The Use of Story Telling In Teaching Reading

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Abstract

Reading is an important skill or expertise of the English language. It is the process of making meaning of a text. Reading is very necessary for a student to understand the meaning of texts. Many students continue to struggle to make meaning of the text they read. The problem faced by the English teacher in elementary schools is difficulties in reading comprehension in English. The target to be achieved in this research is a prototype implementation of the teaching of Reading with Story Telling with 5th grade students. The method used in this research is descriptive qualitative method. The subjects are considered as beginners in learning English for the umpteenth time they get to know and learn English. Data were collected by interviews, and observations regarding the implementation of Story Telling in learning and documentation. The findings of this research are expected to contribute to the understanding of children learning to read in many countries.

Keywords: Reading, storytelling, narrative

INTRODUCTION

English Subjects in SD / MI aim to provide the students with the ability; (1) To develop competence to communicate in oral form to accompany the action (language Accompanying action) in the context of the school; (2) To have an awareness of the nature and importance of English to improve the nation's competitiveness in a global society. (2006: 35)

Based on the statement above, the purpose of teaching English in elementary education focuses on verbal communication without attending to the other skills of reading, writing and listening. Reading is a skill that should dominate the learning of students. Thus, they are able to read English properly. In carrying out the act of reading, students understand the purpose of such activities, whether they read to understand the
essence of reading the text or they read to get specific information. Students do not have to understand the meaning word for word, as long as they can understand the context of a reading, reading for meaning.

General knowledge, vocabulary known to the student and the use of images is expected to assist the child in understanding the content of the text. This initial knowledge is the basis, which is then coupled with a learning experience; eventually resulting in new knowledge.

However, the problem does not end here. Some children still have difficulty in understanding an English text and some have difficulty in reading English texts. To overcome the problems faced by students learning to read, the teachers can choose a topic for discussion related to the interests of children, for example, a topic that is related with the environment, a topic that is beautiful and interesting. All students took part in teaching 'Reading'.

Knowing this problem, the research team determined to try new methods of teaching reading for students in grade 5 in elementary schools. The research team chose a Story Telling method. It is considered a simple method but attractive to students. In this case the researchers focus more on reading narrative. By using folk or fairy story in reading, the students are expected to find the essence of reading. The out-put of this research is the implementation of Story Telling in the teaching of Reading in fifth grade students and is expected to generate out-put that contributes to the world of education.

The subjects of this study are younger learners or early English learners. Based on what was presented in the background of the problem, researchers formulated the research problem as follows:
Can 'Story Telling' be used to teach 'Reading' for early English learners?

This research was conducted with the following objectives: To determine the usefulness of 'Story Telling in the teaching of' Reading 'on young learners. This research is expected to have the following benefits:
1. The student should be able to read English texts for meaning.
2. Teachers may have a new innovation in English language teaching, especially teaching 'Reading'.

2 REVIEW OF LITERATURE

Scientific research says that reading in learning English is one of four skills that must be mastered by students. Students must understand, read at a glance, even distill the essence of literature they have read. They are expected to understand very well with the new vocabulary they acquire, so that students truly master reading in English even though they master the English language passively.

Teaching English, especially teaching English to Indonesian children, is not an easy task. As teachers we should know the psychological development of child that is relevant to language learning. Piaget (2007: 6) states that:

*Kids learn from the surrounding environment by developing what is already owned, and will interact with what is found in the*
in the vicinity. In interaction, they will perform an action in order to solve the problem and this is where learning occurs.

According to Zulkifli (2014: 178-179) students have several characteristics, among others;

1. Children are always active in exploring the environment, acquire knowledge and experience. Environment are explored here include the physical, social, information, and ideological. Children build their understanding of how everything works, including language as a system and a way of communicating.

2. Children learn many things before school. For example, knowledge of traffic signs, traffic lights, and the brand names of favorite toys and food.

3. Children tend to learn things in a holistic form of script. This trend is reflected well in the game: "Schools, teachers and students," "doctor and patient" etc. In this concept of children learn best when learning the meaning, interesting, and fun.

4. Lessons become meaningful to children when making decisions related to their learning needs so that they can choose based on what they think is important and useful. Children learn best when they make their own choices.

Reading is an activity to get the core readings. Cline (2006: 2). Reading is done to obtain meaning from the core purpose of the author. Reading activity usually begins with the introduction of sound alphabet with English pronunciation. Indonesian children since the beginning of Indonesian have learned to write with Latin letters. It benefits students in Indonesia because the same letter in English.

According to Paul (2003: 85-86), learning to read English as a Foreign Language in Asia often uses whole-word approaches. Students as learners learn the words, such as cat, dog.

Reading is divided into reading aloud, silent reading, reading comprehension, and Independent Reading. Reading aloud is intended to train students so they can read with correct pronunciation. Silent Reading, reading a discourse or text silently is also an activity to be implemented in the higher grades, namely grade 5 and 6. Silent reading trains students to focus their mind to understand the content of the text. Reading Comprehension aims to obtain information from a text or the material read. Therefore, students are trained to use reading with the aim of obtaining information about the content of reading. Independent Reading or reading independently is an activity that aims to develop students' reading skills with their reading skills; students are able to tell back or tell friends about what he had read.

Telling stories or storytelling is an approach to language teaching and learning. The story is a description of an incident or event, about a person or an event. The story can be read or be told to children or to tell stories without reading the text (story telling).

Fairy tales are often considered beneficial and an authentic popular activity among children. (Pity, 2007) Through the storytell-
ing, children can learn to speak and utilize existing media as an enjoyable language in use. Telling a story exercise is divided into two:

1. **Reading Stories**
   Stories are read with reading activities with the sounds so that they can find the content of reading comprehension. This step can be done to teach reading comprehension. In Reading Story, students are expected to read aloud so that students are able to read all the readings and were able to take the content from the text.

2. **Storytelling Without Books (Storytelling)**
   Brewer (2007) describes the storytelling is spoken with a tone that clearly tells you something memorable, exciting, has special value and has a special purpose. According to Juangsih (2012: 2), storytelling can familiarize students, expressing what is read and understood by their own language. In previous studies, Juangsih (2012) conducted a study of young learners using Story Telling. Students were more active in following the lessons. At the end of the study, the researchers concluded that the teaching of Reading using Story Telling can improve students' skills in reading comprehension. Meanwhile, according to Pebriani (2014: 10), Story Telling is one alternative to improve the English language skills for learning English for young learner. Story Telling has the advantage that it can attract students to pay more attention to the lesson.

### 3 METHODOLOGY

Based on the research focus of this type of research the study included descriptive qualitative research. The subjects of this study were students Elementary / SD 5. Students were beginners in learning the English language. The location of this research is in State Primary School 1 Jombor Sukoharjo. The data used in this study is in the form of text.

Data were collected before and after the assessment of such things as the following, namely:

1. Interview with English teachers and grade 5 students; this interview is to see the extent of reading / reading students to use in storytelling.
2. Observation / observations of the process of learning English with storytelling aimed at observing how teachers teach English using teaching techniques more attractive is by using stories.
3. Implementation of story telling in learning. For example, an English teacher asked students to guess what the package brought by a teacher or thing brought by the teacher.
4. The method of documentation in the form of recording applications StoryTelling.

In qualitative research, the main instrument is the researcher or research team. The main instruments are interviews conducted by interview, observation / observations were made with a check list to see as well as filling the existing data whether the student is able to retell what has been said and is the
method of documentation in the form of photos and record data.

In this study, the validity of the data/data validity was tested by means of triangulation of three data already obtained: amely to test the credibility of the extension of observation, improve endurance and many discussions conducted with teammates. In qualitative research, techniques of analysis data are expected to coincide with the data collection wide-range and is conducted continuously until the saturated data. The researchers are asking informants to get the correct explanation related to the subject matter of research (in-depth interviews). Researchers conducted the interpretation so that the information can be described in one allied with other information (not changing the meaning informant interpretation) either collected through observation, interviews, and the essence of the document.

Flowchart of research

Planning

Indication and formulation of problem

collecting Data

Analyzing Data

Observation

Interview

Documentation

Data processing

interpretation

In accordance with what has been stated previously, the purpose of this study was to determine the following matters: To find out the benefits of 'story telling' in the
teaching of 'reading' the 5th grade students.
Focused on the research objectives, this research is expected to provide input and support the teaching and learning of English, especially speaking in public elementary schools in general. In detail, the benefits of this research can be described as follows: the students are expected to be brave in reading story in English text.
1. Using storytelling, students have the opportunity to understand the text reading in English.
2. Application of storytelling in teaching English in the classroom, especially for reading ability, is expected to bring a change in the teaching of reading, so that the teaching of reading becomes more effective and enjoyable.
3. Teachers are expected to have a new innovation in English language teaching, especially teaching 'reading'

Apart from those described above, this research may provide some benefit both for the students and also the teachers, in this case an English teacher. First, the students will gain the ability to speak better than before; they have more opportunities to understand reading in English with their friends, they can also improve vocabulary. Secondly, the teachers can acquire new innovations in teaching reading using strategies of teaching storytelling for younger learners. Besides, it is expected that English teachers are able to make new innovations in teaching English language that can attract students to learn English well and properly.

4 RESULT AND DISCUSSION

Based on data obtained by the research team, the use of story telling to the teaching of reading in 5th grade team chose a class that the students are quite a lot and quite problematic.

Judging from the interest of students in learning reading by using the media storytelling, it can be concluded that, storytelling has a positive impact for the teaching of reading in the classroom, because most
of the students involved actively in it. This was evident in the existing documentation, as well as increased post test results.

The use of storytelling to the teaching of reading is indispensable for elementary school students. Reading skills (reading) are able to be supported and as a measure for individuals to learn a language and to be primary in establishing communication explicitly in the form of text reading.

The use of storytelling to the teaching of reading is necessary. Judging from the results of pretest and posttest, there was no increase in the average score of the value of English, even when seen from an indicator speaking, namely grammar, vocabulary, and fluency. These indicators can be achieved if the training of reading is used continuously or sustainably, especially when teachers use innovative teaching, a more attractive addition to storytelling, adjusted to the level of student learning.

From observation, field observation and in depth, from interviews with teachers and students, it can be concluded that the games are very influential for learning activities, because the interest in storytelling will make students motivated to continue learning.

From the research, there are still some obstacles that, there are still some students, 2-3 students, especially male who only want to read if forced.

In general the use of storytelling is very helpful in teaching reading. This success is inseparable from the support of the principal, teachers and employees. Limiting factor of this activity is relatively small; from 23 students appear no more than two students seem less interested in the material. They are busy with their own activities even interfere with other friends who were discussing. In addition, the positive things that the research team is that participants get to feel happy because of the advanced technology that is LCD and the media like a picture story that they had never seen before in learning activities. The team of researchers obtains this information from the recognition of a number of students and of the teacher concerned.

From the results of the evaluation of the use of guessing games for teaching speaking this can be explained from the table 5.1. The results showed that the participants' understanding pretest before training still does not understand about the material storytelling but after the post-test can be seen increases in the value obtained by the student in the presence of this medium.

5 CONCLUSION

The possible benefits from the use of storytelling to the teaching of reading are; media interest could increase the interest and motivation of students in learning English since elementary school. This can be seen through the post test results or the results of the evaluation of students increased. With the application of storytelling in the teaching of reading, interest and motivation of students to read increases;
they are also active in the classroom, in the sense of actively positively engaged in learning activities.

Suggestions: (1) The English teacher is expected to publicize the knowledge gained to other English teachers. (2) It should be noted some students who are less active for doing research as well as teachers are expected to create new innovations in teaching English for more innovative, creative, and fun.

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7 REFERENCES