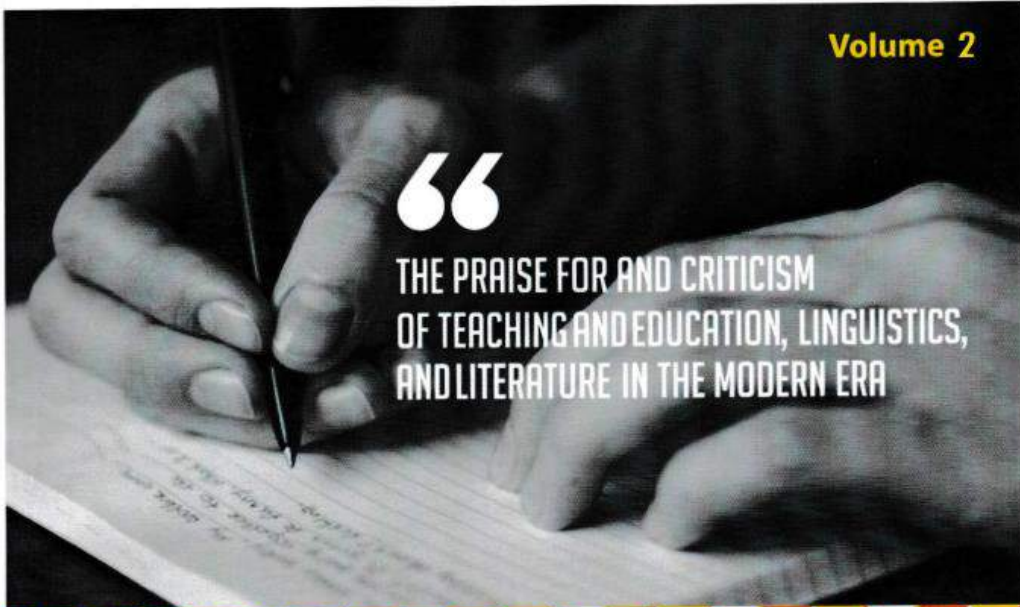




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THE PRAISE FOR AND CRITICISM
OF TEACHING AND EDUCATION, LINGUISTICS,
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TABLE OF CONTENTS

1. The Complex Predicate and Grammatical Relation in Javanese <i>Murdiyanto</i>	1
2. Conflicting Ideas between Language and Identity: the Case of Children in Surabaya <i>Slamet Setiawan</i>	12
3. Functions and Roles of Styles in Communication <i>Subandi</i>	26
4. Reading Jungian Individuation in Mary Shelley's <i>Frankenstein</i> and Robert L. Stevenson's <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> <i>Mukaromah</i>	35
5. Tracing the Absences of Human Identity in Aravind Adiga's <i>The White Tiger</i> : Silhouette of Identity <i>Rahmat Setiawan</i>	47
6. Feminist Existentialism in Orhan Pamuk's <i>The Museum of Innocence</i> : Criticism in the Modern Era Literature <i>Therestian Vandra and Riska Puspita Sari</i>	57
7. The Use of Comics for the Effectiveness of Teaching Vocabulary <i>Anis Trisusana</i>	66
8. The Effect of Referential and Display Questions on the College Students' Oral Communication <i>Asrori</i>	73
9. Teachers' Adjustment for a Better Education in the Modern Era <i>Bambang Harmanto</i>	81
10. The Improvement of Students' Responsibility and Learning Result in Literary Criticism through Self-Assessment <i>Darni</i>	89
11. Reading Difficulties at Word Level in the English Department of the State University of Surabaya <i>Fauris Zuhri</i>	102
12. Origami Book 和紙のお人形 (Washi No Oningyou) as Kanji, Vocabulary, and Reading Subjects for Students in University Level (Through A Constructivism Approach, as an Alternative) <i>Novi Andari</i> <i>Umul Khasanah</i>	110
13. Guiding Autonomous Learners through Android Applications <i>Nurul Hasanah Fajaria</i>	123
14. Integrating Teaching Language with Service Learning <i>Ria Rossiana Trisnawati</i>	129
15. The Implementation of Car Principles to Motivate Students in Book Report and Review Class <i>Rini Susanti Wulandari</i>	136
16. The Use of Facebook in the Learning of English <i>Wiwiet Eva Savitri, M.Pd.</i>	142

17. Developing Animated English Reading Story Material for Young Learners <i>Dr. Yudhi Arifani, M.Pd and Slamet Asari, M.Pd</i>	149
18. The Importance of the Chinese Language Education in Indonesia 《印尼汉语教育的重要性》 <i>Thea Sairine</i>	156
19. The Students' Communication Strategies in Speaking Class at The English Department of State University of Surabaya <i>Him'mawan Adi Nugroho</i>	160
20. Teaching Languages in The Modern Era Through Communicative Language Teaching (clt) Approach Using a Song as a Teaching Media <i>Honest Ummi Kaltsum and Diana Apriliya</i>	172
21. The Word-formation of Colloquial Words Created by Indonesian Teenagers in Facebook <i>Hana Puspa Sari Dewi</i>	183

Developing Animated English Reading Story Material for Young Learners

Dr. Yudhi Arifani, M.Pd and Slamet Asari, M.Pd
English Education, Muhammadiyah University Gresik
(yudhiarif_76@yahoo.co.id)

Abstract

Currently reading does not merely consist of wordy text, which is very challenging and hard for young learners to understand, but it also needs a media to deliver the message from the text in more easily ways. Considering that problem, this study tries to facilitate young learners with animated reading video, which can bridge them to comprehend the content of the reading material well. The researcher also develops variety of activities, which can assist students to master their reading skills as well as their reading comprehension.

The results of the development covers three topics, namely (a) heroism topics, (b) adventurous story and (c) moral value stories completed with some exercises and students activity to the exercises. Secondly, the animated reading stories are also equipped with students' activities consisting of students' worksheet, exercise and simplified vocabularies completed with role play and performance exercises. The followings are the summary of the final product for the development of the animated video reading story completed with variety of activities following scientific approach model, namely, observing, questioning, experimenting, associating, communicating, and creating: (a) the first part of the reading activity consists of pre-reading activity which covers pictures observation and questions based on the adopted video, (b) the second part elaborates whilst-reading activity. In this part, the researcher equipped them through different activity from all the scientific approach models which rely on students based activities to empower their communicative potentials. (c) Finally, at the last part, post-reading activity, the researcher facilitated an activity for the students to learn the lesson or moral values generated from the story through creating authentic tasks.

Keywords: *development, EYL, animated reading story*

1. Introduction

Elimination of English lesson at primary school curriculum in 2013 has provided a more powerful inspiration for the improvement and development of English language learning at an early age levels particularly at schools that have not implemented the 2013 curriculum. This situation may also encourage those interested to learn English seek access to how they can learn English on their own with an effective presentation material. Therefore, English language learning materials need more attention to meet the elements of self-acceptance on English language learners.

The first thing that has to be taught to the students of elementary school is reading; mastering vocabulary is the most important thing before they are being able to read, listen, speak, and write. Vocabulary mastery plays a very important role in all levels of study including elementary school, as what Thornbury (2002: 13), concluded on the importance of learning vocabulary that without (knowing) grammar, little can we express. But without (knowing) vocabulary, we can not disclose. It is true what is revealed by. Although we have the grammar skills (grammar) are good, but the capability will be in

Analysis activity relies on collecting relevant information through needs analysis (learning and target needs) from literature reviews, students, English teachers, experts, and practitioners through interview, questionnaire, and observations. It is designed to get stunning or vivid needs of teaching objectives, competence, reading materials, and animated story. Meanwhile, at design stage, the researcher develops the prototype of the animated reading story material from the results of need analysis. It covers material specifications, reading story text/content, language and material performance. Further, at development stage, reading objective, skills covered and reading story activities are initiated to develop based on the previous stage through reviewing relevant literature, experts and practitioners review. Fourth, at implementation stage, classroom action research is executed to generate a model or strategy in teaching animated story reading. It is initiated to develop teaching guidelines for teachers. Finally, at evaluation stage, revisions are gained from practitioners' reviews as well as teaching implementation results.

3. Finding and Discussion

3.1 The Result of Need Analysis

3.1.1 Learning and Target Needs

The results of the need analysis are amounted from questionnaire to ten students who had collection of English children stories and interview five Elementary English teachers who implements video-based teaching, (English stories) in their classroom teaching. From the result of the interviews, it is found that (a) for the first point of the use of animated story in reading, all the teachers argued that animated picture story help them understand the material more easily. From the students' point of views all of respondents like animated picture story; (b) Secondly, for the topic selection, respondents prefer to have adventurous, moral value and heroism stories; (c) Next, respondents' preferences on classroom activities, they like to have matching picture and their character, arranging picture into stories and performing the stories in role play; and (d) Then, related to language competences, they expect the language should be able to support their English skills especially in their communicative competence through simplified vocabulary.

3.1.2 Comprehension Skill

There reading skills should be involved in the development of animated reading story. First, literal comprehension skill, in this case, the students are able to answer the question from the story. Second, interpretive comprehension skill, they are expected to be able to answer the question in the story through interpretation. Shortly, the answer of the question must be implied from the story. The third is critical question, in this point, the students are hoped to be able to guess or predict the following story from the reading. They can develop their critical thinking by summarizing character or predicting to continue the story based on the clues in the story. Reading the animated video includes of some pictures, sounds, and subtitles. So the teacher can give pause when it plays and invite the students to read together and do another activity from the reading.

3.1.3 The Scope of the Material

The animated reading stories encompasses three topics, namely: (a) first, animated reading story will be limited to heroism topic. In this point, the students are introduced with the heroism stories. It is executed to trigger their imagination so they will easily be able to induce the content of the story simultaneously with the expressions used in it, (b) Second, the coverage of the animated reading story is adventurous story, and (c) The last coverage is moral value story. It is hoped that the reading content of the animated reading story will help the students digest the moral values initiated from the story.

3.1.4 Teaching Method

Based on the interview with all English teachers, it is found that they like to implement inductive teaching model relying on interactive activities for the students. In addition, the researchers further develop scientific approach model which covers observing, questioning, experimenting, associating, communicating and creating. This model refers to Curriculum 2013 which emphasizes on modern pedagogical dimension in learning, using a scientific approach. The Learning process implementing scientific approach touch three areas, namely: attitude (affective), knowledge (cognitive), and skills (psychomotor). With such a learning process it is expected that the learning outcomes will make students productive, creative, and innovative through strengthening integrated attitudes, skills, and knowledge. The teaching method being developed as a result of this study serves communicative approach where the teacher is no longer the only information giver and the students are building communication as they play more role in running the function of the language. The students then are responsible to their cognitive process.

3.1.5 The Development of Animated Reading Story Material

The results of the need analysis are initiated to develop the animated reading material. Hence, the researcher adapted three animated reading stories from several sources. First, relevant topics about heroism, adventurous and moral value stories are collected. Then, selection and compilation process are initiated in this step. Finally, story creation is emerged to write simplified reading story which meets the students' language competence. The duration of the animated reading story plays at about five to ten minutes. In this stage, the character of the story and its attributes are drawn in a separate form to assist and equip students with sufficient background knowledge before analyzing the video. In addition, teaching activities are also elaborated into scientific approach model focusing on the learning activity for the students.

Portrays of the scientific approach models are explicated in the following steps. First, at pre-teaching reading activities, the students are displayed some characters from the story. Then, they are assigned to observe the characters. Some questions and instructional activities are developed to accomplish the question stage. The content of the questions comprises three types of question proposed in this study, namely: literal, interpretive and evaluative comprehension. In whist-reading activities, the activity starts from observing the animated picture story with its text and audio visual devices. The students are assigned to watch, listen, and observe the story. At question stage, some

questions are proposed to check students' comprehension on the three types of comprehension above.

The number of analytical question is greater than literal question types. It is aimed at training students' critical thinking toward the story. In experimenting, associating and communicating stages students are assigned some activities to match, tell and to describe very concise characters from the story with simple vocabulary. Demonstrating the characters, classifying the character based on their attributes emerge in this stage. Finally at creating stage, students are assigned to socialize and find their best friend and describe what makes they like or dislike their best friend and its attributes. In this stage, the researcher also provides real the project guidelines in doing the creating stages. At post-reading activity, feedback gathering is executed through guiding questions to check students' learning progress.

Finally, the development of the animated reading story also comprises evaluation procedure to assess students' learning progress through portfolio, vocabulary tests, and rubric. Teachers' teaching guide is also developed to meet the appropriate teaching execution generated from the try out and revision stage.

3.1.6 Validation, Try Out and Revision

The first part tells validation process and findings. The validation involves two different experts and specification, namely (a) English teacher practitioners and CALL practitioners. The data from the practitioners reveals that the developed animated reading material is categorized into highly appropriate material. Some revisions on the language use tells: (1) simplifying unfamiliar into more simple vocabulary, (2) revising some punctuation, (3) Revising some indicator of the rubrics and assessment, and (4) adding some more media (various different characters and their attributes) in pre-reading activities.

The second part portrays the try out. The try out is done through classroom action research to find some strengths and weaknesses of the project implementation in the real classroom context. Further, another goal of the try out is to get ideal models/strategies in implementing animated reading story in the real classroom teaching. A set of implementation strategies for the teachers' teaching guidelines is necessarily developed as well. Some strategies are generated from the try out. Those are (1) in pre-reading activities, it works best if the teacher provides some picture relevant media to the topic such as characters of the story and their attributes to provide them with background knowledge of the story so that they can understand the story more easily. In whist reading activities, teacher should provide a variety of activities for the students to avoid dullness. Next, teacher instruction toward the activity should be simultaneously performed with a models and examples. Real task such as practicing the value of the story in the real context should be emerged as well. Maintaining communicative teaching models is very effective to avoid the emergence of Indonesian language in the classroom. Finally at the post-reading activity, feedback is raised through questioning to their whether the students learn from the classroom.

The final step comprises revision. The process of the revision is done through the following activity. First, because it is quite difficult for the students to understand the text

so the researcher did some simplification to make the reading comprehension activity more understandable for the students. In order the students can retell the story and to avoid playing the video many times, consequently the researchers provide some printed story so that in reading, speaking and writing activity they can just see from the printed pictures. Second, for the glossary had to be provided to make the students understand the content of the video and respond the story more easily. Third, to support students' speaking activity the researcher provided some word chant with their context to assist them communicate in simple and meaningful way.

3.1.7 The Final Product

The final product are three animated reading stories which cover three topics, namely (a) heroism topics, (b) adventurous story and (c) moral value stories completed with some exercises and students activity to the exercises. Secondly, the animated reading stories are also equipped with students' activity consisting of students' worksheet, exercise and simplified vocabularies completed with role play and performance exercises. The followings are the summary of the final product for the development of the animated video reading story completed with variety of activities: (a) the first part of the reading activity consists of *Pre-reading Activity* which covers pictures analysis based on the adopted video. It is aimed at activating the students' prior knowledge before entering the real reading activity. Then, it is also followed with some questions to focus and collect the students' knowledge and experience on the topic which is going to be discussed; (b) the second part elaborates *Whilst-reading Activity*. In this part, the researcher equipped the activity with video watching activity. It is aimed at giving overview for the students about the content of the story as well as the way to read the text based on the video. In short, it gives a model of reading the text from the video in more appropriate pronunciation pattern. Moreover, the video also provides animated pictures which can help students more easily understand the content of the text given. Their comprehension is assisted through the animated video. The next, the researcher also equipped with reading aloud activity in this part as a medium to ensure that the students are already capable in reading aloud activity. It is aimed at knowing the students understanding toward the ways on reading as modelled in the video. It is also help teachers to be more effective and efficient in drilling reading activity which usually takes longer time to correct students reading ability than students' reading comprehension. Glossary was also provided as a medium to bridge the students who do not have enough vocabulary to talk about the topics. Some activities to increase the students' reading comprehension skills are also provided. In this point the students are also demanded to be more creative to retell and perform the story into their own language and expression; (c) Finally, at the last part, *Post-reading Activity*, the researcher facilitated an activity for the students to learn the lesson or moral values generated from the story.

4. Conclusion and Suggestion

The conclusions of the study are drawn from the result of the development and also from the try out by considering some strengths and shortcomings of the study. First, pre-reading activity provides positive effect for the students to activate their background

knowledge and experience as it can help them understand more easily about the topic. Pictures also provide meaningful bridge for the students to connect and bring imaginative text into more real context. In organizing the reading comprehension activities must be given in graded in order to train students reading comprehension step by step. Finally, to make the reading activity more meaningful and efficient so the frequency of providing video has to be considered very wisely.

Based on the result of the development, essential suggestions are raised in this part. First, as it is reflected in the try out process where the students get some difficulty in understanding the content of the text so, it is recommended that the researcher has to simplify both the reading text and teacher's language. Providing guided picture before analyzing the story is another worth-implementing.

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