

**THE USE OF STORY BOOK “PEEWEE AT THE FARM” IN  
INTRODUCING ENGLISH TO KINDERGARTEN**

**A RESEARCH ARTICLE**

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**THE USE OF STORY BOOK "PEE WEE AT THE FARM" IN  
INTRODUCING ENGLISH TO LEVEL B OF KINDERGARTEN STUDENTS  
OF TK KRISTEN IMMANUEL I PONTIANAK IN THE ACADEMIC YEAR**

**2010/2011**


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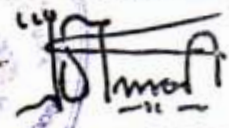
  
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## **THE USE OF STORY BOOK “PEEWEE AT THE FARM” IN INTRODUCING ENGLISH TO KINDERGARTEN**

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**Abstract.** This research was conducted in Level B kindergarten students at TK Kristen Immanuel I Pontianak which is located at JL. Gajah Mada No. 250, Pontianak, Kalimantan Barat to prove that the use of story book “Pee Wee at the Farm” is an effective way to introduce English. In collecting the data, the researcher used qualitative and quantitative assessment by using interview and observation sheet as the qualitative assessment, and oral test as the quantitative assessment where the students were asked some questions and repeated them. In the result it can be found that introducing English to kindergarten students using story book “Pee Wee at the Farm” was an effective way to attract and motivate the students’ interest in English. It was shown that all of the 20 students got the extraordinary score, means that the students were able to repeat and understand more than 7 simple sentences taught based on the story book. There were 18 students got the perfect score, means that the students were able to repeat and understand all 10 simple English sentences. There was only one student that was able to repeat and understand 7 sentences and only one student that was able for 8 sentences.

**Keywords: English Story Book, Introduce, Effectiveness.**

**Abstrak.** Penelitian ini dilaksanakan pada siswa taman kanak-kanak Tingkat B TK Immanuel I yang terletak di Jl. Gajah Mada No. 250, Pontianak Kalimantan Barat untuk membuktikan bahwa penggunaan buku “Pee Wee at the Farm” adalah sebuah cara yang efektif untuk memperkenalkan bahasa Inggris. Dalam mengumpulkan data, peneliti menggunakan penilaian kualitatif dan kuantitatif dengan menggunakan lembar wawancara dan observasi sebagai penilaian kualitatif, dan uji oral sebagai penilaian kuantitatif dimana siswa ditanyakan dan diminta mengulangi materi. Hasil yang ditemukan adalah bahwa memperkenalkan bahasa Inggris kepada siswa taman kanak-kanak menggunakan buku cerita “Pee Wee at the Farm” adalah sebuah cara yang efektif untuk menarik dan memotivasi ketertarikan siswa pada bahasa Inggris. Ditunjukkan bahwa ke-20 siswa memperoleh nilai diatas rata-rata, dimana mereka mampu mengulang dan memahami lebih dari 7 sampel kalimat sederhana yang diajarkan dari buku cerita tersebut. Ada 18 siswa memperoleh nilai sempurna, yaitu mereka yang mampu mengulangi dan memahami 10 kalimat Inggris sederhana. Hanya ada 1 siswa yang mampu mengulangi dan memahami 7 kalimat.

**Kata kunci : Buku Bahasa Inggris, Mengenalkan, Efektifitas**

In Indonesia, English is taught as foreign language. It starts from Primary School to University. The development of information and technology in the world makes English becomes the most important and dominant language as communication tool. English also becomes the focus in the area of knowledge and education. Concerning the position of English as a foreign language, Hariyono (2006:5) explains that the Indonesia government has put English as a foreign language into education curriculum. He states also that English starts to be taught from Elementary school grade to college whether in the formal or informal institution. As the result, it is expected for the new generations to be able to take information and technology from international world and bring it for the Indonesian development.

However, there are some differences concerning teaching English as a foreign language to children in contrast to adults or adolescents. Children are the next generations that are expected to master English well in the future. According to Cameron (2003) it is explained that the differences between teaching English to children and to adolescents are that children are more enthusiastic in taking the lesson but more easily lose interest than adolescents. As the result, teaching children is not an easy task. In teaching English to children, teachers should consider other elements in children themselves. Teachers should give students to actualize themselves in their intelligences or their natural talents. Teaching children means also to let the children solve problems in their daily life and not merely learning subjects and skills.

Considering the above explanation, the researcher also finds some problems concerning teaching English to children. Children are probably able to follow and take the lesson and get good mark in the end of the lesson, however, the teaching and learning process is less interesting for children. It makes the children lack of interest with the English subject and easily forget about the lesson they have learned. As the consequence, researcher as the teacher finds it is more difficult and waste more energy to teach English, since the teacher should increase or take children's interest and attention first.

In order to be introduced to English and learn new words, students should participate in different task-used activities in their classroom whether it is a guessing task, an oral exercise or conversation. It is especially focused on students' development and the use of words in different context by making the English lesson enjoyable. Young learners who learn English as a foreign language should be separated their skills development from what is perceived by the adult language teaching. For young learners, spoken language or oral form of English becomes the primary source in teaching English. It is because new language, especially new words, is largely introduced, understood and practiced orally (Cameron, 2003).

Based on the above explanation, the writer intends to make a research in the connection to children's interest in learning English. The research is to introduce English to Level B of kindergarten school. The English introduction is then should be interesting because as it is stated above, the problem that the researcher faces is in children interest. The researcher therefore makes a research on the use of English

story book for children to introduce English of the Level B of kindergarten students of TK Kristen Immanuel I in the academic year 2010/2011. Immanuel kindergarten school is a trilingual kindergarten school that uses three languages and located at Jln.GajahMada No.250 Pontianak.

Concerning the supporting media used in learning and teaching, teachers can select and use one of them such as story book. English story book with interesting pictures, interesting story and simple English is good for those who want to improve their skill in English, especially children. The teacher therefore can help to introduce the English through this media in an interesting way. The English story book chosen in this research entitles *Pee Wee at the Farm*. It is a story book for children which presents kinds of interesting and fun pictures and knowledge that can teach students to say something, especially the simple sentences. This story book consists of sentences of simple introduction in English, such as "Hello! My name is Pee Wee," "He is Pippin, my little brother," or "My mother is a lovely woman." The sentences involved some grammatical rules such as pronoun. However, the researcher intends merely to introduce the spoken English by teaching children to say the sentences by repeating the teacher's saying and to understand the meaning of the sentences in Indonesian.

Since pictures are naturally interesting to children, therefore, the researcher is attracted to this topic is because English story book for children is one of the ways used by the teachers to introduce something new especially in education of English. The reason is because an English story book for children movie is attractive, funny, and colorful.

Realizing the fact above, the researcher restricted the problem in the use of *Pee Wee at the Farm* English story book to effectively introducing English to students.

It is believed that there are the connections about teaching and learning process and age of a learner or student. Some believe that children learn languages faster than the adults. There are also some beliefs concerning the thoughts of the connection of age and learning. However, it can be said that everybody agrees that age has the connection and should be considered as an important element for the teachers. Harmer explains that the age of students is a major factor in the teachers' decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills; the teachers might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults the teachers can reasonably expect a greater use of abstract thought. (Harmer, 2004).

This explanation justifies that age is important consideration if a teacher wants to deliver the lesson or to teach the materials. As the result, it is not debatable that teaching children is different with teaching adults, as it is stated above. It is explained that, "Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand

why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult” (Cameron, 2003:1).

It can be explained further that in teaching English to children at young age, there are the needs of some principles that are complex yet important if a teacher wants to come to the goal of English teaching. Moreover, Crosse also explained that the ways in which children learn best through play and first-hand experiences are also the most appropriate ways for them to become either bilingual or multilingual (Crosse, 2007).

However, it is not suggested to underestimate young learners, since all normally developing children master the complexity of pronunciation, grammar, and vocabulary of their first language within the first four or five years of their lives. Not only do children learn to use highly sophisticated grammatical forms of their first language, they also develop an impressive vocabulary. During particularly intense periods of language learning, such as toddlerhood, young children learn a new word every waking hour of their day (Gordon, 2007).

It is understood that teaching and learning is process. Teacher teaches, and students learn from teacher. In process of teaching learning process, teacher uses something to make his teaching learning process effective. The material and aids which are used by teacher to make his teaching very effective is called teaching aids and instructional material. The language teaching is not a static process but it is a dynamic process. We know the general objectives and specific objectives of teaching English. Teacher should select teaching material and instructional according the objectives decided by teachers so that skill of reading, understanding, writing and speaking and sub skills of skills could be developed in students.

Media used in language teaching is very varied, depending on the methodology used in the English language classroom as a foreign language. Some methods refer to the procedure of levels. Some emphasis is placed on the need of real objects or texts as the media to show the authenticity of communicative situation. In teaching, it is needed all media resources, which are involved in teaching and learning including technology, audio and video resources, computers, multi-media languagelabs, projectors, films, and video (Richards and Schmidt, 2002).

Story book is one of interesting media used for introducing English to children. English story book is very interesting to children in some reasons. First, usually the story book for children involves funny, colorful and interesting pictures. Second, there are characters in the story that make the children interested to the story more. And third, the children will easily understand the English sentences and vocabularies because of the simplicity (Crosse, 2007). Another importance of the use of English story book is to help the children or students understand the meaning of a word, phrase, or sentence through the story or pictures presented. The children will more easily understand the English language by recall it first in their own language, in this case is Indonesian, and then recall it in the English language (Harmer, 2004). Furthermore, an English story book will help students to understand the spoken

language needed in this research easily because it helps students to associate ideas with pictures or chronological order of particular narration in the story book (Patel and Jain, 2008).

In this research, the researcher uses an English story book entitled *Pee Wee at the Farm* from GramediaPustakaUtama. The story is about Pee Wee, a puppy character who lives in a farm. There are many characters which are different kinds of animals. The children will feel happy to read the story and see the colorful pictures. This story book consists of the introduction of the characters. The student therefore is expected to be able to understand and use sentences for introduction in English.

The class is given some specific sentences concerning simple introduction in English. The researcher gives 10 simple sentences where children should at least able to repeat and understand the meaning in Indonesian 7 sentences in the end of the meetings to reach the target.

The sentences are:

1. Hello! My name is Pee Wee.
2. He is Pippin, my little brother.
3. Her name is Pipper, my sister.
4. My mother is a lovely woman.
5. He is my father.
6. She is Karen.
7. Wilma is a small calf.
8. Mr. Ermin is a gentleman.
9. Belvis is a white mouse.
10. Mrs. Hester is wearing an orange sweater.

## METHOD

The writer applies the descriptive research in analyzing this research. Nazir (1988:63) stated , “*Metodedeskriptifadalahsuatumetodedalammeneliti status sekelompokmanusia, suatuobjek, suatu set kondisi, suatusistempemikiranataupunsuatukelasperistiwa padamasasekarang*”. It is explained that the descriptive research method is a method in investigating the status of a group of human being, an object, a set of condition, a thinking system or an event class in a present time or current condition.

Furthermore, it is also explained that: “Descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of a situation as it exists at the time of the study. There is no administration to control of a treatment as is found in experimental research. The aim is to describe ‘what exist’ with respect to variables or conditions in a situation” (Ary, 1979:295).

It means that unlike the experimental research, the researcher does not test the hypothesis but look for information to assist in the decision making. Therefore, the

writer would like to use the descriptive research method to describe the data collected from the Level B of kindergarten students of TK Kristen Immanuel I, Pontianak. In this case the research is intended to describe the use of English story book to introduce English.

According to Best (1979:267), population is any group of individual that have one or more characteristics in common that are interest to the researcher. The population may be all the individuals of particular type or more restricted part of the group. The population of this research is in the Level B students of the kindergarten school at TK Kristen Immanuel I, Pontianak. The students are divided into two classes, Class B1 consists of 20 students and Class B2 that concists of 20 students.

Nawawi at.al cited in Kuswati (2000:33) says “there are six applicable Techniques of data collecting. They are direct observation, indirect observation, direct communication, indirect communication, measurement and documentary technique. Two techniques of data collecting are applied in this research. They are direct communication techniques and measurement techniques. “One way of obtaining data is simply to ask questions. The interview and the questionnaire both utilize this approach. These instruments can be used to obtain information concerning facts, beliefs, feelings, intentions, and so on. Although both the interview and the questionnaire make use of the question approach, there are important differences between the two methods” (Ary, 1979:173).

Obviously, the questionnaire assessment cannot be done. It is considering the population is kindergarten students that are still considered have some difficulty or even unable to read the sentences or questions in the questionnaire. Therefore, the interview is applied in the direct communication. The researcher uses the structured interview, which is the questions and alternative answers are predetermined and are rigidly followed with all the respondents. Since it is standardized, the answers can be easily analyzed and classified. The respondents will merely answer by yes, or no to the questions given.

Therefore, the tools of collecting data that are used in this research are:

1. **Interview**

Interview is a method of data collection by asking questions directly to the respondents. The interview used in this research is structured interview, where the answer and the interview are already predetermined so that the respondents can simply answer the questions.

The assessment interview involves discussion between a student and the teacher, usually focusing upon work the student has been doing in the classroom and on test results. The interview allows for assessment of affective factors relating to the student (attitude, worries, beliefs, etc.) as well as cognitive and academic factors relating to the subject matter (Westwood, 2008). It is also suggested an individual interview with a student as a powerful way to learn about a student’s thinking and to give him or her some special



attention and guidance. In a one-to-one interview it is possible for teachers to uncover concerns and misconceptions a student may have. The interview list is enclosed in the appendix.

## 2. **Observation Sheet**

According to Westwood, planned observation represents a very important and natural means of classroom assessment. Observations are often more useful than formal testing because they can be carried out unobtrusively and they yield information that more formal testing instruments cannot obtain. They also provide valuable supplemental information in such areas as the students' task-approach skills, application of knowledge, reasoning (synthesis and analysis), and problem solving (Westwood, 2008).

Observation checklists are often based on a task analysis of the component skills needed for carrying out a particular process. For example, the assessment of a child's handwriting skill might involve the detailed observation of the child's pencil grasp, sitting position, position of the paper, movement of fingers, size and proportion of letters, linkages, etc.

## 3. **Oral Test**

The outcomes from the learning process can be varied. Sometimes the outcome will be a tangible product such as written work, a diagram, or an object; but sometimes the 'product' refers to other types of output such as an oral report, a performance, a presentation to the group, participation in discussion, or answering of oral questions. Each student is not expected to produce exactly the same amount, type or quality of work as every other student. Individual students might negotiate what they will produce, and how they will produce it.

Oral test is test given to children in order to know their achievement in understanding and repeating the materials, which are simple English introduction sentences. This test is implemented by asking the children to repeat the simple sentences said by the teacher based on the materials in the *Pee Wee at the Farm* story book. The teacher also asks some simple questions which the children must answer concerning the meaning of the sentences in Indonesian.

## **FINDING AND DISCUSSION**

### **Finding**

To answer the problem of the research, the researcher observe the students' activity in the class in learning simple English sentences by using *Pee Wee at the Farm* story book. The observation sheet is used to assess and observe students' interest in learning simple English sentences. The researcher also uses oral test to find the quantitative assessment concerning the students' development in learning English

sentences. The last, the researcher uses interview sheet by directly asking the students about their interest in learning some simple English sentences. This interview is used to find the students' interest in learning English and to get the qualitative assessment which is the most important in this research.

### A. Interview

The researcher used the interview to recognize and find out the students' interest in learning and teaching process of using English book story, especially *Pee Wee at the Farm*.

The teachers asked each student some questions and then the teacher ticked in the yes or no column, depends on the students' answers.

No	Questions	Michelle		Isabel		Wilson		Ethan		Kendrick		Charlie	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Apakah kamu senang melihat gambar-gambar di dalam buku ini?	✓		✓		✓		✓		✓		✓	
2.	Apakah cerita di dalam buku ini menarik?	✓		✓		✓		✓		✓		✓	
3.	Apakah kamu suka belajar bahasa Inggris menggunakan buku ini?	✓		✓		✓		✓		✓		✓	

### B. Test Assessment

By the end of this meeting, the teacher gave an oral test to the children based on the meetings had been done. The scores were also found and noted during the meetings. The score in this meeting was based on the school report card which consisted of:

- a. **Extraordinary:** point more than 7. It means that at least the children were able to repeat and understand 7 simple sentences in the end of the meetings.
- b. **Excellent:** point 5-6. It means that at least the children were able to repeat and understand 5-6 simple sentences in the end of the meetings.

- c. **Good:** point fewer than 5. It means that the children were able to repeat and understand fewer than 5 sentences in the end of the meetings.

### 1. Students' Oral Test Score

No.	Name of the Student	Repetition and Sentence Meaning
1.	Michelle	10
2.	Isabel	10
3.	Wilson	10
4.	Ethan	10

### Discussion

It was found from the data of interview that all of 20 students were interested in learning English by using English story book *Pee Wee at the Farm*. The interview data showed that by using the book, the students were encouraged to study English well.

To know the qualitative assessment about the students' interest, it can be seen from the observation sheet. This observation was done by the researcher's partner while the researcher was teaching.

It can be seen that:

- a. All students listened to the teacher's explanation.
- b. Students also paid attention to the teacher's story and quietly follow the teaching and learning process.
- c. Students also actively involved in the teaching learning process activity using the story book by acting out and were able to retell the story.

Therefore, from the observation sheet it could be gathered that students were interested in learning English using English story book *Pee Wee at the Farm*.

From the data of the students test score, it was gathered some results, they were:

- a. All the 20 students got the extraordinary score, means that the students were able to repeat and understand more than 7 simple sentences taught based on the story book.
- b. There were 18 students got the perfect score, means that the students were able to repeat and understand all 10 simple English sentences.
- c. There was only one student that was able to repeat and understand 7 sentences and only one student that was able to repeat and understand 8 sentences.

It also means that there were 100 percent students could reach the target. The purpose of using the story book was to encourage students is improving their English, especially in using simple sentences. It was done by showing the interesting and funny pictures and stories, so that the children would enjoy the learning and teaching process.

From the discussion above, it can be seen that the use of English story book, *Pee Wee at the Farm* could introduce English to students of kindergarten school. The students become more and more interested in learning English sentences. They also can improve their English in the future by putting appropriate media and encouragement from the teachers.

The purpose of using the story book was to encourage students is improving their English, especially in using simple sentences. It was done by showing the interesting and funny pictures and stories, so that the children would enjoy the learning and teaching process. However, the researcher found some difficulties in the process. They were:

1. The limited book so that the children who were very enthusiastic should be controlled to in order not to disturb the other children who also had the same opportunity to see the book.
2. Some students tended to be interested in the pictures and stories more than the lesson itself.

As the result, the researcher had some strategies to overcome these difficulties. They were:

1. Each student should be encouraged to be patiently pay attention to the teacher, so that they could get his or her turn to watch the book with interesting pictures. The researcher also stood in front of the students and showed the book page by page so that all of students could see the pictures together.
2. The teacher concentrated on the lesson by explaining more carefully and the students were encouraged to repeat and understand the sentences, which were the materials of the lesson, by comparing the students themselves with the characters in the story book so that the students would concentrate also in the lesson and still in the fun way because they could act like Pee Wee and the characters that they love in the book.

From the discussion above, it can be seen that the use of English story book, *Pee Wee at the Farm* could introduce English to students of kindergarten school. The

students become more and more interested in learning English sentences. They also can improve their English in the future by putting appropriate media and encouragement from the teachers.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the research findings and analysis of the students' score, quantitatively and qualitatively, the researcher draws some conclusions (1) teaching and learning process of introducing students of kindergarten school to some simple English sentences using English story book *Pee Wee at the Farm* was effective. It was shown that all of the 20 students got the extraordinary score, means that the students were able to repeat and understand more than 7 simple sentences taught based on the story book, (2) there were 18 students got the perfect score, means that the students were able to repeat and understand all 10 simple English sentences, (3) there was only one student that was able to repeat and understand 7 sentences and only one student that was able to repeat and understand 8 sentences, (4) the use of funny and interesting pictures and story of English story book, *Pee Wee at the Farm*, in increasing students' interest and motivation was effective by looking at the interview result and observation sheet.

### **Suggestion**

Referring the result of the research, the researcher provides some constructive suggestions as follows, (1) the teachers are suggested to use more story books in order so that more students get the books and involved in the learning and teaching process. It will help the teacher or researcher in controlling the class easier, (2) the teachers should encourage the students by always using colorful pictures or other interesting materials that can encourage the students' motivation in learning English, (3) the teacher should be creative to find the materials, pictures or topic to make the teaching and learning process interesting and fun, (4) providing feedback for students is needed so that the students know their mistake and how to correct them.

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