

**Developing Picture Story to revitalize Kudus Local Culture in English Learning for
Young Learners**

Mutohhar
Imaniar Purbasari
Nur Fajrie

Abstract

Teaching English for young learners must be interesting and enjoyable. It is the challenge of the teacher, he/she must be able to choose the appropriate method, technique, material and also media. The consideration of choosing them is related to the purpose. Besides introducing English as one of foreign language to young learners, the purpose of introducing English to young learners is prepare the young learners to face the globalization era by maintaining the local culture to filter the other culture. To combine both of purposes, this study is aimed to develop Picture Story media in learning English for children to revitalize local culture in globalization

By using Reserach and Development (Samsudi, 2006:74), the steps of this reserach were (1). introduction step (2) development step, and (3) evaluation step. In introduction step the researchers reviewed some literatures and analyzed the needs, then in development step, the reserachers created the Picture Story, got the validation from the experts and tried out the product in SD Muhammadiyah I Kudus and SD I Jati Kudus. And then in evaluation step, the reserachers revised the Picture Story.

As the result of the study, Picture Story is needed by the teacher to make the learning process interesting and enjoyable for the students, because some students are familiar with the local story, so they just focus on the language used in the story. Besides, the teacher also revitalize the Kudus local culture in globalization era. And as the assessment from the expert, the Picture Story is recommended to be used by the English teacher in teaching and learning process.

Keywords : Picture Story, Kudus Local Culture, English for Young Learners, Reserch and Development

A. Introduction

Lots of limitation among space and time in individual interaction in globalization era demand ability to interact and communicate which is effective and efficient. The attention to this phenomenon has become important study for academician. The interesting question is how to integrate local wisdom which can be informed to international as the result of global culture for the next generation. It is real that language and art hold important position in global relationship and go international.

English learning doesn't make the students feel hard if it is served enjoyably, and the readiness of getting ability in English will be useful for the students to face challenges and competition in the globalization era in the future. The purpose of English learning for

students is to make them interest, so the teacher can choose appropriate method and media for teaching the students. One of the methods which can be used is using telling story method by using Picture Story media.

The activity of telling story to the students through language learning by using attentively or receive message in the story. Beside to develop the language, the story can give an example of a positive social life if the teacher can choose a story with an appropriate message (Suyanto, 2007: 19). The story is a narrative that stretches how is thing happened (events); essay that said act, experience, or suffering people; events and so on (which is that really did happened and that just fictitious)

Picture media according to RJ (1982: 24) is a kind of language that enables communication, which is expressed through signs and symbols. Picture Story in question is a tool which is book contains of stories using interesting pictures. It is needed creative thinking and innovation to create results local culture that is packed to be accepted and studied globally. Not only as a subject in the curriculum, but we can think more broadly and holistically minded that English should be introduced to the students at the beginning of the generation in integral education. Efforts to preserve local culture such as lifting the diversity of local cultures can make the younger generations have a responsibility to their environment. Preservation of local culture by reprinting and making a new culture cannot be brought the characteristics of the local culture be something interested by young people yet.

This study is to provide a model of culture preservation with global communications medium to develop student's Picture Story media in English language learning. This is a new visualization toward the local cultural characters in Kudus in the study of social science, language and art in order to be acceptable, especially for elementary school students.

Based on the background and the identification of problems that have been pointed out in this study is “how is the development of Picture Story media in Learning English for Children to revitalize local culture in Globalization”?

B. Discussion

Picture Story is a medium which combines a story with picture (visual) to support the story in order to give comprehension related to the content of story. Mitchell in Umi Faizah (2009:252) said that Picture Story is a book consists of picture and words where the picture and words are unity, they are dependent each other.

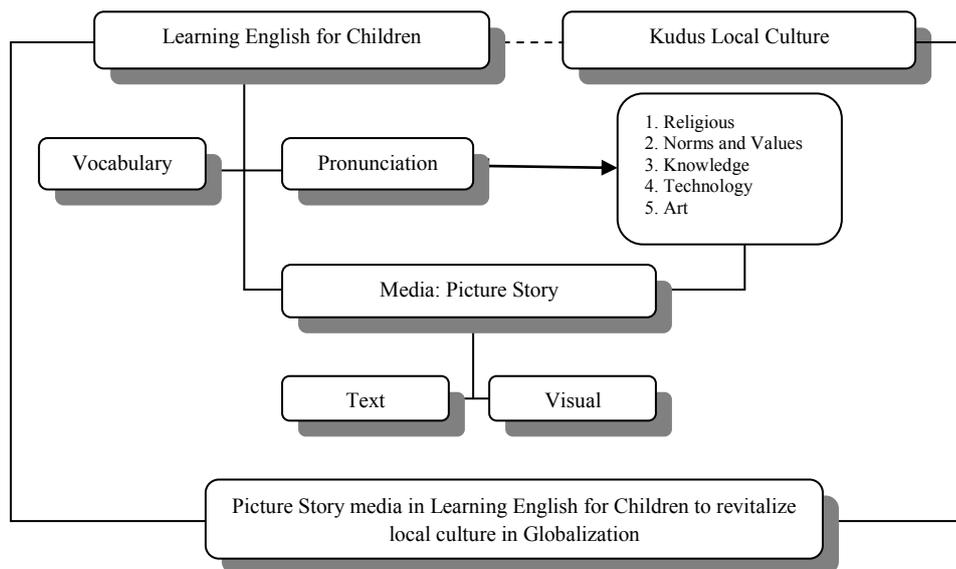
The characteristics of Picture Story based on Sutherland in Umi Faizah (2009: 252) are:

- a. Picture Story is simple and direct
- b. Picture Story consists of serial concepts
- c. The concept can be understood by children
- d. The writing style is simple
- e. There is an illustration which completes the text

Designing Picture Story media for Children in learning English is made by inserting the interesting picture and using the simple text including simple vocabularies.

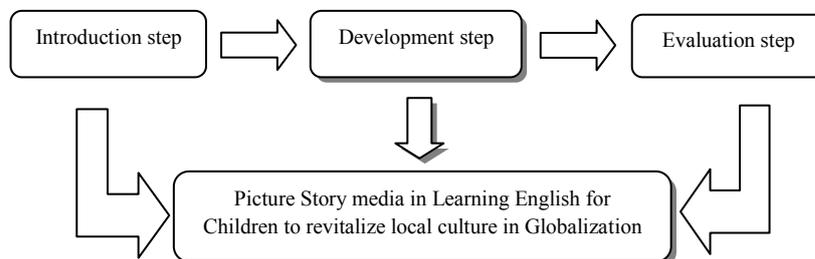
Picture Story for Children are made by using Kudus local story in form of serial book of learning material in order to make focus toward the introduction of Kudus local culture in learning English. By using Picture Story consist of Kudus local culture, hopefully can revitalize the culture of Kudus because it can introduce Kudus in global era, besides it can also create an innovative and creative learning for children.

The framework of this reserach is designed as as follow:

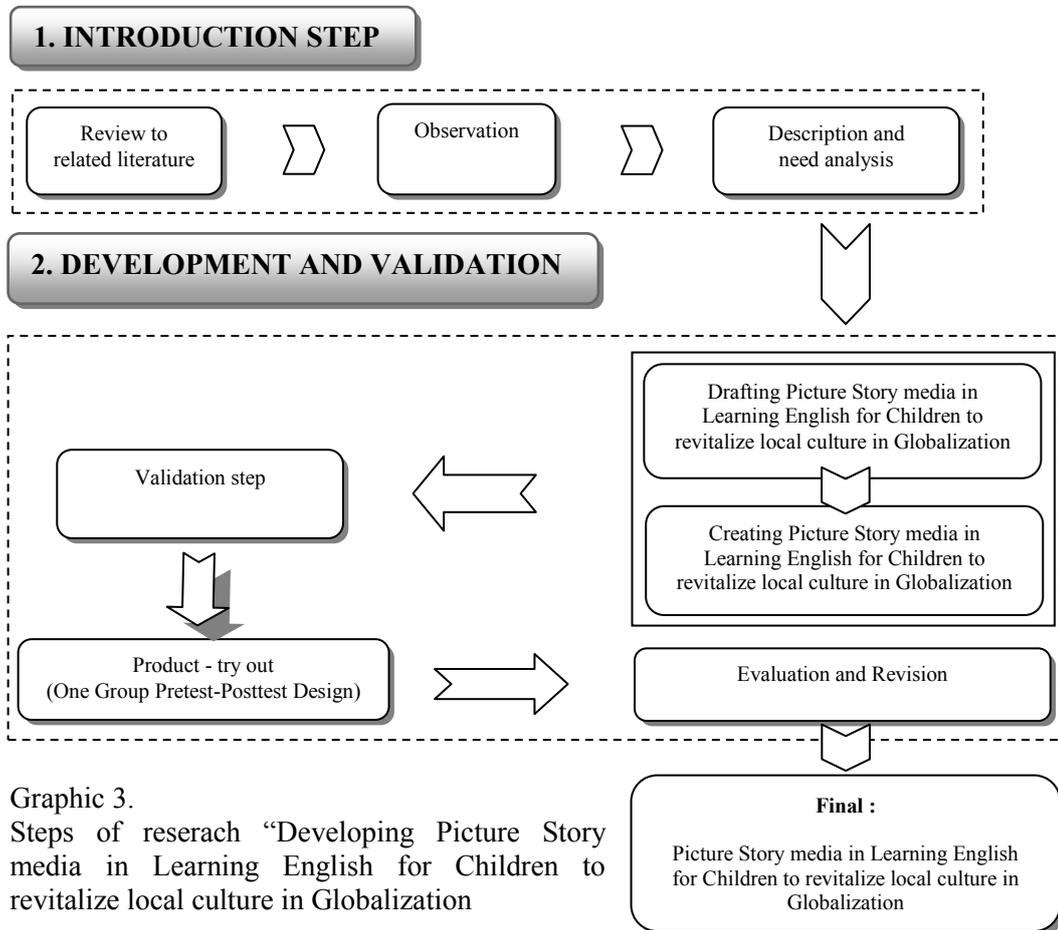


Graphic 1. Theoretical Framework in this research “Picture Story media in Learning English for Children to revitalize local culture in Globalization”

According to Samsudi (2006:74) Research and Development create a component in education system through development steps and validation. In general the steps of this Research and Development can be seen in following picture.



Graphic 2. The steps of developing Picture Story media in Learning English for Children to revitalize local culture in Globalization



Graphic 3.
 Steps of reserach “Developing Picture Story media in Learning English for Children to revitalize local culture in Globalization

In introduction step, the researchers reviewed some literatures including the syllabus of English subjects for elementary students and culnsulted with some experts. From these activities the reserachers got some references especially related to the steps of developing media, principles and characteristics of picture media for children and also clear descriptions about the media and material content of Englsih subject in elementary school.

In observation step, the researcher observed the culture of Kudus society by visiting and watching directly the culture consist of local ceremony, archaeological remains, inheritance, heritage and folklore. To complete the observation, the resercaher interviewed local historians, prominent figure of local society

**The 1st Internasional Conference on TEYLIN
(Teaching English for Young Learners in Indonesia)
Muria Kudus University**

No	Culture elements	Kinds of Kudus Local Culture
1	Religious	Klenteng Hok Hien Bio
		Kompleks Menara Kudus
		Masjid Bubar
		Makam Kyai Telingsing
		Makam Sunan Muria
		Masjid Loram
		Makam Sunan Kedu
		Masjid Nganguk Wali
		Larangan Penyembelihan Sapi
		2
Santri Kudus Kulon		
Pengusaha Rokok Kretek Kudus		
Buruh Rokok Kretek Kudus		
e. Gusjigang		
3	Knowledge	Pendidikan Pesantren
		Makam RMP Sosrokartono
		Museum Kretek
4	Occupation	Rokok
		Bordir
		Pabrik Gula Rendeng
5	Technology	Bedug Menara Kudus
		Rumah Adat Kudus
		Rumah Kapal
		Fosil Stegodon
		Jenang Kudus
		Lentog Kudus
		Sate Kerbau
		Soto Kerbau
		Pakaian Adat Kudus
6	Language	Dialek Kudus
7	Art	Bulusan
		Dhandhangan
		Buka Luwur
		Ampyang Maulud
		Nganten Mubeng
		Tari Kretek
		Seribu Kupat
		Gunungan Jenang

The next step of this reserach were deciding the main idea in Kudus local story, then arranging the synopsis consisted of main idea, main sentence, language focus (vocabulary and pronunciation) then writing the draft of the story. Then the researchers visualized the story into picture with the following characteistics; (1) two dimension form with the size 21 cm x 29 cm. (2). Colorfull picture within text (3) single object of picture who tells the sequence of event

After resulting the product, the researchers applied the product to the students of SD Muhammadiyah I Kudus. As the result of application, the students felt happy and got interested in joining the class, they had more attention when the story is told by the teacher. Another comments from the teacher is that she can use the picture story media easily.

As the last step of the research, in evaluation step the researchers asked the validation from the experts and also teachers evaluation related to the try out. The the reserachers got some suggestion, they are (1) some sentences are too complicated, so they need to be simplified (2) less in emphasizing the language target (vocabulary and pronunciation,only focusing on the culture (3) the picture illustration is too simple, it needs to be more detailed (4) it is only appropriate for the high level of the students, starting from class four until class six

C. Conclusion

Based on the results and discussion of the development of student's picture series in English learning to revitalize local culture of Kudus is known that Picture Story is needed by the teacher to make the learning process interesting and enjoyable for the students, because some students are familiar with the local story, so they just focus on the language used in the story. Besides, the teacher also revitalize the Kudus local culture in globalization era. And as the assessment from the expert, the Picture Story is recommended to be used by the English teacher in teaching and learning process.

References

- Richards, J. C. & Rogers, T. S. 1986. *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK: Cambridge University Press.
- Samsudi. 2006. *Desain Penelitian Pendidikan*. Semarang: Unnes Press.
- Suyanto, Kasihani K.E. 2007. *English For Young Learners*. Jakarta: Bumi Aksara.
- Umi Faizah.2009. *Keefektifan Cerita Bergambar untuk Pendidikan Nilai dan Keterampilan Berbahasa dalam Pembelajaran Bahasa Indonesia*. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta.