Story Telling Through Animated Films for Early Childhood Students at Kindergarten

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ABSTRACT

This study aims to look at the vocabulary of children at the age of 4-6 years at Kindergarten Fadhilah Amal 3 Tunggul Hitam Padang by using Animated Films Story Telling. The researcher wants to see the the students language development through the activity of introducing the English Language by Animated Story Telling. This research is a descriptive study using a qualitative approach. The research subjects were children in B3 class 3 at Kindergarten Fadhilah Amal 3. Data collection techniques used in the form of observation, video, and documentation.

Keywords: Story Telling, Animated films

I. INTRODUCTION

Education is learning knowledge to improve the ability of the children. Education can be done starting from an early age, because in the early childhood development of children growing rapidly. (Arinoviani, Pudjawan, & Between, 2016)explain the child is the first process to undergo a unique development with rapid and fundamental for the further development of the child. In line with the above opinion, while explaining that the child has developmental stages in accordance with the age range of 0-8 years(Yulsyofriend, 2013), while(Rozalena & Kristiawan, 2017) ECD is an integral institution of the National Education System.

1. English In Children

    Kids need to know about the language appropriate to the level of language development in children, especially in the introduction of foreign languages to children. Communicating with others should use good language to express their feelings, and their language can make a difference in other people's thoughts and feelings(Evanofiana, Araz and Izzati, 2019).

    This period of time is very valuable for children to know the facts in their environment as a stimulus to the development of the child. The goal is as follows: a) In this period of linguistic development of children being very good to use as a basis for further linguistic development; b) An early start to do more to provide a better learning time for teaching English as a foreign language, the sooner you start, the more time to learn; c) Children learn their first foreign language in pre-school or primary school level have a better chance to learn a second foreign language in secondary schools; d) Learning a foreign language at an early age stimulate the child's ability to use his native language better(Yaningsih, 2016).

As for the level of English in Indonesia, which is called the first foreign language (the first foreign language). Because after we interact globally, and can communicate with English-speaking foreign languages said International(Samad and Tidore, 2015), The introduction of English has been done since childhood, that is when they are in kindergarten. A growing number of parents who want their children to master the English language makes a lot of early childhood institutions that enter in Britain in learning activities(Pransiska, Official, State, 2019).

2. Concept of Story Telling (Storytelling) in Children

    Story Telling or storytelling is one of the methods and techniques in the introduction of English and highly preferred by children, storytelling can be done using an interesting animated films for children. in line with the opinion(Eliza, 2017) said that the story is the sole copyright Satra, which is usually carried out in the instructions to the child in the story.

    Meanwhile, according to (Nuryanti & Herman, 2017)stating that the child can be told through the story of the puzzle that can help children think critically in scaffolding. In this case the teacher can give children the example of first command while the rest of the instructions beginning and end of the story is set by children as active regulator stories and storytellers.

    Samad and Tidore (2015) mentioned that the introduction of English in children can be implemented with a variety of levels, but how to tell time in English.

    It is concluded that Story Telling concluded is important to use to introduce English to children. Story Telling is telling stories that one of the methods and techniques that can introduce foreign languages to children, because the story Telling aspects of child development can grow optimally. Storytelling also use

props that are attractive to children so that children love the story is told and also contains the meaning of the child.

II. RESEARCH METHODS

Based on the problems found in the field with the purpose of research, it is formulated that the kind of research is descriptive with qualitative research. According to(Giri, 2017: 15) Qualitative research is a research method that is based on the philosophy postpositivisme, used to examine the condition of natural objects. and according to(Sukmadinata & Syaodih, 2011: 72) descriptive study is to describe or illustrate phenomena that both natural and human engineering.

The research instrument according to (Giri, 2017: 102)the instrument is an instrument used to measure the natural and social phenomena are observed. The instrument will be used to collect data in this study is the observation format, the format of the interview, and documentation format.   Format observation, observation is a guideline format for collecting data that is carried out systematically and deliberately, through observation and recording of symptoms was investigated. The format of the interview, the interview will be conducted by asking a series of questions on several subjects or informants.

Documentation used in this study is a camera for taking photos and describing video further research resulting data set. The technique of collecting data by (Giri, 2017: 224) data collection techniques are the most startegic in research, because the ultimate goal of the research is to get data, without collecting data, the researcher will not get the data that meets the standards prescribed data.

III.   RESULTS

Peers are people who are age and maturity level that is about the same. Peer plays a unique role in child development. One of the most important functions of peer is to provide resources and areas of the world outside the family,(Santo, 2007: 205), Early childhood language development especially English, which seen from kindergarten Fadhilah Amal 3 Tunggul Hitam Padang. It is adjusted by observation and interview as follows.

Children would like to re-together in the English vocabulary mentioned teachers, continuously until the class B3 able to mention the vocabulary itself.

Trying to interpret the vocabulary of English in accordance with the image shown by the teacher. Here, researchers looked at child B3 for his passionate and enthusiastic in learning English vocabulary, so that children are scrambling to come forward B3 shows images corresponding to the vocabulary in speaking teachers.

Having the ability to distinguish images. B3 child is able to distinguish between an image with another image in the form of size, type, colour, and taste of the images shown teachers.

IV. DISCUSSION

English using the Story Telling in Film Animation for children Kindergarten Class B3 Fadhilah Amal 3 Tunggul Hitam show good results; this can be done in the learning process. Therefore, a teacher must have the ability to design and implement a variety of methods that can create a fun learning for children.

One of the method that can be used is Story Telling through animated films to make children interested and excited in learning. Story Telling with animated film is an activity that can train children to be more responsive and fast and can remember the vocabulary that has been carried out with an interesting animation film and color. The project used a fruit theme, be introduced to a variety of fruits with English. In line with the opinion(Triharso, 2013: 77) that "vocabulary can be taught to explain the characteristics of animals, fruits, or plants".

English Story Telling through animated films for children was very good in the learning process more interesting to do. Moreover, with Story Telling through animated films do not make children become bored. English Story Telling through animated films can make children be focudsed to the movie and children can also see the real form directly, children can concentrate and imagine in learning process.

V. CONCLUSION

The results that have researchers do about English with Story Telling in Film Animation in Early Childhood at Kindergarten Fadhilah Amal 3 Tunggul Hitam can be concluded that children in kindergarten Fadhilah Amal 3 is able to master English vocabulary so that children B3 class can enthutiastically say, interpret, express and distinguish vocabulary that is aappropriate to the theme studied by children.

English Story Telling in Film Animation can be used as one of the learning activities that can develop children's language, especially in the English subsidiaries and mouth coordination.

VI. SUGGESTIONS

For teachers suggested that children's language skills must be developed in various ways and varied activities, so that learning will be more attractive to children. English Story Telling is a way used by teachers in language development.

For schools suggested that with many different kinds of learning media today, the school as one of the educational institutions that facilitate children in learning in innovative learning framework. Schools can try out English with Story Telling as one of the innovations in learning to develop children's language skills. Furthermore, it is suggested that further studies can be conducted by a guide to further research.

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