

Chapter One

Introduction

This chapter presents an introduction of the research. This chapter provides background of the research, statement of the problems, research questions, objectives of the research, and the significances of the research.

Background of the Research

In Indonesia, age in teaching English for young learners has special differences from adolescents and adults in terms of language learning needs. That way, the ideas, principles, understanding concepts, and strategies in Teaching English to Young Learners (TEYL) are necessary for effective and pleasing language learning in the classroom. Cameron (2001) assumed that the children do not find the easiness to use language to talk about language. In other words, they do not have the same access as older to Meta language that the teachers can use to explain about discourse.

TEYL is different from teaching English to adults. Regarding the characteristic of teaching young learners, a group of people will understand when they hear, see, and touch. Perhaps, for young learners, they still do not really understand if they just see what they see but if they have heard and touched, they will understand better (Harmer 2009). Furthermore, they will easily get bored after 5-10 minutes and have short attention spans inasmuch as they still need to play with their friends. Therefore, as the teachers, they must be able to understand what the students want so that they do not feel bored in English learning. In addition, they have to be able to distinguish ways of learning for young learners and the adult students.

In teaching young learners, the teachers need to apply appropriate teaching strategies to teach the children so that later on, the children will be happier and able to understand the lesson. Wright (2008) believed that the stories can help the children to get to know the world around them, and the stories play the important role in the children's lives. Hence, the teachers must be able to motivate the students to understand easily the provided materials. Likewise, the teachers can also use songs, games, flashcard, storytelling, and picture so that the students will not get bored during the learning process.

In addition, one of the teaching strategies which can be used by the teachers is by applying storytelling, it can be applied by using the images in teaching and learning process. Using storytelling in teaching English can make the students not to feel bored. Although, the students might not understand the story being told by the English teacher, they can still look at the interesting pictures about the story.

Teaching English using stories is more effective for young students in the classroom activity since kids love stories. In addition, storytelling aims to make students motivated and not feel bored when the teacher explains the lesson using storytelling. The students will be happy if the teacher tells it passionately. Wallace (2000) noted that the storytelling phenomenon is actually a common language, which facilitates the meaningful communication as the people can hear and understand one another stories because they can usually recognize themselves towards other people's stories no matter how diverse the cultural background is.

Based on the researcher's experience when the researcher taught internship program at an elementary school, she saw the teachers in that school applied storytelling to teach. Moreover, there were several obstacles faced by students and one of them was having limited vocabulary. When the teachers told stories, the students only kept silent and they seemed like they did not

understand the words said by the teachers, but the teacher tries to explain what is meant by the story, the teacher tells as much detail as possible so that students understand the meaning conveyed by the teacher. So, that the students really understand what is being explained. Besides, the researcher thought that teaching using storytelling for students was easy, but after seeing the teachers taught using storytelling, the researcher realized that it was challenging, because there researchers see many challenges experienced by teachers, such as class that is not conducive, students who are busy playing, do not pay attention to the teacher when explaining the material. So, as a teacher it is not easy to teach storytelling to young learners. Based on the phenomena occurred, the researcher was interested in investigating the teachers' perception on the use of storytelling in TEYL.

Statement of the Problems

The researcher found that there were teachers still using storytelling in English teaching and learning process. Based on the prior observation conducted at an elementary school, during the teaching process, the researcher noticed that one of the English teachers faced various challenges in teaching English by using storytelling to students. However, regarding the storytelling theory, there are many benefits of using storytelling in teaching. Besides benefits, based on prior observation done by the researcher, there are numerous obstacles faced by teachers in teaching using storytelling.

Research Questions

To conduct this study, this research adopts two research questions as a guideline. This research intends to answer the following questions:

1. What are the benefits of storytelling in teaching English to young learners based on teachers?
2. What are the challenges in using storytelling to teach English to young learners based on teachers?

The Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To find out the benefits of storytelling to teach English to young learners.
2. To find out the challenges faced by teachers in using storytelling to teach English to young learners.

The Significances of the Research

This research is expected to give positive benefits for some parties such as teachers, institution, and other researchers. The explanation is presented below:

For the teachers. By reading this research, the teachers are able to know the difficulties of teaching English using storytelling. It will lead them to have better preparation towards the teaching to face the challenges. Besides, they will also know the benefits when teaching using storytelling so that they will be more enthusiastic in using storytelling. In addition, the teachers will be able to help the students by giving them the suggestions or strategies, which can be done to gain a lot of knowledge from storytelling.

For the institution. This research can become additional information for the institution towards variety of the benefits from teaching English using storytelling. As the reason, the institution will be able to encourage the English teachers to apply storytelling by seeing challenges in teaching using storytelling. In addition, the institution can increase supported activities by providing training, or workshops related to teaching English using storytelling. By knowing the challenges of storytelling, the institution can have more knowledge about storytelling. Thus, later they can give what kind of training for improve teacher teaching through storytelling

For other researchers. This study expects to give benefits for other researchers. Other researchers can use the results of this research as an additional information in their study. Besides, this research can also be references for other researchers who are interested in conducting study in the related topic.