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**METHOD OF TEACHING STORIES FOR CHILDREN: A TEACHER'S
PERSPECTIVE**

A THESIS

**Submitted to English Education Departement of *Syekh Nurjati* State Institute
for Islamic Studies in Partial Fulfillment of the Requirements for Islamic
Scholar Degree in English Education (S. Pd. I)**



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ABSTRACT

CICIH SUARSIH : "Method of Teaching Stories for Children: A Teacher's Perspective"

In language teaching there is various method of teaching which used to reach the goal of language teaching. Also the various method of teaching is needed when teaching foreign language for young learners. In teaching foreign language especially English can use stories. Method of teaching stories for children can be practiced based on the subject of the lesson. Sometimes method of teaching is unsuitable with the subjects or theme of the lesson so the young learners feel uninterested and monotonous. Many factors that make the young learners feel like that, there are unsuitable methods of teaching stories, the children are bored in learning English and the children do not have motivation in learning English.

The research questions in this study are what is the suitable method of teaching stories for children? What are the strengths and the weaknesses of method of teaching stories for children? The aims of this study are to find out the data about the suitable method of teaching stories for children. In addition the aim in this research is to obtain the data about the strengths and the weaknesses of method of teaching stories for children.

In this investigate the researcher uses qualitative research and type of this research is descriptive analysis, its means analyze the data with describe the data in the form of words not use statistic form. The techniques of collecting data the researcher not only collected the primary and secondary data but also used observation and interview. The data which have been collected is analyzed by qualitative research.

The result of analyzed the data are every method of teaching stories for children have strengths and weaknesses and the suitable method of teaching stories for children must be appropriated with the theme of stories. In the result of this research there are five methods of teaching stories for children: picture illustration, using dolls, puppet show, telling story, and role play. In addition the strengths and the weaknesses of method of teaching stories for children based on the teacher's perspective in generally is those method is make the children interested when study foreign language, especially English. Furthermore the weaknesses of method of teaching stories for children is the teacher must know about the level of children's' intelligence, prepare the media, and style of tell the stories.

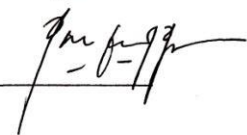

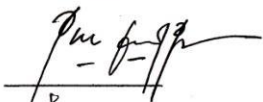
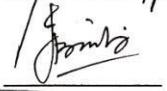




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RATIFICATION

The thesis entitled **“Method of Teaching Stories for Children: A Teacher’s Perspective”** written by **Cicik Suarsih**, Registered Numbers **59430530**, has been examined on July 25th, 2013. It has been recognized as one of the requirements for Graduate Degree in English Education Department of *Tarbiyah Faculty, Syekh Nurjati Institute for Islamic Studies Cirebon*.

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PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be to Allah who has given everything that needed and safety always be given to prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The title of this thesis is “Method of Teaching Stories for Children: A Teacher’s Perspective”. This thesis is presented to the English Educational Departement of the State Institute for Islamic Studies Syekh Nurjati Cirebon as one of the requirements to get Islamic Scholar in English Education (S.Pd. I).

The writer realize that the writer would never finish this writing without the help of some people around her either material or spiritual. Therefore, she would like to express her sincere gratitude to those who have given a valuable advice and guidance to finish this thesis.

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Finally, the writer realizes that this thesis is still far from being perfect, therefore it is a great pleasure for her to receive suggestion and critic from everyone who will encourage her to continue her study.

Cirebon, July 2013

The Writer,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Recently teaching English for children is important, because not only English as international language but also English must introduce to children earlier. Every child has different characteristics that make learning English difficult to understand. According to Fathurrohman and Sutikno (2007: 55) one of teacher's skills that manage important role in learning is skill of chooses suitable method in order that the goals of teaching learning will be reached. So, learning English need some methods those make the children understand about that language.

Method of teaching and learning language is a way which use in teaching and learning language to achieve the goals of learning based on principles and procedures in teaching and learning language. An application of method in teaching and learning language must know how a language is best taught. In addition, the principles and procedures that use in a method are best learned, best particular theory of language learning.

Method is one of important aspect of teaching English. Furthermore, it can effect students' comprehension in receive material. According to Lindsay and Knight (2010: 25) "teaching has been influenced by a wide variety of method and trends. New methods have been introduced as part of the ongoing search for the



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‘best’ way to teach.” So, varieties of method have effect towards teaching learning English and children’s comprehension.

Varieties of method which used in teaching English for example grammar translation method, role play, desuggestopedia etc. Moreover, variety method is very helpful children in learning, especially English. In learning English, children often not interesting because English not only as a second language which have many new words that make confuse but also method that used in teaching English usually boring.

As a language teacher must know about children as learners, material, classroom management and how the ways they learn. Also the teacher must thoughts about herself as a teacher and the ways to facilitate her students. According to Larsen-Freeman (2003: 1) as a language teacher, have thoughts about subject matter what language is, what culture is and about students who they are as learners and how it is they learn. So, method of teaching which will use must suitable in order that learning English not boring.

Election of methods which used in teaching and learning language based on material, students, and condition in the class but also suitability in teaching and learning language. Suitableness in use method of teaching can achieve of the goals. According to Fathurrohman and Sutikno (2007: 56) “the functions of method of teaching cannot ignored because it has follow in deciding the teaching learning process is success or not and it as an integral part in teaching system.” Before choose the method must suitable with the goals that want to achieve,



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because the method of teaching as an important aspect for success in process teaching and learning.

Many kinds of method which can use in teaching and learning language, but not at all of method is good and have advantages and also not at all of method is bad and have disadvantage. Suitableness a method of teaching there is suitable to choose the method of teaching language with the goals of the study. Furthermore, method of teaching language can affect process of teaching and learning language.

In teaching there are elements that influence the process of teaching, that are teacher who give the materials or knowledge to the students. . According to Sudjana (2002: 1) central position must have by teacher, because role of teacher is affected. The role of teacher is as adviser or activator. In addition, the students are including in elements of teaching. Students who are achieve the materials or knowledge. Besides, the goal of teaching in order to the students understand about the lesson that given by the teacher.

Learning English is not easy, not only have many differences such as grammar and vocabulary but also as a second language. English must used in daily activities, especially to the young educate generation for the sake of their own future and of the country. According to Cameron (2001: 163)” use stories are designed to entertain, writers, and tellers choose and words with particular care to keep the audience interested.” Young learners who study foreign language especially English can use story.



Story is a description events and there is message that made by the writer to the reader. Story is one of many the ways of introduce the children to learn foreign language. According to Cameron (2001: 159):

“Stories offer a whole imaginary world, created by language that children can enter and enjoy, learning language as they go. Themes begin from an overarching topic or idea that can branch out in many different directions, allowing children to pursue personal interests through the foreign language.”

It also brings advantage to young learners to comprehend skill of English. Also the advantage of story is can pursue the children to study foreign language. In addition young learners can imagine and they also feel interested with the story that they read or listen.

Many stories often used in learning English. For instance the kinds of children stories are folktales, fairly tales, fables, legends, and myths. When children learning English use stories with variety method, it can make interesting and not boring learning English. Many methods which used in learning English through stories, for example storytelling, drama, and role play. Drama is playing the characters in the stories to entertain the audience. The children practice in different characters. In role play the children play a role with the various characters in the stories.

Some studies have been conducted in the area of method of teaching. There are Jariyah (2012), Rani Triyana Dewi (2012), Siti Uliyah (2012), and Umi Solikhah (2011).

Jariyah (2012) explore about the communicative language teaching (CLT) and students improvement in speaking skills. This methodology is qualitative



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research. The techniques of collecting data are as the source and type the data of this research. The technique of analysis data is content analysis. The result of this research is it was established that the communicative language teaching can apply to teaching language in speaking skills. The difference with that research is the method which use in this research. Speaking skills is applied in the CLT method and the researcher can uses stories to search the method that is suitable.

Rani Triyana Dewi (2012) researches the influence of role play on the students' achievement in learning speaking at the second year. The methodology of the research is quantitative research. The goal of the research is to know the influence of role play in speaking to the students' achievement in learning speaking. The result of this study is there is significance influence of role play on the students' achievement in learning speaking at the second year of senior high school. The different with this previous study are the methodology is quantitative, an application in speaking skill, and the role play has been applied in students' achievement in learning speaking but this research use qualitative research and study about the method of teaching stories for children, such as role play nor applied.

Siti Uliyah (2012) studied the comparative study between students' achievement in reading English by using story and song. The collecting data are observation, interview, and test. The data have been collected were computed and analyzed by using t-test formula. The result is the students' achievement in reading English by using song.



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Umi Solikhah (2011) studied the influence of English story book usage on the students' motivation in reading English. The technique of collecting data is a questionnaire. The result is positive influence between the students' response to English story book usage and the students' motivation in reading English.

In conclusion of the review studied that many method of teaching that have been applied in language learning, especially to comprehend the skills of English. In contrast, teaching English for children have special method to make interest and can use story. Interesting method of teaching can make children feel enjoy in learning stories and indirectly skills of English especially vocabulary will be remembered.

Based on the conclusion above, the researcher adds the suitable method of teaching story for children based on the some theory that will find and also to know strengths and weaknesses of the method of teaching that suitable to apply in teaching stories based on a teacher's perspective.

B. The Identification of the Problem

The identification of the problem is necessary to give the clarification study which will be investigated. Then, the researcher arranges the identification of the problem referred to the background of the problem, those are:

1. The Field of the Research

The field of the research is method of teaching

2. The Kinds of the Problem

This research focuses on the method of teaching which suitable in learning stories for children. The field of this research is method of teaching.



From the background of the problem above, the researcher finds out some problems to be recognized in this research, they are:

- 1) The method of teaching which unsuitable in teaching stories
- 2) The media that used by the teachers sometimes unsuitable with theme of story
- 3) The children are often boring with the method of teaching stories that monotonous

3. The Main Problem

The main problem in this research is teacher's difficulties in using method of teaching stories. Many factors that make the method of teaching stories for children are uninteresting. The method of teaching stories which use the teacher often unsuitable with the content of the stories. So, the children are boring with the method of teaching stories that often used by teacher.

C. The Limitation of the Problem

The limitation of the problem in this study is only the narrative text, because not only narrative is a lot of benefit for children but also narrative has characters and plot that make the children interested. In addition, the researcher is analysis the strengths and weaknesses of method teaching.

D. The Questions of the Research

Therefore the questions of the research are as follow:

- 1) What are the suitable methods of teaching stories for children?
- 2) What are the strengths and weaknesses of method of teaching stories for children based on a teacher's perspective?



E. The Aims of the Research

The aims of this research are the purpose of the study that will get concerning the questions of the research. The purposes of the research are:

- 1) To find out the suitable methods of teaching stories for children.
- 2) To find out the strengths and weaknesses of method of teaching stories for children based on a teacher's perspective.

F. The Use of the Research

The research is supposed useful for:

- 1) The students

The students who learn foreign language, especially English they can use the interesting story. Read or listen story again and again, new words in the story is repeated. Interesting and repeated story will improve the skill of English, which is vocabulary.

- 2) The Teachers

This research can useful for the teacher who educates foreign language for children. The teacher can use the method which suitable for teach story for children. Also identify the strengths and weaknesses of method of teaching story for children before teaching story.

- 3) Other researchers

This research uses for other researcher who study about method of teaching. Moreover, this research is still many of lack, so the researcher hope there is study with this area to complete the lack of this research. The researcher hope, this study can useful for other research and all circles.



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