

Procedures for Developing Bilingual Children Storybook Based on Caring Character

M. Tolkhah Adityas

m.adityas@pbi.uad.ac.id

English Education Study Program, Universitas Ahmad Dahlan Yogyakarta,
Indonesia

Article received: 2019-03-13

Final proof received: 2019-04-20

ABSTRACT

This study reveals the procedures for developing bilingual children storybooks based on caring character for elementary school students. This is a research and development with questionnaires as a means of data collecting technique. The data analysis technique used was descriptive qualitative. The process of developing bilingual children storybooks consists of five stages of development procedures, namely 1) preliminary studies including analysis of students' needs, characteristics, potential, and problems, 2) planning including literature review and formulating learning objectives, 3) initial products development including determining themes, plot, illustrations, story elements, and expert validation, 4) preliminary field testing, and 5) product revisions. Bilingual children storybooks based on caring values have been validated by media, material, and learning experts and declared appropriate for use. According to media experts and material experts, the product is categorized "good", while to learning experts, it is categorized "very good". The book has been tested on the second graders of elementary school, and the students perceive it very well.

Keywords: storybook, bilingual, caring, tolerance

INTRODUCTION

Tolerance education is important to be taught as early as possible starting from family because it is the first place for children to socialize. Furthermore, it should be emphasized at schools. There are many ways to teach character at schools. Kesuma, et al. (2011) explains three designs of character education in schools, namely a) integrated in the curriculum, which includes in religion subjects, arts, science and technology, and sport subject; b) through extracurricular activities; and c) through personal development activities.

Parents and teachers should give good model in fun ways. Fakhruddin (2010) explains the methods used in moral internalization for children, which include storytelling, singing, playing, and rhyming. Stories are considered one of the most effective media to help teachers and parents instill values in children.

Soelistyarini (2011) reveals reading or listening to interesting stories can be a fun experience for children. However, based on the results of observations and interviews in SD Negeri Banguntapan Bantul, storybooks that specifically teach the value of caring or tolerance are still limited. Teachers usually only use children storybooks available on the market and the themes are not contextual.

In addition to learning the values of tolerance and morality, children also need to be equipped with language skills. As explained in ESL Pro (2005), children will learn more effectively when learning English or other foreign languages through their mother tongue. This is because mother tongue provides a contextual basis for learning. Many researchers also agree that bilingual children have better development on cognitive and affective aspects. This is the reason behind the need to develop a bilingual children storybook. The use of bilingual children story based on caring values will make children learn to respect and care more. Learning atmosphere is also fun so that students do not feel burdened and will implement it in everyday life. Bilingual children story based on caring values is expected to equip children with caring character.

1. Children storybook

Primary school students experience very rapid development from all aspects related to physic, motoric, language, and character. Character is a very important aspect to develop in elementary school because it can shape students' good personality. According to Bobbi OePorter & Mike Hernacki (Kusrahmadi, 2007) in order that children's character optimally develops, it is necessary to involve all aspects of life, and they must be developed in a fun possible way. In addition, according to Habibah (Sudaryanti, 2012), character education can be implemented through indoctrination, value classification, exemplification, and teachers' attitude. Exemplification can be done directly by the teacher or through a medium such as storybooks.

Children storybooks are defined as written works that describe children's feelings and experiences and can be understood through children perspectives (Tarigan, 1995). Nodelman (2008) describes some characteristics involved in children literature, including: a) simple and direct language style because it is customized to the age of the readers; b) the story focuses on action, which is what the characters in the story act and take consequences; c) illustrated since it aims to provide visual and emotional information that cannot be communicated merely by texts; and d) the main characters are generally children or animals, so that the children can be familiar with the characters.

Cherland in (Soelistyarini, 2013) states that children literature plays important roles in shaping children's attitude. Children learn about values and beliefs in their culture through stories. Fakhruddin (2010) also explained that the story can be used as a method to convey values in society. Moral values, religious values, social values, and cultural values can be embedded in stories. Early age is an important phase in children's physical, intellectual, emotional, and social development. Mental and physical abilities develop very rapidly from newly born to the age of six. A number of neuroscience studies also show that the human brain experiences significant growth in the first few years after birth. According to Benjamin S. Bloom (in Dikentis, 2003) the development of brain tissue cells in children aged 0 - 8 years reaches up to 80%. Therefore, this phase is called

golden age. That becomes one of the important reasons for educating children from early age.

Rahim & Rahiem (2012) say that children need to learn reasons, and children stories become an effective ways to introduce. Through examples in the stories, children are taught the ability to reflect on their lives. Many researchers and educators use literature in the efforts to cultivate moral education. Stories are considered to have potential contributions because they best present examples, characters, and morals. Setiawati (2017) also promotes the importance of literary work as a tool for teachers and parents to instill moral education. Through story reading activities, children become familiar not only with many illustrations of good and bad deeds, but children also learn about reasons for acting, solving problems, thinking about consequences, and also learning to empathize. Characters and plots provide opportunities for children to learn new ideas without fear.

2. Caring Character

Stevenson (2006: 34) defines caring as feeling an interest in or affection for someone or something, while Mc. Elmeel (2002) defines caring as the act of being concerned about or interested in another person or situation. It is feeling or acting with compassion, concern, or empathy. When people care, they will show concern in actions such as being generous, helping others, and understanding (Mather & Weldon, 2006). Ministry of National Education of Indonesia (2010: 10) categorizes caring into environmental caring and social caring. Environmental caring is attitudes and actions to prevent damage to natural environment and to develop efforts to restore the damage. Social caring is defined as attitudes and actions to provide assistance to other people in need. Freed (2006: 11) describes implementation of caring as follow:

I reach out to help people who are in painful situation.

I am kind to family members.

I am kind to stranger.

I can work to resolve a conflict peacefully; and forgive others.

I offer to help others without being asked to do so.

I express thank to other and can show my gratitude in a variety of ways.

Caring can be manifested in thinking about the needs of others and taking good care of other people. Therefore, it should be understood, realized, and implemented in daily life.

3. Bilingual

Language learning and learning through language is a sustainable process (Halliday, 1993). This means that by recognizing the way language interprets various kinds of meaning, we know the sociocultural knowledge needed for the learning goals, including how to learn language that gives children the opportunity to develop new knowledge. According to Fairclough (2004), language is a social structure. He explains that learning and teaching are social practices mediated by a series of structures and events, and are connected through discourse.

Children who are born in a multicultural environment have the potential to use more than one language. They grow and at the same time can understand

how people around them use different languages. Bilingual is defined as being able to communicate in more than one languages, naturally and fluently (ESL Pro, 2005). Bilingual children have characteristics such as being able to read and write two languages, being open minded to other cultures, being able to have cross-cultural friends, having problem-solving skills, having good cognitive development, being able to express creativity, and being able to appreciate diversity.

Some children who study in school are equipped with language skills, and with teachers provision they can develop academic competencies. In ESL Pro (2005), it was revealed that children also learn more effectively when learning English or other foreign languages through their mother tongue. This is because mother tongue provides a contextual basis for learning. Many researchers also agree that bilingual children have better development on cognitive and affective aspects. According to them, the earlier children learn a second language, the better. Early children tend to dare to communicate in a foreign language without fear. Therefore, being bilingual requires a process, and one of the ways is through bilingual children stories.

METHOD

This is a Research and Development drawn from the notion of Borg and Gall (1983), consisting of five stages namely research and information collecting, planning, developing preliminary product, preliminary field testing, dan main product revision. Ten primary school students of SD Negeri Banguntapan were involved in the study. Expert validation rubric and questionnaire were used to gather the data. Expert validation rubric ws used to measure the quality of the developed product, while questionnaire was used to examine the students' responses. The data collected was then analyzed using assessment theory by Sukardjo (2005).

DISCUSSION

This study aims at developing bilingual children storybook based on caring character to improve students' caring character. The steps of developing the book are presented as follow:

1. Research and Information collecting

The initial stage is to collect information which includes analysis of students' needs, potential, and problems. The children storybook was developed based on the problems in Banguntapan Elementary School Bantul Yogyakarta grade 2, that second grade students are still lack awareness of caring for others. In addition, SD Negeri Banguntapan Bantul Yogyakarta does not have strategy in instilling the values of caring for students. Efforts to cultivate values of caring for students require interesting ways, because elementary school students will be more interested when seeing colorful images. Based on these results, it was concluded that media in line with the characteristics of the students in grade 2 elementary school is in need of development.

2. Planning

Planning involves library study to define students' competencies and learning objectives. The product aims at enhancing students' caring character.

3. Developing Preliminary Product

a. Determining the theme

The theme of the storybook was adapted to the curriculum used in the school, namely the 2013 curriculum. The appropriate theme was the theme 1, sub-theme 3 which is Living in Harmony in Schools consisting of Indonesian Language, Civics, and Arts subjects. The materials were adjusted to the materials of class 2.

b. Constructing the plot

After determining the theme, the next step is to start writing storyboard. The plot starts from the character of a diligent student going to school. Then it continued with the conflict on the way to school when meeting an old man who got an accident. In this conflict, caring values are included when the character try to overcome the problem. There are two languages used in the story: Indonesian and English.

c. Determining character and characterization

The main character in this picture book is Elma, who is the protagonist. This character is also adjusted to the characteristics of early grade students of primary schools.

d. Designing pictures

The next stage is the making of illustrations. The story was visualized in the form of images with a size of 23cm x 19cm. The making of storybook illustrations used Photoshop application. The developed storybook has 28 full color pages. The paper series used were AC 310 and MP 150 paper.

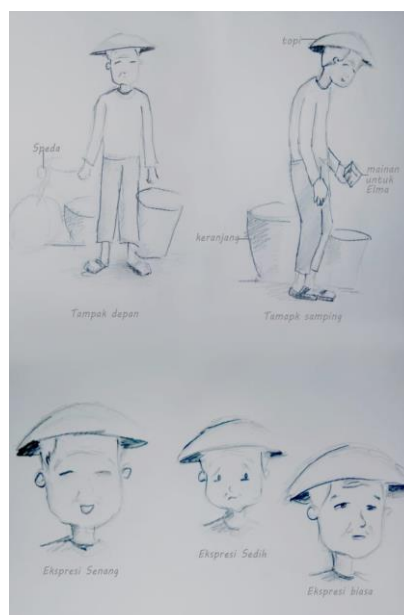


Figure 1. Designing old man's character

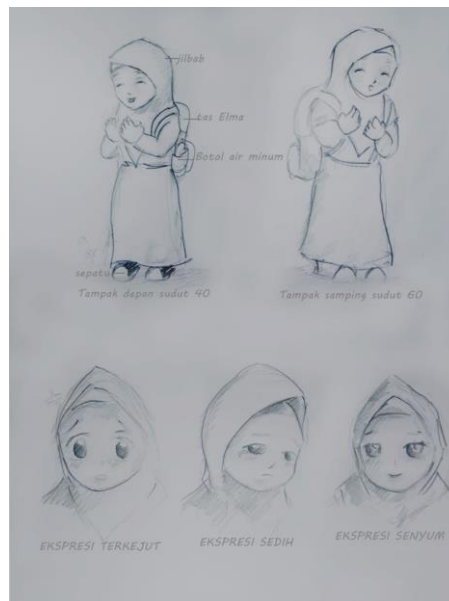


Figure 1. Designing Elma's character

e. Compiling storybook elements

At this stage the compilation and arrangement of the text is carried out with images. This process is conducted so that the text does not disturb the images. After combining the elements of the book, it is then printed. Picture 3 is an example of the storybook.



Figure 1. Example of storybooks

f. Expert Judgement

In this stage, the developed storybook was examined by media experts, materials experts, and pedagogy experts.

1) Validation of media experts

The developed children storybook is declared good because

according to media experts the language used is easy to understand and the story and illustration are appropriate. The design and color selected are interesting. In addition, the plot is also easily understood.

2) Validation of material experts

According to the material experts, the storybook was in "Good" category because the material was in accordance with the learning objectives. The materials are well presented, in accordance with the development of students. In addition, the content promotes social students caring character.

3) Validation of pedagogy experts

According to the pedagogy experts, the storybook was in "Very Good" category because it is in accordance with the objectives learning and promotes enjoyable learning.

4. Preliminary Field Testing

Product testing was conducted on grade 2 students of SD N Banguntapan Bantul. The product testing begins with the explanation of character diversity. Then the researcher divides the students into 5 groups, with a children storybook for each. After reading children storybooks, the students were asked related to the materials they have read. According to the students, the cover, contents, and colors of the storybook are interesting. The diction is easy to understand. The picture matches the plot, and the fonts are easy to read. In addition, the book can promote learning enthusiasm.

The researcher also conducted interviews with teachers. According to the teacher, the materials in the media were in line with the basic competencies and indicators. The contents of the story are relevant. The illustrations presented are in accordance with the level of students' development. The flow is easy to understand. The book can encourage learning interest and foster students' sense of tolerance.

5. Main Product Revision

The product revision aims at improving the products of children storybook. At this stage, the researcher did not do much revision except font color alteration as suggested by the media expert. In addition, the result of the questionnaires shows that the teacher and students perceive the media positively.

CONCLUSION

The writing of bilingual children storybooks based on caring character is conducted through five stages of development procedures, namely 1) preliminary studies include analysis of students' needs, characteristics, potential, and problems, 2) planning including literature review and formulating learning objectives, 3) Initial products development including determining themes, plot, illustrations, story elements, and expert validation, 4) preliminary field testing, and 5) product revisions.

REFERENCES

- Borg, W.R. & Gall, M.D. Gall. (1983). *Educational Research: An Introduction*. Fifth Edition. New York: Longman.
- Direktorat Tenaga Teknis. (2003). *Pertumbuhan dan Perkembangan Anak Usia 0 – 6 Tahun*. Jakarta: PT Grasindo.
- ESL Pro System. 2005. *Issues in Bilingualism*. (e-book_pdf).
- Fairclough, N. 2004. *Analysing Discourse. Textual Analysis for Social Research*. London: Routledge
- Fakhrudin, AU. 2010. *Sukses Menjadi Guru TK-PAUD*. Yogyakarta: Bening.
- Freed, J. 2006. *Character Empowering with Emotional Intelligence*. Santa Barbara: In Depth Press.
- Halliday, M.A.K. 1993. Towards a Language-Based Theory of Learning. *Journal of Linguistics and Education*. Vol 5 (93-116).
- Kesuma, D.et.al. 2011. *Pendidikan Karakter*. Bandung: Remaja Rosdakarya.
- Kusrahmadi, Sigit Owi. 2007. Pentingnya Pendidikan Moral Bagi Anak Sekolah Dasar. *Jurnal Dinamika*, No. 1/ Th.XIV / May.
- Mather, A. D. & Weldon, L. B. 2006. *Character building day by day*. United States of America: Free Spirit Publishing.
- McElmeel, S. L. 2002. *Character education (a book guide for teachers, librarians, and parents)*. United States of America: Teacher Ideas Press.
- Nodelman, Perry. 2008. *The Hidden Adult: Defining Children Literature*. Baltimore, MY: John Hopkins University Press.
- Rahim, Husni and Maila Dini Husni Rahiem. 2012. The Use of Stories as Moral Education for Young Children. *International Journal of Social Science and Humanity*, Vol 2, No. 6
- Setiawati, Nanda Ayu. 2017. *Pendidikan Karakter Sebagai Pilar Pembentukan Karakter Bangsa*. Diseminarkan dalam Prosiding Seminar Nasional Tahunan Fakultas Ilmu Sosial Universitas Negeri Medan 2017 Vol. 1 No. 1 2017, pg. 348-352.
- Soelistyarini, T.D. "Cerita Anak dan Pembentukan Karakter". Presented in Lokakarya Pembentukan Karakter Bangsa Melalui Sastra Anak, 22 Oktober 2011.
- _____. 2013. Representasi Gender in Cerita-Cerita Karya Penulis Anak Indonesia Seri KKPK. *Jurnal Ilmu Humaniora*, Vol. 14, No.2 Hal 182-197.
- Stevenson, N. 2006. *Young person's character education handbook*. United States of America: JIST Publishing.
- Sudaryanti. Pentingnya Pendidikan Karakter bagi Anak Usia Dini. *Jurnal Pendidikan Anak*. Volume 1, 1st edition, June 2012.
- Sugiyono. 2017. *Metode Penelitian & Pengembangan Research and Development*. Bandung: Alfabeta.
- Sukardjo. 2005. *Evaluasi Pembelajaran*. Diktat mata kuliah evaluasi pembelajaran. Prodi TP PPs UNY. Unpublished.
- Tarigan, D. 1995. *Penerapan Pembelajaran Bahasa Indonesia di SD, STLP, SMU Berdasarkan Kurikulum 1994*. Bandung: Theme 76.