

The Effort of Junior High English Teachers in Improving Storytelling Skills

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Abstract. This study aims at determining the extent of junior high English teachers' effort in improving the ability in coaching storytelling as well as identifying the constraints faced by them and their attempts to solve these problems. This research is mixed method) is descriptive qualitative and quantitative research. Throughout the public and private junior high school in Central Java is the population, while a sample of 10 teachers and 20 students obtained using purposive sampling of 10 junior high school in Central Java. Observation, interviews, questionnaires, and documentation used to collect data. The results showed that the coaching efforts have achieved good category. However, it should be improved in some perspective; from the perspective of professionalism and the support of sponsors. Constraints faced is a narrow time, exercise without support or without sponsorship funds, the ability of students who are not primarily the ability of pronunciation that still needs a lot of improvement, and teacher resources that do not meet or schools that do not support the maximum. It is undeniable that the efforts of teachers / coaches in this case is very important, then the City and Provincial Education Department should give special attention to the teachers so that they increase the English proficiency.

Keywords: coaching, an English teacher, junior high school, storytelling

1. Introduction

In order to improve the quality of education, participation and support from all parties, both from the government, schools, and the community is needed. As the authorities issuing education policies that potentially improve the quality of education, each year the government organized the Festival and the National Students Art Competition (hereinafter referred to FLS2N). One of the race in FLS2N is story telling. Story telling is an art of storytelling that can be used as a means to instill values in children is done without patronizing the child. Hidayati (2012) explains that storytelling is an art of storytelling that can be used as a means to instill values in children is done without patronizing the child. Additionally,

Asfandiyar (2007: 2) argues that storytelling is a creative process of children in its development, always activate not only the intellectual aspects but also aspects of sensitivity, tenderness, emotion, art, fantasy, and imagination of children not only put the left brain ability but also the right brain. In this activity, storytelling, storytelling process becomes very important because of this process value or message of the story can come to the child. At the time of the storytelling process taking place occurs a narrator's absorption of knowledge conveyed to the audience. The process that is the experience of a child and the duty of teachers / coaches to show the unpleasant impression when recalled by considering the assessment criteria which include

communication, expression and creativity. However, a phenomenon that occurs is annually only certain schools that have dominated the championship in Central Java, this phenomenon should be sought immediately root of the problem. Therefore, this study aims to determine the extent to which the efforts of coaching junior high English teacher in improving the ability of storytelling, the constraints faced by English teachers coaching students junior high school in an effort to improve the story telling and their attempt to solve their problem.

Storytelling

Storytelling is not the same as playing drama or play. In storytelling, clarity, significance and emotional closeness with the audience is much more important than the role of art movement. Themes directed to things that can provide exemplary in implementing cultural values and national character, love of the environment, the entrepreneurial spirit, honesty works and creative economy, in order to uphold religious values and norms of society. Story themes adapted to the values of local wisdom in ground water (contained in the local story) and from other cultures around the world (not only from native English speaking countries). The shape of the story include stories, mythology, legends, fables, beliefs, and customs of the region or the local tribes with the "new twist" is innovative in the interpretation of the message content, the development of the storyline, or presentation techniques. According Tampubolon (1995) in Dheini, et al (2008: 67), tells the child plays an important role not only in growing interest and reading habits, but also in developing language skills and the child's mind. The function of storytelling is to help the development of children's language ability by increasing vocabulary, words, train stringing a sentence in accordance with the stages of development. These capabilities

are the result of a process of listening in development stages. Meanwhile Pellowski (1977) define storytelling as an art or art of a skill narrate the stories in verse or prose, which is performed or directed by a person before the audience directly where the story can be narrated in a way narrated or sung, with or without music, pictures, or with other accompaniment that might be learned orally, either through printed sources, or through a mechanical recording source. According Dhieni, et al (2005: 66) some storytelling for children or students namely (1) Train absorption or the grasp of a child, which means that the child can be stimulated to be able to understand the contents of the story, (2) Train the child's attention span to concentrate to all of the story, (3) develop a child's imagination. With storytelling fantasy child resources can imagine something that exists beyond the senses, this means helping develop the insight children and is fantastic, (4) Tells provide a learning experience to train listening or hearing, (5) Assist the development of language skills of children in terms of communicating, (6) Story telling to convey to children about honesty, friendliness, sincerity, truth, and positive behavior.

Guidance Story Telling

Development of large Indonesian dictionary is to build, renew or processes, actions, fostering, business, actions and activities carried out efficient and effective in order to obtain better results. In general, coaching is defined as an attempt to give direction and guidance in order to achieve a certain goal. Coaching is an activity which is generally done to improve knowledge, attitude, skills in the fields of education, economy, social, civic, and more emphasis on practical approach, the development of attitudes, abilities and skills. As expressed by the Widjaja (1998): Coaching is a process or development that

includes the sequence of understanding, beginning with the founding, in need, maintain this growth is accompanied by efforts to repair, improvement, and develop it.

Therefore, discipline and high motivation is needed in coaching because it involves the organization's interest above individual interests.

2. Method

This research is combined (mixed method) is descriptive qualitative and quantitative research. Qualitative description because most of the data in the form of sentences, words, or statements made and quantitative because some data in the form of numbers. Data were analyzed using a number of statistical analysis, while qualitative data were analyzed using descriptive analysis describing the efforts undertaken junior English teachers to improve students' skills in story telling competition. In addition, this study featuring obstacles that arise as a barrier in winning the competition and how to deal with these constraints.

a. Data collection technique

Data collection techniques used are:

- a. Field observation. To identify a wide range of efforts made by the supervising teacher storytelling junior high schools in Semarang. Teachers here are supervising teacher or school representative guiding students prepare to participate in the storytelling competition junior level.
- b. Conducting in-depth interviews (in-depth interviews) with teachers and students.
- c. Circulating questionnaires to teachers and students to obtain information about the necessary requirements to overcome the existing problems.
- d. Documentation is done in order to support the data obtained by researchers.

b. Data analysis technique

Data from filling questionnaire, interview, and documentation, analyzed by a combination of qualitative and quantitative patterns. That is, from the qualitative data from the questionnaire and observation sheet is translated into figures on the number of answering the questionnaire or the number of samples that meet the statement in the interview guides. Then concluded the average yield of the questions raised. The result of these figures is translated back into data such as statements about things that are asked.

c. Projection Applications Research

Here researchers have described the application of research results, among others:

- a. This research is expected to know the efforts of teachers of English to improve students' skills in English, especially in a story telling competition.
- b. In addition, attempts were made to find out the constraints faced by English teachers to improve students' English language skills, especially in a story telling competition.
- c. The results of this study are expected to be used by the provincial government in making policies, particularly with regard to improving the quality of English language teaching in Central Java.
- d. Results of this research are also expected to be used by teachers in order to develop students to improve so that all schools in the future students can participate in the competition both at the district / city and provincial etc.
- e. As a reference in order to follow up the next study.

3. Findings and Discussion

The research team has deployed two types of questionnaires; students and teachers in which the results of the questionnaires are shown in this chapter. Researchers displays numeric results of the questionnaire were analyzed using

statistical analysis, with the following results:

1. Results of Student Questionnaire Non-Linguistic Elements

QUESTIONS	THE AVERAGE ANSWER OF RESPONDENTS
Q1	4.55
Q2	1.5
Q3	3.7
Q4	4.25
Q5	2.35
Q6	2.05
Q7	4.1
Q8	3.4
Q9	3.25
Q10	4.4
Q11	3.9
Q12	2.95
Q13	3.2
Q14	3.75
Q15	3.05
Q16	3.2
Q17	4.25
Q18	2.65
Q19	3.55
Q20	3.45
Q21	3.05
Q22	1.6
Q23	1.2
Q24	2.85
Q25	3.65
TOTAL	3.194

Table 1. Results of statistical analysis of student questionnaire non-linguistic elements.

2. The Results of Student Questionnaire Linguistic Elements

QUESTIONS	THE AVERAGE ANSWER OF RESPONDENTS
Q1	3.85
Q2	4.35
Q3	4.3
Q4	3.5
Q5	4.25
Q6	4
Q7	4.2
Q8	4.1
Q9	3.75
Q10	4.35
TOTAL	4.065

Table 2. The Results of statistical analysis of student questionnaires linguistic elements

3. The Result of Teacher Questionnaire Non-Linguistic Elements

QUESTIONS	THE AVERAGE ANSWER OF RESPONDENTS
Q1	1.2
Q2	1.3
Q3	3.8
Q4	3.6
Q5	4.1
Q6	2.4
Q7	3.7
Q8	4.2
Q9	4.4
Q10	3.2
Q11	4.2
Q12	3.7
Q13	4.2
Q14	4.2
Q15	3.5
Q16	4.1
Q17	4.2
Q18	3.9
Q19	3.1
Q20	4.6
Q21	4.4
Q22	1.7
Q23	1
Q24	4.1
Q25	3.8
TOTAL	3.464

Table 3. Statistical analysis of questionnaires teacher non-linguistic elements

4. The Result of Master the Elements Linguistic Questionnaire

QUESTIONS	THE AVERAGE ANSWER OF RESPONDENTS
Q1	4.4
Q2	4.7
Q3	4.1
Q4	3.8
Q5	4.4
Q6	3.7
Q7	4.3
Q8	4.4
Q9	3.7
Q10	4.3
TOTAL	3.83

Table 4. The Result of Master the Elements Linguistic Questionnaire

5. The Results of teacher interviews

NO	QUESTIONS	%
1	Require the screening of students who take the story telling competition.	100
2	Do selecting students who competed in the school story telling by teachers.	40
3	Do selecting students who competed in the school story telling by teachers.	80
4	Master directly determine the title to the students.	50
5	The intensity of exercise a week.	90
6	There are constraints or difficulties in preparing students to enter the competition storytelling.	100
7	See an example on the internet is the way that by the teachers use to train students to be able to win the competition story telling.	100

The results showed that the average obtained in the student questionnaire non-linguistic elements is at 3:19 or can be considered **good**. Some questions to get the lowest average of the respondents; among other things, questions about coaching storytelling by using native speakers as models (1.5), never won a championship in the race storytelling (2:05), got a briefing from expert story telling in preparation for the race (1.6), received sponsorship support race activities story telling (1.2), getting the full support of the school in the guidance for the preparation of the story telling contest (2.85). While the questions were received on average the highest is the question of've got a coaching story telling of Mr / Mrs teachers (4:55), got the task to memorize one story and display it in front of the class (4.4), students are pleased to have the coaching story telling of Mr. / the teacher (4:25), the students chose the theme of the

story before the show (4:25) and students receive a text sample story telling enough of Mr / Mrs teachers (4.1). The results of the student questionnaire linguistic elements indicate that all items of questions to get the average above 3.5. Therefore, the student questionnaire linguistic elements in the category very well with an average yield of 4:06. This indicates that according to the storytelling coaching students to facilitate them in mastering listening, speaking, reading, writing, vocabulary, grammar, intonation, pronunciation, spelling and mastery of the English text. The highest average refers to the mastery of speaking and English subtitles (4:35), mastery of reading (4.3) and mastery of vocabulary (4:25), while the lowest average refers to the mastery of writing (3.5), mastery of spelling (3.75), and mastery of listening (3.85).

On the other hand, the results of the questionnaire teachers non-linguistic elements included in either category with an average yield of 3:46. Item questions that get the ultimate answer of the respondent is the question of directing body gesture of students in accordance with the content of the story so interesting (4.6), using a story to storytelling come from various sources, for example from the Internet (4.4), trying to change the story taken so that there is an element of creativity (4.4), observe the appreciation of students as storytelling (4.2), show / demonstrate examples of how good storytelling (eg via video) (4.2), the story storytelling given students assisted you adjusted to the specified duration (4.2), and observe the students while story telling expression (4.2). While the results of the lowest average include questions about getting sponsorship that supports the activities of storytelling competitions students Brothers (1), using native speakers to model a story telling (1.2), trained in storytelling from certain

agencies (1.3), and brings together expert story telling in preparation for the race (1.7). Similarly, the linguistic elements of teacher questionnaire, the questionnaire is entered in **good** categories with an average yield of 3.83. Same with the results of the student questionnaire linguistic elements, elements of the same teacher questionnaire also get results on average above 3.7 for each item the question. It was pointed out that according to the story telling teachers also can facilitate the development of their students in the mastery of ten capabilities contained in the questionnaire distributed by the research team. Item questions with the highest average result is the mastery of speaking (4.7), the next highest mastery with an average of 4.4 is the mastery of listening, vocabulary, and pronunciation. While the lowest average results include questions regarding grammar mastery (3.7) and mastery of writing (3.8). After obtaining the above statistical data, the data is then combined with the observation data and interviews with teachers that researchers described as follows:

a. The importance of the selection of students as a representative of the school is the first step that is generally taken by Mr / Mrs teachers. It is associated with a willingness and a high sense of responsibility of the students selected for bringing the good name of the school. But the way the selection of the right only by 40% of respondents. Various reasons for the lack of selection revealed in 60% of schools, one of which is the student is unwilling or embarrassed volunteered to participate in the selection.

b. The title story used in the competition of 80% was chosen by the teacher, but then discussed with the students for the convenience of students to recall who do story telling are students rather than teachers. Therefore, the results of interviews about teachers who directly determine the title to the students only get a percentage of 50% due to the fact they

are not. Teachers always ask the student comfort and consider how likely the other participants will bring the same title.

c. When approaching the day of the competition minus one month, most respondents answered that the intensity of exercise in a week very often. Respondents varied from three times a week up to every day and is usually done after school so it does not interfere with students' learning activities.

d. Obstacles or difficulties encountered by all respondents, among others; narrow time, exercise without funding support, the ability of students who are not primarily the ability of pronunciation that still needs a lot of improvement, and teacher resources that do not meet or schools that do not support the maximum.

e. See examples on the internet is the way taken by all respondents in trains students to be able to win the competition storytelling. From an economic perspective, this is the easiest way and the cheapest. And they agree with these opinions. Some respondents said that the intensity of exercise greatly affects the maximum results in order to win the competition storytelling.

4. Conclusion

The Efforts of coaching junior high school English teacher in improving the ability of storytelling has reached either category. However, it should be improved from the perspective of professionalism, means that schools need to use native speakers for story telling models that can improve students' language abilities such as mastery of listening, speaking, reading, writing, vocabulary, grammar, intonation, pronunciation, spelling and mastery of the English text. In addition, improving the ability of students / candidates storytelling competition can through training storytelling of certain agencies and / or presenting the expert story telling in preparation for the race. Get sponsors to

support this activity is very important because with strong sponsors, all such problems can be solved properties. If the student gets full support from various parties, his confidence will increase to improve the competence of students. Constraints faced English teacher at SMP for enhancing the students to improve the ability of storytelling is a narrow time, exercise without supporting funds or without sponsorship, the ability of students who are not primarily the ability of pronunciation that still needs a lot of improvement, and teacher resources that are not meets or schools that do not support the maximum. It is undeniable that the efforts of teachers / coaches in this case is very important. The results showed that a strong school support is positively correlated to the ability of the students. For example, SMP 2 Semarang, often appears as a champion in the storytelling competition due to the support from all sides. The observation result proved not only an English teacher or his supervisors who participate in the preparatory process of the race, other subjects teachers also took part in preparing the property will be used. Another example is SMPN 2 Purwokerto who never won a national champion. He received full support from parents and the school. Some of the examples above show that such efforts need to be done by the junior high school English teachers to solve problems / difficulties that have been encountered. Communication between the school and parents is needed in this case related to the funds, time, students competence and teachers themselves.

Based on the conclusions as mentioned above, the researcher can provide suggestions as follows:

1. Teachers / coaches need to pay attention to the elements of storytelling competitions such as linguistic and non-linguistic.
2. Teachers / coaches need to be provided with training related to the competence of storytelling.
3. Schools bring in experts to train students while deepening the ability of teachers / coaches.
4. Schools or teachers / coaches need to reproduce the form of books reference source of storytelling.
5. State and Provincial Education Department should give special attention to the teacher so the teacher of English language proficiency can be increased.
6. Competition storytelling should be improved because it can improve students' skills, especially speaking.
7. When confronted with the issue of funds, teachers can anticipate using video from the Internet to communicate with native reasons are not always in the context of direct face to face but can transfer capability (particularly linguistic) to students.
8. The university often hosts training storytelling, preferably an English teacher.
9. Patrons same in each year make a human resources professional and competent.
10. As a reference in order to follow up the next study.

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