PROSIDING

**SEMINAR NASIONAL
PENDIDIKAN FISIKA
DAN BAHASA INGGRIS
2014**

CARA PRAKTIS DAN INOVATIF
DALAM PEMBELAJARAN FISIKA
DAN BAHASA INGGRIS

Surabaya, 17 Mei 2014

**Fakultas Keguruan dan Ilmu Pendidikan
Universitas Katolik Widya Mandala Surabaya
Jl. Kalijudan 37, Surabaya 60114**

Judul Buku

Prosiding Seminar Nasional Pendidikan Fisika dan Bahasa Inggris: Cara Praktis dan Inovatif dalam Pembelajaran Fisika dan Bahasa Inggris.

Redaksi
Ketua Prof. Dr. A. Ngadiman
Anggota
1. Prof. Dr. Veronica L. Diptoadi.
2. Prof. Drs. Soegimin W. W.
2. Y.G. Harto Pramono, Ph.D.
3. J.V. Djoko Wirjawan, Ph.D.
4. M.N. Siti Mina Tamah, Ph.D.
5. Dr. Ruruh Mindari
6. Dr. B. Budiono
7. Drs. I Nyoman Arcana, M. Si.

Cetakan Pertama
Mei 2014

9 786029 683950

IMPROVING LANGUAGE SKILLS THROUGH STORYTELLING FOR INTERMEDIATE LEVEL STUDENTS

Elli Setiyo Wahyuni
University of Hang Tuah Surabaya
Arif Rahman Hakim No. 150, Surabaya
westname22@yahoo.com

Abstract. *Learners of English should practice and improve their skills in Reading, listening, writing, and speaking. Some materials may promote the completeness of learning this second language acquisition. However, using storytelling for intermediate level students is a creative way to have the students reinforce more on listening the story, re-writing the script, comprehending the chronological order, and speaking the opinion on the content. In addition, telling a folklore or fairytale is interesting and easy to comprehend. These students presentation show how they can manage the body movement, facial expression, and inflexion for making the story understandable by the listeners. The activities may be varied for individual or group based on the situation of the classroom teaching and learning. Thus, the teacher should guide them with detail instruction, as consequence, the students know what to do and what to learn. This technique is known as learning by doing in which learners gradually improve the fluency of speaking, the reading comprehension, and writing performance. Furthermore, the analysis shows how the effects of using storytelling enhance the areas of students' weaknesses in English to be their strengths.*

Keywords: *free-writing, picture stories, presentation, storytelling, video words*

INTRODUCTION

Teaching English for intermediate level students through storytelling is challenging because they need to understand the passage and answer the question precisely. Storytelling is very interesting. It is not only because of the pictures in it but also the content of every stages in the story convey meaningful thought and feeling in which the learners of English expect to get the knowledge and the message behind the story (Brewster, 1991). The students easily understand the flow of the beginning story, climax and the ending of a story as long as the technique of explaining the message is clear and gains the readers' attention. This is what the teacher should think of his/her classroom teaching learning. The students of Public Administration who are joining English Conversation on the first semester are given a mutual learning for improving the ability of reading, writing, and speaking.

The target of learning English skills through storytelling is able to understand the content of the story, then re-write the ending of the story, and share the value to others. In learning English, students do not only know the grammar and vocabulary but also the moral value from the reading passage. In addition, the goal of teaching English becomes a meaningful since the English learners know what to learn and what to do with the knowledge. Storytelling is full of moral value that is introduced through some characters, conflict, and the completion in facing the problem. A story becomes more interesting when it is clearly stated in the summary. This technique also promotes what should be learnt in English through storytelling. There are many ways to get the knowledge, such as practicing grammar, vocabulary, re-tell the story and group discussion. Some activities may be done in the classroom by using this media. A student can be involved in both individual and group activities so that there's no individual who is being passive and not responding to the learning process.

All students can enjoy the learning process when they are also practiced how to be a good storyteller. In order to have a

real practice, the technique is required to meet the goal of speaking English fluently. This is a fact that our students also have stories to tell and can become a part of that storytelling world. They can develop their skills as conversational storytellers by presenting the story. This is an interesting activity because stories have power. They delight, enchant, touch, teach, recall, inspire, motivate, challenge. They help us to understand fully. They imprint a picture on our minds. Consequently, stories often pack more punch than sermons.

There are many stories of great wisdom and knowledge which we can find in books written by famous writers. However, there are more stories of different natures in our lives. Stories are everywhere and we keep in touch with them every day. Every single day of our lives is a complete story and it is a story that we share with other people. Storytelling is a social experience because it connects a teller and a listener (Smyth, 2005). Due to stories we participate in other people´s lives. We share the facts about our lives, memories, knowledge, experience, adventures, feelings and emotions through storytelling.

Storytelling is a great way how to encourage the learners of English language to be actively participated in the process of learning a foreign language. Stories provide the things that are familiar to children and therefore storytelling is a useful way how to introduce new things in the context which is well-known for English learners (Hotman et al, 2010). If there is a topic which is hard to explain, it can be integrated by the topic to a story. This particular example of the topic, the introduction and solution of the problem might help students to visualize the problem and understand the topic better. Storytelling practices and improves all kinds of language skills.

A story can be used in many different ways: It can help to practice both speaking and writing skills in a context which is deeply engaging and personalized; to encourage group sharing, team-building, and cooperative text-making; as opportunities to develop oral fluency and confidence; for specific language practice of tenses, descriptive adjectives, reporting verbs, and punctuation for direct speech; for development of extensive writing that includes narrative, description, dialogue, and character development. The teachers of English language can ask how to interconnect students' knowledge with storytelling because it offers a number of opportunities for connecting classrooms with the world (Bull, Kajder).

Using storytelling can become a part of curriculum. Storytelling is a useful means how to combine both personal narratives with the use of media in the classes of English language. "Digital stories are multimedia projects employing the use of photographs, video, audio, and music" (Rao, 2009). The characteristic of a story is the most important part of the process of creating digital story and the positive effects of storytelling on development students' language skills. While creating any digital story, the elements of the story should be arranged such as pictures we want to use, the language, length, recordings, music. The technique of creating story and must be easily accessible and understandable for the readers. Another task was the stimulation and positive development of students' language skills.

Storytelling is simply defined as a story narration, which means "the act or process of telling a story" (Oxford Advanced Learner´s Dictionary). According to the National Storytelling Association, storytelling is "the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific." storytelling is: the art in which a teller conveys a message, truths, information, knowledge, or wisdom to an audience –often subliminally –in an entertaining way, using whatever skills (musical, artistic, creative) or props he

chooses, to enhance the audienceˊs enjoyment, retention and understanding of the message conveyed. Stories are sometimes told purely for joy and delight (Banaszweski, 2005). The most important part of storytelling is the story itself. The story as it is defined in the work of Ginny Wiehardt is "the full sequence of events in a work of fiction as we imagine them to have taken place, in order in which they occurred in life. But each story is more than "the full sequence of events".

A story is more generally agreed to be a specific structure of narrative with a specific style and set of characters and which includes a sense of completeness. Through this sharing of experience we use stories to pass on accumulated wisdom, beliefs, and values. Through stories we explain how things are, why they are, and our role and purpose. Stories are the building blocks of knowledge, the foundation of memory and learning. Stories connect us with our humanness and link past, present, and future by teaching us to anticipate the possible consequences of our actions. There are many ways how to describe the story as well as storytelling. Even though the story plays an important part in the storytelling, other aspects of storytelling also need to be considered. Stories are parts of our everyday lives even though we do not often realize that. Stories belong to our lives as food we eat, water we drink and air we breathe. We live our lives through stories and every single day of a human life is full of stories from those that we hardly recognize as stories (e.g. medical records, accident records, text messages) to those whose form is more sophisticated and formal (e.g. fairy tales, ballads, articles in newspapers, essays). Our lives themselves are stories and since the beginning of human kind, there have been created and written billions of stories, stories of different and various natures, stories which, on the other hand, have something in common: all the stories record our experience with the world around us, our point of view, knowledge and understanding of the things that surround us (Isbell et al, 2004).

The tradition of storytelling is as old as human experience. Once the prime means of passing on knowledge and creating meaning, storytelling is still one of the great mediums of communication for people everywhere. Myths, legends, folk tales, fairy tales, parables, oral histories, anecdotes, jokes and yarns are all part of oral heritage. Stories help us to understand who we are, to make sense of the confusing swirl of everyday life, to digest and transform our experiences. They can also serve to develop reflection and critical thinking. Stories are of different natures. They can be either formal or informal, written or oral. There are the classics of literature that we might read at school; bedtime tales we might have been told as children; soap operas we might watch on TV; and action films that we might see at the cinema. Stories are also found in more formalized contexts: the accident reports which was written for the police or insurance company; the medical history we might give the doctor, or the explanation we might offer for being late. There are also less formal styles: the narrative jokes we tell; the anecdotes we relay about what happened, the troubles-talk we have with a friend when something goes wrong; the gossip we might engage in about people we know; the conversations about what weˊve been doing that we might have with friends or colleagues after weˊve been away for a while; and the idle social chat involving narrative exchanges that we have to maintain and nourish our connections with others (Wajnryb, 2003). Stories make our world. Our life stories have the beginning and the end and contain various characters, places and events. We recognize the world around us through the stories from the early childhood till the end of our lives. We learn through stories about the powers of good and evil. The stories provide us experience,

Telling stories or narrating is human being's nature. Traditionally, human beings are regarded as reasoning animals. When Fisher (1984) proposed an assumption that humans are also rhetorical beings, he did not disregard the traditional point of view, but believed that reasoning does not necessarily need to be in the form of argumentative prose or in clear-cut inferential or implicative structures. It can be in all kinds of symbolic action: both non-discursive and discursive. Narration is a tool used by human beings to express their ideas, persuade others to accept their ideas and to understand the world. In ancient times, people painted pictures on walls or on rocks to deliver information or express their adoration toward gods or goddesses. Nowadays, one can find various stories in literary works, advertisements, speeches and many other discourses.

The present study focuses on speeches made by teachers in classroom settings. To use narration as a tool to educate others is nothing new. In ancient China where small countries competed severely with each other, emperors of those countries were searching for ways to gain power and strength. Wise men and canvassers recorded what happened in the past that brought about the ruin or prosperity of a country. Or they would use allegories to persuade their emperors to be careful about their conducts. In Western countries, stories in the Bible are used to influence people's thought and educate Christians. Stories in
Aesop's Fables teach children and adults alike about life. Narration has shed light on education of many fields . For example, researchers from universities, government, and corporate research organizations,
with backgrounds in military training, education, law, aviation, and business have figured out four main types of storytelling techniques used for teaching. Different types of stories are used to persuade the audience (in this case, students) and educate them. One the other

hand, through narrating students can express their thoughts , sort out what they have already obtained, and explore new knowledge.

The concept of learning is often considered to be different from acquisition. Acquisition is a natural process. A child would begin the process of first language acquisition at very early age. He would get enough exposure from his living environment by listening consciously or unconsciously to what people say around him. His tutors can be his parents, nurse, adults he communicates with, or children he plays with. What he has heard would be the input, and he would imitate and use them repeatedly to express his own feelings or whishes. Learning process is deferent from acquisition. Children or adults are placed in classroom settings, following teachers' instructions. The teacher should consider about many aspects that would affect the process of students' learning a second language, for example, teaching environment, teaching method and materials, students' mentality, their ages and gender and so on. Teaching method is an important factor influencing the effectiveness of learning and teaching. Many researchers have proposed natural teaching method which is in accordance with the process of acquiring Second Language. Some brought up bottom-up and top-down teaching methods. On the top level, it is mainly the acquired system that works, while on the bottom level, the learned system. In the "top-down" model, a teaching method of incidental focus on form can be applied. In this model, the teacher do not prepare what are going to teach in the class but spontaneously pointed at learner's output produced in the top level. The "bottom-up" model can be complementary to a "top-down" model. The teacher, according to what has been known about learner in previous class, makes his plan for next class. This model can solve the problem about testing the effectiveness of "incidental focus on form" and measure gains in leaner's

ability. Meanwhile, it makes large-scale class effective and the teacher can focus on a point and discuss it in depth. No matter what method teachers adopt, the purpose is to improve the effectiveness of teaching and factors on the part of students should be taken into account (Spiro, 2006).

Using storytelling is considered as an interesting way of teaching and learning English as the second language. The students who are lack of vocabulary mastery should be guided to learn in creative method. In addition, the purpose of using storytelling in English class is to find out how the teacher uses storytelling as a teaching method in classes, what kinds of stories that the teacher prefer to tell in classes, and what technique used by the teacher in using storytelling. The ultimate purpose of teaching is to help students acquire information, ideas, skills, values, ways of thinking and expressing themselves, and most importantly, to teach them how to learn. The long-term outcome of teaching should be students' increased capability to learn more easily and efficiently in future. By getting education, students not only acquire information and knowledge, but they will also be able to master the learning process so that they can apply what they have learned to study and to life in the future. This principle is applicable to various kinds of teaching environments, including language teaching, scientific education or teaching skills. To make students to be aware of cooperation in study is of primary importance. It is supposed that students will not know how to work efficiently with others. Based on this idea, the social theorists came up with the social model, which emphasizes the social nature of the human being and how social interaction can improve learning. They regarded school as a miniature society in which individuals interact and work together. Actually, students may be active in cooperation when they are given a task requiring them to work in pairs or in need of team work. However, they may not master the skill to work together efficiently and productively. Giving a task for students to work cooperatively is the simplest example of a social teaching model. Thinking inductively is praised highly in the western world either in social life or in the academic and scientific fields. Furthermore, thinking is an active transaction between the individual and the data. Many objects can act as data, such as vocabulary, grammar, and literature works. When students are presented with these data, they will organize the data into conceptual systems. Once these data are related to each other, students will generate the commonness between them, and then make inferences to hypothesize, predict, and explain the phenomena. The mental process cannot be taught directly by teachers. However, they can give assignments to students so that they have to practice this skill. The more skillful students become the less direct support teachers should give in doing tasks.

There are two general principles from which language and media education can be viewed. In the process of learning, we construct our knowledge rather than transmit it. Instruction on the other hand is the process when knowledge is transmitted and we have to accept it and digest. All learning tasks than should be contextualized and purposeful for learners to help them better accept and digest the knowledge which is included in the process of teaching. But when the knowledge in the process of teaching is only transmitted to learners, they become passive participants of the learning process. The connection of technology and language learning is demanding because it is active. If learners of English language can actively participate in their learning process, they can learn better and they can improve their skills more effectively. Using media in language learning process is also essential because it is a collaborative and conversational activity which requires sharing different ideas and opinions, discussions and the

usage of the language in which the digital story is being made. Learning through digital storytelling is also contextual and it is organized around authentic tasks and embedded on meaningful context. The process of learning and using digital storytelling is guided by teacher or educator. Learners need a certain control and support. Media and language learning connection as it was said before is motivating and involves emotions. Digital storytelling not only influences children′s development of language skills but also contributes to children′s emotional and social development.

METHODOLOGY

The sample

The students of Public Administration who are joining English Conversation class have practiced the skill of using digital storytelling. There are 25 students in this class. They have practiced it for one semester. The students are divided into 5 groups in which each group consists of 5 students. The group does the performances of digital storytelling and the lecturer supervises and evaluates the activities.

The procedure

In order to know the effectiveness of digital storytelling application in improving the student skill of English, the media of photo series, video, and presentation are used by applying these following techniques:

(1). Picture stories
(2). Free-writing the story based on the pictures given
(3). Video words
(4). Discussion
(5). Presentation/ Storytelling performances.

RESULTS

The technique of using storytelling improves the skill of writing and speaking on the student English proficiency. The result shows that students become participate more in the class, they speak more and write intellectually.

(1). Picture stories

Photo Stories are combinations of still images and texts. If a teacher looks for the easiest way how to introduce students to the basics of introducing a sequence of the story in which the photos will be put together with the text. It is not difficult to make a photo story and students can easily apply their language skills with multimedia project. The result shows that the this technique can attract the student attention and make them participate to write and say the opinion about the pictures given.

(2). Free-writing

When the pictures are given, the students can write the sequences of the picture story. They write add moral value, the ending of a story and the solution of the problem in a story based on their opinion in which they have put all the ideas in mind and organize them into a chronological storytelling.

(3). Video Words

Video Words are combinations of words or phrases and pictures in a film or a short and simple presentation. Video Words are useful in classes with the teacher can take some photos and bring them to the classes. In this activity, the students can relate the story sequences that they have made then compare the story with the video words that the teacher has shown. In addition, they also match the words, grammar usage, and vocabulary in their story and from the video words. This activity has a purpose to increase the students vocabulary, sentence construction, and grammatical usage.

(4). Discussion

The teacher has divided the students in a group and asked them to discuss about the content of the story, the character, the ending, and moral value. The students write the answer related to the story. Thirty minutes of discussion, then they can share the answer to another group. The other group compares the

answer and may give opinion whether they agree or disagree on it.

(5). Presentation/ storytelling
    performances

The most common story-making process is a PowerPoint presentation. A presentation is a combination of a text and pictures to present a certain topic. Students have to summarize the most important ideas and present them in a certain order. They are supposed to know more information than just that which is written in the text of the presentation. Students should be able to speak without notes, they should express their ideas clearly and to keep the touch with audience. Presentations practice both language and multimedia knowledge. Students also need to be able to look up information needed for their presentation and decide which facts are important and which not. They have to use a language which will be clear to their audience and if anybody asks them a question, they should be able to answer the question. The result shows that the students actively present their story using power point. Each member in a group should speak based on the role that he/she has.

DISCUSSION

According to the result from the activity in the classroom, it can be seen that the technique is useful for the student writing and speaking abilities because they are asked to write the sequences of the story and perform the story in a group. During the writing and planning phase, students draft and revise scripts and design storyboards. They decide what the story will say and how the story will look during this stage. Once the script and accompanying storyboard are completed, they use power point presentation to give a clear images of the story. Each process of making a story should start with an initial script. We should start thinking of a story. Each story has to consist of three main parts –the introduction, the climax and the resolution. Writing an initial script

of the story helps us to think of the story, the topic or the problem which will be discussed in the story and the resolution and solution of the problem which can lead to the catharsis or which can provide a moral lesson. Each story allows the writer to show and experience the power of personal expression. The stories need to be, therefore, constructed from students´ points of view and reflect their own personal experience and understanding. Using the first person of singular makes the story closer to audience and separates the digital story from PowerPoint presentation. All narratives that make the reader become personally involved pursue the dramatic question that evokes interest and commitment. We should be careful about burying the question too deeply in the story because then the question is not recognized by the audience, they did not identify the solution so the aim or the story is lost. The most effective stories also evoke any emotional response from the audience. We can hear laughter, see tears or expressions of pleasure or sadness from the audience when some great digital stories are being screened. With a sufficient number of pictures we should be able to tell and express everything we want. Therefore we have to choose pictures that effectively describe what is essential for the story and the storylines that tell the audience what we want them to listen to and what is important for the storyline. The script is a plan for what we want to say in a story. The storyboard, on the other hand, is a plan for what we want to show. The story board should consist of a series of sketches that describes all still images that we want to use in our performances. After finishing the script and the story board, a discussion about these two elements of story-making process can take place in the classes. Students divided into small groups can discuss and share ideas and elicit feedback both from their teacher and other classmates, which is essential for the next work on their projects. One of the key elements of storytelling is the practice of

personal dimension. This encourages students to speak in the first person of singular and show, express and share their personal involvement not only in the process of creating a story but also during the presentation of the final. Using storytelling in the classrooms of English language is one of the ways how to teach English language. On the other hand, the usage of storytelling requires certain teachers´ knowledge about story background, enough time and space in English language classrooms and the assessment of the goals which we want to achieve. Many teachers from all corners of the world have been trying to include storytelling in the classes of English language.

CONCLUSION

We are living in the age of technology so we have to get used to using digital technology in our everyday lives. Technology has become an inseparable part of our lives and studies. Technology has penetrated to universities first but when we visit Primary or Secondary Schools, we will find out that technology has penetrated to those places as well. What seems to have been impossible a few years ago is common now. Storytelling provides many ways how to learn new things, practice old ones and develop all language skills. Any story-making process and using storytelling needs certain knowledge on both sides of participants and preparation and effort which, in the end, can lead to conclusions which we did not anticipate before. Storytelling brings people together and it gives them opportunity to actively participate in the process of story -making as well as during presentations of the projects. The description of skills that can be practiced and developed through storytelling which is incorporated in the classrooms of English language. The technique of using storytelling contributes to language skills and other useful skills and overall development of any

participant and his or her relationship with the teachers or other members of the group. Moreover, that particular example should show two points of view on the storytelling because we created that story as the students at University level but we had to consider the aspects of the story which would be useful for the usage in classrooms of English language with the student background knowledge in which it will impact to their life by taking the moral value of the story. The technique suggests its practical using in the classes of English and enriches both the student and teacher knowledge.

REFERENCES

[1] Banaszewski, T. 2005. *Storytelling: Supporting Digital Literacy in Grades 4*. Georgia: Georgia Institute of Technology.

[2] Brewster, J. 1991. *The storytelling Handbook*. London: Penguin Books, Ltd.

[3] Bull, Glen, and Sara Kajder. 2004. *"Digital Storytellin in the Language Arts Classroom."* Learning and Leading with Technology.

[4] Christensen, Patti, J. "Quotes about Story and Storytelling." storyteller.net. storyteller, n.d. Web. "Digital V ideo Streaming and Multilingualism."

[5] Hotmann et al. "Video Production and Language Learning." divisproject.eu. divisproject, n.d. Web. 2010.

[6] Isbell et al. *"The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children ."* Early Childhood Educational Journal (2004): 157

[7] Rao, K. 2009. *Digital Storytelling in Teaching Education: creating Transformation Through Narrative*

Educational Perspective. London:

Penguin Books, Ltd.

[8] Symth, J. 2005. *Storytelling with Young Learners.* Australia: Longman Publisher.

[9] Spiro, J. 2006. *Using Storytelling to Home Language Skills*. Oxford: Oxford University Press.

[10] Wajnryb, R. 2003. *Stories: narrative Activities for the Language Classroom.* Cambridge: Cambridge University Press.