**THE INVESTIGATION OF BILINGUAL STORY BOOK IN READING SKILL ON ELEMENTARY SCHOOL**

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**Abstrak:**

Buku cerita bilingual merupakan salah satu sumber yang digunakan sebagai bahan bacaan sekaligus bercerita. Penggunaan buku dwibahasa yang berisi cerita versi Indonesia dan Inggris menjadi trend saat ini, dimana anak-anak diajak untuk belajar bahasa sejak dini, baik bahasa Indonesia maupun bahasa asing, dalam hal ini bahasa Inggris. Bagaimana penerapan penggunaan buku cerita dwibahasa untuk pembelajaran membaca di kelas dan Bagaimana tanggapan siswa terhadap penggunaan buku cerita dwibahasa. Objektivitas penelitian untuk mengetahui bagaimana implementasi penggunaan buku cerita dwibahasa untuk pengajaran membaca di kelas dan untuk mengetahui tanggapan siswa terhadap penggunaan buku cerita dwibahasa. Tujuan dari pendekatan kualitatif adalah untuk mendapatkan pemahaman yang lebih baik tentang ide, pandangan atau pengalaman dengan dan mengevaluasi data non-numerik seperti teks, video atau audio. Pendekatan kualitatif digunakan untuk menemukan ide penelitian yang baik atau untuk menambah wawasan mendalam tentang suatu topik dalam penelitian. Hasil observasi yang peneliti temukan ada beberapa kondisi antara lain semangat, minat siswa dan kondusif dalam proses pembelajaran yang diberikan guru kepada siswa dengan menggunakan buku bilingual. peneliti menyimpulkan bahwa guru merasa nyaman dengan metode dua bahasa yang digunakan untuk siswa di kelas, sehingga memudahkan siswa untuk memahami kosa kata bahasa Inggris dengan menggunakan buku bergambar. Metode ini juga sangat berpengaruh terhadap kemampuan siswa. Dengan menggunakan metode ini siswa lebih antusias dalam mengikuti pembelajaran, lebih giat dan giat dalam mengikuti pembelajaran.

 **Kata kunci**: Investigasi, Buku cerita dwibahasa, Keterampilan membaca.

# *Abstract:*

*Bilingual storybooks are one of the sources used as reading material as well as telling stories. The use of bilingual books containing Indonesian and English versions of stories is a trend nowadays, where children are invited to learn languages from an early age, both Indonesian and foreign languages, in this case English. How does the implementation of using bilingual storybook to teach reading in the classroom and How are students responses to use bilingual storybook. Objectivity of study to find how does the implementation of using bilingual storybook to teach reading in the classroom and to find out students responses to use bilingual storybook.The goal of a qualitative approach is to gain a better understanding of ideas, views or experiences by collecting and evaluating non-numeric data such as text, video or audio. Qualitative approach This is used to find good research ideas or to add in-depth insights about a topic in research. The results of the observations that the researchers found that there were several conditions including enthusiasm, student interest and conducive to the learning process that the teacher gave to students using bilingual books. the researchers concluded that teachers are comfortable with the two-language method used for students in the classroom, making it easier for students to understand English vocabulary by using picture books. This method is also very influential on the ability of students. By using this method students are more enthusiastic in participating in learning, more active and active in participating in learning.*

***Keyword:*** *The Investigation, Bilingual storybook, Reading skill.*

**INTRODUCTION**

B

ooks are one of the learning media for children, but this time what is meant is learning media in the form of bilingual story books. Bilingual story books are widely used to introduce and provide insight to students about two languages, namely Indonesian and English. With this bilingual storybook media, teachers can apply it to students with the aim of increasing students' interest in reading. This study focuses on reading skills where we will discuss how a teacher can apply good learning to his students to increase students' interest in reading. However, in reality students in rural areas experience difficulties in learning English, especially students in reading because there are several factors, one of which is that they quickly get bored with the media and methods used, especially in rural areas students are not enthusiastic and curious in learning English. even consider learning English not important to them.

With the existence of learning media using the bilingual storybook method is an alternative to increase reading interest for students who want to learn English more deeply. Learning with media is a tool that facilitates the delivery and absorption of learning material, especially if teachers use media such as bilingual story books so that students can be active and enthusiastic in learning English in class. So, with this background, the researcher determines the formulation of the problem, namely: 1) How does the implementation of using a bilingual storybook to teach reading in the classroom. 2) How are students responses to using bilingual storybooks.

Discussing the review of literature, Ahmadi (2017) said that reading is the process of understanding the meaning of a written text and requires conformity from many sources related to information. Nunan (2003) thinks that reading is like a concept such as acquiring new words or vocabulary, finding the main purpose of reading and the causes and effects of reading. Meanwhile, according to Hidayati (2020), bilingual storybooks are one of the sources used as reading material as well as telling stories. The use of bilingual books containing Indonesian and English versions of stories is a trend nowadays, where children are invited to learn languages ​​from an early age, both Indonesian and foreign languages, in this case English. The investigation referred to by the title listed by the researcher is a systematic investigative method, more like the art of tracing reported or doubtful facts that have occurred (Rahmawati Amelia, Singgih Bektiarso 2020).

The purpose of this research is to find out how the bilingual storybook method is applied to teach reading in the classroom and to find out what the student's response is when using bilingual storybooks. From the relevant research results, previous researchers used the title "Rethinking the quality of kids bilingual story books by (Hidayati 2020)". In his research, he focuses more on the quality of books that need to be questioned, whether the translation of the book into English used in the book is correct. Previous researchers used direct observation, participatory observation, in-depth interviews, documents, complementary techniques such as photos, recordings, etc. to facilitate their research. The results of this study indicate that the quality of translation is an important consideration in bilingual story books. While my research was entitled "Research on Bilingual Storybooks in Reading Skills in Elementary Schools". My research used English teachers at UPTD SDN Basanah by using the problem of how to implement the use of bilingual story books to teach reading in class.

**RESEARCH METHOD**

The type of research used by researchers is a type of qualitative research. The aim of this qualitative research is to gain a better understanding of ideas, views or experiences by collecting and evaluating non-numeric data such as text, video or audio. A qualitative approach is used to find good research ideas or to add in-depth insight into a topic in research (Teny 2022). This study used three kinds of data collection techniques, namely observation, interviews, and documentation. The data source for this research was obtained from three English teachers at UPTD SDN Basanah, Tanah Merah District. This research was conducted on three English teachers as research samples to find solutions and find out the effect of applying the bilingual storybook learning model. Data analysis used a qualitative descriptive analysis technique. Qualitative descriptive analysis gives the research variable predicate in accordance with the actual conditions. According to Ahmad Daengs (2020) argues that there are three ways to analyze data, namely by data reduction, data presentation, and discussion.

**RESEARCH FINDING AND DISCUSSION**

**Finding**

1. Result of Observation

Researcher carry out observations or direct observations of all activities related to research purposes. Researcher use notes in the form of notes when in class, to get the results of observations. And the results of the observations that the researcher found that there were several conditions including enthusiasm, student interest and conducive to the learning process that the teacher gave to students using bilingual books.

1. Result of Interview
2. Interviewee I/U

*"Very influential, because with this learning students are interested in participating in learning because they use books that have pictures in them so students are interested"*

1. Interview 2/W

*"Very effective because books in stories make it easier for students and teaching"*

1. Interviewee 3/U

*“…A big influence on students' interests and abilities. It is easy to remember and easy for students to understand because it uses pictures”*

1. Result of Documentation

Researcher conduct and obtain some documentation that researchers need to obtain and describe. Based on the results of the documentation that the researchers did on Tuesday, July 11 2023, 08.00 until finished at the teachers' houses. The results of the documentation in the form of photographs and several examples of bilingual books used at the school will be attached by the researcher at the back.

**Discussion**

The results of this study also explain how teachers understand how to teach students using the Bilingual Story Book method. Teachers must master the material and have skills and creativity when teaching so that students get fun learning and make them understand what they will get from their speaking results.

According to Harry (2008), an innovative, effective, and influential bilingual learning model is also needed by the teacher to be used as a reference and guide in carrying out bilingual learning in the classroom.

From the theory above the researcher can find results that students like the learning method using the Bilingual Story Book where the teacher gives several answers that the teacher finds many things, namely students' interest in the bilingual Books method, enthusiasm, and effectiveness:

1. The influence

“……*Very influential, because with this learning students are interested in participating in learning because they use books that have pictures in them so students are interested”.*

Respondents said the influence on students is very large because students are enthusiastic about participating in learning with picture books, according to students it makes it easier for them to understand.

1. Enthusiastic

*“……Very enthusiastic because students are easy to understand and also liked”.*

Respondents said students were enthusiastic about participating in learning using the method of using two languages ​​because it was easy for students to understand and like.

1. Effective

*"……Very effective, students become more enthusiastic in learning”*

Respondent said students enthusiastically use learning using bilingual books using pictures, making learning effective because students understand and are enthusiastic about participating in learning.

1. Improve Student ability

*"… Increases student interest in learning because with this method students are more motivated”*

Respondent said with this method students are motivated to follow the learning that the teacher conveys in class. And make students able to add insight about vocabularies.

**CONCLUSION**

The researcher concluded that the teacher felt comfortable with the application of the bilingual storybook method for students in class, so that it could increase reading interest and make it easier for students to understand English vocabulary by using picture books. This method is also very influential on the ability of students. By using this method students are more enthusiastic in participating in learning, more active and active in participating in learning.

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