

# THE IMPROVING OF ENGLISH LITERACY FOR GROUP OF CHILDREN IN DESA KAYU JATI USE MONKEY STORIES APPLICATION

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## **Abstract**

*This research is an idea to overcome the problems faced by a group of children in Kayu Jati Village, Panyabungan, Mandailing Natal. The purpose of this research is to build the English literacy motivation of the children's group to gain knowledge and implement it by speaking English and reading English texts. The core of English literacy in this study is digital literacy or the use of media or Monkey Stories application as a source of reading and introduction to vocabulary and other activities available in the application.*

*Monkey Stories application is a complete application that teaches children to listen, speak, read and write in English and is intended for children 2-10 years old. The learning methods provided by 'Monkey Stories' address most of these issues. All the audio in the app is recorded by native speakers and rated by leading language experts. So the group of children can easily understand the English words and follow the instructions explained in the app. With an attractive and illustrated display, it certainly helps in fostering children's interest in English literacy.*

*Key word : Literacy, English, Group of Children, Monkey Stories*

## **ABSTRAK**

Penelitian ini merupakan suatu ide untuk mengatasi masalah yang dihadapi kelompok anak di Desa Kayu Jati, Panyabungan, Mandailing Natal. Adapun tujuan dari penelitian ini yaitu membangun motivasi literasi Bahasa Inggris kelompok anak tersebut untuk mendapatkan ilmu serta mengimplementasikannya dengan berbicara Bahasa Inggris dan membaca teks berbahasa Inggris. Adapun inti dari literasi Bahasa Inggris dalam penelitian ini ialah literasi digital atau penggunaan media atau aplikasi *Monkey Stories* sebagai sumber bacaan dan pengenalan *vocabulary* dan kegiatan lainnya yang tersedia dalam aplikasi tersebut.

Aplikasi *Monkey Stories* adalah satu aplikasi lengkap yang mengajarkan anak untuk mendengar, bicara, membaca dan menulis dalam Bahasa Inggris dan diperuntukan bagi anak 2-10 tahun. Metode pembelajaran yang disediakan oleh 'Monkey Stories' menangani sebagian besar masalah ini. Semua audio di aplikasi direkam oleh penutur asli dan dinilai oleh pakar bahasa Amerika Serikat yang terkemuka. Sehingga kelompok anak tersebut dengan mudah memahami kata – kata dalam Bahasa Inggris dan mengikuti instruksi yang dijelaskan dalam aplikasi tersebut. Dengan tampilan yang menarik dan bergambar tentu sangat membantu dalam menumbuhkan minat anak-anak dalam berliterasi Bahasa Inggris.

Kata Kunci: Literasi, Bahasa Inggris, kelompok anak, *Monkey Stories*

## **INTRODUCTION**

In this era of the COVID-19 pandemic, we face various impacts, ranging from impacts in the economic, social, cultural, political, religious and even educational fields that can change our mindset as a society. In dealing with the impacts caused by this

pandemic, we must be able to keep up with the situation by improving technology. Several fields have begun to show development and improvement in overcoming the consequences faced during this pandemic, one of which is the field of education. The developments that have occurred in the world of education are changing various systems, from curriculum changes to the abolition of the exam system.

The results of a survey conducted in 2000 by the International Education Achievement organization show that children in Indonesia have reading skills that rank 29th out of 31 countries in Asia, Africa, Europe, and America (Rohman, 2017).

Due to this, literature for children must be promoted and emphasized to the group of children as a generation capable of participating in the advancement of technology from generation to generation. Literasi dasar in this case does not just focus on reading and writing, but also on effective and reliable social communication within the context of the general populace.

Therefore, basic literacy still needs to be introduced and improved to the nation's children as a young generation who are ready to follow technological developments from year to year. Basic literacy in this case is not only about reading and writing, but also how to communicate well and correctly in maintaining social relations among the community.

Globalisation makes everything easier and more open. The flow of information is getting faster and certainly more diverse which results in communication over long distances unlimited by time and space. In fact, globalisation is inevitable. Whether the consequences are positive or negative depends on the perspective of each individual.

In the face of such things, the most appropriate weapon in dealing with this 5.0 revolution is literacy in improving students' creativity in communication. Literacy has a huge impact on the success of the younger generation. Good literacy skills will help young people understand oral and written information (Putri: 2017). In other words, literacy is crucial for the younger generation in supporting their creativity. If young people are able to master literacy, competencies can support each other, or it can be interpreted that young people are literate and able to gather information that will support them to succeed in life.

In addition, according to Kirsch & Jungeblut in the book *Literacy: Profile of America's Young Adult* defines literacy as a person's ability to use information to develop knowledge so as to bring benefits to society (Putri: 2017).

Literacy according to Fitriani & Azis (2019) is the ability to read and write. The development of literacy is very important to note, because literacy is the initial ability that must be possessed by every individual to live life in the future. Unfortunately, Ayu (2020:211) argues that students' English literacy is lower when compared to Indonesian literacy. This is the motivation to raise the theme of what kind of English is interesting and useful for this selected group of children.

There are some relevant studies that discuss about English Literacy, they are : English literacy can be trained in various ways to groups of children, ranging from English literacy to children through "Multiple Stories-Reading" (Mustikawati & Widyaningrum, 2018); literacy focused on early childhood in Suku Anak Dalam Dharmasraya (Arsa, et al, 2019); English literacy for the sake of improving students' understanding of English in teachers through digital storytelling (Syathroh, et al., 2020); English literacy in orphanage children (Wati, et al., 2021); to creative forms of literacy (Wirawan, et al., 2022). Thus, it can be stated that the research gap of this research lies in English literacy that focuses on improving English Literacy using Monkey stories application.

Digital literacy is one of the six basic literacies that children must master today. Digital literacy in primary schools is closely related to the implementation of the government's School Literacy Movement. The implementation of digital literacy can be used as an interesting learning alternative using digital resources.

Meanwhile, digital literacy with the use, ethics, collective awareness of social media for students in primary schools needs to be educated in accordance with the necessary use and avoid bullying, games that become addicts, victims of social media, and victims of negligence in time management.

Thus, to help students in comprehending English Literacy, the researcher offered one application namely *monkey stories* to improve English literacy's group of children. After trying this application as a result of the workshop, the researcher learnt about the features in *Monkey stories* that can be developed to improve group of children's English literacy skills. It's hoped that the quality of children's understanding of the reading and speaking will improve. After students are assigned to read the material on the teaching materials, handouts, and media as a realisation they are asked to report the results of the reading orally.

The purpose of this study was to improve the English literacy skills of children group in Desa Kayu Jati. This research focused on: (1) the process of implementing *Monkey Stories* in improving student literacy, (2) the results of being active in speaking use new vocabulary to improve English Literacy.

The problem of children group's English literacy skills that will be studied by researchers is related to group of children's reading comprehension.

## **METHODOLOGY**

This research is descriptive research with a qualitative approach. The approach is based on the suitability of the data studied with the characteristics of qualitative research. Characteristics of qualitative research. Qualitative research aims to describe a phenomenon with a certain theory in verbal form.

The process of implementing *monkey stories* application consists of four stages including: (1) pre-programme stage, (2) early programme stage, (3) core programme stage, and (4) closing programme stage. In cycle 1, the pre-programme stage was the stage of gathering children group in the one room. However, in cycle 2, the programme started one hour after the end formal school. The initial stage of the programme was the provision of apperception related to children's activeness in reading English text and speaking activity use new vocabulary and briefing on the steps of programme implementation.

In addition, the apperception also related to changes in English literacy interest and the difficulties experienced by group of children from implementation of the programme at the previous meeting and briefings were given regarding any changes in methods.

The core stage of the programme was carried out by providing material on the competency of "giving comment of book story". The next stage is the selection of reading materials based on student attendance numbers.

The next stage is the stage of each reading by the group of children. At the stage of reading the results of children's comments and responses, children selection is carried out using the talking stick method. At the end of the programme is the disclosure of impressions and difficulties experienced by group of children. In the last stage, the researcher provides motivation to increase the children's interest by frequency of reading and increasing the variety of reading materials.

The data in this study are patterns of English literacy activities in speaking for group of children in Desa Kayu Jati. The data sources in this study are group of children, English

text, English Story book. The instruments used were document study guidelines, interview guidelines and observation guidelines. Document study guidelines were used to collect data related to English literacy activities in reading English text. Interview and observation guidelines were used to collect data related to English Literacy in Desa Kayu Jati.

Data collection techniques were conducted in three ways, namely through document studies, interviews and observations. The form of the data was in the form of the results of the analysis of English literacy activities for group of children in Desa Kayu Jati, the results of interviews and the results of observations related to literacy activities in schools.

Data analysis was conducted in stages gradually. Firstly, data reduction. The reduced data came from the results of the documentation study, interviews and observation results. The data obtained then determined the pattern of English literacy activities using monkey stories application. Secondly, data presentation. The data obtained based on each pattern of English literacy activities is presented in the form of a descriptive so that a clear and systematic description is obtained. Third, data verification. Data verification was carried out by concluding data related to the research focus accompanied by valid and consistent evidence that is valid and consistent. The research was conducted in Desa Kayu Jati, Panyabungan. The study was conducted the group of children that consist 20 children.

## RESULT AND DISCUSSION

Before using monkey stories application, the children gave a text with the result is good. After using monkey stories application in cycle 1 showed the improving of children English literacy in using monkey stories application. It can be seen in table 1.

Table 1. The result of English Literacy by using Monkey Stories Application

No	English Literacy	Result			
		Very Good	Percentage	Good	Percentage
1	Before Implementation	2	10%	18	90%
2	Cycle I	5	25%	15	75%
3	Cycle II	11	55%	9	45%

The improving of the result English literacy by using Monkey Stories application can be seen from children's in reading and speaking English that qualified. Before using Monkey Strategies Application there was 10% students categorized very good, then there was improving from 25% in cycle I become 55% cycle II. Then, the categorized good decreased from 75% in cycle I became 45% in cycle II after using Monkey Stories Application. Based on data above, it can be conclude that there is improving in reading English text by using monkey stories application from good become very good.

Table 2. The Result of Active Children in Speaking English Literacy

No	English Literacy	Average	High

1	Cycle I	40%	10%
2	Cycle II	75%	15%

The frequency of children in speaking English Literacy through the monkey stories application of google classroom can be seen from the increase in the frequency of literacy in table 2. In terms of the frequency of literacy frequency, students with medium qualifications increased from 40% (cycle 1) to 75% (cycle 2), and students with high qualifications increased from 10% (cycle 1) to 15% (cycle 2).

By looking at the graph above, it shows that the child can eliminate the limitations that exist in the real world, because it can repeat the material or reading at any time and more flexible in doing literacy in daily activities. So that the process of understanding children becomes more improved.

The Monkey Stories app is a one-stop app that teaches children to listen, speak, read and write in English and is intended for children 2-10 years old. The learning method provided by 'Monkey Stories' addresses most of these issues. All the audio in the app is recorded by native speakers and rated by leading US language experts.

The Monkey Stories app developed by Early Start Co.,LTD is the most downloaded English learning app because it is considered to have made a big difference to the learning habits of 2-10 year olds in Indonesia and Thailand. By creating a daily environment that focuses on standardised English. In addition, the Monkey Phonics module of the Monkey Stories app also helps children practise English pronunciation from an early age.

The use of monkey stories application can foster good communication between teachers and their students. By using good communication, students will be more active in understanding the material given by the teacher through monkey stories application active in understanding the material provided by the teacher through google classroom.

## CONCLUSION

From the description above, it can be concluded that using *Monkey Stories Application* can improve the literacy of the children in Kayu Jati, and also can increase student activeness during literacy. The new thing found in this research is that children in Kayu Jati more excited in reading and increase their vocabulary. They feel enjoyable in learning English, so that can improve their ability in understanding English reading text.

Based on the research findings, it is suggested that the Principal should improve more interesting reading materials through monkey stories application so that students feel comfortable in reading English text. Suggestions for parents and also teachers to use monkey stories application in learning English enjoyable that can support the material.

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