Analysis of the Application of Storytelling and Flashcards in Early Childhood English Learning

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Article Info	Abstract
	The need for English language learning for early childhood is very high, especially in the context of developing students' skills at the PAUD level. The progress of a nation requires its people to be proficient in using English. Therefore, the Indonesian education system is currently trying to introduce English as an international language to early childhood students. English language education is highly recommended if introduced to young children. Especially before the age of 12 years. The early childhood category includes those aged 2 to 7 years. This age stage is a golden moment for the development of children's language skills. They can understand various languages like native speakers, so this opportunity needs to be utilized to the maximum. Therefore, learning English requires an effective and appropriate teaching process and methods. There are several methods used to teach English, including context which includes game media, experience using cards, namely the flashcard method and storytelling methods using songs and story methods. Storytelling and flashcard methods are suitable and successful methods in the English language learning process for early childhood.

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1. INTRODUCTION

Childhood is the right time to develop language because childhood is a time of rapid development and growth. This childhood is often referred to as the Golden Age, namely the golden age. During this period, various potentials within humans can be developed. Where physical, motor, cognitive, social emotional and language development. Childhood is also a period that requires extra attention. All advantages or privileges that at this time cannot be repeated a second time. That's why childhood is called a determining period for later life. Maria Montessori in Britton (1992:13), an early childhood education figure, stated that in the age range 0-6 years children experience a golden age which is a time when children begin to be sensitive/sensitive to receiving various stimuli. During this golden age, children easily accept stimuli from their environment.

According to Hurlock in Alex Sobour (2003: 133), initial development is more important than subsequent development, because the initial basis is greatly influenced by learning and experience. Language development for early childhood includes four developments, namely listening, speaking, reading and writing. This development must be carried out in a balanced manner in order to obtain optimal results. As their language knowledge grows and develops it also increases in capacity, breadth and complexity. Therefore, during this early development period, English learning can also be practiced.

Foreign language education in Europe and America began in the fifties and became very popular in the sixties but declined in the seventies. English education and learning is based on the idea that learning a foreign or second language will be better if started early (Hammerby, 1982:265).

As an international language, English is used as a global communication tool. In the era of revolution 4.0 and society 5.0, English has become the most common and most important communication language to use. Therefore, English is used by all groups in Indonesia. However, in reality, in Indonesia, English is a language that is difficult to learn or master, even for young children who are still in the "Golden Age". The biggest challenge found in the field is not because children don't like learning English, but rather that English learning methods tend to be boring (Cameron: 2001). Based on Constitution No. 20 of 2003 concerning the National Education System, article 4 paragraph 4 concerning the Principles of Implementing Education, that education is carried out by providing an example, building will and developing students' creativity in the learning process.

According to the research results of Osbora, White, and Bloom in Michelle (2017), human intellectual development at the age of four has reached 50%, at the age of 8 years 80%, and at the age of 18 years it can reach 100%. This research explains that the golden age is a period where a child absorbs everything around him, as well asaffects children's mental and personality development (Fitriana and Kusrihandayani, 2017). In practice, learning English requires learning methods that are fun for students and can also build students' self-confidence, motivation and creativity (Uzer, 2019). One method that can be used in learning English for young children is by using storytelling and flashcard methods. Meted storytelling is often used in English language competitions. According to research written by Satyarini (2012), the use of storytelling in learning can improve speaking skills, grammar, pronunciation and vocabulary. This method can also have a tremendous effect in terms of the development of spoken language and awareness of how other people see the world because it can help provide students with multicultural understanding (Yamin, 2017). Wright (2003) said that children's understanding of stories increases when they directly participate in telling stories, thus honing their language skills. The use of storytelling media can be combined with flashcard media, where according to (Suryanto, 2020) flashcard media is one of the visual media that can be given to students. In its use, flashcard media is a small card containing images, text or symbols that remind or guide students to something related to the images that can be used to practice spelling and enrich vocabulary (Arsyad, 2011).

In previous research conducted by Eka Rizki Amalia, et al (2019), childhood is a very appropriate time for developing early childhood language. Because at that time children are in the Golden Age, namely the golden age where language develops from easy to complex. Children's language development is a combination of social interaction, emotional development, cognitive abilities, and physical and motor development. Early education has an important role in developing children's potential. Therefore, teachers must use learning methods that follow children's learning patterns. Every child has their own learning patterns and effectiveness in learning. Children's learning needs and patterns are things that are met optimally. Researchers use learning methods by telling stories in their research. According to researchers, the application of storytelling techniques can overcome differences in students' learning interests. Presenting good storytelling techniques can foster children's imagination and encourage creativity in conveying the message or information conveyed. Apart from that, through stories, when children listen and follow the storyline, at that time children's emotions, fantasies and imaginations become active. Apart from that, the world of children is a world without boundaries, in the sense that what they see, hear and feel will influence their thinking and will be remembered for a long time. So, the researchers concluded that learning through the storytelling method is an effective means of educating and teaching children without giving the impression of being patronizing.

2. RESEARCH METHOD

This study used descriptive qualitative method. Qualitative research is research conducted with researchers who are the instruments in the research. Furthermore, qualitative research is research results obtained not from statistical data processing, but the research results obtained from natural data, which are then analyzed by applying a descriptive approach (Sugiyono, 2010)

The aim of this research is to develop early childhood English, then the data will be presented in descriptive form. Data obtained from interviews and observations, it is necessary to carry out detailed research in the field so that the data obtainedthe moreTherefore, it is necessary to reduce data for the purpose of data analysis.

The next stage is presenting the data to create an overall specified description. Presentation of data is conveying information based on result datainterviewand observations and arranged narratively. By presenting data, researchers understand what is happening and enable them to do something in the analysis

3. RESEARCH RESULTS AND DISCUSSION

Education is an adult's effort to guide children. Meanwhile, early childhood education (PAUD) is the level of education before the basic education level which is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness in enter further education.

Kindergarten is a form of formal early childhood education unit that provides educational programs for children aged four to six years. Bromelystatethat language has two symbols, visual symbols that can be seen, written and read while verbal symbols can be spoken and heard. Children can manipulate these symbols in various ways according to their thinking abilities, as well as learning at pre-school age to introduce a language or sentences requires non-verbal language, namely visual symbols which will help children's memory because

look directly at the object mentioned. Meanwhile, according to Susanto, language learning for children begins with the activity of hearing vocabulary or sentences spoken by other people, understanding them, then finally responding.

In the storytelling method activity with flash cards, new languages other than mother tongue can be acquired. For example: the first language is Indonesian and the second language isLanguageEnglish, so that we can develop aspects of the language through learning that is integrated with other aspects of development. This is reinforced by A Faidal's opinion. English as an international language has a very important role in our lives because this language has become an obligation to be studied by various levels of society.

Learning a foreign language or English for pre-school children is the right time to introduce it because early childhood will find it easier to absorb a new language in accordance with Hurlock's opinion which states that early childhood is the right time to start learning a foreign language, because children are flexible in imitating sounds as a result of the elasticity of the sound mechanism and they do not yet have mature pronunciation habits. Therefore, in this research, the introduction of children's English through the storytelling method assisted by flash card media will increase children's interest in learning English. Based on the results of research conducted at PAUD Nurkamilah, East Sepatan sub-district, English language learning for children aged 6-7 years was carried out using the storytelling method with flashcard media, which can develop the English language of young children. Learning is carried out by the teacher telling stories to the children accompanied by flashcard media to add explanation to the vocabulary given.

3.1 English

English has become an international language used in almost all areas of global life. English has also become a world language that dominates the era of communication to connect and transfer knowledge throughout the world. This provides the assumption that mastery of English is a very important need for today's modern society because mastery of English makes it easier for someone to expand their relationships in the international world. As Fromkin said, "English has been called 'the lingua franca of the world'" (1990: 259).

The position of English in Indonesia is the first foreign language. This position is different from a second language. Mustafa (2007) in this case states that a second language is a language that children learn after their mother tongue with the characteristics of that language.

used in the surrounding community. Meanwhile, a foreign language is a language from another country that is not generally used in social interactions. The position of English in Indonesia has resulted in the rare use of English in social interactions in society so that English is a language that is difficult to learn because it is a language that is difficult to learn. English is a foreign language that is not used every day in people's lives in Indonesia.

In fact, mastery of English is a very important skill in today's information and communication era. This really determines how we can interact globally. The current issue of globalization demands quality human resources who are able to communicate in various foreign languages, especially English as an international language. Foreign language skills are needed to master knowledge, have broad social relationships and have a good career. This makes everyone from various circles motivated to master English.

communicate in various foreign languages, especially English as an international language. Foreign language skills are needed to master knowledge, have broad social relationships and have a good career. This makes people from various circles motivated to master English quickly and learn foreign languages more quickly than adults (Santrock, 2007:313). A study conducted by Johnson and Newport, 1991 (Santrock, 2007:313) showed that immigrants from China and Korea who started living in America at the age of 3 to 7 years had better English skills than older children or adults. Another research that states the benefits of mastering a foreign language early, states Mustafa (2007), that children who master a foreign language have advantages in terms of flexible intellectual, academic, language and social skills. Apart from that, children will be ready to enter a social context with various languages and cultures. So that when they grow up, children will become quality human resources and can excel. Mustafa (2007) added that children's understanding and appreciation of their own language and culture will also develop if children learn foreign languages from an early age. The reason is because they will have greater access to foreign languages and cultures.

However, teaching English in Indonesia is different from teaching English as a second language in countries where English is the medium of communication. In Indonesia, English is the first foreign language that must be taught in junior high school and high school, while in elementary school it is one of the local content lessons which is actually not (or) not yet a mandatory subject. Although currently English has been tried to become a foreign language as a subject or later as a "medium" in bilingual education (Chamot, 1987). In fact, currently a bilingual learning program is being tried for mathematics and science subjects in elementary schools in grades 4 and 5 (42 elementary schools in 30 provinces).

In fact, the aim of teaching English includes all language competencies, namely listening, speaking, reading and writing. English is also very different from children's

first languages (Indonesian, Javanese, Sundanese and other regional languages in Indonesia). It is important to understand these linguistic differences so that learning can be justified. These differences include: speech, spelling, language structure, stress and intonation, vocabulary, and cultural values of the foreign language. English is also known as a language that is precise in time (tenses), precise in numbers (singularplural), and precise in person (feminine and masculine).

3.2 Storytelling Method with Flash cards

According to Echhols (in aliyah) Storytelling consists of two words, namely story means telling a story and telling means telling a story. The combination of the two words storytelling means telling stories or telling stories. Apart from that, Storytelling is also called storytelling or storytelling, as stated by Nalan, storytelling is storytelling based on oral stories. Storytelling is an effort made by storytellers to convey feelings, thoughts or a story to children. Meanwhile, methods are efforts to implement plans that have been prepared in activities or so that the goals that have been prepared are achieved optimally. 25 Methods are used to realize the strategies that have been determined. Strategy refers to a plan to achieve something, while methods are methods that can be used to implement a strategy. The Storytelling Method according to Brewster & Ellis, says that conveying this event can tell the story of the book by reading it or without the book orally. The stories told can be jokes or everyday experiences. By implementing early childhood learning through storytelling activities, it is hoped that children can absorb the messages conveyed through stories. Meanwhile, according to Lilis Madyawati, the Storytelling method is the telling of stories carried out in a planned manner using dolls or visual objects. This method aims to produce children's language skills. The use of this method is needed to train and shape speaking skills, develop reasoning power, and develop children's imagination. Examples of these methods include the puppet theater method, role playing method, conversation method and question and answer method. Cameron said that storytelling is an oral activity designed not only to be heard but also to be involved in it. Cameron believes that vocabulary in stories is displayed through a clear context assisted by predictable patterns of events, language and images that will increase children's vocabulary. Apart from that, clarity in the meaning of vocabulary can be formed by the use of facial expressions and body language demonstrated by the teacher. Flashcard media is considered a medium that creates fun and interest in children in learning English, because flashcards are a form of learning media in the form of picture cards that children like and can be presented in the form of a game. Thus, flashcards are an alternative that can help improve children's abilities in learning English, especially listening and reading abilities.

3.3 EducationEnglish for Early Childhood

The most language-sensitive period in a person's life is between the ages of two and seven. All kinds of aspects of language must be introduced to children before this sensitive period ends. In this sensitive period, it is very important to be introduced to good and correct language, because this skill is very useful for communicating with the environment (Maria Montessori, 1991). Based on this theory, it is appropriate if English is introduced to children as early as possible. Considering that English is the first foreign language in Indonesia, the learning process must be carried out in stages. Selection of material that is appropriate to the child's age and also effective for the child's cognitive language development as well as a pleasant learning situation must be the main concern in the success of a learning process. The success of the English language learning process in early childhood is certainly influenced by many things

factors, including:

1. Quality teachers, teachers who can enliven the process of teaching and learning activities.
2. Learning resources and facilities are adequate and meet the requirements (adequate).
3. The curriculum is good, simple and interesting (attractive).

On the other hand, it needs to be understood that early childhood is the age of play. Every child is a unique individual and the world of play is a serious activity but it's fun for them. So, the right approach needs to be created by an educator so that the English learning process is more interesting and enjoyable without abandoning the correct language rules. The approach used should be in line with the objectives of language introduction in general. The goal is so that children can understand how to speak properly and correctly, dare to express their ideas or opinions and be able to communicate with their environment. In learning English, there are many methods and techniques that can be used, including:

a. Story Telling
b. Role Play (Playing Roles)
c. Arts and Crafts (Arts and Crafts) d. Games (Games),
e. Show and Tell,
f. Music and Movement (Movement and Songs) which are included
− Singing (Singing)
− Chants and Rhymes (Short Songs and Poems), and so on.

The methods and techniques to be used should be selected and adapted to the abilities to be achieved. The professionalism of an educator in developing and utilizing these methods and techniques is needed so that the teaching and learning process can run better. Teaching methods and processes in a communicative context include the context of social, cultural situations, games, songs and music, story reading, arts and crafts experiences and prioritizing physical movement are methods that are very appropriate and effective if used in the process of learning English, especially for young children. Furthermore, according to Matondang (2005: 134) music and movement are very successful methods when used in the process of learning English, especially for early childhood. Because essentially music (songs) is the art of arranging tones or sounds in sequences, combinations and temporal relationships to produce compositions that have unity and continuity (contain rhythm). And various rhythmic tones or sounds are also called songs. So music or songs are an inseparable unit and can be used as a tool in a learning process. Storytelling has many purposes. Not only for children but also for the person who tells the story. According to Hibana, the objectives of Storytelling activities are as follows:

1. Develop fantasy, empathy and various other types of feelings
2. Cultivate interest in reading
3. Building closeness and harmony
4. Learning media.

4. CONCLUSION

In the research results, the storytelling method assisted by flashcard media was proven to be effective in increasing the introduction of English in early childhood. This flashcard-assisted storytelling method has never been used before given to children at PAUD Nurkamilah, East Sepatan District in storytelling activities that make children happy and enthusiastic about getting to know the English language that children know, apart from developing children's language, this method can also be used to increase children's concentration, increase children's interactions with friends, child with teacher. So it can be

concluded that the storytelling method assisted by picture story media has been successfully used to increase children's introduction to English at Nurkmilah PAUD.

5. ACKNOWLEDGEMENT

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