

CHAPTER I

INTRODUCTION

A. Background of the Study

In this term paper I would like to analyze a problem related to storytelling to children. Based on an article entitled "What is Storytelling", it is stated that, "Storytelling is the art of using language, vocalization, and physical movement and gesture to reveal the elements and images of a story to specific, live audience" (par. 1). Storytelling can be entertaining and motivating for the children. According to an article "The Benefit of Storytelling", it is stated that, "The story consists [of] manners, values, and moral messages" (par. 1). Therefore, it is suitable for teachers to use stories to teach children.

Storytelling is necessary for teaching English to children. Wright explains that, "Stories, which rely so much on words, offer a major and constant source of language experience for children" (3). Storytelling can help the children to learn a language. Furthermore, England states that

storytelling is important for children to develop: “Self awareness” (par. 6), “empathy” (par. 10), “social skills” (par. 11), “language skills” (par. 13), “attention skills” (par. 15), “thinking skills” (par 17), and “creativity” (par. 18). It can be seen that storytelling is beneficial for children’s learning.

I had an experience in storytelling during my internship at Paulus Kindergarten (henceforth, PK) in July-September 2011. I taught pupils of Kindergarten level B aged 5-6 years old and the number of the pupils was 18; there were 10 girls and 8 boys. The characteristics of children aged 5-6 years, according to an article "Raising Children Network", are as follow: they are “more independent and in control of his behavior” (par. 5), they “like rules” (par.8), they “understand a lot more about things” (par.9), they “become a very good at sorting things” (par. 9), and they “like to tell stories and give short talks” (par. 18). Knowing the characteristics of the children is important for the teacher to teach them effectively and choose the right activities for them, such as choosing key new words, drawing and coloring, and retelling the story.

When I did my internship in PK, there was a storytelling lesson. That was my first time to deliver the story to the children in Kindergarten level B. I had to deliver the story for 30-45 minutes, but in fact, I did not know how to tell the story correctly. I felt nervous when I had to tell the story to the children, because I was afraid that the story would not be interesting. During the storytelling, the children also seemed bored with my story. It

made me feel sad and become not confident during the storytelling. It can be seen that I had problem in delivering the story to the pupils of level B at PK.

Based on this problem, I would like to discuss how to overcome my difficulties in storytelling to children at PK and find the best solution. This term paper will help me to overcome my problem in storytelling to children.

B. Identification of the Problem

The analysis of this problem is formulated in the following research questions:

1. Why did I have difficulties in storytelling in English to pupils of kindergarten level B at Paulus Kindergarten?
2. How could I overcome my difficulties in storytelling effectively?

C. Objectives and Benefits of the Study

The first objective of the study is to find the causes of the problem of my difficulties in storytelling in English to pupils of kindergarten level B at PK. The second objective is to find the best solutions to overcome my difficulties in storytelling to children.

The benefits for the teachers at PK are they will get some insights on

storytelling and they can develop their ability to be more creative in doing it. Then the benefit for the readers is to improve their knowledge about storytelling. As for me, the benefit is to develop my ability and knowledge in storytelling.

D. Description of the Institution

Based on the interview with Mrs. Diana Pupung Sumiarsih, S.Pd, as the home teacher of Kindergarten level B, it is stated that Paulus Kindergarten (henceforth PK) was established on 17 June 1971. PK is located at Jl. Dr. Rajiman No. 11. The founder of Paulus Kindergarten was Mrs. Tedjajuwana. She also became the Headmistress at Kindergarten and Primary School Paulus from 1971-1993. The second Headmistress was Mrs. Melly L. Y. Warouw who served from 1993-2003, and since 24 February 2003 the Headmistress has been Mrs. Dra. Zifora Saduk Tolamanu Adutai. The number of teachers in PK is 7 and the number of the pupils is 38. The number of pupils in Playgroup is 8 children, 12 children in level A, and 18 children in level B. The Vision of PK is to become an excellent school which educates the students to be loving and intelligent. The first mission of PK is to provide qualified and competitive Christian education services. The second mission is to provide management services with the excellent standard.

E. Method of the Study

The data for this study is based on my teaching experiences in PK during my internship in July-September 2011, the interview with the English teacher, the observation at class, my internship journal, and library research. The data of library research are from printed sources and electronic sources. The data that I found is used to analyze the causes, the effects and the potential solutions.

F. Limitation of the Study

In this research, the subjects are me, as the assistant of English teacher at PK, and 18 children aged 5-6 years old as pupils in Kindergarten level B at PK. The period of teaching is from 21 July 2011 until 15 September 2011. The respondent of the interview is Mrs. Elsa D. Nian G. as the English teacher at PK. The focus of this study is on storytelling to children.

G. Organization of the Term Paper

The first part of this term paper is the Abstract, the overall summary of the final paper in Bahasa. Second is the Declaration of Originality, and then the next parts are Acknowledgements and Table of Contents. Chapter One is the Introduction, containing Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization

of the Term Paper. Chapter Two is about Problem Analysis. In this chapter I explain the causes and the effects of my problem. Chapter Three is about Potential Solutions to overcome my problem. In Chapter Four, I explain the conclusion of all the analysis. The last part is the Bibliography and the Appendices which contain the flowchart, the transcription of the interview with Mrs. Diana Pupung Sumiarsih, S.Pd, and the transcription of the interview with Mrs. Elsa D. Nian. G.