TEACHERS’ PERSPECTIVES TOWARD THE USE OF STORYTELLING TO TEACH YOUNG LEARNERS IN CLASSROOM

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Maria Andya Temyara
112012040

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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2016
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : MARIA ANDYA TEMYARA
NIM : 112012040  Email : maria.andya75@gmail.com
Fakultas : BAHASA DAN SENI  Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul tugas akhir : TEACHERS' PERSPECTIVES TOWARD THE USE OF STORYTELLING TO TEACH YOUNG LEARNERS IN CLASSROOM

Pembimbing : 1. AMITA KURNIAWATI, M.HUM
             2. JUSITNA PRISKA K., M.HUM

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Saya yang bertanda tangan di bawah ini:

Nama: MARIA ANONYA TEMYARA
NIM: 112012040
Fakultas: BAHASA DAN SEMI
Judul tugas akhir: TEACHERS' PERSPECTIVES TOWARD THE USE OF STORYTELLING TO TEACH YOUNG LEARNERS IN CLASSROOM

Email: maria.anonya75@gmail.com
Program Studi: PENDIDIKAN BAHASA INGGRIS

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[Signature]

AMITRA KURNIAWATI, M.HUM
Tanda tangan & nama terang pembimbing I

[Signature]

YUSTIN Priska K., M.HUM
Tanda tangan & nama terang pembimbing II

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TEACHERS’ PERSPECTIVES TOWARD THE USE OF STORYTELLING TO TEACH YOUNG LEARNERS IN CLASSROOM

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Maria Andya Temyara
112012040

Approved by:
Anita Kurniawati, M.Hum.
Supervisor

Yustina Priska K., M.Hum.
Examiner
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Teachers’ Perspectives toward the Use of Storytelling to Teach Young Learners in Classroom

Abstract

In language teaching, storytelling is one of the effective strategies to improve children’s language development. As a consequence, the researcher inquired about the teachers’ views about storytelling to teach young learners. The researcher conducted a research based on research question: “What are teachers’ perspectives toward the use of storytelling to teach young learners in classroom?” Moreover, the aim of the study was investigating about the teachers’ views in using storytelling. Besides, this present study used qualitative method. Total of 12 participants were purposely chosen from 3 Kindergarten Schools in Salatiga. Those teachers were interviewed using semi-structured interview. The findings showed: a) Storytelling is beneficial; b) children’s story should have certain characteristics; c) the teachers faced several challenges in using storytelling such as limited ideas, limited time for preparation, and maintaining students’ focus. This present study was conducted to make the teachers aware of the use of storytelling to teach young learners.

Key words: teachers’ perspective, storytelling, young learners.

INTRODUCTION

Since English become the important language to learn, many young learners are being taught English at early age. The definition of young learners is those under 12 years old (Rokhayani, 2010). Teaching young learner is quite different from adult because of children characteristics which are like to do fun activities, very enthusiastic in learning process, and they can use vivid imagination (Rokhayani, 2010). Young learners are more enthusiastic to learn something than adult learners.

One of the effective strategies to improve children’s language development is through storytelling. In listening to a story, children are practicing listening for the meaning of the story. According to Baker and Green (1987), as cited in Watts (2006), storytelling is the oral
presentation of stories, it can be in form of traditional stories, literary, or personal experience, they will be told with all the style and language of its own the teller. Besides that, there are many kinds of stories such as fables, parables, myths, and legends that can be chosen according to students’ interest and suit to students’ language level (Rokhayani, 2010).

Robbins and Ehri (1994) stated that children who heard stories in their classrooms demonstrated some gain in identifying correct meanings of target words. Hence, using storytelling can build motivation and atmosphere for teaching and learning process, it is very useful for the teachers to use storytelling for teaching English (Sulistiawati, 2014). Children also enjoy listening to a story because the story offers a whole imaginary world that created by language, and while they imagine what the story is going on, they also learn language.

Because most of young learners’ love story, telling a story may become a worthy way in learning process. Through storytelling, young learners’ comprehension about new vocabulary will increase through an interesting way. Wright (2004) as cited in Rokhayani (2010) stated that story which relies so much on word, offer major and consonant source of language experience for children. Storytelling also can motivate children, and stimulate children’s imagination. Furthermore, storytelling provides the opportunities to increase young learners’ enthusiasm in learning English. Storytelling is also considered an effective strategy for keeping students interest (Isbell et al., 2004 as cited in Miller and Pennycuff, 2008). In addition, storytelling successfully can engage preschool young learners and promote their learning and development in foreign language field (Nicolopoulou, McDowell, &Brockmeyer, 2006).

Despite the advantages, storytelling is still viewed as trivial. Many teachers often include storytelling only as an additional tool in their teaching. Related to this, Alterio (2002) stated that
Although educators have always used storytelling, until recently these stories often occurred spontaneously and were not considered integral to learning and teaching activities. The perception in some quarters was that storytelling was lightweight, soft, not a real learning tool. (p. 1)

In line with the statement above, storytelling can actually be an effective and beneficial method for teaching young learners if it is structured well.

From here, this study is conducted to explore more on how teachers’ view and their awareness of the role of storytelling in TEYL. Additionally, this study is aimed to examine the teachers’ perspective toward the use of storytelling to teach young learners in classroom. The researcher expects that the findings of this study may provide both theoretical and empirical evidence for teachers in promoting the use of storytelling to teach young learners in classroom. In relation, the research question of this study is: What are teachers’ perspectives toward the use of storytelling to teach young learner in classroom?

LITERATURE REVIEW

Storytelling vs. Story Reading

Some researchers stated that telling a story and reading a story are different. There are some definitions of storytelling. Storytelling itself is defined as connecting a story to the listeners through voice and gesture (National Council of Teachers of English, 1992 as cited in Miller and Pennycuff, 2008). It indicates that the teacher tells a story to the students, then the students will listen to the teacher to understand the story. The teacher not only produces voice, but also some gestures which make the story more interesting. Some gestures also help the teacher to deliver the actions or the meaning of the story. By using voice and gestures, storytelling will also make the students keep their interest in learning process.
Moreover, other researchers also gave the definition of storytelling. Abdulla (2012), Cameron (2001), Mac Naughton and Williams (1998) stated that storytelling is an oral activity that is designed to be told in many situations through conversation between storyteller and listener so that the story is created in the imagination. Additionally, the story that is designed can be both narrative and informational story. Malo and Bullard (2000) as cited in Isbell, et al. (2004) confirmed that the story which can be used to storytelling are both of narrative and informational. Narrative story is defined as a story which tells about experiences in the past and or fiction story. Whereas, informational story is nonfiction writing, written to inform the reader about a specific topic. Moreover, in this case the storyteller and the listener are the teachers and the students.

In addition, some researchers also highlighted the differences between storytelling and story reading. According to Isbell (2004) story reading is the primary reference for the communication events is the text, as fixed upon the page. The difference is when the story is told, it is not memorized, but the words are recreated through unprompted performance. To shorten, story reading is the oral presentation of a story by an individual to a person or group from the text of a picture (Sulistiawati, 2014). In addition, Gallets (2005) stated that:

Story reading is defined as the oral presentation of a story by an individual to a person or group from the text of a picture book. In this case the pictures printed on the pages of the book were made visible to the students at least periodically during the reading. Movements, sound effects, or the use of props may sometimes accompany the oral elements of the story presentation. However, these elements are generally less prominent in story reading than in storytelling. (p.10)

To sum up the definition of storytelling is the sharing of ideas through words and actions to communicate by using imagination. Whereas, story reading can be summed up as an oral
The Benefits of Storytelling to Young Learners

The earlier research also has found that storytelling is beneficial for young learners. The benefits of storytelling have been recognized in the previous research. Some of the experts have found that there are some benefits of using storytelling in learning process. Isbell et all. (2004), as cited in Miller and Pennycuff (2008) claimed storytelling as an effective strategy for keeping students’ interest.

The second benefits also have been declared by other experts. Brand and Donato et al. (2001) as cited in Huang (2006) also confirm and stated that the benefits of storytelling in children’s development learning have long been documented. It indicates that storytelling may become an interesting technique to teach young learners. The other benefit also stated by Robins and Ehri (1994), kindergartens’ vocabulary can be increased by listening to the stories. Peggy, Sharolyn, & Sharon (2004) similarly stated that:

Other specific areas of language and literacy competency critical to English language learners' development of language and comprehension skills include, but are not limited to, the development of increased flexibility of English-language use; learning words (vocabulary) in context.

It shows that storytelling have benefits for young learners’ vocabulary development. Young learners’ vocabulary could be increased by listening to the story because young learners will hear some vocabulary, then memorize and apply them in the daily life conversation. It will also increase the flexibility of English-language use by young learners especially in vocabulary.
Moreover, additional benefits of storytelling is it gives an opportunity for students to expand their vocabulary as they decode the meaning of words, focused on the context of the story they hear or read (Abdula, 2012). Huang also founded that in term of vocabulary learning, storytelling serve as a steppingstones to the learning of syntax as it demonstrates grammatical and syntactic features in meaningful context.

Other benefits of storytelling also have been renowned by other expert. Hendrickson (1992) stated that listening to stories helps students develop their ability to understand the spoken language, become aware of cultural values different from their own, sharpen their memories skills, develop their ability to predict upcoming actions and events, and discriminate different story genres and storytelling styles. It also provides opportunity to students for speak the foreign language creatively, to integrate information and knowledge they learned from other sources, and to become more confidence in their ability to express themselves spontaneously.

Choosing a Good Story

When a teacher has already decided to use storytelling to teach young learners, the teacher should consider about the condition of the students. Teachers must suit the students’ interest, students’ experience, and students’ language level (Sulistiawati, 2014). Hence, the students will feel comfortable when the teacher read or tell a story.

Moreover, teacher should also consider characteristics of using stories suitable for young learners. Steinbeck (2008) as cited in Mart (2012) listed the characteristics of good stories with young learners as stories should: a) be action oriented, b) be personal (the use of familiar characters), c) not be in detailed, both in terms of the story and the visual used, d) allow for
context extension, e) use comprehensible input (the language that is at the right cognitive and language level), so that the output is more structured.

Furthermore, the last characteristics of good stories for young learners has mentioned by some researchers. Besides that, according to Gallets (2005) every story for young learners should be likely to interest a child of target age, each story should have attractive illustration, and, most importantly, the story has to be suitable for storytelling. Cameron (2001) also stated that a good story is simply one that listeners or readers enjoy. Quality in stories has characters and plot that engage children. Often, the art work is important as the text in telling the story, and they create a strong feeling of satisfaction when the end is reached.

THE STUDY

Context of the Research

The study was conducted at KB/TK Anak Terang – Bethany School, KB/TK Apple Kids, and KB/TK Rainbow. Those schools are located in Salatiga, Central Java. This research took place in those three schools since those schools use storytelling as one of the methods to teach young learners in the classroom. In these three schools, English is used as the language instruction. The teachers would use approximately more than 70% English and less than 30% Bahasa Indonesia in the classroom.

Participants

The participants of this research were 12 teachers in all classes in KB/TK Anak Terang-Bethany School, KB/TK Apple Kids, and KB/TK Rainbow. The reason of selecting of these participants was because all of the teachers of the schools use storytelling in class, so that they
are familiar about the use of storytelling. Additionally, the participants were selected by purposive sampling method in order to get the exact data of teachers’ views about storytelling.

**Instruments of Data Collection**

To answer the research question which is about what are teachers’ perspectives toward the use of storytelling to teach young learners in classroom, interviews were used to collect the data. The researcher did the interview with 12 participants in 15-20 minutes length interview. The interviews were conducted in Bahasa Indonesia and recorded through audio recorder. The aim of the interview was to capture and communicate the participants’ perspectives on using storytelling to teach young learners in classroom. Following is the table of date and duration of the interview

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<th>Teacher’s Name</th>
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To guide the researcher in the doing the interview, the following questions were used:

1. What is your educational background?
2. How long have you been teaching?
3. In your opinion, what is story telling?

4. What are the advantages using storytelling in classroom?

5. What are the disadvantages using storytelling in classroom?

6. Why do you use storytelling in teaching?

7. How do you tell a story?

8. What language do you use when you are telling a story?

9. What kind of story do you choose?

10. How do you choose the story?

11. Where do you get the source of the story?

12. According to you, what is good story that suitable for young learners?

In the doing the interview, the researcher used semi-structured interview in practice. Semi-structured interview was used to get deeper data about teachers’ perspectives on storytelling. Additionally, it also can get more data about the interesting information about the storytelling.

Data Collection Procedures

This study used a qualitative method. The researcher chose qualitative method because it explores the richness, depth, and complexity of what is being reached. The researcher used semi-structured interview as the instrument of the data collection.

Before doing the real interview, the researcher did the data piloting first. The aim of piloting was to check the recorder, time (min. 15 minutes), and the interview question before
doing the real interview. The researcher did the piloting with 2 teachers. The result of data piloting indicated that there were some questions that need to be dug deeper and the right audio recorder should be well prepared.

After the piloting had been done, the next thing to do was conducting the interviews. The researcher interviewed 12 teachers from three Kindergarten schools in Salatiga related to the list of questions that have been prepared. The interviews took 15-20 minutes for each interview.

After conducting the interviews, the researcher transcribed the interviews that have been recorded in a written form. To help the researcher analyzing the data, the researcher categorized into some points to get the results. Lastly, the researcher analyzed the data that had been collected from the interviews.

**Data Analysis Procedures**

The data that the researcher got from the teachers were analyzed and presented qualitatively in the finding section. The audio recording of the interviews were examined individually in order to transcribe the interview result. The transcript of the interview served for the clearer descriptions of the participants’ statement related to storytelling. The researcher tried to figure out the current case thoroughly and categorise the main issues emerged.

After categorizing the issue, the data were analyzed based on the issues and theories of storytelling in the finding section. The collected data were analyzed to reflect the beliefs of the participants on using storytelling to teach young learners.

**FINDINGS AND DISCUSSION**

This section discusses on how the participants views on storytelling for teaching English to young learners. The section will be divided into 3 sub-sections according to the main themes
emerged from the interview. They are storytelling is beneficial, children’s story should have
certain characteristics, teachers’ challenges of using storytelling. The interview results from the
participants will be presented, described, and linked to the previous study which has been
appeared on the previous section.

**Storytelling is Beneficial**

This sub-section discusses about the benefits of storytelling according to the participants’
views. All of the participants agree that using storytelling in classroom is beneficial for the
students and also for the teacher. The first reason is storytelling can grab the students’ attention.

Teacher A

The students are interested in story so it will grab the students’ attention. Especially if we used
something like dolls it will be more interesting and they will pay more attention and the message
will be delivered well. (Interview, 10/3/2016, my own translation)

Teacher E

It is more interesting. Children like story, especially when the teacher tell about fable which using
animal. (Interview, 22/3/2016, my own translation)

Their comments reflected that storytelling could catch the students’ attention especially when the
storyteller telling a story using media such as dolls, puppet, etc. From the Teacher A statement, it
could be concluded that storytelling was an interesting technique to teach English to young
learner because it could attract the students’ interest. Teacher’s comments were similar to the
previous study from Isbell et all. (2004), as cited in Miller and Pennycuff (2008) which stated
that storytelling is an effective strategy for maintaining students’ attention.
Based on the interview result, the second benefit was sharpening the students’ memory. By listening to the story, students could memorize the materials that were given compared to if the teacher just explained it. The participants also confirmed this:

Teacher K
I think students are able to memorize the material in longer term. (Interview, 31/3/2016, my own translation)

Teacher K confirmed that by using storytelling, the students would memorize the material longer. For that reason storytelling were used to memorize the material, so that the students would remember the material well.

Teacher L
If we use story, students can memorize it in long last. They will remember more rather than when we just explain it. Help them to memorize. (Interview, 31/3/2016, my own translation)

The comment from teacher L said that by giving material through storytelling, the students’ memory was better than if the teacher just explains the material. Storytelling also helped the students to memorize the material in class.

From the teachers’ comments, storytelling could facilitate the students to remember the material. It was similar to Hendrickson (1992) stated that listening to stories can help students to sharpen their memory skill. It can be concluded that the meaning of sharpening students’ memory skill was by helping them to memorize.

The third reason was storytelling can increase students’ self confidence and ability in language aspects. Through storytelling the students would build their self confidence and also it could develop their ability in language aspect. The participants, Teacher F and Teacher I stated that:
Teacher F

The benefits are train the language ability, increase children ability to communicate, increase their self-confidence to tell story. (Interview, 22/3/2016, my own translation)

From teacher F statement, she said that when the storytellers were the students, it could increase their self-confidence to tell something in their own language. Teacher F also stated that students would communicate better after they were listening to the stories. The students would start having communication with their friends and teacher using various words. By listening to the story, the students would get some new information from the teacher and it made the student could produce better words to communicate. In other word, the students would speak creatively using many words.

Teacher I

Train their self-confidence, for 1-2 years old, they are brave to come in front of class and brave to tell something and it is good things. (Interview, 31/3/2016, my own translation)

Statement from Teacher I was also similar. She said that the students would be brave to come in front of the class to tell something even though the teachers also helped them to produce some words. It was a good starts for the students to be brave to come in front of class. Their self-confidence would increase.

Those results were similar to some previous studies. Hendrickson (1992) stated that storytelling provides opportunity to students to speak creatively and to become more confidence in their ability. Peggy, Sharolyn, and Sharon (2004), Robins and Ehri (1992) also confirmed that through listen to the stories, their vocabulary will be increase.

The fourth reason why the teacher participants used storytelling was students could be more creative and imaginative. Students imagination would increase while the students listening
to the story that was read by the teacher. Thus, storytelling offered to build a whole imaginary
that created by the language. Same opinions have also been expressed by Teacher D and Teacher
E.

Teacher D

Make the students more creative and imaginative. For example the tiger in the jungle, they can
imagine what jungle looks like, they can imagine by themselves. (Interview, 10/3/2016, my own
translation)

Teacher D statement showed that through storytelling, the students could be more creative and
imaginative. She also gave an example when the story was about animal in the jungle, the
students could imagine what jungle looked like. They just listened to the story from the teacher
then they could imagine by themselves.

Teacher E

Interesting story, while listening to the story, the students can imagine the plot and characters of
the story. Develop their imagination. (Interview, 22/3/2016, my own translation)

Teacher E also has similar statement with Teacher D. She agreed that storytelling could increase
students’ imagination. Yet, she opined that the students could use their imagination about the
plot of the story and the characters that appeared on that story.

The last reason was from the teachers’ improvement in teaching storytelling to young
learners. The teacher can improve their creativity while telling a story to the students. This
finding was different from the previous studies, since the previous studies rarely talked about the
benefits of storytelling for the teachers. Teacher B also confirmed:

Teacher B

We can prepare the various visual aids which appropriate with the story, so the teachers can
sharpen their own creativity. (Interview, 10/3/2016, my own translation)

Teacher B confirmed that when telling a story to the students, the teacher could prepare many
media which could be used as tools to support their teaching. The teacher stated that by using
that media the teacher could sharpen their creativity to make tools for teaching the students.

In conclusion, storytelling was beneficial. There were five benefits of using storytelling
in teaching young learner. First, it could catch the students’ interest while teaching and learning
process. The second was the students’ memory skill was sharpened. Thirdly, storytelling could
increase students’ self-confidence and develop the ability on language aspects. Fourth, students
could be more creative and imaginative. The last was the interesting benefit because the benefit
was for the teachers in which storytelling can encourage the teachers to be more creative.

Children’s Story Should Have Certain Characteristics

This section discusses about the good story for the children. The participants have several
categories which make the story was characterized as a good story for the children. The first
characteristic is the good story should have character. Hence, Teacher J commented:

Teacher J

Have strong character, like Nemo, the students will memorize it, or Lion King. (Interview,
31/3/2016, my own translation)
Teacher J commented that a good story had strong character, thus the students would memorize the character and the story itself. The strong character could be taken from movie or famous story, like Nemo or Lion King. It helped the students to memorize the story by remembering the characters. This finding also similar to Cameron (2001) which confirm that a good story have characters that engage children.

The interview resulted that the second characteristic of storytelling was it has moral value. Moral value on storytelling will give positive impact to the students to build their character. Some teachers also commented:

Teacher D

Depends for how old children, if it is for under 5 years old the story must contains of moral value. For example ‘Bangun Pagi’, after wake up we should take a bath, neat the bed. (Interview, 10/3/2016, my own translation)

Teacher D commented that it depended on the age of the students, but for less than 5 years-old-student it should have moral value, the example was about ‘Bangun Pagi’ (Wake Up Early in The Morning). The moral value of that story was after wake up the students should clean the bed and take a bath.

Teacher F

A good story is the story with moral value, but it still for children, for example animal’s world, then we will modify by adding moral value. The moral value for example helps each other, love friends, patient and others.(Interview, 22/3/2016, my own translation)

The similar comment also came from Teacher F. She commented that a good story should have a moral value. For example, animal’s world, then the teacher would modify the story and adding it
with moral value. The examples of moral value were helping each other, loving friends, being patient, etc.

Teacher L

There is moral value in every story because character building is very important for children. (Interview, 31/3/2016, my own translation)

Teacher L also has similar opinion. She commented that there should be moral value in every story. Because character building was important for children, the story should have moral value. Moral value can build the students’ character.

The third characteristic was the story that the students interested in. Children usually had their own interest, and they would pay attention on something that they were interested in. Teacher K also shares her opinion about it:

Teacher K

Students’ predilection story (that they like), story that make the students fun, students world and imagination, like story about princess: I only use the character and remake the story, not use the original story. I don’t like the story about princess who will meet a prince and happily ever after. I just use the character of the story about princess.

From Teacher K opinion, she stated that the story that students interested in made the students enjoy the lesson. She added that the story should be based on the students’ world and imagination. The examples of the story are about princess like Snow White, Cinderella, Aurora, etc, but the teacher only used the character and made the story by herself to suit with the message that the teacher wanted to present. This also similar to Gallets (2005), every story for young learners should interest a child.
In conclusion, a good story should have some characteristics. The participant agreed that there should be three important characteristics. The first characteristic is good story should have characters. Second, it has moral value to build students’ character. Lastly, story should correspond to students’ interest.

**Teachers’ Challenges of Using Storytelling**

This section discusses about the challenges that the teachers face during teaching English to young learners using storytelling. The first challenge is lack of ideas. Lack of ideas in this case means that the teachers tend to come up with same idea in every storytelling performance. The teachers should not use the same ideas again and again because it will make the students bored. The teachers should have different ideas in telling a story to make the students pay attention to that story. Teacher A and Teacher B also confirmed:

Teacher A

Our method to deliver the story is the challenge. Do not be boring, because if we are boring the students will lack of interest and they will be busy by themselves. If we do not have any idea, it will be difficult. Even though we already have the concept of the story, but the way we deliver the story is not smooth. (Interview, 10/3/2016, my own translation)

Teacher A statement reflected that teachers should have many ideas to tell the story. If the teacher does not have many ideas it would make the students bored. When the students get bored, they would not pay attention to the material and the teacher, and they just busy by themselves. Although the teachers have known about the story, they should have ideas to deliver the story, thus the students will pay attention on the teacher while listening to the story.

Teacher B

It is more on how the way to make the students listen to us, especially the story that we want to tell is little bit long. It is a challenge for us to tell the story in various ways without making the student bored. We should have many ideas on how to tell the story. (Interview, 10/3/2016, my own translation)
Teacher B’s statement also similar to the statement from Teacher A. She stated that as teacher, she should have many ideas on how to tell the story, especially for the story that had a long duration. Long duration story usually made the students bored, teacher should have ideas to make the students interested in the story.

The interview resulted that the second challenge is the preparation of storytelling. The preparation is seen as a challenge because the teachers needed more time to prepare their story before they told it to the students. Some teachers also confirmed that:

Teacher C

The challenge is the preparation. If we are not ready and we don’t understand the story, students will also not understand the meaning of the story. And if it is not interesting, students will not be interested to hear the story. (Interview, 10/3/2016, my own translation)

Teacher C confirmed that the challenge of storytelling is the preparation. If the teacher did not have time to prepare the storytelling, the students would not understand the meaning of the story. Some of the students would be bored if we are not ready to tell the story and they would not be interested on the story.

Teacher H

For spontaneous one we do not have sufficient time to prepare AVA. But, if it is not spontaneous we should prepare the AVA and it will spend more time to think or make the AVA. (Interview, 22/3/2016, my own translation)

Teacher H also has similar statement to Teacher C. She stated that the preparation time was the challenge for the teacher. The spontaneous storytelling would not take time to prepare the AVA because spontaneous storytelling sometimes did not use AVA. But for the prepared storytelling, the teacher must spend more time to make the AVA for the students, thus the students would not get bored while listening to the stories.
The third challenge of storytelling is the maintaining students’ focus while listening to the story. Maintaining students’ focus is important because if the students were not focus, they would not understand the story. Teacher E and Teacher L confirmed that:

Teacher E
The challenge is students’ focus. There are several factors which influence students’ focus. How to make students listen to us from the beginning until the ending, plus what the story tells about, the content of the story. (Interview, 22/3/2016, my own translation)

Teacher E stated that students’ focus might be influenced by several factors and it became the challenge for the teacher to make students focus on her. Teachers should have creative ideas to make the students focus or listen to the teachers from the beginning of the story until the ending. Thus, the students would understand the content of the story.

Teacher L
How to make the students focus on us and try to make the story is not too long carefully. Because usually if we too excited when tell the story they were usually busy by themselves. (Interview, 31/3/2016, my own translation)

Teacher L also stated that the challenge for teacher is the maintaining students’ focus. How to make the students focus on the story was the problem for the teacher. Teacher should be wise to manage the time when telling a story, because if the teacher too thrill, the story might become longer. As we know that children could not listen to a long story, and if the story became longer, the students would not pay attention on the teachers.

In conclusion, storytelling has challenges that are faced by the teachers. There are three challenges in storytelling according to the teachers who are interviewed. The first challenge was the teachers lacked of ideas on how to tell the story. The second was the preparation before the
storytelling that needed more time. Lastly, maintaining the students’ focus while listening to the story. Furthermore, this finding could remind teachers that they should overcome the challenges because failing to do so would hinder the students to gain the benefits of storytelling for their learning.

CONCLUSION AND SUGGESTIONS

This study is conducted to investigate the teachers’ perspective toward the use of storytelling in classroom. The instrument of data collection was semi-structured interview. The participants of this study consisted of 12 teachers from 3 different Kindergarten schools in Salatiga. After collecting and analyzing the data, the researcher found that there are similar perspectives on storytelling.

There are three findings that will be discussed in this section. The first finding is about the benefits of storytelling. All of the participants agreed that storytelling is beneficial. There are 5 benefits of using storytelling that have been declared by the participants. The first benefit is storytelling can grab students’ attention because children like story, especially when the teacher use media such as puppet or dolls, they will be more focused to the story. The second benefit is storytelling can sharpen students’ memory skill. The meaning of sharpen itself is helping the students to memorize the material that is given in class. Thirdly, storytelling can increase the students’ self confidence and ability in some language aspects. Self confidence means that the students are brave to tell the story in front of the class, meanwhile the ability means the communication of the students increased. The students speak more often to their friends and also using various words about the story they listened to. The fourth is by listening storytelling, the
student can be more creative. Students’ imagination will be increased while listening to the story. Lastly, it is the unique result because the benefit was for the teachers. Storytelling can improve teachers’ creativity while using storytelling to teach young learner. When teaching young learners, the teachers are expected to be creative so that the students will be not bored. It would encourage the teachers to create their own stories, AVA, and various ways to telling the stories.

The second finding is the characteristics of a good story for children. All of the participants agreed that children’s story should have certain characteristics. The first characteristic is the story should have strong characters, so the students will memorize the characters and also the story itself. Secondly, a good story should have moral value. The moral value itself is expected to build the student’s characters. The third characteristic is the story that the students interested in. Some children have their own interest and they will focus on something that they like. Furthermore, the story that the students like makes them enjoy the lesson.

The third finding is about the challenges that the teachers faced while using storytelling in classroom. The first challenge is teachers’ lack of ideas. Teachers should have creativity and many ideas to teach young learners. Storytelling is challenging because the teachers should present new ideas to tell the story as the same ideas will make the students bored. Second is the preparation of the storytelling. Teacher should have more time to prepare what they will say when doing storytelling and also prepare AVA or media to make the students more interested to the story, so that the students want to listen to the teacher. The last challenge is maintaining the students’ focus while listening to the story. The way to make the students listening to the story is the teachers’ challenge, because of the children’s characteristic that they are active and difficult to focus while listening to the story.
The present study has several implication for teaching. This result of study enhance teacher to be more aware of the role of storytelling in Teaching English to Young Learners. Moreover, this study can give information for teacher to choose a good story for young learners. It also helps teachers to overcome the challenges of storytelling, so that the students will receive the benefits of storytelling for their learning. Furthermore, this study can be beneficial for future teacher.

This research, however, has some limitations. The first one is limited of number of participants which only 12 participants from 3 Kindegarten Schools in Salatiga. The second is the school level which is in pre-school and TK only. For the future study, I hope the researcher not only finds out the practical of storytelling in Kindergarten, but also the use of storytelling in Elementary School. In addition, it will be interesting if included also the technique in using storytelling to young learners, so that the teacher will more understand about the technique to improve their skill to use storytelling for young learners.
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