BOOSTING YOUNG LEARNERS' VOCABULARY THROUGH STORYBOARD AT TANAH OMBAK COMMUNITY

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Abstract: *In order to show the young learners how to talk in the most ideal ways, teachers ought to establish a powerful study hall climate where they have correspondence and all things considered, that can work on their expertise in communicating in English. This can happen when students team up in gathering to accomplish task by utilizing storyboard. Learning by using storyboard will make them ready to be dynamic since it is furnished with real exercises and significant errand. By taking a gander at grouping of pictures in organized, the students will be able to use appropriate diction trough a sequence of story lines elements.*

INTRODUCTION

Entering the era of globalization requires every individual to prepare a reliable resource, especially in the field of science and technology. Therefore, adequate knowledge is needed in the face of demands of a tightly competing global world. Here, the role of English is very important in mastering the science of communication and interact directly with the global world. This is the reason why English should be taught to young learners, especially having adequate amount of vocabulary needed to have effective communication.

Vocabulary learning ought to not simply be quantitative, zeroing in on extending the quantity of words a student knows, yet in addition subjective, zeroing in on how the words are utilized logically. For instance, "fruit" is plural in numerous dialects, yet it takes the solitary uncountable action word structure in English - so understudies need to realize this with the goal that they are not delivering wrong sentences, for example, "He has some fruit on his hand."

It is essential to teach vocabulary as one of the main components in a language since the beginning level because it will impact to the mastery of the four language skills (listening, speaking, reading, and writing)[i]. However, teaching vocabulary to second language young learners is not a simple job because they also still learn about their mother tongue. Thus, teacher must be able to create an interesting learning process to make them easier to achieve amount of vocabulary in English. Teacher can also provide colorful and moving media to convey message. Media is an instrument truly used to convey the substance of the material, which comprises of books, recording devices, tapes, video recorders, films, slides, photos, designs, television, and PCs. the advantages of media overall are to explain the introduction of the message so as not to be very verbalistic as composed or oral.[ii]

There are plenty of media that can be used to enrich young learners' vocabulary. One

of the most useful media usually used by teacher is picture. Today, there is a new innovation of picture called Storyboard. This media is a series of pictures that is related each other. When they are combined, it makes a story to help teachers and learners in the brainstorming abundance of words that can be used to create line of information. Story board can be said as a series of manual drawings that are made as a whole so as to describe a story[iii]. This type is widely used for film making. Storyboard also created in rectangular shape that describes a sequence of story lines elements. The shape and use of storyboard can be varied depends on the teacher.

There are some advantages of using storyboard as media to enhance young learners' vocabulary. First of all, learning through pictures is more interesting than conventional way such as lecture. In addition, it can also increase learners' curiosity when the teacher asks about each pictures, it will increase their eagerness in guessing the character and plot of the story. Lastly, the students will be more focus on the process that will lead to activeness and capability in absorbing and using vocabulary.

METHOD

This action goes on for a considerable length of time with 6 meetings. The spot of implementation is in the Reading Room of Tanah Ombak Community on Purus street number 3, Padang. There are four phases in the strategy for executing the program, in particular:

1. Introduction Stage

At this stage the implementing team prepares a letter permits with related parties, namely the Tanah Ombak Community, prepare the place of activity, prepare materials, tools and materials.

2. Socialization and Audience Stage

Socialization in regards to the program led by the writer herself and understudies from the School Prayoga Padang Foreign Language College by scheduling activities on every Sunday starting at 14.00 until 16.00 WIB because the children have free time after they go to school and recite the Qoran until the afternoon from Monday to Saturday.

3. Assistance Stage

Fun English activities are carried out for 5 meetings from November until December. Every meeting is filled with interesting but still prioritizing aspects of education with an approach vocabulary based. Activities always start by listening to children's songs in English so that the participants feel familiar with the word that will be studied. The song being played is a related song with material. Then, the activity continued with providing material through interesting sequence of related pictures in form of storyboard. After that, a game is held to train memory and cohesiveness of children. The game also aims so that children don't get bored quickly and feel close to the fans companion servant. Each game will be given a reward or prizes for winners and losers, so that they all still enjoy the activities. After that, it ends by listening to the song that has been heard at the beginning while repeating the material being taught.

4. Final Evaluation Stage

Evaluation of activities is in the form of measuring the effectiveness of characterized by increasing recognition of the number of vocabularies English word for children raised at Tanah Ombak Community. This measurement is carried out by observing feedback given by the children toward the activity.

RESULT

An interesting media is vital in teaching children. Teacher should have the option to make a viable media that can make learners dynamic from pre-teaching until post-teaching. Preliminary exercises are leading to open learning interaction, for example, doing conceptualizing, fishing outlook to be prepared to give establishment that will be utilized in core activities later on whilst-teaching.

Before creating storyboard, it is advisable to build coverage first in the form of detailed manuscripts which will then be poured graphical and visual to reinforce and clarify theme. In other words, we have to make a rough plan as the basis for implementation to make it easier. The core activity is exceptionally helpful to support the indicators made by teacher. This activity contains theories and practices according to the learning objectives.

There are a few stages that can be followed to create a storyboard for learning English for children. To begin with, make a template. Then, at that point, draw a rectangular on a piece of paper, similarly as we make a comic strip. After that, it can be preceded to the drawing process about character and setting of the story. Ensure that teacher leaves a spot for notes or lines scripts under every quadrilateral.

Meanwhile, in this society service, writer did not make her own storyboard. Since the writer does not have any capability in drawings, then the storyboard were only downloaded for free from the internet. There are plenty of storyboards provided by users of internet nowadays that can be used for educational purpose. Even, writer could add simple script under each quadrilateral and wrote down short dialogue to boost learners' attention and motivation in recognizing the plot. The writer also got creative by adding photos taken from magazine to be mixed with the storyboard. In fact, there is an online storyboard maker where teacher can select characters, setting, conversation, text-block, and audio recording.

This activity was done as part of society service that a lecturer must fulfill. The writer decided to do this service at Tanah Ombak Community since this local area supports kids matured 5 to 15 years who domiciled around the Purus Padang ocean side, which monetarily hindered families since 2015. This community creates literary circumstance by providing space for children to learn various knowledge through their library. With their guidance, many accomplishments have been achieved by the children in that community both in local and national scale. Therefore, the writer felt enthusiastic to introduce Storyboard to boost their vocabulary in English. The activity was run for five meetings. The material and schedule were as follow.

Table 1. Implementation Schedule

| Meeting	Implementation Date	Storyboard used
1	November, 17th 2019	The Deer and The Crocodile
2	November, 24th 2019	The Hardwork of The Ants and The Grasshopper
3	December, 1st 2019	The mouse and the Lion
4	December, 8th 2019	The Arrogant Rabbit and The Turtle
5	December, 15th 2019	The Princess and The Frog

During the society service meetings, the writer and team did several steps in using storyboard as media for boosting learner's vocabulary. First of all, the team did

brainstorming about the theme of lesson that would be taught. For example, when the lesson was about animal, the team led the students' attention by showing pictures of several familiar animals with their characteristics. After that, the learners make a guess. The team would not tell them unless the learners did not recognize or know the name. The team would only tell the clue that would help the learners. This activity was done for about 10minutes.

Next step, the learners were shown a storyboard which consisted of 5 to 6 pictures depends on the number of members of the group. The storyboard given usually based on the story that they have already known in Indonesia, such as Si Kancil dan Si Buaya (The deer and The Crocodile), Kerja Keras Semut dan Belalang (The Hardwork of The Ants and The Grasshopper), Si Tikus dan Singa (The mouse and the Lion), Si Kelinci yang Sombong dan Kura-Kura (The Arrogant Rabbit and The Turtle), Sang Putri dan Katak (The Princess and The Frog). However, the pictures were given not in a good structure yet. Therefore, the children needed to put them in correct order first before they can retell in front of their friends.

Picture 1. Storyboard of Si Kancil dan Si Buaya (The deer and The Crocodile)
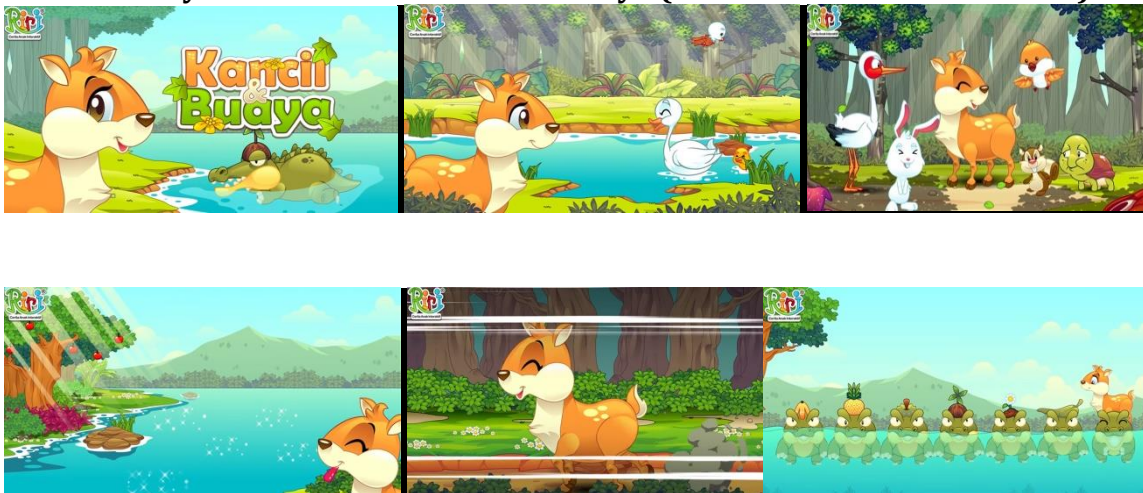
Source: Popmama.com

Picture 2. Storyboard of Si Tikus dan Singa (The mouse and the Lion)
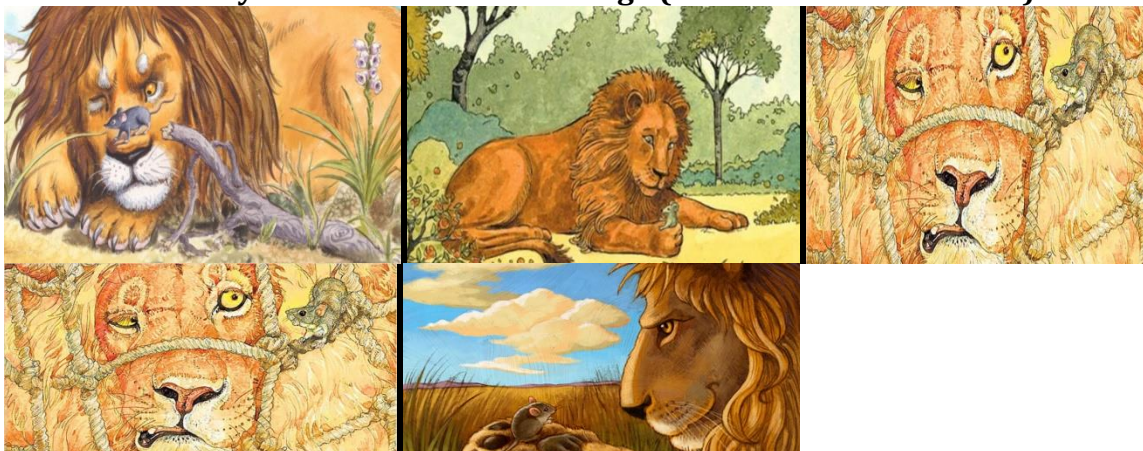
After the learners were succeeded to re-arrange the story, then they will be given another time to guess what happen in the picture. Each picture should be represented by one

child in about two or three simple sentences. They did not need to make a perfect grammatical sentence because in this activity only focus on the achievement of vocabulary acquisition. This main activity was really interesting by the children because it created their creativity in generating good story. Somehow, the story told were different to one another team depends on how they comprehend the picture. The children are also free to check the dictionary that they could borrow in the library or even asked the team of society service for the unknown words. After all the children were able to retell the story, then they would be given a quiz. Generally, the quiz questioned about the character and moral value of the story. By asking moral value, it was indirectly developed their soft skill to their attitude. The children who could guess the quiz correctly would get gifts such as snacks or stationary.

Picture 2. Children at Tanah Ombak Community while using Storyboard as Learning Media

At the end of the last meeting, the writer asked the children about the use of storyboard in achieving numbers of vocabulary. The participants gave good feedback that they loved this activity. They also added that this activity was like learning but while playing so it was very fun without any burden. This is the goal of the author in carrying out this devotion. The author also wanted to dispel the perception that learning must always be serious, especially for children who even never known English before. In addition, the author also wanted to remove the stigma in society that English is a difficult language to learn.

CONCLUSION

An intriguing learning media can spur young learners in studying a subject that is conveyed and will further develop their accomplishment in learning new vocabularies. Storyboard is a compelling media to help students' capacity in engrossing vocabulary. It is helpful to build their interest by speculating the story line on the board. They can likewise get the virtue of the story. It is trusted that the educators at school can apply this media as a decision to have various conditions in acquainting vocabulary with learners.

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[ii] Arsyad, *Media Pembelajaran*, 4

[iii] Sutopo, *Multimedia Interaktif dengan Flash, 36*