

**DEVELOPING PATTERN BOOK AS YOUNG LEARNERS' READING
MATERIAL**

Paper

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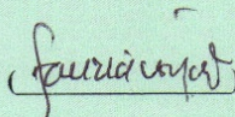
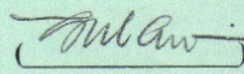
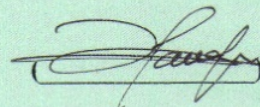
HALAMAN PENGESAHAN

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DEVELOPING PATTERN BOOK AS YOUNG LEARNERS' READING MATERIAL

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ABSTRAK

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Dalam pengajaran *reading*, ada beberapa materi ajar yang bisa digunakan dalam mengajarkan keterampilan ini kepada *young learners*. Salah satunya yaitu dengan *pattern book*. *Pattern book* sebagai materi ajar dalam belajar *reading* sangatlah memudahkan *young learners* untuk memahami suatu bacaan karena adanya gambar yang memudahkan siswa dalam mengilustrasikan sebuah cerita. Selain itu, *pattern book* juga memberikan pengulangan frasa di dalam kalimat pada cerita yang di hadirkan buku ini sehingga *young learners* mudah memahami isi cerita dengan baik. Biasanya kebanyakan guru belum menggunakan bahan ajar *reading* yang menarik minat baca dan memudahkan *young learners* untuk memahami isi bacaan. Oleh karena itu, *pattern book* ini dapat digunakan sebagai salah satu bahan ajar yang menarik bagi *young learners* karena adanya gambar dan pengulangan frasa tersebut. *Pattern book* ini dapat di buat sendiri oleh guru dan isi cerita pun bisa disesuaikan dengan budaya daerah, norma, serta perkembangan kognitif peserta didik yang diajar oleh masing-masing guru. Cara pembuatan *pattern book* ini pun tidaklah begitu sulit. Oleh karena itu, makalah ini bertujuan untuk menjelaskan tentang cara pembuatan *pattern book* sebagai bahan ajar *reading* yang menarik untuk *young learners*. Sebagai dampak dari pembuatan makalah ini, guru EFL untuk *young learners* dapat membuat *pattern book* sebagai bahan ajar *reading* dengan sendirinya. Sehingga guru-guru EFL dapat menjadi guru yang lebih berkompetensi dan kreatif dalam membuat bahan ajar.

Key words: young learner, teaching reading to young learners, materials development, pattern book, cognitive development of young learners.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In Indonesia, English is taught from elementary school based on decree 060/U/1993 about the possibility of teaching English as local content. For all learners, teachers teach them four skills in learning English. They are listening, speaking, reading, and writing. For reading skill, students are asked to read aloud the text and understand the text clearly. In listening, students learn to listen to a spoken text and try to understand what it is about. By involving in communication that uses English in the classroom, students will be able to speak English. Then, by practicing in writing through different kinds of English texts, students can understand English well in written forms.

To get more understanding in reading, students need to use a good strategy in comprehending a text or story. Furthermore, for young learners, their willingness in reading will be helped by reading interesting materials including picture books, predictable stories or pattern books, flash card, and other attractive visual materials.

The law number 22/2006 about school based curriculum and the law number 41 in 2007 require the teacher to create learning environment which are interactive, inspiring, challenging, fun, and motivating learners to actively participate in learning

activity in form of doing something and playing in the classroom. Hence, students will have space to build their independence related to their need and their physical and psychological development. Furthermore, the law No.22/2006 about school based curriculum is also produced by considering the positions of English as a foreign language. This curriculum becomes a guide for designing materials, preparing teaching media, and conducting the appropriate classroom techniques and activities.

As this paper focused on reading, triggering student's desire in reading is difficult for Indonesian learners. This problem demands the teacher to provide inspiring, motivating, fun, interactive, and challenging reading materials. Young learners typically love to read a colorful, readable story book, and have a drawing in their storybooks to make them prefer in reading and catch the idea of the authors in those stories easier. Nevertheless, these demanded materials are not provided.

In order to serve student's need, all of teaching materials should be prepared by teachers themselves. Nevertheless, the materials that are utilized by teachers do not have materials that can be understood by the students easily. One of the materials usually used by teachers is *LKS*. This material is created by *MGMP (musyawarah guru mata pelajaran)*. For instance, *LKS* created by *MGMP Bahasa Inggris Jawa Tengah* for 6th grade and 4th grade in elementary school. There are several weaknesses that can be found in this *LKS*. The first is most materials in this *LKS* provide students difficult exercises. For instance, students are asked to answer the questions of 5W + 1 H (what, who, where, when, why and how questions), translating sentences, and

making a short dialog. Exactly, answering WH questions, translating sentences, and making a short dialog are too difficult to do by young learners.

Moreover, this *LKS* is also created without dealing with students' development. In order to make students able to master English very well; their development must be considered in creating the materials. Considering cognitive development of young learners, Piaget (1980) says that young learners' cognitive development is in the concrete operations level that can perform operation and logical reasoning replaces intuitive thought as long as reasoning can be applied to specific or concrete materials. This means that students need the materials which have the clear examples and illustrations in which students given the concepts of the lesson that can be understood clearly. However, the materials provided in *LKS* created by *MGMP Bahasa Inggris Jawa Tengah* for 6th grade and 4th grade in elementary school do not serve such kind of materials. For instance, the story for reading section does not provide pictures for each plot of the story. It just gives one picture representing the story in general. As a result, it is difficult for students to understand the story and to answer the questions about the story.

By reading a simple text with interesting pictures illustrating the story, teachers help their students to master it well. If the students can understand the material better, their ability in English is enhanced. Because of the teaching reading material for young learners are not appropriate with students' cognitive, this material should be more developed. There are several reading materials used in teaching

reading to elementary school students. One of suggested reading material for elementary school students (young learners) is pattern book. This material is proposed by Linse (2005) in her book “Practical English Language Teaching”. It is advised to use because this pattern book uses repetitive phrases and predictable pictures for each plot and sentence of the story. This kind of material will help the students to understand the story easier. Thus, children cognitive development can be achieved.

B. Limitation of the Problem

Based on the identification of the problem above, this study is limited to help teachers in developing their reading materials. This study will focus on young learners reading materials in developing pattern books as young learners’ reading material.

C. Formulation of the Problem

The problem of this study is formulated by following question:

“How do teachers develop pattern book as young learners’ reading materials?”

D. The Purpose of the Study

The purpose of this study is to help teachers to develop young learners' reading material by creating pattern book so that young learners are interested in reading and able to master it well.