

Teaching Short Story through Storytelling Unit in Action for EFL Learners

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Abstract

This research was conducted to improving students' speaking skill through storytelling unit in action for the EFL students in Indonesia. This teaching process provides the package in teaching speaking using pictures in series to be applied in teaching learning process. The research design of this research is descriptive qualitative. The data used in applying the creative strategy in teaching speaking, the procedure in teaching learning process are described in details in this research. This strategy was design for the 7th graders of junior high school students.

Keyword: Storytelling unit in action, Speaking Skill, EFL

Background

Teaching English in junior high school especially in Indonesia is not as easy as it is in elementary school in L1 language learners. The teaching-learning process on the second language learners needs great efforts on the teacher itself, particularly when the teacher is trying to encourage the students' ability in vocabulary productive skill. A short story is one of the elements from several ways of teaching English. There are several ways to teach short story especially to EFL learners, such as using a big book, storytelling orally, storytelling unit in

action and others. In this occasion, we focus on teaching short story through storytelling unit in action. This technique is suitable for the 7th-grade students of junior high school. Thus, the researcher is going to present aid in exploring the students' skill. In this topic, the researcher presents a teaching procedure that was done in the topic "children storytelling: storytelling unit in action". The teaching-learning process emphasizes on the short story teaching activity.

Definition

A short story is a work of fiction that is usually written in prose, often in narrative format. The short story is one of the most exciting and important literary forms, that can and should reach the widest possible readership. This format tends to be more pointed than longer works of fiction, such as novellas and novels. Many short story writers define their work through a combination of creative, personal expression, and artistic integrity. As a result, definitions of the short story based on length splinter, even more, when the writing process is taken into consideration.

Storytelling is an oral sharing of a personal or traditional story, taught using the essence of the tradition from which it originates. As a shared experience between teller and listener, it offers natural language experiences for the student.

Storytelling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels.

The teacher should model storytelling before expecting students to tell stories. As well, students should have opportunities to listen to Native Elders and other storytellers who can provide happiness and hypnotize the audience to follow the story.

The important part of storytelling is the students must understand to analyze important aspects of the story such as the opening story or introduction, settings, characters, plot or places, the problems and the final story. It provides positive practice in expressing ideas in thought units, using colorful pictures and selective language, developing ideas in sequence, and choosing suitable and easy action words.

The speaking abilities needed for storyteller as an essential portion as ones required for master speaking activities. Storytelling boosts students to experiment with imaginative, voice, tone, eye contact, gestures, vocal, act out and expressions. It also trains the students to interact and communicative with the audience

attention. The benefits of storytelling are increasing the students' reading motivation and their listening comprehension.

Storytelling unit in action is a complete package including students' creativity, four English skills, handout, imaginative, enthusiasm, inspiration with direct practice, therefore these activities are suitable for language-arts skills standards of listening, speaking, reading, and writing.

- The role of the teacher may include:
 - a. Providing visual cues to support all students, such as picture cues or story map
 - b. Questioning and prompting the students.

Steps to retell:

- Revise and discuss a familiar or easy story. Improving the students to retell in their own words – do not reread the story at this stage.
- The small group forms a circle.
When the student holds the story stick he/ she tells the next part of the story.
- The students are listening carefully so they are prepared to retell the next part of the story.

Sample Storytelling Process Assessment

Student's

Name: _____

Date: _____

Criteria	Value	Score	Comments
Interest	5		
Enthusiasm of speaker			
Audience response	5		
Expression of voice	5		
Friendly attitude	5		
Total	20		
Voice	5		
Enunciation, clarity			
Volume	5		
Pace	5		
Total	15		
Organization	5		
Introduction, effectiveness			
Sequencing of events	5		
Knowledge of story	5		
Conclusion, effectiveness	5		
Total	20		
Nonverbal	5		
Hand gestures			
Eye contact	5		
Posture	5		
Body movement	5		
Total	20		

Note:

Some of the items listed above (e.g., eye contact, pace, expression) can vary across cultures and in accordance with the situation. Teachers should also be aware of second language and dialectical differences that can be present in students' speech

and adapt their assessment instruments

accordingly.

Teaching Learning Process

The teaching process shows some active activities done by students facilitated by some teachers in a big classroom and of course using storytelling unit in action. For the first time, the teacher should explain or give instructions before starting the activity or the teacher do brainstorming to the students. Second, the teacher divides the students into several groups (here, Students Team Achievement Division is suggested). Next, the teachers prepare several stories (since it is a big class, team teaching activity is suggested) Then, the volunteer from each group choose and decide one of the stories. After this, the students back to the group, they discuss the story with their friends in a group and they make an outline of their own comprehending about the story's content by illustrating the story into a set of pictures. After the discussion, each group should tell a story in front of the

class by auctioning it and the other students should follow the action from the storyteller.

Reflection

At this point, the teacher as facilitator should give positive feedback to the students' activity so that the students will feel enhanced and enjoy. While the students are in discussion, the teacher monitoring and as a facilitator for the students, so the students also can be asking questions related to the stories. The purpose of this activity is to build students positive mental feeling and good self-esteem. In addition, the story should suitable for the grade of the student, and it will better if there is mentioning the keyword in texts.

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