

**The 2<sup>nd</sup> International Conference on Child-Friendly Education**

# **The 2<sup>nd</sup> ICCE 2018**



**&**

**Launching of Global CRC Online Network Platform**

Campus 1 of Universitas Muhammadiyah Surakarta  
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# RUNDOWN

## DAY ONE (Saturday 21 April, 2018)

TIME	VENUE	AGENDA	DETAILS
07.00 – 08.00 (60 minutes)	Auditorium Mohamad Djazman	• Registration and Attendance Check	Re-register and Submit the Payment Receipt
07.30 – 08.00 (30 minutes)		• Entertainment 1	1. Traditional Music Performance (Karawitan by lecturers of UMS) 2. Traditional Dance Performance (by SD Muhammadiyah PK students)
08.00 – 09.00 (60 minutes)		• Opening Ceremony	1. National Anthem (Indonesia Raya) 2. Mars Muhammadiyah (Sang Surya) 3. Qur'an Recital 4. Welcome Speech by Mauli Halwat Hikmat, Ph.D. (Chair of the 2 <sup>nd</sup> ICCE 2018) 5. Welcome Speech by Dr. Sofyan Anif, M.Si (Rector of UMS) 6. Welcome Speech by Dr. H. Chairil Anwar (Vice President of Muhammadiyah's Council of Higher Education, Research and Development)
09.00 – 09.15 (15 minutes)		• Keynote Speech	Johan Hultquist (Deputy of Political Issues and Human Rights of the Embassy of Sweden)
09.15 – 10.30 (75 minutes)		• Launching of Global CRC Online Network Platform	1. Bodil Rasmusson, Ph.D (Lund University, Sweden) 2. Dr. M. Thoyibi (Universitas Muhammadiyah Surakarta)
10.30 – 11.30 (60 minutes)		• Plenary Session 1 (and Q&A)	Ari Yoppi Kusumawati, S.E., M.Si. (BAPPEDA Kota Surakarta) <i>Moderator: Dr. M. Thoyibi</i>
11.30 – 11.45 (15 minutes)		• Entertainment 2	Traditional Dance Performance (by PGSD FKIP UMS students)
11.45 – 12.45 (60 minutes)		-In front of Auditorium -Fadlurrahman Mosque	• Lunch Break and Praying Time
12.45 – 13.45 (60 minutes)	Auditorium Mohamad Djazman	• Plenary Session 2 (and Q&A)	Prof. Michael Thomson (Leeds University, UK) <i>Moderator: Wardah Yuspin, Ph.D.</i>
13.45 – 14.45 (60 minutes)	Classrooms	• Parallel Session 1	Parallel Speakers
14.45 – 15.15 (30 minutes)	Fadlurrahman Mosque	• Praying Time	Pray for Muslims
15.15 – 16.15 (60 minutes)	Classrooms	• Parallel Session 2	Parallel Speakers

# Schedule for Parallel Presentation Session 1

DAY/DATE : Saturday 21 April, 2018	TIME : 13.45 – 14.45
MODERATOR : Anis Firdatul Rochma	ROOM : B.2.1

NO.	ID NO.	TITLE	AUTHOR (S)
25	140	THE VALIDITY AND RELIABILITY STUDY OF ALPHABET KNOWLEDGE MEASUREMENT IN EARLY CHILDHOOD	Angela Mahkota, Denny Putra
26	188	SCHOOL COUNSELOR-PARENT COLLABORATION: INCREASE QUALITY OF PARENTING FOR CHILD WELL-BEING	Anggie Nurfitria Sari, Sugiyo, Indra Lacksana, Angga Dwi Prasetya
27	165	THE IMPORTANCE OF MEDIA AS GUIDANCE AND COUNSELING SERVICES IN EARLY CHILDHOOD EDUCATION	Anies Listyowati, Cindy Asli Pravesti
28	176	DEVELOPING A MINI PICTURE BOOK OF “KARAPAN SAPI” TO INCREASE YOUNG LEARNERS’ ENGLISH VOCABULARY	Anis Firdatul Rochma, Sulis Triyono

## DEVELOPING A MINI PICTURE BOOK OF “*KARAPAN SAPI*” TO INCREASE YOUNG LEARNERS’ ENGLISH VOCABULARY

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### Abstract

The vocabulary mastery is very useful in helping the learners to develop the four English skills. The present research was conducted in order to create an attractive mini picture book to help the young learners, especially the young learners in the concrete operational stage, master the English vocabulary. There were five stages employed to develop the mini picture book, which were screening and filtering, searching for the suitable images of the setting and characters, placing and transferring the setting and characters’ images into the eight-page paper, editing the mini picture book’s quality, and organizing the storyline as well as giving a colorful book cover. By employing the mini picture book as the English learning medium in the classroom, it was found that the young learners are able to increase their vocabulary in both English and Madura language. Also, the young learners are able to learn the educative values of *Karapan Sapi* so that they will behave in accordance with the Indonesia’s local wisdom.

**Key words:** *Karapan Sapi*, mini picture book, English vocabulary, young learners.

### INTRODUCTION

The knowledge of English vocabulary is often considered as one of the important aspects in English language learning, since the mastery of English vocabulary might help the learners clearly express their ideas and understand to what other people are saying (Al Qahtani, 2015:31). In addition, vocabulary is the central point in a language, so that the mastery of vocabulary is of the crucial importance to the English language learners. In a nutshell, the mastery of English vocabulary to the language learners plays an important role since it encourages the learners to develop the four English skills in ease.

Teaching English to young learners, especially for the mastery of English vocabulary, is not an easy job. Not only do

the teachers need to develop the learning media which are able to stimulate the five senses of the young learners, but they also need to provide the attractive learning media to keep the learners’ learning interest. Brown (2001:87) proposed five characteristics of the young learners involving intellectual development, attention span, sensory input, affective factors, as well as authentic and meaningful language. The first characteristic of young learners, which is the intellectual development, refers to the concrete experiences to create a functional language learning purpose. The second characteristic of young learners refers to their inability to concentrate on the language learning for a long period of time. In other words, young learners have a short attention span. Thus, it is very important for the teacher to provide attractive learning media rather than the dull

ones. The third characteristic of the young learners, which is the sensory input, refers to the ability of the young learners to concentrate on the language learning if the teacher provides the multisensory learning media which are able to stimulate the learners' five senses. The fourth characteristic of the young learners refers to their emotional sides and feeling involving the attitudes and motivation in English language learning. The last characteristic of the young learners, which is the authentic and meaningful language, refers to the young learners' interest to the meaningful and authentic language learning media.

Considering the five characteristics of young learners stated by Brown (2001:87), it is very critical for the teacher to be able to prepare and provide an appropriate learning medium not only to fulfill the needs of the young learners but also to help them master the English vocabulary. One of many interesting learning media to be employed in teaching vocabulary to young learners is a mini picture book. According to Mourao (2016:39), a picture book is a simple picture-word relationship with the text providing a supportive learning context. With the visual illustration along with the supportive text provided in a picture book, it might not only help the teacher keep the young learners' interest in language learning but also develop the learners' understanding of the world.

In the Piagetian stages of development (Pinter, 2011:9), it is stated that there are four stages in the development of a child, which are the sensori-motor age within the age of 0-2 years old, the pre-operational stage within the age of 2-7 years old, the concrete operational stage within the age of 7-11 years old, and the formal operational stage within the age of 12 years old and beyond. In the concrete operational stage, in which a child already has an ability to think operationally, use analogy competently, appreciate causality, develop the hierarchical classification, and create relational logic, there is a possibility for the language teachers to employ various activities and learning materials including a mini picture book.

In a research conducted by Kaltsum and Wijayanti, (2012:191), it was found that the use of image or picture as a learning medium was able to develop the English learning outcomes of the young learners. The development of the English learning outcomes could be seen through the learners being actively engaged in the learning process. In addition, the development of the English learning outcomes of the young learners could also be seen through the learners' ability to discuss, deliver ideas, as well as answer the teacher's questions in English. In a nutshell, the use of picture as the learning medium was able to create a positive learning situation so that the learners could actively engage in the learning process and, at the same time, increase their English skill.

However, even though a picture book is considered as a relevant and authentic learning media, there is a possibility that the teacher might have a difficulty in finding and selecting a picture book which is suitable to the young learners' level. Also, the design of the picture book is often underestimate or overestimate the ability of the young learners which lessen the chances of the teacher to find an appropriate picture book for the young learners. Moreover, it is very rare to find an English picture book containing the value of Indonesia's local wisdom. According to Sumardjoko (2013:121), the Indonesia's local wisdom whose the main cores are the values of morality, respect, and harmony, are able to shape the learners to be the smart and kind-hearted problem-solvers in the society. Therefore, an English learning media, which is based on the Indonesia's local wisdom, is needed in a language learning activity so that the teacher is capable to encourage the young learners to think globally yet act locally.

*Karapan Sapi* is one of the authentic cultures in Madura consisting the meaningful values of Indonesia's local wisdom. *Karapan Sapi* defines the creativity side of the Maduranese people in fusing the system of beliefs, norm, cultures, and nature resources to create a meaningful value in the social life. Designing and developing a picture book of

*Karapan Sapi*, a folktale of Madura, might be able to create a positive learning situation for the young learners so that they will be able to learn English without ignoring their cultures. Furthermore, with the attractive pictures illustrating the storyline of *Karapan Sapi* folktale, along with the English and Maduranese vocabulary pertinent to the story written next to the pictures, are undoubtedly able to increase the young learners' vocabulary on both English and Madura language.

### **RESEARCH METHOD**

The design in developing the mini picture book was related to the ideas being discussed, which is to teach English vocabulary to the young learners using a mini picture book containing the story of Maduranese folktale "*Karapan Sapi*".

In developing the mini picture book, first, the researcher did the screening and filtering ideas. The screening and filtering stages were done to create an early story draft to make the storyline of the mini picture book be as closely as possible with the original story of *Karapan Sapi*.

After conducting the screening and filtering stages, the researcher searched for the suitable images of the setting and the characters to create a perfect storyline of *Karapan Sapi*. The development of the mini picture book was continued by placing and transferring the setting and characters' images into the eight-page paper of the mini picture book.

After that, the editing to increase the mini picture book's quality was done by sharpening the color of the images, enhancing the quality of the images, and giving the supporting text in both English and Madura language. The completion of developing the mini picture book was done by organizing the storyline and giving a colorful book cover to attract the young learners' reading interest.

The objective of developing the mini picture book of Maduranese folktale "*Karapan Sapi*" is to create a fun and

attractive English learning medium in order to increase the young learners' motivation in expanding their English vocabulary. In addition, the level of the storyline is presented by adjusting to the age of the young learners, which is around 8 up to 10 years old, so that the teacher will be able to convey the English materials as well as the values of Indonesia's local wisdom to the young learners in ease.

### **RESULT AND DISCUSSION**

The present mini picture book is considered as a new innovation pertinent to the learning media in the world of education. A mini picture book containing English vocabulary as the materials presented in the form of visual images based on Indonesia's folktale can be applied as a learning medium in the English classroom activity. In addition, developing and employing the present mini picture book in the learning activity can be a suitable learning medium in order to increase the motivation of learning and reading interest of the young learners in the concrete operational stage, create a fun learning atmosphere, and, at the same time, also instill the values of Indonesia's local wisdom.

#### ***Illustrations in the Mini Picture book***

In 1994, Sones conducted a research by dividing four hundred learners into two groups. Each learner in both groups had an equal or balanced in term of skills. In the research, the two groups took turns taking the lessons using comic and textbooks as the learning media. The results of the research showed that the learners who were given a comic as the learning medium got better results in the learning test compared to the learners who were given a textbook as the learning medium. According to the research results, Sones (1994, in Wuriyanto, 2009) concluded that the illustrations existed in the comic or picture book had a very big impact for the learners. In other words, the quality of

images provided in a comic or picture book was able to improve the quality of the learning outcomes. Therefore, the design and illustration of the mini picture book as a learning medium had been taken into account so that it will be able to not only increase the young learners' reading interest but also able to assist the young learners in increasing their English vocabulary. In addition, since children already have a full emergence of symbolic thought in the concrete operational stage in which they are able to make one thing stand for another (Pinter, 2011:9), the mini picture book will also be able to instil the educative values and beliefs contained in the Maduranese folktale "*Karapan Sapi*" as one of the Indonesia's local wisdom.

#### **Setting and Characterization**

The characters involved in the storyline play a very important role in the mini picture book, since, through these figures, the teacher is able to convey the information and messages to the young learners. In the mini picture book containing the English vocabulary as the materials, the characters had been adjusted in such a way in order to attract the young learner's reading interest. The appearance of the images, the facial expressions as well as the attitudes of the characters had been adjusted and designed as good as possible to show the high standard and positive behaviors of the Indonesia's people. In addition, the characters of the present mini picture book were designed to be able to become the role models for the young learners as well. For example, the character of the King of Sumenep was designed to be a wise and humble leader. Furthermore, the character of the Farmer was designed to show the creativity of the Indonesia's people. According to the Piagetian stages of development, in the concrete operational stage, children have already had an operational thought in which they are able to think in logical fashion (Pinter, 2011:9). Thus, by employing the mini picture book in the language learning classroom, it is not only able to assist the young learners in improving

English vocabulary but also able to provide the valuable character education for the young learners in accordance with the Indonesia's local wisdom.

#### **Picture Design**

The material and information that the teacher wants to deliver and convey to the young learners can easily be channeled through the images in the mini picture book. However, it is the teacher's obligation to carefully list the material-related illustrations due to the fact that there is a possibility in providing a misleading illustration that might damage the young learners' understanding towards the English materials.

The mini picture book containing the story of Maduranese folktale "*Karapan Sapi*" had been designed in such a way in which all the images had been given the attractive colorings. Moreover, the coloring images come with the supporting texts related to the story in both English and Madura language. With the English and Madura language supporting texts placed next to each picture, it is expected for the young learners to understand the folktale in ease. In addition, the supporting texts are expected to assist the young learners in increasing their vocabulary in both English and Madura language. Furthermore, since children already have an ability of decentration in which they are able to deal with more than one aspect (Pinter, 2011:10), the existence of the supporting text in the local language put in the mini picture book was designed in order to help the young learners not only able to master the international language but also master the local language which becomes the pride of the Indonesia's rich cultures.

#### **Storyline**

The mini picture book with a load of Maduranese folktale "*Karapan Sapi*" tells about the King of Sumenep who saw one of his farmers riding a plough pulled by a cow in the field. The humble King was so curious with the interesting activity so that he decided to try riding the plough pulled by the cow. The King was so surprised to find that riding



a plough pulled by a cow was a fascinating activity. Furthermore, the King also had an idea that the interesting plowing method invented by the creative farmer would help all the farmers in his kingdom to plow the fields in ease. Therefore, the King decided to teach all his people to ride the plough pulled by a cow in their fields.

The storyline in the present mini picture book was made as closely as possible with the original sequence of the story so that the young learners will also be able to learn the culture and the local language of Indonesia. The storyline in the mini picture book also contains the moral value derived from the Maduranese folktale “*Karapan Sapi*”, such as it would be very wise for the leader in a region, or even the leader in a country, to take a useful and meaningful suggestion from his/her people in order to develop the region or the country in a creative and futuristic way and make all the people more prosperous.

In the concrete operational stage, children have a gradual loss of egocentricity; thus, they have a capability to lower their inhibition in order to be able to learn and absorb new materials in the language learning in ease, including the English vocabulary. Therefore, by using the present mini picture book as a learning medium, the young learners are expected to be able to increase their English vocabulary. Furthermore, it is also expected that the young learners are able to learn and understand the local language as well as the moral values based on the Indonesia’s local wisdom.

## CONCLUSION

The present mini picture book of Maduranese folktale “*Karapan Sapi*” can be used as a learning medium to assist the young learners in developing and increasing their English vocabulary. With the colorful illustrations and attractive images, the mini picture book is able to attract the young learners to read and understand the storyline presented. In addition, with the supporting

texts available in English and Madura language, the young learners are not only able to increase their English vocabulary but also able to increase their Madura language vocabulary. By studying and mastering the local language and the folktale of *Karapan Sapi*, the young learners are able to develop their characters and attitudes based on the beliefs and values of the Maduranese folktale. Therefore, the young learners in the concrete operational stage have a capability to think globally yet, at the same time, act locally based on the Indonesia’ local wisdom.

## SUGGESTION

The suggested recommendations given for the product usage, among others: (1) For the English teachers, the mini picture book should be used as an innovative, creative, and effective English learning medium in the classroom as a companion of the textbooks. Furthermore, the mini picture book should be interspersed with other learning media so that the students are able to increase the English vocabulary in a useful and meaningful learning situation; (2) For the future researchers, in the process of creating and developing a mini picture book, the critical aspects should be paid more attentions, such as the process of making illustrations, creating the storylines, enhancing the coloring’s quality, as well as loading the important information contained in the mini picture book.



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