pleasure and the second is for information. Reading for pleasure means that people think that reading a book is such kind of fun activity because the story provides enjoyment for readers. Through reading, people will get more information. For young learners, children who want to know how to make a kite, they will read model of kites. Young learners who interested in dinosaurs might enjoy reading a passage about prehistoric animals. Teachers' role in teaching reading to young learners is to help the learners to making sense and deriving meaning of all the words in the text. This is in line with Linse (2005:71) who says teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of reading process.

According to Tomlinson (1998:2) said materials is the term used to refer to anything which is used by teachers and learners to facilitate the learning of the language. Materials could obviously be cassettes, videos, CD-Rooms, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food package, photographs, live talks by invited native speakers, instruction given by a teacher, tasks written on cards and discussion between learners.

In his book, Tomlinson (2011:7) has suggested some of the basic principles to the development of materials of languages for young learners. They are:

1. Materials should help young learners to feel at ease

Materials can help young learners to feel at ease in learning English. It can be seen when the learners feel more comfortable with materials with lots purposeful vocabularies and learning activities. Next the students are easy with the texts in form of words, phrases, and simple sentences. Moreover, feeling at ease can also be achieved through easy materials and as long as learning activities are fun which are able to encourage the personal participation of the students to involve in classroom activities.

2. Materials should help young learners to develop their confidence

Most teachers recognize the need and the developmental of their students. Knowing their developmental, it means that the teacher keeps the important role to find out materials which are suitable for young learners development. The materials given by the teacher try to help students to feel successful by asking them to respond toward very simple instructions in a school context. Young learners can often gain greater confidence from interesting learning activity.

3. Materials should require and facilitate young learners self-investment

The materials given to the elementary students have to require them to discover for themselves which involve some questions emerged from them such as; who they are, what they can do, what they can't do. This idea is also supported by Rutherford and Sharwood-Smith (1988) in *Materials Development in Language Teaching*, they explore that the role of teaching materials is to help the students to make efficient use of knowledge in order to facilitate self-investment. By giving interesting materials to young learners which are relevant for their

development, and by engaging them in learner-centered discovery activities, then giving them a chance to explore or show their ability in learning English, those ways will make the students have self-investment.

4. Materials should expose young learners students to language authentic use

Materials used for young learners must be authentic for them. Another word, the authentic materials mean generating real life communication process among students in the classroom. In addition, materials can provide exposure to authentic input through the vocabularies which are realistic and develop their development. Moreover, materials can also stimulate exposure to authentic use through activity in the form of purposeful activity.

5. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvements which stimulate both right and left brain activities.

A set of activities in the classroom require very little cognitive process such as mechanical drills, rule learning, simple activities in form of purposeful activities. It usually leads to shallow and ephemeral learning unless it is linked other activities which stimulate mental and affective process. In order to facilitate it, it is very important that the content of materials is not trivial or banal and it stimulates thoughts and feelings of young learners.

Thus, in creating materials, teachers should consider five basic principles above. It will make the materials more accepted and more understood by students and other teachers in teaching and learning process.

According to Linse (2005:81), predictable story contains repetitive phrases and predictable language. This definition of predictable story is supported by Optiz (1995:7) who says predictable storybooks, also called pattern books, contain illustrations that help to clarify or support the word, sentence, or pattern that is repeated in the text. Moreover, Gordon (2007:99) defines that pattern book evoke a strong emotional response to young language learners. Pattern books provide for effective shared reading activities, because their repetitive structure scaffolds prediction. He proposes shared reading of pattern books, such as short stories, fairy tales, poems, or songs that contain a recurrent pattern of words, phrases, or sentences is also effective in the primary level ESL classroom.

To make young learners more interested in reading in the classrom, it is better for the teachers to create the pattern book by themselves. It is because teachers are more understand about young learners' interest, culture, and development. Creating pattern book does not cost much. Teachers do not have to pay much money in creating this book.

B. Discussion

There are several steps that teachers have to follow in creating this book.

1. Creating the Story

As the book is intended to use by young learners, the created story must be interesting for them. Then, the story should be a simple one that contains simple phrases and repetitive phrases as the requirement of pattern book. Before creating the story, teachers have to look over *KTSP 2006* (the curriculum which is used in Indonesia). Here is an example in creating a story.

| | |
|-------|------------------|
| Theme | Cooking with Mom |
|-------|------------------|

| |
|------------|
| Vocabulary |
|------------|

Cook make boil onion

plate noodle drain glass

chilli take put sauce

seasoning

All the vocabularies above can be used in teaching reading by using the pattern book. Teachers can make the words into flash cards or bubbles and stick the words on the board. Before reading the pattern book, teachers explain about the words which are found by the students while reading the book. Making the words into flash cards or bubbles and stick those on the board will help the more easily in comprehending the story in the book.

This is an example of the story which is developed from the vocabularies above:

My Supper

I made fried noodle with my mom. While we were cooking, my mom asked me to take two glasses. My mom asked me to take the noodles and took it beside the glasses. My mom asked me to take a plate. My mom boiled the

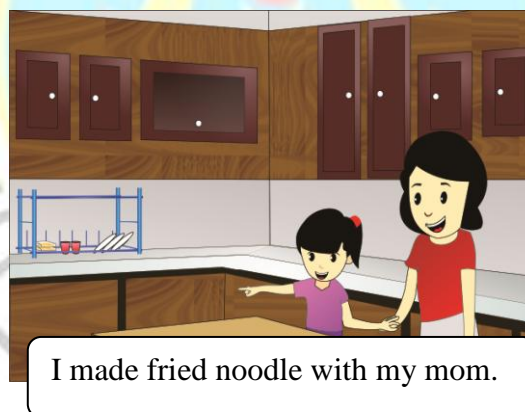
noodle into the two glasses. My mom took the noodle and drained it. Then, my mom put the noodle on a plate. I helped to pour soya sauce, seasoning, and chilli powder into the noodle and I mixed it well. I helped to spread the onion. Finally, the fried noodle was ready to serve. That was my supper at that time.

The story above is an example of the story that teachers can create. It is a simple story with simple words that can be understood by the learners. Remember that to include repetitive words or phrases in the story.

2. Creating the Picture

Teacher may draw the picture as simple as your learners can grasp. Colouring the picture with the eye catching colour will be greater and make the pattern book is eagerly to read. Teachers have to create the drawing based on each of the event in the story. There is only one picture on one page in order to make the illustration of each event is clear.

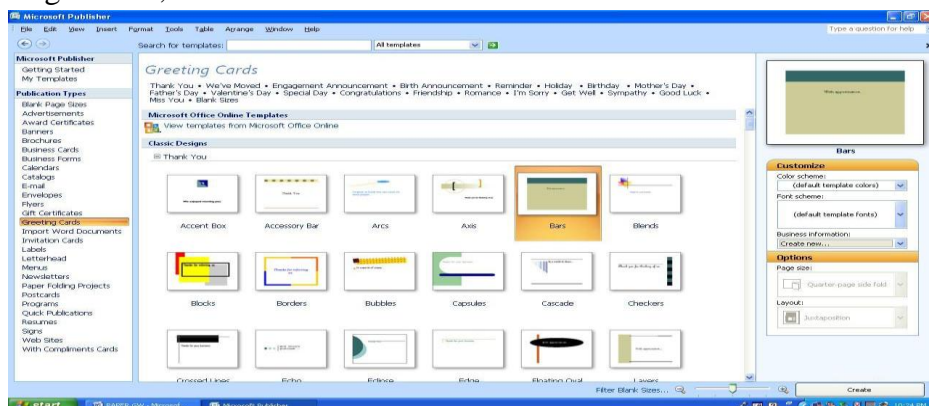
Teacher can make or draw the illustrations of the story as the following:



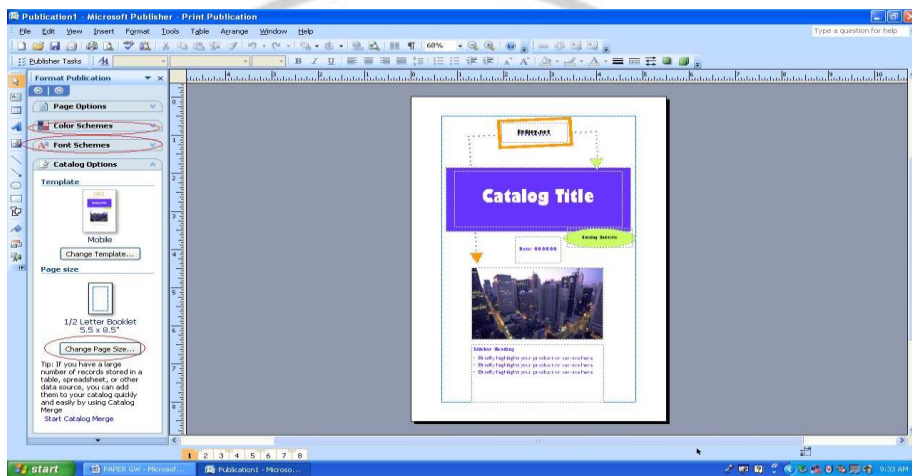
3. Microsoft Publisher

One of the Microsoft Office software that has to use in order to make the project just like the usual book is Microsoft Publisher. In this publisher software, teachers have to do several ways as the following:

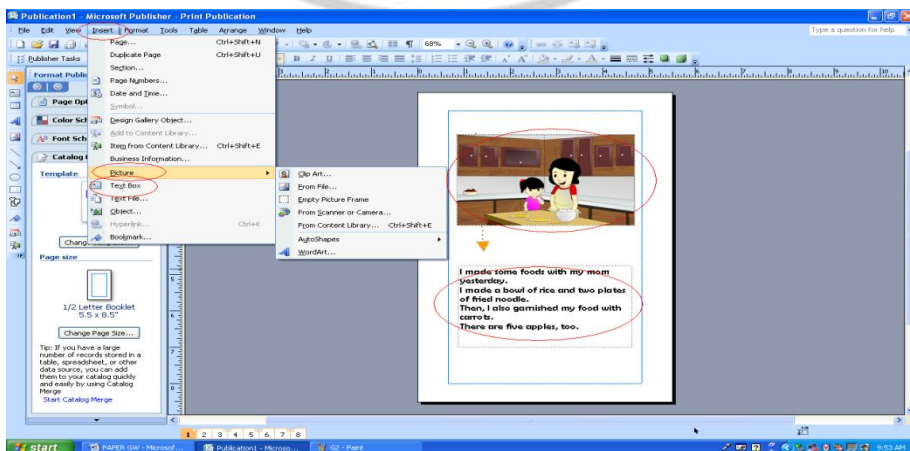
1. At the first teacher can choose publication type for the page book size and design. Then, click on create column.



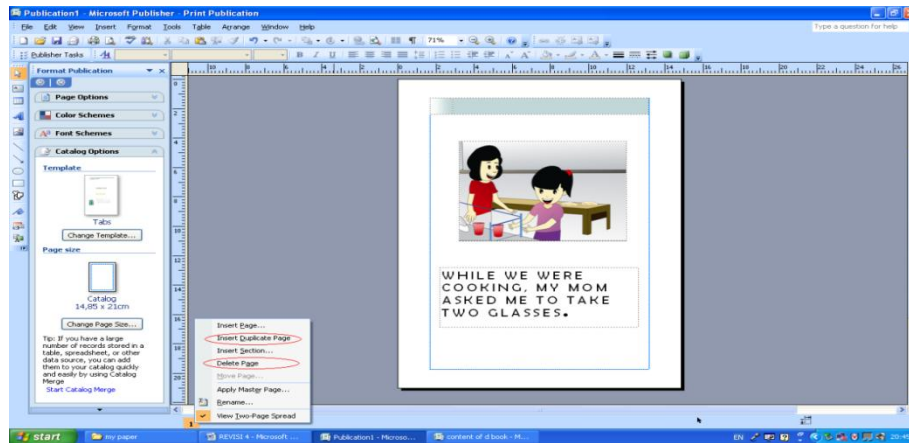
2. Then, the page will show up. The teacher can format the publication page as the teacher want whether to choose its color background, font, or size. Giving eye catching color background, font and size of the template can make young learners read the book eagerly. It is because young learners love to read colorful book in a good size. Make the page as attractive as young learners' preference in reading a storybook. The teacher may delete several boxes in the page for making it more spacious for the pattern and story. Thus, the content of the book does not full of useless boxes in one page. If there are several boxes that do not use, the page will seem messy. Young learners may not be attracted to read the book.



3. The next step is inserting the pictures that have created into the blank page. Save the pictures that will be inserted before inserting them into the page. Then, write the story deals with the pattern that have inserted.



- Then, add several pages as teachers' need in creating the book. Click on insert duplicate page to make the background, font, and page size similar till the last page. Teachers may delete the pages if they do not need the page to insert the pattern and the story.



- Do the four steps till the last page of the pattern book.

4. Printing the Created Page

The last step of creating a pattern book is printing the created page. The teacher may use papers in A4 size. Then, the teacher may go to a publisher to make the book as well as the book that have been published. Another way is just binding the printed papers in a bundle of spiral binding.

C. Conclusions

As the important skill that young learners have to be mastered in English, reading must be provided with the supported material. One of reading materials that can be used as reading material is pattern book. This sort of book can support student in understanding a text or story. A pattern book can be created by the teachers to develop young learners' reading materials.

Creating pattern book offers a solution to the problems of the reading material for young learners. It provides a solution for young learners' cognitive development. Since young learners' cognitive development is in the concrete operation phase which demands concrete examples in the learning materials, pattern book provides pictures as illustration that will help students fill their cognitive developments' needs. Pattern book gives support in learning to students through providing understandable, interesting, repetitive phrases and simple story and its picture.

Note: This article is written based on the writer's paper whose advisor is Dra. An Fauzia Rozani Sy., M.A.

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