THE IMPLEMENTATION OF STORY-TELLING ACTIVITY IN ENGLISH SUBJECT TO ELEMENTARY SCHOOL TEACHER STUDY PROGRAM STUDENTS PGRI UNIVERSITY OF YOGYAKARTA

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Abstract

The effort of the institution in improving students' competency especially in teaching students of elementary schools, is giving English lesson to the students. Students have to take English lesson as their credit in semester 1. The freshmen are supposed to have good competencies in whole learning aspects of language comprehension. They are given chance to increase their language competencies especially in reading, writing, listening and speaking.

The teaching and learning of English to students also aims at preparing students to achieve good performance of delivering material or lesson to students. It must be followed by giving students experience in teaching children using English. One activity which is successfully applied to invite students to become involved in learning process is story telling activity. This study is held to describe students of Elementary School Teacher Training Study Program in performing story telling activity. The students were given chance to demonstrate story telling by using English language. There were four meetings of performance and each meeting consisted of 7 to 10 students.

The result of the study shows that students of Elementary School Teacher Study Program do some steps for preparing the story telling activity. The steps are looking for title and theme of the story, understanding the content and its messages, making the media, practicing telling the story, memorizing and focusing on mental preparation. Based on the study, the functions of story telling activity are improving students' self confidence, comprehending English language, improving pronunciation, attracting children's attention, increasing vocabulary, improving English communication, training learner's mental and physical aspects, enhancing children to communicate in English language, and motivating learner's to study English.

Key words : story-telling, English, children

1. INTRODUCTION

Elementary School Teacher, Faculty of Teacher Training and Education, PGRI University of Yogyakarta has duty to prepare students to be a professional teacher and educator who has high competence in teaching students of elementary school students. As a teacher to be, they are taught and provided good

competencies in teaching children. The effort of the institution in improving students' competence especially in teaching students of elementary school, is giving English lesson to the students. Students have to take English lesson as their credit in semester 1. The freshmen are supposed to have good competencies in whole learning aspects of language comprehension. They are given chance to increase their language competencies especially in reading, writing, listening and speaking.

They should also acquire competence in teaching children using English. As this goal successfully achieved, they are given such opportunity to use media of teaching students of elementary schools. This effort means as their good preparation for being teacher of elementary school students. Delivering lesson to students of elementary school is not an easy way. The teacher should deliver the lesson by applying such interesting technique. Some language teaching technique and media can be used in teaching students.

As having skill of teaching the lesson to students of elementary school achieved, it is mentioned in the syllabus that the goal of the English lecture is improving students' comprehension of English written text and spoken sources dealing with teaching and learning children. It also focuses on structure and vocabulary comprehensions to write and deliver lesson material to students in English.

The previous learning process of English given to the students of was mainly conventional method. Students were learning about structure. They were learning English not communicative way. The goal of the teaching process was mainly about comprehending the structure of English. The students were not given chance to improve their communicative competence. They were also not trained to experience how to deliver information and material to students through communicative activities.

Students of Elementary School Teacher have experienced learning English since they were schooling at junior and senior high schools. The fact found that the students are lack of English pronunciation.

This could be happened because English is not their mother language. The students also found that they have difficulties in English speaking skill because they have limited time to have conversation practice at class. It is also worsen by the opinion that speaking English is difficult and students are feeling shy of having English conversation with other friends.

As mentioned, that the aim of giving English lesson to students of Elementary School Teacher is to improve students ability in written and spoken English expression. This goal deals with students' preparation to become good teacher. They should acquire English lesson and elementary school lesson material delivered using English language. Finally, they must experience an interesting technique of how to deliver material lesson to students.

2. THEORETICAL REVIEW

Some approaches had been done by the educators to teach English as both foreign language and second language teaching. Approaches to be applied were increasing since the goal of language teaching-learning was not grammatical competence but communicative ability both written and spoken forms. Educators found better way of teaching to improve students' ability in communicative competence. They moved from grammatical approach to communicative approach. It can be mentioned that there are three phases of trends in language teaching: (1) traditional approaches (up to the late 60s), (2) classic communicative language teaching (1970s to 1990s) and (3) current communicative language teaching (late 1990s to the present)

a. Communicative Approach

There are some goals of communicative approach. Richards and Rodgers (1986: 66) mention that aims of communicative approach are (1) to make communicative competence the goal of language teaching, (2) to

develop procedures for the teaching of four language skills that acknowledge the interdependence of language and communication. In addition, Littlewood (1981) mentions that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.

Communicative competence (Savignon, 1983) may be defined as the ability to function in a truly communicative setting – that is in a dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic, of one or more interlocutors.

There are four components of communicative competence (Savignon, 1983). Those are grammatical competence, sociolinguistics competence, discourse competence, and strategic competence. The grammatical competence is the mastery of the linguistic code, the ability to recognize the lexical, morphological, syntactic, and phonological features of language and to manipulate these features to form words and sentences. Sociolinguistic competence requires an understanding of the social context in which language is used: the roles of participants, the information they share, and the function of the interaction. The discourse competence is the ability to interpret a series sentences or utterances in order to form a meaningful whole and to achieve coherent texts that is relevant to a given context. Strategic competence is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules or limiting factors in their

applications such as fatigue, distraction, and inattention.

b. Classroom Activities in Language Teaching
1) Accuracy vs Fluency Activities
    Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows: (Richards, 2008: 13).

    a. Activities focusing on fluency
       - Reflect natural use of language
       - Focus on achieving communication
       - Require meaningful use of language
       - Require the use of communication strategies
       - Produce the language that may not be predictable
       - Seek to link language use to context
    b. Activities focusing on accuracy
       - Reflect classroom use of language
       - Focus on the information of correct examples of language
       - Practice language out of context
       - Practice small samples of language
       - Do not require meaningful communication
       - Choice of language is controlled

1. Story Telling
    Storytelling is a means for sharing and interpreting

experiences. Stories are universal in that they can bridge cultural, linguistic, and age-related divides. Storytelling can be adaptive for all ages, leaving out the notion of age segregation. Storytelling can be used as a method to teach ethics, values, and cultural norms and differences. Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. Stories function as a tool to pass on knowledge in a social context.

Stories are effective educational tools because listeners become engaged and therefore remember. Storytelling can be seen as a foundation for learning and teaching. While the story listener is engaged, they are able to imagine new perspectives, inviting a transformative and empathetic experience. This involves allowing the individual to actively engage in the story as well as observe, listen and participate with minimal guidance. Listening to a storyteller can create lasting personal connections, promote innovative problem solving, and foster a shared understanding regarding future ambitions. The listener can then activate knowledge and imagine new possibilities. Together a storyteller and listener can seek best practices and invent new solutions. Because stories often have multiple layers of meanings, listeners have to listen closely to identify the underlying knowledge in the story.

Storytelling is used as a tool to teach children the importance of respect through the practice of listening. As well as connecting children with their environment, through the theme of the stories, and give them more

autonomy by using repetitive statements, which improve their learning to learn competence. It is also used to teach children to have respect for all life, value inter-connectedness, and always work to overcome adversity. To teach this a Kinesthetic learning style would be used, involving the listeners through music, dream interpretation, or dance.

Harmer (2007: 150) says that story telling can be used to teach live listening. There are several forms of live listening language teaching can be done. Those can be explained as the following paragraph.

a. Reading aloud
   It allows the students to hear a clear spoken version of a written text and can be extremely enjoyable if the teacher is prepared to read with expression and conviction.
b. Story-telling
   Teachers are ideally placed to tell story which provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, to describe people in the story or past comment on it in some other way. Story telling is a powerful way of increasing language competence.
c. Interviews
   In such situation, students really listen for answers they themselves have asked for rather than adopting other people's questions.
d. Conversation
   Teacher can hold conversation with students about English or any other topic. Students then

have the chance to watch the interaction as well as listen to it. By means of story telling, English classroom can be done successfully especially English for young learners. It is due to stories can provide meaningful context, natural repetition. Stories also develop children's listening skill, encourage active participation. It is useful for teaching young learners.

3. METHODOLOGICAL FRAMEWORK

This research method used a descriptive qualitative method. Hancock and Algozzine (2006:16) state that this method attempts to present a complete description performance of a phenomenon within its context. Hancock and Algozzine (2006:8) state that a qualitative research goal is to understand the situation under investigation primarily from the participant's and not the researcher's perspective that is called the emic or insider's perspective as opposed to etic, or outsider's perspective.

The data collected were in the form of words or pictures rather than in the form of numbers. The data included field notes, interview transcripts, and other official record. The data was descriptive narrative obtained from a series of in-depth interviews with the participants. The observation data were gained from a series of observations on learning English of students. The interview data were obtained from the participants opinion, idea, experience and feeling.

The research subjects were the students of Elementary School Teacher Study Program, Faculty of Teacher Training and Education, PGRI University of Yogyakarta. The students took English subject. They were the freshmen. The class consisted of 38 students.

4. RESEARCH FINDINGS AND DISCUSSION
A. The preparation of Story Telling Activity

The implementation of story telling activity consisted of two processes. The process was the preparation and the performance of story telling. The preparation of story telling performance was done to check and guide the students to have good performance. In this pre-performance, the students were given some times to serve the material of performance. It consisted of the following steps.

1) Finding material
   Students were given some times to find the best material or story to be read by them. The story could be taken from books. Students might also brows from the internet. Most students found their material of story telling by browsing from the internet. It could be accepted because stories could be varies. There were some typical stories obtained by the students.
   (a) The Myth
   Myth is an ancient story or set of stories, especially explaining in a literary way the early history of a group of people or about natural events and facts. (Cambridge Advanced Learners Dictionary 3rd ed).
   (b) The Fable
   Fable is a short story which tells a general truth or is only partly based on fact, or literature of this type. (Cambridge Advanced Learners Dictionary 3rd ed).
   (c) The Legend
   Legend is a very old story or se of stories from ancient times, or the stories, not always true, hat people tell about a famous event or person. (Cambridge Advanced Learners Dictionary 3rd ed).

2) Selecting media
   In delivering a story telling, students must be able to serve a media. Media carries information between source and a receiver. It is a channel of communication. Instructional media means media that carry messages with

instructional purpose. Instructional media serves to facilitate students learning. It demonstrates process in the case of motion media and sequential skill visuals such as the process of installing new gadget or making something. Media also increases students' interest and motivation to learn.

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of factors both linguistic and non linguistic such as the students, the teacher, the methods, material and media or aids used.

English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing. This paper discusses about Kinds of Instructional Media for Teaching English. This case followed their picture, definition and how to use in English teaching.

B. The Implementation of Story Telling Activity

The implementation of the story telling activity in teaching English to children was individually. Student should prepare his or her performance by him or herself. Students were freely used their media to motivate children to hear the story. The performance of story telling activity was divided into four meetings. There were 7 students to perform story telling in each class. One performer was given 7 minutes performance.

1) Performance 1

Performance 1 was held in the first day of class after students did the mid semester examination. There were 7 students to have performance. There were two types of story in the first performance of story telling, there were fable and legend. The fable stories which were told by students were as follows.

1) The Origin of Landak River
2) The Ant and Grasshoper
3) A Dog and Wolf
4) The Fox and the Crow
5) Birds and Tortoise
6) The Lion and The Mouse
7) The Rabbit and Turtle
8) The Arrogant Deer
9) The Wolf and the Stork
10) Elephants and Friends

Meanwhile, the legend were used by the students to perform story telling was only one, named Malin Kundang. It was Indonesia story. The studenst performed the story by using a series picture of Malin Kundang legend. The same as Malin Kundang story teller, other performers also used media. The media used by them were pictures, dolls, origami, and others.

2) Performance 2

The second meeting of the story telling presentation was started by some students were late to get into the classroom. It was because they were not ready for making media to facilitate the story telling performance. The second day of performance consisted of 7 students. They showed story telling individually. The students who presented story telling without media were three students. They did not use media as facilitator of presentation. They only read the stories in front of the audience. The titles of the story were almost the

same with the first day of performance.

3) Performance 3

Third day of performance resulted good performance of the students. They were improving their performance after observing their friends performance. The improvement was the use of media in story telling. The third day of presentation students involved ten students. Firstly, they met the lecturer for consulting the title and the media that would be used in the activity. It was done not only to improve their performance but also to have high self confidence while telling the story. So, the consultation was done two days before the presentation.

The title of the stories was mostly about fable. They had the same title as their friends but in performing the story, they used different media. The third day of performance students felt high slef confidence. They prepared well by practicing story telling activity before.

4) Performance 4

The final day of story teling presentation was successful. End day of the story telling performance was full of surprised. The students enjoyed their performance. Ten students performed their story telling by using different media. They also perform the story telling with interesting mimic. They adapted the types of the story to show the best mimic. Mimic and body language placed important role in story telling. They improved their performance and made the listeners got into the story. If possible, it can be achieved by the sound. The story teller could imitate varieties of sound, for instance as dog, monkey, or cat. The ability would enhance and direct the audience attention, especially children. Children would be motivated to listen the story.

5. CONCLUSION

The research has been done. It can be concluded that the implementation of story telling activity is useful for the improving students' competence at English language and the skill of teaching children. The use of story telling activity can be stated as the following.

1. Improving self confidence
2. Comprehending English language
3. Improving English pronunciation
4. Attracting children's attention
5. Increasing vocabulary comprehension
6. Improving learner's English communication
7. Training learner's mental and physical aspects
8. Training learner's to carry out English classroom especially English for young learners.
9. Directing children's attention to study English
10. Giving young learner's chance to interact in English language
11. Motivating learner's to study English.

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