



USING STORYTELLING AS A STRATEGY TO TEACH INDONESIAN TO THE FIRST GRADE STUDENTS OF CHRISTMAS ELEMENTARY SCHOOL KUPANG IN ACADEMIC YEAR 2022/2023

¹MEGA NORMAWATI BENU, ²FRANSISKUS BUSTAN, ³JOHN WEM HAAN
meganormawati888@yahoo.com

^{1,2,3} Universitas Nusa Cendana, Kupang, Indonesia

ABSTRACT

The world of education in Kupang is improving to implement an education system that is considered capable of meeting global challenges. Starting from the design of curriculum, the application of English in daily life, to the learning methods adapted to the implementation of primary and secondary education in developed countries. Christian Montessori School (CHRISTMAS) is one of the International schools in Kupang. The use of English in daily life both in class and during recess at school from kindergarten, elementary school to junior high school is very helpful for children facing global challenges. The aims of this research are formulated as follows (i) to identify strengths and weaknesses of using storytelling as a strategy to teach Indonesian of CHRISTMAS elementary school Kupang in academic year 2022/2023.(ii) to identify opportunities and threats of using storytelling as a strategy to teach Indonesian of CHRISTMAS elementary school Kupang in academic year 2022/2023. The subjects of this study were the first grade students of CHRISTMAS elementary school Kupang. The Researcher collects data by observing, interviewing, and analyzing documents. After that, the researcher did a reflection of the teaching strategy. Based on the result of this research, the researcher found that there are some strengths, weaknesses, opportunities, and threats to using storytelling as a strategy to teach Indonesian to the first grade students of CHRISTMAS elementary school Kupang. So the result of this study was applied by students filling out the answer sheets first to express their main ideas. Students will learn the lesson using English in the classroom.

Keywords: *storytelling, elementary school, first grade students, strengths and weaknesses, opportunity and threats.*

INTRODUCTION

Teaching Indonesian using English in elementary school, especially to those in the first grade, is not easy work to do. Teachers must use the correct method of teaching. So that students can study and understand English well. In the English teaching process, there are some language skills that students have to understand and master.

There are listening, speaking, reading, and

writing skills. In our daily life, reading skill is practiced. For students, this is a bit of a problem. Different approaches have been implemented to increase elementary school students' reading skill performance. There are several factors that cause this problem. There are both external and internal factors. The external factors are mostly related to the teachers and their ability in handling the teaching-learning process, such as their teaching strategy, class management, media, evaluation, and

mastery of materials. The internal factors come from the students themselves. Most of the students are afraid to make mistakes, are shy to read, or do not want to read. There are many techniques that can be used such as, playing games, singing songs, storytelling and small group discussions, giving speeches, news reading, poetry reading and debates.

Storytelling is the communicating with words and sound. It is an art expression and improvisation which revolves around a plot and/or narrative point of view, Coconi (2013). Maynard (2005) defined stories as the way people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. He said that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds. Storytelling is an important part of being human. Stories connect us to each other; they create a bond. We all love to hear stories, but can we tell them? Whether you a business professional giving a presentation, or a simple lover of stories, Lisa (2018). Here the storyteller should able to tell well the story to the listener.

Storytelling is an activity to pass the information from person to person and from one generation to the next generation (McDrury & Aterio, 2003). Storytelling is simple and practical because stories, which are used as the media, are easily obtained (Wajnryb, 2003). Hence, the use of storytelling as a teaching technique has been conducted in the areas of teacher education, higher education, early childhood education, and nursing education. Storytelling is a strategy proposed for learners to be exposed the new vocabulary, real context, expressions and pronunciation in oral production.

The world of education in Kupang is improving to implement an education system that is considered capable of meeting global challenges. Starting from the design of curriculum, the application of English in daily life, to the learning methods adapted to the implementation of primary and secondary education in developed countries. Christian Montessori School (CHRISTMAS) is one of the International schools in Kupang. The use of English in daily life both in class and during recess at school from a kindergarten, elementary school to junior high school is very helpful for

children in facing global challenges. This school uses the Montessori Method which emphasizes students' independence, ability, and interest in learning. In addition, this school accepts students with special needs. There are several children with Down syndrome and autism who attend school here. They are not given a special class but are combined with other children so that their interactions with classmates also help their development even though the teacher has to guide learning materials according to their needs and abilities.

Montessori education is an educational approach developed by Dr. Maria Montessori, an Italian physician and educator. It is a child-centered method that emphasizes independence, freedom within limits, and respect for a child's natural development. The Montessori approach has gained popularity worldwide and is implemented in schools and educational settings across the globe.

Montessori classrooms are designed to promote hands-on, independent learning. They are usually filled with a variety of educational materials that children can manipulate and work with independently. These materials are carefully designed to be self-correcting, so children can learn from their own mistakes. In a Montessori classroom, teachers act as guides and facilitators rather than traditional teachers. They observe the children and provide guidance and support as needed. The focus is on helping each child reach their full potential and develop a love of learning. Montessori education is based on the idea that children go through different stages of development and that their education should be tailored to meet their needs at each stage. Montessori classrooms are typically grouped by age, with each group focusing on the developmental needs of that age range.

The Montessori approach has gained popularity around the world, and there are now thousands of Montessori schools in over 100 countries. While the Montessori approach is primarily used in early childhood education, it has also been adapted for use in elementary, middle, and high schools. Overall, the Montessori Method is known for its focus on independence, hands-on learning, and individualized education. It encourages children to become self-directed learners who are motivated by their own curiosity and interests.

Christian Montessori School (CHRISTMAS)

is based on Christian principles; therefore every student is guided according to Christian teachings in the learning process. The fees offered are also quite affordable.

“CHRISTMAS Kupang is an inclusive educational institution. The school is committed in following the student’s progress through stages of mental growth at different rates. Our environment is structured so that student have maximum freedom to learn and work with materials that enhance their current state of development and fosters the growth of inner discipline and independence that leads to a healthy self-concept as the image of God”. The writer wants to make elementary school students interested in studying about storytelling because most of the children like story as it can bring much joy and also give students opportunities to remember the words and understand the sentences easily. Telling stories to children can help children's development and also their language. Telling stories allows children to form their own imagination. They will not have much difficulty with animals or objects described in the story and can identify them well.

Based on the explanation mentioned previously, the writer is interesting doing a research about: “*USING STORYTELLING AS A STRATEGY TO TEACH INDONESIAN TO THE FIRST GRADE STUDENTS OF CHRISTMAS ELEMENTARY SCHOOL KUPANG IN ACADEMIC YEAR 2022/2023*”.

The present study attempts to answer the following questions: (i) what are strengths and weaknesses of storytelling as a strategy to teach Indonesian to the first grade students of CHRISTMAS elementary school Kupang in academic year 2022/2023? (ii) What are opportunities and threats of storytelling as a strategy to teach Indonesian to the first grade students of CHRISTMAS elementary school Kupang in academic year 2022/2023?

Based on the problems, the aims of this research are formulated as follows: (i) to identify strengths and weakness of using storytelling as a strategy to teach Indonesian of CHRISTMAS elementary school Kupang in academic year 2022/2023. (ii) To identify opportunities and threats of using storytelling as a strategy to teach Indonesian of CHRISTMAS elementary school Kupang in academic year 2022/2023.

The writer hopes that this research on using storytelling as a strategy in teaching Indonesian

language has some benefits to the writer herself and the readers in general. The result of this study can be used as supplementary information on the use of storytelling as a strategy in teaching Indonesian of first grade of elementary school students.

Storytelling has long been recognized as a powerful educational tool, especially for elementary students. Its benefits extend beyond entertainment, as it stimulates imagination, fosters creativity, and promotes cognitive, emotional, and social development.

Using storytelling as an educational tool for elementary students offers numerous practical benefits that can enhance their learning experience and overall development.

METHOD

The research method used qualitative descriptive, which is aimed to explain about the use of storytelling as a strategy in teaching Indonesian language lesson. The research was conducted at CHRISTMAS elementary school Kupang.

This research was conducted on April 12nd until May 31st 2023, in academic year 2022/2023 at CHRISTMAS Elementary School Kupang. Pre-test was conducted on April 12nd and post-test was conducted on May 31st, the treatment was being done as long as four meetings that held on April 12nd until May 31st 2023. It is located at Jl. Pemuda No. 91 Oetete, Kupang - Nusa Tenggara Timur.

In this study the writer was observed the first grade students that using storytelling as a teaching strategy. The number of students in first grade of CHRISTMAS elementary school Kupang is 17 students, consisting of 9 girls and 8 boys. The personal ability is heterogonous, few of them are fast learner and the others are slow learners but the teaching learning process in this class usually runs well. Most of them have good motivation and interested to know further about material. Moreover, they have good relationship to the other friends or the teacher. The researcher herself is a homeroom teacher at CHRISTMAS elementary school Kupang which is making it easier for researchers to collect research data.

The researcher observes that most of students have problem in Indonesian language including understanding the meaning of story using English. Moreover, there are some students have good reading comprehension but they performed passively in the class and there is not expression.

Based on Kemmis and Taggart (in Hopkins, 1993:48), the procedure of each step can be explained as follows: (i) Identifying problems and Planning, (ii) Observation, (iii) Reflection.

The technique of collecting data was SWOT techniques. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It is a strategic planning tool used by organizations to identify and examine their internal and external resources, trends, and patterns that may have either positive or negative impacts on their businesses. The SWOT analysis helps organizations to identify their strengths and weaknesses, as well as opportunities and threats in their environment, and to develop strategies to address them.

After finding out pre- test and post – test score of the students' ability the writer found out the mean of each test. Finally, by analyzing the observation and test result, the conclusion can make whether or not storytelling can improve students' skill.

FINDINGS AND DISCUSSION

The description of the results and discussion of the results of this classroom research should be outlined about the necessary to explain the research process undertaken in this classroom research as a form of scientific accountability for what is produced from this research.

Based on the data, the researcher found the strengths of storytelling for elementary students lie in its remarkable ability to captivate their imagination, foster creativity, and facilitate their overall development. Here are some key reasons why storytelling is beneficial for elementary students. There are captivating engagement, language development, improved communication skills, imagination and creativity, critical thinking, emotional development, build empathy, cultural awareness, memory retention, moral development, confidence and communication, and love for literature.

Based on the observation, storytelling is a powerful tool used in elementary schools to engage and educate students in the classroom. However, like any teaching method, storytelling also has its weaknesses. Some potential weaknesses of storytelling in elementary schools, which are attention span, time consuming, inaccurate, inaccurate, not effective for everyone, and language comprehension.

However, storytelling offers numerous opportunities for elementary students to develop various skills and enhance their learning experience. There are language development, creativity and imagination, communication skills, critical thinking, Emotional intelligence, cultural awareness and social skills while exploring different cultures, emotions, and values.

The researcher found that storytelling is a tool for communication and learning, particularly in an educational setting. However, like any tool, it also has potential threats or risks associated with its use. Here are some of the potential threats of storytelling for students; (i) Misinformation, (ii) Emotional Impact, (iii) Overgeneralization, (iv) Cultural Appropriation.

To mitigate these threats, teachers can take several steps. They should carefully select and review the stories they share, fact-checking for accuracy, avoiding stereotypes, and promoting diverse perspectives. They should also encourage critical thinking and provide opportunities for students to question, analyze, and evaluate the information presented in stories. By fostering a balanced and inclusive approach to storytelling, educators can harness its benefits while minimizing the potential threats.

After the implementation stage of classroom research was completed, the researcher began to conduct of classroom research at CHRISTMAS Elementary School Kupang. This classroom research was conducted the following week, on Wednesday 12 April 2023, for 60 minutes from 09.00 to 10.00: 26 May 2023, for 60 minutes starting from 09.00 to 10.00. The activities include several stages, namely the planning activity stage, pre-test, observation, post-test and reflection.

During the teaching learning process, the researcher observes the activities of all students based on the observation sheet that has been prepared. The aspects observed include: (1) teaching strategy; (2) students' ability to answer the questions (especially related to the sentence structure and the sequence or continuity of sentences that show the unity of the story idea.

The pre-test of storytelling skills in elementary level is designed to assess and evaluate students' abilities in oral communication, imagination, creativity, and language proficiency. This test aims to gauge their storytelling aptitude

before implementing storytelling activities within the curriculum. By conducting a pre-test, teachers can tailor their teaching methods to suit the needs of individual students and promote their overall development.

The pre-test of storytelling skills in elementary level plays a crucial role in evaluating students' abilities and establishing a baseline for their future progress in storytelling. By assessing their communication, imagination, creativity, and language proficiency, educators can tailor their teaching approaches to enhance students'

storytelling skills and foster a love for storytelling as a means of expression and communication.

After they finished the pre-test and post-test, the teacher together with the students makes a summary of the answers that have been done. The teacher and students then reflect on the whole learning process that has been carried out for 10 minutes. This reflection is intended to find out students' experiences about the use of learning methods using story in improving students' ability to find story ideas and the ability to finish the worksheet independently.

Students' Score

No	Students' Name	Score	
		Pre-Test	Post-Test
1	A A Z	90	90
2	A Z	50	80
3	B D M	60	80
4	C H	80	90
5	C V L	80	100
6	C J N	80	100
7	F G T	60	80
8	G K R	80	100
9	J M	80	100
10	J M S	60	80
11	K W L	70	90
12	L C S	90	100
13	M G D	40	80
14	P D P	90	100
15	S R L	80	100
16	S I P	100	100
17	Y M T	50	60
	<i>mean</i>	73.5	90

Based on the result, it is found out that the use of storytelling as a strategy in teaching Indonesian for the first grade students are effective to improve their skill.

CONCLUSION AND SUGGESTIONS

Conclusion

Starting from all the descriptions in the previous section of this class action research, the following conclusions can be formulated:

1. By harnessing the strength of

storytelling, teachers can create enriching and dynamic learning environments.

2. Using storytelling can minimize the weaknesses of storytelling as a teaching strategy.

3. Storytelling can become an opportunity for the teacher to encourage the students.

4. Storytelling can be a threat if the teachers do not choose the correct story for the students.

Suggestion

Based on the findings in this class action

research, there are several suggestions that need to be put forward, among others:

1. It is necessary to conduct special training in using storytelling as learning methods so teachers can improve their ability. However, the teacher could find a way to overcome the weaknesses by using storytelling as a strategy to teach Indonesian.

2. Teachers need to equip themselves with fun learning methods such as using storytelling as a teaching strategy. This is important considering that most students are less interested in the learning process because they are learning to read the story independently.

3. Choose an Engaging Story: Select a story that is age-appropriate and relevant to the curriculum or topic you are teaching. Consider stories with relatable characters, an intriguing plot, and a clear moral or lesson.

4. Set the Stage: Create a conducive environment for storytelling. Dim the lights, use props or visuals, and encourage students to sit comfortably. This helps create a captivating atmosphere that enhances the storytelling experience.

5. Know Your Audience: Understand the interests, cultural backgrounds, and learning needs of your students. Tailor your storytelling approach accordingly to make it more relatable and engaging for them.

6. Incorporate Multisensory Elements: Use different sensory elements to enhance the storytelling experience. Include sound effects, music, or even simple gestures and facial expressions to bring the story to life. This helps capture students' attention and keeps them engaged throughout.

7. Encourage Active Listening: Before and during the story, set expectations for active listening. Ask students to focus on key elements like characters, setting, and plot. Pause at strategic moments to ask questions, encourage predictions, or discuss students' thoughts and emotions.

8. Connect the Story to Real Life: Help students make connections between the

story and their own lives. Discuss how the characters' experiences relate to their own experiences, values, or challenges. This encourages reflection and deeper understanding of the story's themes.

9. Follow-Up Activities: Plan activities that extend the learning beyond the story. These can include creative writing exercises, role-playing, art projects, or group discussions centered around the story's themes or lessons. This allows students to actively engage with the content and apply their understanding.

10. Use Diverse Stories: Introduce stories from different cultures, perspectives, and genres to foster inclusivity and broaden students' worldview. This helps promote empathy, cultural understanding, and appreciation for diversity.

11. Encourage Student Storytelling: Provide opportunities for students to become storytellers themselves. Allow them to share personal anecdotes, create their own stories, or retell stories in their own words. This promotes creativity, oral communication skills, and confidence in expressing themselves.

12. Assess Learning Outcomes: Evaluate students' understanding and application of the story's concepts or lessons. Use a mix of informal assessments like class discussions, reflections, or group projects, as well as more formal assessments such as quizzes or writing assignments.

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