DEVELOPING PATTERN BOOK THROUGH ANIMATION MOVIE AS YOUNG LEARNERS' READING MEDIA

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ABSTRAK

Dalam pengajaran *reading*, ada beberapa media yang bisa digunakan dalam mengajar *reading* untuk *young learners*. Salah satunya yaitu dengan menggunakan *pattern books*. Penggunaan *pattern books* dalam mengajar *reading*, sangatlah memudahkan *young learners* untuk memahami suatu bacaan karena adanya gambar yang memudahkan siswa dalam mengilustrasikan dan memahami sebuah cerita. *Pattern book* dapat dibuat dalam bentuk *printed* dan *unprinted*. Dalam menyajikannya sebagai sebuah media pembelajaran sebenarnya dapat dibuat dan dikembangkan oleh guru itu sendiri. *Pattern book*, sebagai salah satu media yang disarankan dalam mengajar reading untuk *young learners*, dapat diciptakan dengan mudah oleh guru. Kemudian *pattern book* yang telah dibuat dapat disajikan dalam sebuah media yang dikolaborasikan dengan aplikasi *J Quiz*. Melihat kenyataan selama ini proses belajar mengajar bahasa inggris di SD (Sekolah Dasar) hanya menggunakan papan tulis sebagai media dalam menampilkan metode ajar, maka dengan dibuatnya *pattern book* oleh guru itu sendiri dan dikolaborasikan dengan *J Quiz* diharapkan dapat membantu siswa memahami sebuah bacaan untuk mencapai kemampuan *reading* yang sangat baik bagi *young learners*. Karena cara pembuatan media ini pun tidaklah begitu sulit, maka makalah ini membahas tentang cara pembuatan media untuk *pattern books* yang dikolaborasikan dengan *J Quiz* sebagai media ajar bagi *young learners*. Diharapkan dengan pembuatan makalah ini, guru EFL (English as a First Language) *young learnes* dapat menciptakan media ajar yang menarik. Sehingga guru-guru EFL (Engslish as a First Language) dapat menjadi guru yang lebih berkompetensi dalam membuat media ajar.

Key Word : Reading, Young Learner, Animation Movie.

A. INTRODUCTION

Learning English has been introduced to Indonesia since 1990s. In Indonesia, English is learnt from elementary school to university level. Starting to learn from elementary school, the decree of the minister of educational and cultures no 060/U/1993 regulates about the possibility of teaching English as the

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local content at elementary school and it can be started from the fourth grade. However, teaching English to young learners (elementary school students) is not as easy as teaching English to junior, senior, and university students. It is because young learners are also not really good in their first language yet. It may possibly difficult for young learners to master English well. Therefore, teaching English as a foreign language to young learners demands teachers to work hard in order to attract students' attention and make the students comprehend the lesson well. Moreover, *Permendiknas* No. 14 in 2007 as the national standards for teaching and learning process states that the activity in teaching and learning should be interactive, inspiring, challenging, motivating, and also should be joyful for elementary school students which are appropriate with the physical and psychological development of students.

Focusing on teaching reading to young learners, according to *Permendiknas* above, teachers have to provide classroom activities, teaching materials, and teaching media that are appropriate with students' needs. Moreover, according to Piaget (1980), young learners' cognitive development is in concrete operational phase. It means that young learners need a concrete example while they are learning in order to make them easily to grasp and catch the point of what they have learnt. Nevertheless, teachers do not provide them in teaching and learning process, especially for reading media. Teachers just use a book or *LKS* in teaching reading to students. Teaching reading to young learners which only depends on book will not give a vivid example to young learners, so this material is not appropriate with young learners' cognitive development. Thus, young learners will be difficult to understand the reading materials (a passage or story).

Media is paramount important in facilitating young learners' learning in line with all kinds of their development stage. The success of learning is impossibly achieved without using teaching media for making the lesson concrete and feasible to students. A lot of media that can be used by teacher in teaching reading to young learners such as real objects, pictures or photos, realia, videos, games, or showing the materials by using computer.

In order to make students more comprehend and attracted in reading, teachers have to develop their teaching media by themselves. By developing the media, teachers select the media which will attract students' attention in reading. Teachers can develop the media from the materials they use in teaching. One of the reading materials for young learners is suggest to use is pattern book. It is suggest by Linse (2005) in her book "Practical English Language Teaching". Pattern book can be developed by showing it through computer. By showing the pattern book through computers assist will be more attractive by young learners and more focus while learning in the classroom because it gives clear example by showing the pictures and the story of pattern book from the computer. In addition, nowadays, young learner loves to learn something by using computer.

Young learners are different from adult learners. There are some definitions about which young learners are. Young learners are the learners in the age of 5 to 12 years old. This is in line with Philips (1993:3) who says that young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve year's age. It means that young learners are the students who

study in the first year of formal school in the age of 5 or 6 to 11 or 12 years old. Moreover, according to Loannou, Georgiou, and Pavlou (2003:3) say that young learners are primary and early secondary school children aged six to twelve learning English as a second or foreign language. it can be defined that young learners are the learners who learn English in the primary or early secondary school in the age of six to twelve years. Furthermore, McKay (2006) defines young learners are children who are in the primary or elementary school between the ages of approximately five and twelve. It can be pointed out that young learners are elementary school students.

Based on the definitions of young learners from the experts above, it can be concluded that young learners are categorized into elementary school students in the age of five or six years to eleven or twelve years old. In the education system of the most countries, young learners are elementary school students.

Some experts have classified media according to their opinion. Arsyad (2002) in An Analysis of Media Used at Elementary Schools in Kecamatan Padang Utara (*thesis*, 2013:18) categorized media into five categories. Five categories mentioned are people, text, visual, audio visual, and computer. The first media, people, is effectively used when we want to change students' learning behavior or to directly involve in students' learning process. People are teachers, instructors, students in group, and so on. Text based media that familiar known are textbooks, modules, journal, magazines, and etc. The third media is visual in the form of representative pictures (pictures, images, and photographs), diagram, map, and graphs (table, charts). Visual media stimulate students to relate their lesson with the real world directly. The next media is audio-visual media including video. The last media categorized by Arsyad (2002) is computer. Computer has two functions. First, it is functioned as a manager in learning process. It is known as Computer Managed Instruction (CMI). Another function is to assist the learning process but not to be the major source of the lesson which is known as Computer Assisted Instruction (CAI).

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 said 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. Thus, both of the experts mean that pattern book is also called as predictable storybook that contains repetitive phrases and predictable languages.

Moreover, Gordon (2007:99) defined 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 proposed 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. It means that by using pattern book, the reading activities would be more effective through some forms of pattern books.

Therefore, based on the experts above, pattern books are the storybooks that contain repetitive phrases, predictable languages, and illustration that helps to

clarify the words, sentence, or pattern in the text in order to make reading activity more effective through their forms.

B. DISCUSSION

Pattern book is one of interesting reading material for young learners. Pattern book attracts young learners to read the book regularly. Pattern book has many advantages to be a reading material. It contains repetitive phrases, pattern and pictures which amaze students to read. As one of the fabulous material in teaching reading to young learners, pattern book can be explored to be an attractive media in learning to read English. The development of pattern book to be a media is possible to create by the teacher. It is an easy way to do if the teacher wants to make their students able in reading English very well. Teachers can create an animation movie as an exploration of pattern book as a media to represent the book in giving vivid information of the story in the book through the media. In this chapter, the steps to create the animation movie of pattern book are discussed. The following steps should be followed by the teachers in order to make the amazing animation movie.

1. Creating a Story

Teachers can create a kid's story. The story that suitable for young learners is usually a kind of short story. It contains of five to ten sentences. Many pattern books can be references for teachers in creating their story for their pattern book. Teachers have to pay attention to repetitive phrases and pattern in creating the story because they are the important parts of pattern book.

In creating a story for young learners, teachers have to choose an interesting theme. Then, teachers specify the words relate to the theme.

The following is the ways in creating a story:

Theme	Word
Gardening	- gardening - beautiful garden - plant - red rose - sunflower - jasmine - favorite flowers - good smell - color - flower pots - scoop - put - window

Example of the story based on the theme and the words above:

Gerald Garden

I love gardening very much. One day, I have an idea to create a beautiful garden in my house. I want to plant red rose, sunflower and jasmine. They are my favorite flowers. They have good smell and color. I work in my garden during my holiday. I prepare three flower pots. I prepare a small scoop. Before planting the flowers, I dig the soil at the three pots. The first time I plant red rose. After that, I plant sunflower. Last one, I plant jasmine. I put the pots in front of my bedroom near the window. Finally, I write my name on the pots.

a. Creating an Animation Picture

Though this way is hard to do by the teacher themselves, they can ask a graphic designer to create the video to make the project successful. The animation video can be explored from the pictures that have been designed above. Animation picture will make the students more eager to read the story and more understand about the story because of the gesture of the character in the picture. The following is the example of the animation picture. (See all the animation pictures in the movie provided in CD)

I love gardening very much. One day, I have an idea to create a beautiful garden in my house

I want to plant red rose, sunflower and jasmine. They are my favorite flowers.

I prepare three flowerpots. I prepare a little scoop.

A story given a animation picture that show the characters are doing an action will make students feel fun in learning reading. They will easily understand English very well if the words in the story are illustrated by the action.

2. Listening Media

In this program, the teachers can add sound of the character of the story whether they are a man or woman. This program will help the teacher to create the sound easier. Follow the steps below in using this program.

1) The first step, open the listening media program. The teacher should write the story first at the column given.

Figure 1

2) After that, choose the speaker of the characters the teacher wanted. Click on the *pembicara* and *model suara* column (*see figure 2)*. Match each speaker of the story with the speaker model provided in the program. The teacher should remember to set the speed of the speakers while speaking deal with the learners English competence level.

Figure 2

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3) Las step, the teacher must save the sounds that have been created.


Figure 3

4) Windows Movie Maker Program

The last step is combining all the animation pictures which have been created in the movie maker program. In this program, the teacher combines all the pictures and the sounds also to be a great animation movie. Moreover, the teachers are able to make the video more interesting to watch by adding subtitle in order to comprehend easier. The teacher can add the subtitle that describes each section of the video. The section in the video is similar with the pictures that have been created before. Each picture has its section.

Teachers can follow some steps below in creating animation movie:

1. Before the teacher opens the movie maker program, make sure that the teacher hase saved the animation pictures and sounds in the computer. After that, open Windows Movie Maker program. Then click on import pictures and import audio or sounds you have created.
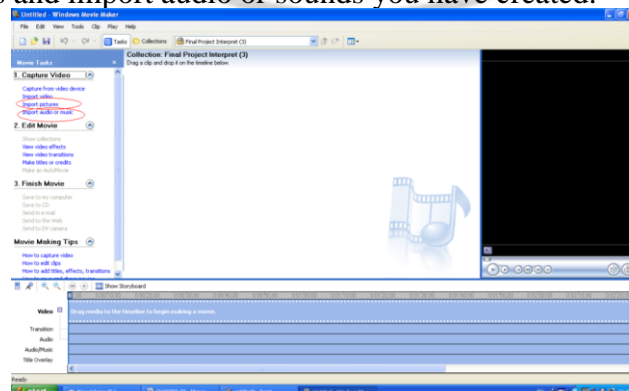

2. After the pictures and audio inserted, click whether the picture or audio then drag them into their line. Put the picture in the video line and put the audio into audio line.
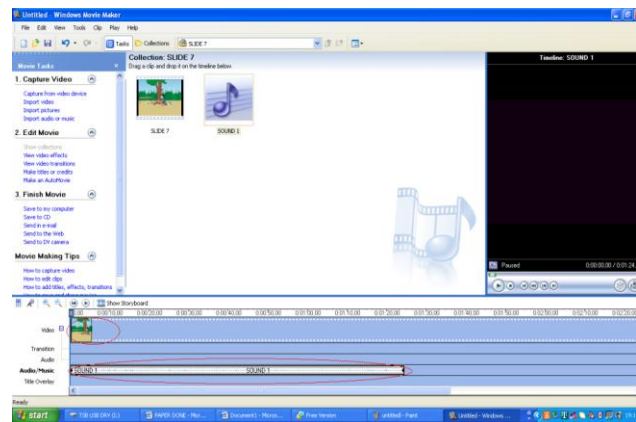
3. To add subtitle into the video, click on make tittles or credits.
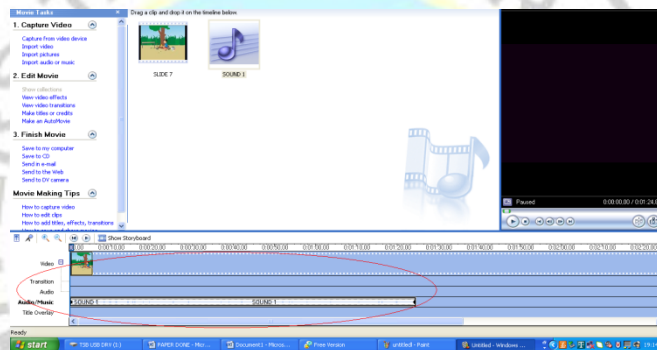
4. Then, the teacher chooses where the title will be added as the teacher wanted. However, for the best result, choose add title on the selected clip.
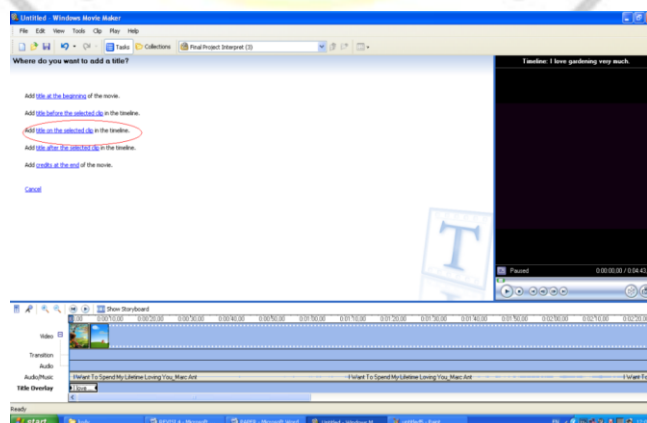
5. After that, the teacher should change the title animation to subtitle. Then, edit the title text. The teacher also can change the font and color. If the teacher finishes in writing your title click done, add title to movie.

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6. In creating the picture, audio, and title play in the time that fix with the teacher estimation in playing the video, click on the picture, audio or the title, drag to the right or left to make them play in short or long time.
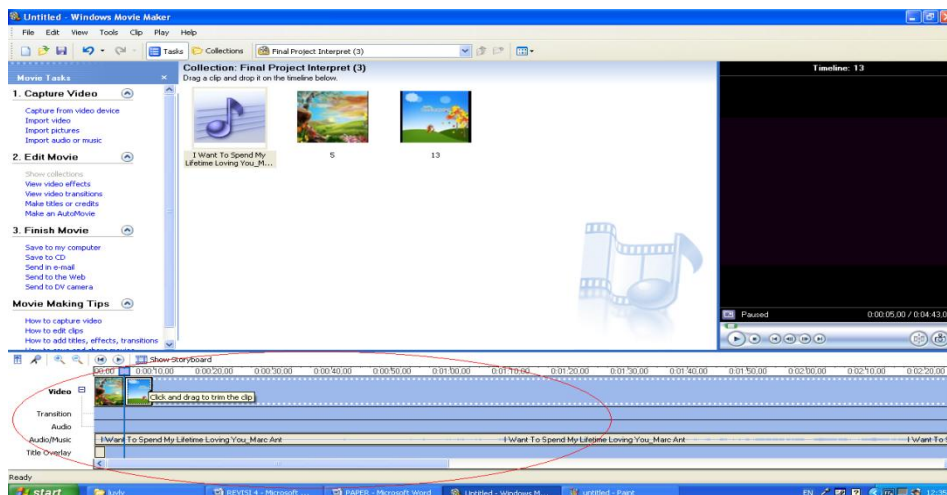
7. Do the steps sequentially. A good animation video for the learners is done.

C. CONCLUSION AND SUGGESTION

Reading is an important skill that young learners have to be mastered in learning English. In order to make the learners understand easily and learn reading English happily, teachers have to use an interesting media while teaching. There is one of suggested materials that can be developed as a reading media for young learners. It is a pattern book. Pattern book can be developed by creating an animation video of the story in the pattern book.

It is suggested to all teachers to create animation video as the development of pattern book to be a reading media. Teachers can follow all the steps in Chapter III for creating the animation video by themselves. Teachers are expected to pay attention to several considerations in creating this reading media. First, teachers are demanded to consider their learners' interest and proficiency in learning English. Second, teachers are asked to be able to cooperate with graphic designer in creating animation pictures. Teachers can share with the graphic designer about what pictures will be created. Fourth, teachers are insisted to include repetitive phrases and pattern to their story because they are the main points in the pattern book that make students understand reading very well.

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