CHAPTER I
INTRODUCTION

CHAPTER I
INTRODUCTION

This chapter present some points of this part as the introduction in this thesis. The researcher organizes this chapter by dividing five parts; the first part is a background of research, the second is research questions, the third is objectives of the developments, the fourth sisgnificance of the development, the fifth is a scope of the development.

1.1 Background of the Study

Language is a fundamental ability that every human being must possess in order to initiate interaction within society. As a means of communication, language plays a crucial role in human life. Language development can begin in early childhood because language acquisition during this period is an important indicator of children's developmental progress (Indriastuti, 2017). Fundamentally, language consists of three main components: grammar, vocabulary, and pronunciation, which collectively contribute to an individual's language proficiency (Anggraini et al., 2022). Language learning that begins in early childhood tends to be more effective, as this period corresponds to the golden age of a child's development. During the early stages of growth, children's vocabulary develops rapidly and continuously. According to Chomsky's theory, children possess an innate capacity to acquire and develop language therefore, language development progresses naturally alongside their overall growth (Jannah, 2025).

The concept of the Language Acquisition Device (LAD) suggests that children are born with biologically based abilities that support language development, enabling them to use language for communication (Fitzgerald & Maconochie, 2018). Language learning is closely associated with children's cognitive development because the process of acquiring language requires the ability to understand concepts, retain information, and construct meaning (Adikari & Mohammed, 2022). Therefore, it can be concluded that stronger cognitive abilities are associated with more advanced language skills in children. Providing appropriate support and stimulation in language learning during early childhood can facilitate optimal vocabulary development and accelerate

language acquisition.

A child's language development is greatly influenced by the environment in which they interact and learn, particularly with regard to vocabulary acquisition (Hariyono & Ariani, 2019). Vocabulary development in early childhood is a critical factor that contributes to an individual's future academic success. One highly effective strategy for supporting vocabulary development in young children is adult–child interaction through the use of storybooks as instructional media. The introduction of new vocabulary through storybooks by adults can have a significant impact on children who have limited vocabulary knowledge (Jannah, 2015). Through such interactions, children are provided with opportunities to encounter and understand new words presented in the stories. This process aims to enrich children's vocabulary repertoire, enabling them to express themselves more effectively in the long term.

Storybook are one of the instructional media that can be used to enhance vocabulary learning. They are designed to help children understand educational content in an enjoyable and engaging manner (Pramudita & SB, 2026). Storybook is a book accompanied by illustrations that support the narrative, aiming to create an appealing reading experience, particularly for young children (Wardaya et al., 2020). Furthermore, engaging storylines can improve children's ability to acquire new vocabulary, which in turn contributes to cognitive development through story comprehension, character analysis, and the enhancement of imagination (Du et al., 2024). The illustrations in a storybook serve not merely as complementary elements but also play a significant role in conveying the meaning and message of the story (Faizah, 2009). Therefore, a storybook can be defined as a form of storytelling enriched with attractive illustrations that support young children's vocabulary acquisition and cognitive development.

According to Jean Piaget’s theory, elementary school children are in the concrete operational stage of cognitive development, a stage characterized by a preference for tangible and directly observable objects (Rohmah et al., 2022). At this stage, children possess strong imaginative and creative abilities. Therefore, storybooks are needed as learning media that can represent and stimulate children's imagination and creativity. Storybooks provide visual stimuli that can capture children's attention and

enhance their motivation to learn. The illustrations presented on each page facilitate language learning, particularly in vocabulary acquisition. The visual elements found in storybooks help children understand and retain information more effectively.

Based on the explanations above, storybooks are effective media for supporting children's vocabulary development. Therefore, the writer developed a storybook entitled *The Basket of Kindness*. The story follows Luna, a rabbit who enjoys helping other animals while living together with them in the forest. Through this storybook, the writer hopes that children will enjoy reading while becoming more familiar with basic English vocabulary. In addition to supporting children's growth and development, storybooks can also strengthen the relationship between parents and children, as parents are encouraged to accompany and support their children throughout the learning process.

1.2 Research Questions

This study is guided by the following research questions:

1. How is storybook designed for English learning?
2. How do illustrations in storybooks support elementry school students in understanding and remembering new English vocabulary?
3. What are the benefits of the product for teachers and students?

1.3 Research Objectives

Based on the research question, this study aims to:

1. To develop storybook for English learning.
2. To identify the ways illustrations help elementary school student understand the new English vocabulary.
3. To explain the benefits of the product for teachers and students.

1.4 Significance of the Research

Every research conducted with a specific purpose is expected to provide benefits to its intended audience. Therefore, this research is expected to provide benefits to students, teachers, schools, and the writer as an RPL student.

1.4.1 For Students

The developed storybook is expected to provide benefits for elementary school students in learning and acquiring new English vocabulary. The storybook presents basic English vocabulary through a simple story supported by illustrations. The combination of written text and illustrations is intended to help students understand the meaning of unfamiliar words through visual and contextual support. By presenting vocabulary within a story, students can encounter new words in meaningful contexts rather than learning them as isolated vocabulary items. This may help students relate the vocabulary to the objects, animals, actions, and situations presented in the story.

Furthermore, the storybook is expected to encourage students' interest and motivation in learning English. The use of illustrations and a simple storyline can create a more engaging learning experience for young learners. The storybook may also provide opportunities for students to develop their English reading skills by reading and understanding simple texts. In addition, the vocabulary presented in the story may help students recognize and remember new English words. Through the story, students are also introduced to positive values, particularly kindness and sharing, which can support the development of both language learning and character values.

1.4.2 For Teachers

The developed storybook can serve as an alternative instructional medium for teaching English vocabulary to elementary school students. It can assist teachers in presenting new vocabulary through a meaningful and contextualized learning medium. The combination of simple texts and illustrations provides teachers with visual support when introducing unfamiliar vocabulary to students. Teachers can use the illustrations to explain the meaning of words and encourage students to identify vocabulary based on the context of the story. Therefore, the storybook can be used as supplementary material to support the teaching and learning of English vocabulary.

Furthermore, the storybook can provide teachers with opportunities to conduct various learning activities. Teachers may use the storybook for reading aloud, guided reading, vocabulary identification, simple comprehension questions, and discussions related to the story. These activities can encourage students to participate actively in the

learning process. The storybook can also be implemented through individual reading, pair work, small-group activities, or teacher-guided storytelling according to the classroom situation and students' needs. Through these activities, the storybook is expected to assist teachers in creating a more engaging and student-centered English learning environment.

1.4.3 For Schools

The development of the storybook is expected to provide an additional learning resource for schools, particularly in English language instruction at the elementary school level. The developed product presents basic English vocabulary through a story supported by illustrations and can be used as supplementary material in English learning activities. The storybook is designed according to the characteristics of young learners and provides learning materials that are simple and appropriate for elementary school students. As a printed learning medium, the storybook can also be used without requiring internet access or digital devices.

In addition, the developed storybook may support schools in providing varied learning resources for English language learning. The use of storybooks as instructional media can provide students with opportunities to learn English through texts and visual materials. The product may also encourage the use of creative and contextualized learning materials that support students' learning needs. Therefore, the storybook is expected to contribute to the availability of supplementary English learning materials and support the implementation of engaging learning activities at the elementary school level.

1.4.4 The writer as an RPL student

This study provides valuable experience for the writer as an RPL student in developing an educational product, particularly an English picture book for vocabulary learning. Through the development process, the writer gains experience in planning, designing, and developing instructional media based on the learning needs of elementary school students. The writer is also able to apply the knowledge and skills obtained during the study program, particularly those related to English language teaching, vocabulary learning, instructional media, and young learners.

Furthermore, the development process provides the writer with a

deeper understanding of the importance of selecting appropriate learning materials and media for young learners. The writer also gains knowledge about how illustrations and simple texts can be integrated to support vocabulary learning. In addition, this study allows the writer to reflect on the process of developing an educational product from the initial planning stage to the final product. The experience and knowledge obtained from this study are expected to support the writer's academic and professional development and may also serve as a reference for future studies related to English learning media for young learners.

1.5 Scope of the Development

This report focuses on the development of an English picture book entitled *The Basket of Kindness* as an instructional medium for supporting English vocabulary learning among elementary school students. The product is specifically intended for fourth-grade elementary school students, approximately 9–10 years old. The storybook presents basic English vocabulary through a simple narrative about kindness and sharing. The vocabulary included in the product covers several categories, such as animals, nature, food, objects, and daily actions. The story is supported by illustrations that are designed to provide visual context and assist students in understanding the meaning of unfamiliar vocabulary.

The scope of this development is limited to the development and planned utilization of the instructional product. This report does not include a field try-out, experimental research, or an evaluation of the effectiveness of the product through students' learning outcomes. Therefore, the report does not present empirical data regarding the improvement of students' vocabulary mastery after using the storybook. The discussion focuses on the background of the development, relevant theoretical foundations, product design and development, the utilization plan, and the writer's reflection on the development process. The utilization plan describes the possible implementation of the storybook in English learning activities, while the reflection discusses the knowledge and experience gained by the writer during the development of the product. Thus, this report is limited to presenting and describing the development of *The Basket of Kindness* as an English learning medium for elementary school students.