



An investigation on the last year EFL university students' ideas on using story in teaching English to young learners

Zainurrahman Sehan^a * 

^a English Department of STKIP Kie Raha Ternate, Sasa Ternate, Indonesia

APA Citation:

Sehan, Zainurrahman. (2018). An investigation on the last year EFL university students' ideas on using story in teaching English to young learners. *Journal of Language and Linguistic Studies*, 14(1), 125-138.

Submission Date: 24/11/2017

Acceptance Date: 23/02/2018

Abstract

The teaching of English to non-native English Young Learners requires more attempts rather than teaching learners in older ages. Nowadays, technology has offered many benefits for EYL teachers. Technology, in one side, is helpful instrument for the teachers in dealing with EYL. In the other side, easiness offered by technology may bring consequences on the EYL teachers' creative competence. EFL university students in the world are now habituated with technology-based teaching and learning media. They are demanded to improve the skill to use those media and due to the demand, their creativity in developing method and technique to teach EYL without technology aids is in a serious jeopardy. At least, they will deal with classic difficulty in teaching EYL for example by using only a written story; the difficulty meant is lacking of idea. This research was accomplished to investigate it. By employing written submission, data from eight last year EFL University students revealed their ideas on using story in teaching EYL is under expectation. By employing descriptive interpretation on their written submission, it is indicated that their ideas are heavily tailored to use technology aids.

© 2018 JLLS and the Authors - Published by JLLS.

Keywords: story; EYL; young learners; teaching ideas

1. Introduction

The practice of teaching English towards the speakers of other language is a challenging process which requires strategic and creative attempts; one of the attempts is creatively using materials. As the teaching of English is now on the same level with the teaching of other sciences, putting learning process merely as communication learning is not enough. Language learning is now developed and practiced in many technical learning fields (say laboratories, computer-based classroom, etc.) which show that English teachers and the learners face increasing challenges. The development of language teaching and learning presents both advantageous result and disadvantageous one. Advantageously, the development of language teaching and learning practice results in more comprehensive development in language mastery. The other result is difficulties faced by both teacher and learners; the development requires other development in some respects like computer skill, facilities, and so

* Corresponding author. Tel.: +62-852-4018-5257
E-mail address: zainurrahmankalero@gmail.com

forth. Even the use of course book, especially in Teaching EYL, has double sided effects (see Puskas, 2006, p. 22-24). Relevant to this issue, teaching English to young learners becomes not easy. Not only do the learners face difficulties in learning in such technical fields, but also the teachers face difficulties in “simplifying” the teaching and learning material delivery.

EFL university students, who will occupy English teacher profession in the future, are prepared to teach English in “modern” way. Although *English for young learners* is presented in schools even in the elementary school (Baksh, 2016, p. 120) where the students are very young, but the EFL students seem to be costumed to teach in modern arena (where the young learners may be not experienced enough to follow the process); as a result of globalization and technology development (examples can be seen in Van Scoter (2004). It looks like they are educated to “catch the train”. Young learners, in the other side, are still young learners. We are saying that teaching English for young learners need to be as simple as possible to attain the same result as teaching in “difficult way”. Therefore, the EFL students should be taught how to teach based on creativity. Too habituated with computerized teaching strategy like computer, internet, website, e-learning, and so on, could make the students’ mind absent from how to teach without all of those devices and media.

We develop the way of teaching English or other languages such way because we want to be more efficient and we want to put language learning just like natural sciences learning. We also want to understand language more than yesterday. However, we are also leaving the natural aspect of language learning, which is human communication in natural setting. In some respect, it can be said that computer is not making language learning easier. It makes language learning complicated (think about teaching English for young learners today).

Considering the issues raised in the paragraphs above, it is important to go back for a while and see whether our EFL university students are able to teach English to young learners by using “traditional” method and materials like stories, pictures, things around, and so on. We can ask how the students use Google or at least how to use digital dictionary installed on their phone in getting materials and developing the way they deliver the material, or teaching others. Imagine that in a context where those are all inaccessible and they will not run any teaching and learning process due to the lack of creativity and stuck on technology.

It is important to know how the students (or teachers) of English education developing ideas in using materials without technology-based help. Technology may help them very much in the learning process today, but it is possible that technology may ruin their days of teaching English for young learners tomorrow. Therefore, through this research, we are going to see how creative the students are, in using stories in teaching English to young learners.

1.1. Literature Review

In this section, we present reviews on relevant concepts, theories, and research findings related to the practice of English teaching and learning especially to young learners.

1.1.1. Teaching English (as foreign language) to Young Learners

Young learners, in learning language, tend to learn it naturally as a skill mediating them to live. However, the learning of first language and foreign language take different process for young learners. In this case, teaching English as foreign language to young learner is not as easier as to teach adolescents or adults. The teachers need to understand the characteristics of young learners in learning language which is also different from learning or acquiring other skills.

Most experts in this field write how to teach English or other languages to young learners or children. However, most of the texts discuss English learning as the first language and not as foreign

language. We need to understand that children in playgroups or kindergarten bring their home culture including the language they acquire and use every day. Even, in Britain, where English is native language, children do not start to learn English until they start at an early years settings or formal settings (Crosse, 2007, p. 2). It can be imagined that children in other countries (like Indonesia) where English is treated as foreign language will learn English as they learn other “foreign” sciences like how to use computer or playing music instruments. Bringing their home culture, their mother tongue, teaching a foreign language like English can be so much challenging; the children are habituated to use their mother tongue and replacing it for a moment needs strategic and creative attempts. Moreover, in this age, they could not understand the importance of why they should learn it or have it. They may not critically think why they should change *mama* to *mother* but the question remains in their head. The other thing is that, they don't use the new vocabulary at home unless their parents also speak English. This could result in weak or low learning result.

The difficulties mentioned above are skepticisms could exist in English teachers' minds, especially which do not have much understanding of how young learners are learning or how their cognitive ability develops. If the teachers or EFL university students learn young learners learning characteristics, then they could employ some creative attempts to teach the young learners English. Therefore, they need to understand young learners first then understand how they learn.

1.1.2. Young Learners Age

Young learners are categorized into chronological age span from 5 years old to 10 years old. Scott & Ytreberg (2004, p.1) divided young learners into two main groups: 5-7, and 8-10 years old. They say that there are differences in what the children in group one can do and what the children group two can do. They distinguish the children in age groups because they consider that different age group has different characteristics.

In teaching English as foreign language, “young learner” could be interpreted as age and also experience. It can be assumed that a 15 years old student who never learns English before can be categorized as young learner. However, there is no consensus among experts about this assumption until today. Therefore, the age classification for this is applied both in the teaching of English as first language and as foreign language.

Slightly different to Scott & Ytreberg (2004), Linse (2005, p.2) state that “young learners are defined as children between the ages of 5-12 years old”. Linse also said that teachers of young learners need to adjust educational experiences to meet the developmental stages of the individual child. This statement implies that Linse also agrees if young learners are categorized into several stages and therefore the teachers should pay attention on the characteristics, needs, experiences, and practices appropriate for the children (in any stage).

Cameron (2001, p. 15) also classified children into two stages. The first stage is children with ages between 7-8 years as younger children. And the second stage is children with ages between 12-14 years as older children. Cameron also mentioned that the children in different stage will learn language differently with the other stage (p.13).

The discussion about children classification by age above points to a common hypothesis called critical period. The young learners are considered to be in a critical period of learning. This is the reason that many experts believe that young learners learn language better than adult because in this period their brain works better.

This is noted by Cameron:

The Critical Period Hypothesis is the name given to the idea that young children can learn a second language particularly effectively before puberty because their brain are still able to use the mechanism that assisted first language acquisition. (Cameron, 2001, p.13).

In short, the students considered as young learners are they in the age between 5 years up and 15 years down. In Indonesia, children start to learn in kindergarten from age 5-7, and they come to elementary school at age 7. They normally completed elementary school in 6 years. It means that they will pass elementary school at age 13. Therefore, in this research, we convert age into school level and we consider young learners as the children in kindergarten and elementary school.

1.1.3. Young Learners' Learning Characteristics

In this subsection, we are going to describe some relevant learning characteristics of young learners.

According to Scott & Ytreberg (2004, p. 1-4), young learners have some learning characteristics which are different from one stage to other stage. From age 5-7:

- They can talk about what they are doing;
- They can tell you what they have done or heard;
- They can plan activities;
- They can argue for something and tell you why they think what they think;
- They can use logical reasoning;
- They can use their vivid imagination;
- They can use a wide range of intonation patterns in their mother tongue;
- They can understand direct human interaction.

Whereas, from age 8-10:

- Their basic concepts are formed. They have very decided views of the world;
- They can tell the difference between fact and fiction;
- They ask question all the time;
- They rely on the spoken word as well as the physical world to convey and understand meaning;
- They are able to make some decisions about their own learning;
- They have definite views about what they like and don't like doing;
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions;
- They are able to work with others and learn from others.

From the description above, it can be tentatively concluded that at the first stage the young learners are considered to have basic linguistic competence to convey meaning or will and they have basic competence to render verbal interaction into understanding. They are able to encode and decode meaning and language especially language used in their level. At the second stage, they develop their cognitive ability to conceptualize the meaning and transfer it into language use or communication. However, it is easier for them to interact through spoken language. It implies that in this stage, although their cognitive ability has been developed, perhaps teachers need to consider again the plan to teach writing skill.

It is also assumable that the children in these stages should not be demanded to cope with abstract ideas like grammar or translation. They should be practiced in concrete ideas like stories, family plan, or school life. This has to do with their ability to process the information in their mind. They have too little experience to think abstract ideas and it is not wise for EYL teachers to force them achieving it.

1.1.4. English Materials for Young Learners

Harmer (2007, p.81) mentioned that the age of our students is a major factor in our decisions about how and what to teach. Moreover, he stated that people of different ages have different needs, competences, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

Experts believe that young children learn language faster than adults (Crosse, 2007; Linse, 2005; Cameron, 2001; Harmer, 2007). However, as their learning characteristics said, it does not mean that the teachers can expect the same result as they teach adult learners. It is due to the limitation that each age has. As mentioned above, there are two things to consider in teaching young learners: the materials and the strategies used by teachers to teach them.

1.1.5. Pictures

Pictures or photos, whether printed or digital, are profound materials usable in teaching English to young learners. There are several benefits of using pictures for young learners since pictures can help them visually understand the reference of words without the real existence of the reference.

Commonly, pictures are used to teach vocabularies to young learners. We can see that pictures (mostly labeled pictures) are stick on the wall of kindergarten or playgroup. These pictures help the teachers to introduce words denoting things, people, or activities to the children. Most of the young learners' teachers use comics or series pictures to tell stories. This is beneficial since the series pictures help students to imagine the chronology of the story being told. The young learners even can retell the stories by employing only the pictures without reading the words.

One use of pictures in teaching young learners is flash cards. Budden (2004) mentioned some useful activities with children by using flash cards, among others: memory activities, drilling activities, identification activities, and TPR (total physical response) activities. By using flash cards, teachers can train the students to memorize words, recognize words, and identify things, and so on. Even, she mentioned that images 'stick' in students' mind.

Pictures used in teaching EYL are not always in printed version. Digital pictures like photograph saved in the phone or pad, or tablet, can be used as well. Pictures can be provided by teachers or by the learners themselves. For example the learners are allowed to take pictures or photograph by using just a cheap digital camera or phone camera and then they are requested to tell stories based on the pictures they took. By this way, the students use a mix of new and traditional tools in meaningful ways to explore, create, and develop their skills.

Related to the use of digital image in EYL learning, Van Scoter (2004) stated that:

The power of using digital cameras and images with young students lies in their ability to engage students. The images stimulate curiosity and provide rich opportunities for language and literacy. They provide tools, allowing students to see and reflect on activities as they happen and offering new ways to record and document learning. Further, working with digital images is motivating, empowering, and fun (p.34).

In short, the use of pictures or images, whether printed or digital, is proven useful to engage young learners in learning activities since it is motivating, empowering, and fun.

1.1.6. Games

Using games in teaching young children is useful to avoid boredom in learning. It is well known that children are easy to be bored, mostly when they are doing things other than playing. Besides the easiness to enter boredom, they are also easily distracted. Therefore, using games to avoid boredom

and distraction from learning is a kind of appreciation towards young learners' nature. This is in line with Puskas (2016,p.46) who mentioned that:

Playing games is a natural part of childhood and growing up. It is very natural way children explore the surrounding world and gain knowledge. Through games, children are given real opportunities to discover and understand procedures and phenomena.

In teaching English or other languages to young learners, especially by using games, teachers should consider that communication and interaction are the nature of language use. Games used by the teachers should expose the students' communication and interaction so that the students' skill in using language develops through the game.

There are many games can be used to teach English to young learners. Role play, hot potatoes, memory challenge, and some other infamous games can be utilized appropriately in the classroom. However, though games are very popular among young learners, they should not be overused. They should be chosen appropriately to students' level, interest, and context. Furthermore, it must be concerned with the presented topic (Bakhsh, 2016, p.125). It is also important that the teachers can manage and control the young learners during learning by playing games.

1.1.6.1. Stories

In teaching languages, storytelling is one of the popular methods used by most educators or teachers, especially in teaching language to young learners. Also, children like story very much that is why in most cultures telling stories (mostly fables) before children go sleeping is an enduring parents' work.

Using story is beneficial in teaching language to young children. This statement is based on the reasons that story itself is constructed and told by using language. Moreover, story stimulates children's imagination and forces creativity. Since the development of language comes along with the development of thought, then storytelling does not only develop language but also creative and imaginative thinking skill.

Children are also imaginative and they learn language features like tenses by adapting and matching the words and their references by following the story plot imaginatively. Therefore, storytelling gives big chances for children to acquire language, not only words form and meaning but also the use of those words. This is in line with Mart (2012:103) by quoting Winch that the stories provide wonderful opportunities for children to see language in action.

Children learn things unconsciously. This includes learning language through stories. When teachers tell story, the children do not only following the story for joy but they are also engaged in unconscious learning process. Through storytelling the children see how language is used to communicate, causality and other types of events relationship, and even personality.

However, due to the learning purpose, story to tell to the children is appropriately selected by considering the moral content, linguistic features, and length. By choosing right story and deliver in right way, the teacher provides for the children a bridge to eliminate the distance between language learning and language use. The use of story in teaching English to young learners can be found in detail through Mart (2012).

Based on the brief explanation above, the question of what to teach and how to teach can be answered. By considering the nature of children learning that seriously takes joy and comfort as important elements, language skills and literacy can be taught to the children through games, stories, and other joyful learning activities.

1.2. Research Questions

This research is accomplished to investigate the last year EFL University students' ideas on using stories in teaching English to young learners. Therefore, the question of this research is formulated as follows:

What idea do the EFL University Students have to teach English to young learners by using story?

The question stated above requires answers not only on what they can teach to young learners but also how they will teach it and what difficulties they may deal with in teaching young learners English as foreign language by using story. This information is gathered from each student to ensure that they really understand the ideas they give.

2. Methods

This research is designed as a descriptive qualitative research. It is based on the nature of the purpose and data types of this research. Since this research is naturalistic and is accomplished to search and to find understanding in specific context, then this research is qualitative. This is in line with Nunan & Bailey (2009) that qualitative data have to do with meanings (and understanding on the meanings).

2.1. Research Participants

This research involves 8 EFL students who are purposively taken from a university in Indonesia. Those participants are taken by considering some relevant assumption among others:

- They are the students of English Education Program who are taught English as foreign language and also are taught how to teach English as foreign language;
- They are last year students who are assumed to have English learning and teaching practice experiences, and they have attended 90% subjects in their program;
- They are high achiever students with grade point average ranged from 3.00-4.00 (the highest GPA in Indonesia is 4.00); and
- They are willing to be actively involved in this research.

These considerations are taken into account to keep the reliability of this research finding. These are also attempts to gain valid and responsible information. Furthermore, the participants (EFL University Students) name are not written but coded according to the initial letter in their names.

2.2. Instrument

The researcher uses written submission by the participants which contains three open-ended questions regarding the use of story in teaching English (as foreign language) to young learners. The questions are developed by studying the related literatures reviewed.

2.3. Data Collection Procedures

The researcher visited the university and communicates the purpose the research. The participants taken from each university are selected by the head of the English education program. They are then placed in a room and being given three open-ended questions. They are demanded to write the answers on the provided sheet. Given 60 minutes, the students submit their written responses to the researcher.

These written submissions are the data contain their ideas to be investigated and explored. This technique has been used by Mart (2012) with different question. This study only adopts the kind of instrument with some adjustments by considering the purpose of the study.

2.4. Data Analysis

Data from the written submission are analyzed by employing *Meaning Condensation* explained by Nunan and Bailey (2009). This technique is used by finding pattern in the written submission. The texts are read to find the topical ideas findable by searching keywords used by the participants within their work. Those are then paraphrased and noted as the key points in their text. The findings are then discussed and interpreted in light with the relevant theories. Finally, their ideas are listed as the potential activities and strategies in teaching English to young learners through the use of story.

3. Results

The respondents submitted their answers toward the following questions:

- a. What will you teach to the young learners by using the story?
- b. How do you teach it?
- c. What difficulty you may deal with when teaching it?

The answers towards those questions are considered as *ideas* they have to teach English to young learners by using stories. By employing meaning condensation technique as mentioned earlier, the written submission reflects at least three items that can be mentioned as follow:

- a. Vocabulary;
- b. Word-Reference Matching;
- c. Reading;

Through the written submission, the researcher found that some students express their ideas that using story is beneficial in teaching English to young learners in more than one area of skill or language item. By percentage, each item has following quality:

Table 1. Percentage of language items can be taught by using story

No	Items	%
1	Vocabulary	50
2	Word-Reference Matching	30
3	Reading	20

It can be seen that *vocabulary*, *word-reference matching*, and *reading* place the higher position than the other items. However, in the discussion section, the researcher briefly elaborated the ideas behind the items by trying to grasp it from the written submission and relating them to the available theories and concept in this context.

4. Discussion

This part explores the data collected through the written submission which have been condensed into 3 items as mentioned in the previous part. The exploration and elaboration are not self-

explanatory rather than interconnected to the theories and concepts available contemporarily. However, it is crucial to be mentioned here that due to the size of the participants (which is too small), the information projected on the following pages should be considered as tentative projection of ideas rather than absolute answers towards the research question. The next important information to say is that the cited responses are grammatically corrected by the researcher to avoid misunderstanding.

4.1. *Teaching Vocabulary through Story*

50% participants agreed that the story is useful in teaching vocabulary to young learners. The participants considered that since children are interested on story, they are able or motivated to memorize words, even difficult ones. Here, one of the participants wrote:

“...for more understanding to the meaning of the story, the students are asked to choose the difficult words to memorize.” (TS).

The respondent proposed the teaching of EYL by using story is started by giving written story to the children and then reading the story together. The children may find some difficult words and those words are memorized by them. However, it seems like the respondent imagined the children as the native speaker of English. The problem is clearly seen that for non-native English children may find all words are strange words. Therefore, it is assumed that asking the children to memorize difficult words is even more difficult for the children. It might be easier to introduce some words used in the story (mainly nouns and verbs) rather than memorizing difficult words since all words are “difficult words” for untrained non-native English children.

The other respondent wrote that:

“...there are two kinds of thing that I can teach to the kindergarten [students]. First is pronunciation and second is vocabulary... I will ask them to repeat the word with the right pronunciation... I will tell the learners the words and the meaning and we are going to memorize it.” (IED).

This respondent is aware that vocabulary and pronunciation (spelling as well) cannot be separated in the teaching of English. She emphasized the repetition of pronouncing the words that the students are learning and this can be considered as more than memorization but also as a phonological training to the students. In the last, she points out that knowing the meaning of the word is easier than memorizing and pronouncing the word.

The respondent also reports a problem that the teacher may deal with when teaching young learners. She wrote:

“We have to understand more that teaching young learners is more difficult than adult learners. We have to understand that they do not focus like adult. They may focus only 5 or 10 minutes and after that they will not in focus. I will teach them indirectly after 5 or 10 minutes, such as telling them while they are playing and do not force them.” (IED).

The respondent mentions the ability of the young learners to focus on the material being delivered by the teacher. It is true that young learners have low focus ability since their natural learning approach is by playing. This confirms Puskas (2016) that young learners learning by playing. The ability to focus on certain point in certain duration needs a conscious attempt and this is inharmonious with Mart (2012) who mentioned that young learners tend to learn unconsciously.

The other respondent coded MT tries to explain how he will teach vocabulary through story. However, he tends to consider more exposure in the learning process. Here he wrote:

“Firstly, I will ask to the students to read the story. Then I will teach vocabulary by using dictionary. However, before I start to teach, I will ask them to open their own dictionary. So, our learning will be effective.” (MT).

It is hard to imagine that the young learners who are not English native speakers can read the story written in English unless they have been trained before. It is also difficult to imagine that they can utilize dictionary as teenager or adult do. Scott & Ytreberg (2004) mentioned that even learners in 8 years old still rely on the spoken words. It means that reading the story and dictionary is a difficult way of learning vocabulary for them.

This respondent wrote about the difficulties he may deal with in teaching young learners as follow:

“They sometimes ignore what I say. I must repeat my sentence again and again because they don’t understand what I say. The class is noisy.” (MT).

The most probable reason of the young learners ignorance towards the teacher or the material is that the way the teacher deliver the learning material is not engaging the students’ learning motivation. Teaching young learners by using written text such as printed story and dictionary is considerably boring. The students, as mentioned by Mart (2012) and Scott & Ytreberg (2004) could try to find “comfort zone” to escape from the boredom. Therefore, it is reasonable that they will not understand what the teacher is saying as the logical consequence of the ignorance toward the teacher.

Relatively different to MT, respondent coded IAK wrote:

“Illustrated storybooks provide an ideal resource for helping children to learn English... storybooks present familiar language and memorable context and high quality illustrations help children to understand as they match what they hear to what they see.” (IAK).

For IAK, teaching the young learners by using illustrated story such as comic is better than what MT mentioned. This is very useful in teaching vocabulary since the young learners are able to memorize the context of the word or the reference of the word. Visual aids like storybooks are very beneficial and easier to be used rather than written story and dictionary as MT imagined.

Summary:

In sum, the respondents have a sort of ideas of using story to teach vocabulary to the young learners. They also point out the procedures they may apply in doing it. They are also aware about the problems that they may deal in the situation which refer to the nature of children like the lack of focus or too easily distracted by environment. However, overall, they do not pay attention much on the difference between English-native children and non-native ones. Therefore, by considering the procedures they mention in the discussion above, the problem that they may deal in the field can be much more challenging than they know.

4.2. *Teaching Word-Reference Matching*

30% of the participants mentioned that they may teach the young learners the association between words and the references. Theoretically, stories are beneficial in the teaching of foreign languages (especially English) to young learners because stories provide appealing materials for young learners linguistically, psychologically, cognitively, socially, and culturally (Celce-Murcia, in Kalantari & Hashemian, 2016). Since memorizing what reference a word stands for is a cognitive and linguistic process, then this idea is supported by theory.

Knowing the reference of a word is an activity of creating association between word and world. Semantically, this activity can be called as making sense or making meaning of language. This assumption is supported by Lugossy (in, Fojkar, Skela & Kovac, 2013, p.21) that stories function as schemata on the basis of which we make sense of the world. Through story, teachers can train the

students to remember the words used in the story and the referent exist in the world. However, since stories are also fiction, not all words have real referent and this can lead the learning process to failures.

A participant coded IAK mentioned that:

“High quality *illustrations* (in illustrated storybooks) help children to understand as they match what they *hear* to what they *see*.” (IAK).

The keywords of the idea above are ‘illustration’, ‘hear’, and ‘see’. Those keywords make sense that the participant was thinking about a comic or a story which contains pictures. Moreover, the participant was also thinking that the students do not read the story; the story is read by the teacher. The teacher, while reading the story for the students, also points or shows what the word means. The problem is that this method is only useful for concrete things but useless for abstract things; however, this method can train the students not only to match noun and the reference but also verb and the observable physical action (run, eat, cry, etc.).

The other participant coded RAK mentioned that:

“...teacher provides some papers contain animal or plant pictures that connect to the story... when the story points at the words...the students point at the real example like grass or tree.” (RAK).

This participant is in line with the previous participant. They were thinking about illustrated storybook. It can be seen that these participants more rely on the pictures rather than the text of the story. They actually could eliminate the pictures from their method since pointing to a related object while mentioning a word during telling the story is in fact enough.

The last participant to mention here, coded HAD mentioned that:

“...teacher can invite the students to watch animated video which tells a story. After watching the video, the teacher takes out cards and some words and then the children can learn to match the cards and the words.” (HAD).

It can be seen that this participant relies on the multimedia material (video) as media used to teach the students English. Although the participant mentions that the cards are also used to train the students to match words and their references, it also shows that story alone cannot help the participant.

Summary:

In sum, these participants have sort of ideas of how to teach semantic or the reference of words. This is actually in line with teaching vocabulary by using story elaborated in the previous part. However, in this part, participants still rely on multimedia technology to help them teaching. This can be assumed as a form of dependency on the technology.

4.3. Teaching Reading

Two of the participants coded as TS and AB mentioned reading as a skill that can be taught to the young learners through story. The idea is about to have double side. Firstly, since story meant here is written text then reading comprehension is likely to be the relevant skill to teach. However, secondly, as the students are young learners, the meaning of “reading” here cannot be assumed as reading comprehension. They could mean spelling rather than reading.

AB mentioned that:

“The young learners will be introduced to vocabulary and by so doing they will be able to understand the text and will be more engaged in the reading task.” (AB).

This participant did not elaborate how to teach reading by using story but it can be assumed that the students are easily engaged in the reading task because they have been introduced to vocabulary of the story. By looking at this point, AB might mean spelling task because vocabulary reading for young learners is closer to spelling rather than reading comprehension.

Whereas TS in his submission wrote that:

“...instructions like memorizing the words, phrases, or idioms from the story, the students are learning reading and spelling by heart. Therefore, besides understanding the story, the students also can get other benefits simultaneously.” (TS).

It is very difficult, if not impossible, to realize that the young learners in that age can be taught reading comprehension. Some notes mentioned by experts like Scott & Ytreberg (2004) that learners in 8-10 rely on the spoken information rather than written one. Especially for the non-native English learners, English written story must be difficult to be taken into learning reading.

Summary:

Ideas proposed by these participants are seemed to work if the young learners are the native English speakers. Although grammatical appearance on the story could be more complex than the linguistic competence they have, reading the text is still reasonable. However, since the participants should consider that the young learners meant in this study is non-native English speaker, therefore the ideas they proposed is hard to be realized.

5. Conclusion

The results discussed in the previous part have led us to the conclusion that can be described briefly:

The participants involved in this research could propose some ideas of how to use story to teach English to young learners. Most of the participants agree that story is beneficial to be used in teaching vocabulary, semantic reference (word-reference matching), and spelling. They wrote that students of young age are interested in story and they are more engaged in the learning process. In some cases, they still rely on the multimedia or non-text story as videos or pictured story-books. This idea shows us that the participants deal with difficulties in dealing young learners without high technology instruments.

It can be noticed that the participants are not aware enough that non-native and native English young learners are different in terms of the basic linguistic competence they already have. Therefore, idea like teaching reading by using story is mentioned.

In describing the possible difficulty they may deal in the classroom, the participants are highly aware that the young learners are lacked of focus. This phenomenon is considered as general difficulty that teachers may fight in teaching young learners any subject.

Since this research took limited subjects to be involved as participants, the elaboration of the ideas is also limited. Therefore, further research involving more participants in the wider areas and context must be needed.

Acknowledgement

I would like to express my grateful thanks to the participants involved in this research. Moreover, to Mr. Rusdyi Habsyi, M.Pd, I would like to express my thanks for the assistance in accomplishing this research.

References

- Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching; Vol. 9, No. 7; p.120-128.*
- Budden, J. (2004). *Using Flash Cards with Young Learners*. Link: <https://www.teachingenglish.org.uk/article/using-flash-cards-young-learners> retrieved at May, 17th 2017 at 23:43.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. United Kingdom: Cambridge University Press.
- Crosse, K. (2007). *Introducing English as an Additional Language to Young Children: A Practical Handbook*. Paul Chapman Publishing.
- Fojkar, M. D., Skela, J., and Kovac, P. (2013). A Study of the Use of Narratives in Teaching English as a Foreign Language to Young Learners. *English Language Teaching; Vol. 6, No. 6.*
- Harmer, J. (2007). *The Practice of English Language Teaching: Fourth Edition*. England: Pearson Education Limited.
- Kalantari, F. and Hashemian, M. (2016). A Story-Telling Approach to Teaching English to Young EFL Iranian Learners. *English Language Teaching; Vol. 9, No. 1.*
- Linse, T. C. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies, Inc.
- Mart, C. T. (2012). Encouraging Young Learners to Learn English through Stories. *English Language Teaching; Vol. 5, No. 5, p. 101-106.*
- Nunan, D. and Bailey, K. M. (2009). *Exploring Second Language Classroom Research: A Comprehensive Guide*. Heinle Cengage Learning.
- Puskas, A. (2016). *The Challenges and Practices of Teaching Young Learners*. J. Selye University.
- Scott, A. W., and Ytreberg, L. H. (2004). *Teaching English to Children*. New York: Longman.
- Van Scoter, J. (2004). Using Digital Images to Engage Young Learners. *Learning & Leading with Technology, Vol. 31, No. 8.*

İngilizce öğretmenliği son sınıf öğrencilerinin çocuklara İngilizce öğretiminde hikaye kullanma konusundaki fikirleri üzerine bir araştırma

Öz

Anadili İngilizce olmayan çocuklara İngilizce öğretimi ileri yaşlardaki kişilere öğretmekten daha çok çaba gerektirir. Günümüzde teknoloji, çocuklara yabancı dil öğreten öğretmenler için birçok fayda sunmaktadır. Teknoloji, bir taraftan, çocuklara yabancı dil öğreten öğretmenler için yararlı bir araçtır. Öte yandan ise, teknolojinin sunduğu bu kolaylık, öğretmenlerin yaratıcılıklarını olumsuz yönde etkileyebilir. Dünyada İngilizce öğretmenliği bölümünde eğitim gören üniversite öğrencileri artık teknoloji temelli öğretime ve öğrenim araçlarına alışmış durumdadır. Öğrencilerin bu teknolojiyi kullanma becerilerini geliştirmeleri istenmektedir ve bu talep nedeniyle İngilizceyi teknoloji yardımı olmadan öğretmek için yöntem ve teknik geliştirme konusundaki yaratıcılıkları ciddi bir tehlike altındadır. En azından, örneğin, sadece bir yazılı hikâye kullanarak İngilizce öğretilen klasik zorluklarla yani fikir eksikleriyle baş edeceklerdir. Bu çalışma, bu konuyu araştırmak için düzenlenmiştir. İngilizce öğretmenliği son sınıfta okuyan sekiz öğrencinin çocuklara İngilizce öğretiminde hikâye kullanma konusundaki fikirlerini yazılı olarak belirtmeleri istenmiştir. Öğrencilerin yazılı sunularında, fikirlerinin ağırlıklı olarak teknoloji yardımcılarını kullanmak üzere uyarlandığı ortaya çıkmıştır.

Anahtar sözcükler: Öykü; İngilizce öğretimi; çocuklara yabancı dil öğretimi, fikir öğretme

AUTHOR BIODATA

Zainurrahman Sehan is an EFL instructor at STKIP Kie Raha Ternate, Indonesia. He holds Magister of Education in English Language Teaching from Indonesia University of Education. Zainurrahman is interested in English Language Teaching, Semantics, and Neuro-Psycholinguistics.