

ENGLISH STORY-TELLING TO HELP EARLY CHILDHOOD STUDENTS' PHYSICAL, LINGUISTIC, AND SOCIAL-EMOTIONAL GROWTHS

Abstract

Story-telling is an ideal teaching and learning tool because it has a unique capability of letting students interact as listeners or as story-tellers themselves and also has the capacity to support and enhance the relationship between students creating new knowledge and learning from others (Wright, 2008). My study is looking at how teachers in The First Day Care Early Childhood Education make use of story-telling method. This study specifically looks at how the story-telling method may be used to develop children's physical, linguistic, and social-emotional growths in Early Childhood Education language class. In this study, the writer will focus on analyzing the teachers' story-telling methods used by English teacher in The First Day Care Early Childhood Education Semarang. The data in this study are collected from observation and interview. This study was using qualitative data analysis through direct and non-participant observation. The finding of this research shows that the teacher used some different method in teaching English to help early childhood students' physical, linguistic, and social-emotional growths developed. In applying the story-telling method, the teacher told the story first. Then, he extracted themes from the story that are close to children's world to design activities that were executed using various methods of teaching.

Keywords: *Story-telling, early childhood, physical, linguistic, social-emotional growths*

