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PROCEEDINGS**

*Teaching and Assessing L2 Learners
in the 21st Century*



ENGLISH DEPARTMENT
FACULTY OF LETTERS AND CULTURE
IN COLLABORATION WITH
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BOOK 1

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THE USE OF STORY REENACTMENT TO TEACH ENGLISH FOR YOUNG LEARNERS

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Children are easier to interpret the meaning of a sentence without having to understand the meaning of each word, children are very creative in using the language, they like to repeat the words they do not understand and put these words in their sentences, children have a good capacity in learning indirectly, and they also have a strong ability to play. The use of story reenactment can create a good atmosphere in the classroom more alive and meaningful, besides, the students can more easily understand the English lessons. The expected outcome of this study is to solve the lack of interaction in the learning process and the increased ability of teachers in the creation of media and the teaching strategies that they use in teaching and learning process.

Key words: Story Reenactment, English for Young Learners

1. Background

Older people require children to attend extra hours outside their school. This can make them become confused at the age of supposedly still in the stage of learning while playing. To minimize the problems, there must be an effort to restore the class into the playground, sing, move freely and creatively event for children. For his own language teaching approach that needs to be done in accordance with the age of the children themselves. So it feels more natural language learning and the child does not feel burdened. To revert this situation, researchers propose a model of language learning by using a story reenactment, which is a blend of theory and practical experience. This model is to help the child to grow multiple intelligent and critical thinking, and to insert the moral message as the moral basis for early childhood education.

Through this story, teachers can insert moral message based on the circumstances of children from an early age. To implement this model, it is necessary to develop professional educators to have a high creativity. This research is to increase teachers' competence and creativity of early childhood, but also to develop a model of a story reenactment story that can be implemented in all early childhood.

2 Problem Statement

Based on the background above, this research focused on the following issues:

- a. How are the application of story reenactment to teach English to young learners?
- b. How can story reenactment improve students' language skills?

2. Literature Review

Early Childhood Cognitive Development

Children at this age can speak in endless sentences and are also interested in the interesting story. They do not have the ability to concentrate for long periods of time without a lot of support, and they wander in the game and their conversation. Children during this period has still relatively little understanding about the world in which they live and have little or no control over it.

According to Piaget, children's language acquisition reflects their capacity appears to think representational. The ways in which children think about the world, however, still primitive - *a dream comes from street lamps, we think with our ears, the cloud is alive, and*

the sun follows us when we move. Piaget suggests that 3 -, 4 -, and 5-year-olds make mistakes because they are still able to engage in the right mental operations.

Therefore, it is called "preoperational." According to Piaget, a key feature of the pre-school of thought is that children can only focus their attention on one aspect that stands out at a time. This limitation is overcome at 6 or 7 years, when the transition to concrete operational thinking appears. When this happens, children are capable of combining, separating, and mentally transform information logically. They know that the sun does not follow them, and dreams do not come from the street lights.

Preoperational intelligence differs in many ways from thinking of children who are older and adults and sometimes puzzling and confusing for parents and caregivers. According to Piaget, preoperational thinking not only logic but also egocentric. This kind of selfish marked with a 4-year statement, "Look Mommy, the month following me wherever I go." Another characteristic known as complete thought, an idea chaining where each associated with a before and after an integrated concept. The third characteristic is the preoperational thinking capacity for deferred imitation which allows children to engage in pretend games.

Acquisition of Language

A dramatic achievement during this period was the acquisition of language. At the end of the growth period, children learn to pronounce words and they can also understand some of the language used around them. About 2 years old, their ability to use language suddenly rising quickly. The size of the increase in vocabulary and they begin words together in short sentences. The ability to represent objects, people and events through language, developed at about the same time as the representation of children imitating, playing and other measures. While the representation is not necessary in the individual simple words, necessary to arrange words into a simple report. Despite intensive research, the process of language acquisition remains elusive, and there is no single theory has been quite mystery. What is clear is that children's vocabulary growth and their increasing ability to use complex sentence structures accompanied by a corresponding growth in their ability to engage in conversation with precisely tailored to the needs of listeners, requires the participation in human interaction responsive and rich exposure to the environment language (Bruner, J. 1983). Most research on language development has focused on how children acquire the rules that govern the use of our language.

Early Child Development

Learning method according to the year of birth until the age of six years usually determines the personality of the child. In the early years these children have sensitive periods or sensitivity to learn or practice something. Stages of child development according to Montessori (in Yuliani, 2010) as follows:

- From birth until the age of 3 years, children have sensory sensitivity and power of thought that has begun to be able to "absorb" through sensory experiences.
- Age and a half years to 3 years, began to have sensitivity and very precise language to develop language (talking, conversing). Past the age of 2-4 years old, muscular movements can be coordinated with a good start, interest in small objects, and is aware of the sequence of time
- The age range of 3-6 years, there was sensitivity to sensory affirmation, sensory sensitivities, particularly at about 4 years of age, they have the sensitivity to write and at the age of 4-6 years, they have a sensitivity reading.

Development of Multiple Intelligence

Gardner (2004) stated that Multiple Intelligence (multiple intelligence) is a child's ability to solve problems or do something that no value in everyday life. Gardner argues that intelligence nine categories Linguistic / Verbal Intelligence; Logical Intelligence; Spatial Intelligence; Kinesthetic Intelligence; Musical Intelligence, Inter-personal Intelligence; Intra-personal Intelligence; Naturalistic Intelligence and Existential Intelligence. Learning process on the young learners should be able to develop the intelligence ninth, and as a form of treatment that is given should also pay attention to the characteristics of each stage of child development.

Playing Based Learning have shown that learning for the young learners would be more productive if done while playing. The theory behind this statement is a psychological theory and cultural theory. JA Brewer (in Anggani, 2001) states that the play supports the

development of all aspects of child development because it is stimulated, the physical development of fine and gross motor, intellectual, language, social, and emotional.

Docket and Marilyn (Sudono, 2001) also stated that when children play will take place the process of meaningful symbolic, active, fun, and no intrinsic motivation, but it also is a simple provision that followed occurred. Hence, in the play, children can express themselves without any fear and anxiety heckled, all of this can be inhibiting children acquire the knowledge, skills and sufficient skills.

Strategy "Reenactment Story" (Turning Story)

This strategy gives learners an opportunity to demonstrate the story after they read or hear stories from teachers. This strategy also involves students to prepare equipment or supplies that will be used to demonstrate the story so that they increasingly understand and appreciate the story and use the language or vocabulary of a story they have read or heard.

The equipment for reenactment story can be in the form of costumes for students to use in the show or in the form of cardboard boxes, clay, flannel, photo laminated or printed images from magazines and drawings that are downloaded from the internet. An important part of the effectiveness of this strategy is the active involvement of students in discussing the plan demonstrations and student involvement in the creation of equipment or equipment demonstration.

Story Reenactment stages:

- a. Reading story: read stories to the students or students who read the story.
- b. Retelling: tell the students to tell a story in the order or the equipment needed to demonstrate the story.
- c. Creating visual equipment: prepare material for use in a demonstration. Material for equipment can be in the form of clay and equipment to paint. It is necessary to involve students in property or equipment makers to demonstrate the story.
- d. Save supplies. After the property is created, painted and put into boxes according to the order of the story. The box could be in love with a photo label so that students easily identify equipment story.
- e. Use equipment story to tell: The motivation of students to use the equipment and demonstrate the story in collaboration or in small groups.
- f. Assessing the results of the story: listen to the story and to motivate students to use the "language or vocabulary in the story or book. This opportunity is to document the use of the language and record stories of students. Note the completeness of the story of students and their involvement in the case of "major events, characters and students' understanding of the story.

Characteristics of Children in Language Learning

According Haliwell (1992: 3) concludes the characteristics of children that can provide benefits when they learn the language, namely:

1. Children easier to interpret the meaning of a sentence without having to understand the meaning of each word.
2. Children are very creative in using the language. They like to repeat the words they do not understand and incorporate these words in their sentences.
3. Children have a good capacity in learning indirectly.
4. Children have a strong ability in play. The use of games and songs have a huge advantage in learning a foreign language.
5. Children clever imagination, children are more likely to fantasize and imagine.

Language teaching should use a real object, without having to leave the imagination and fantasy of children.

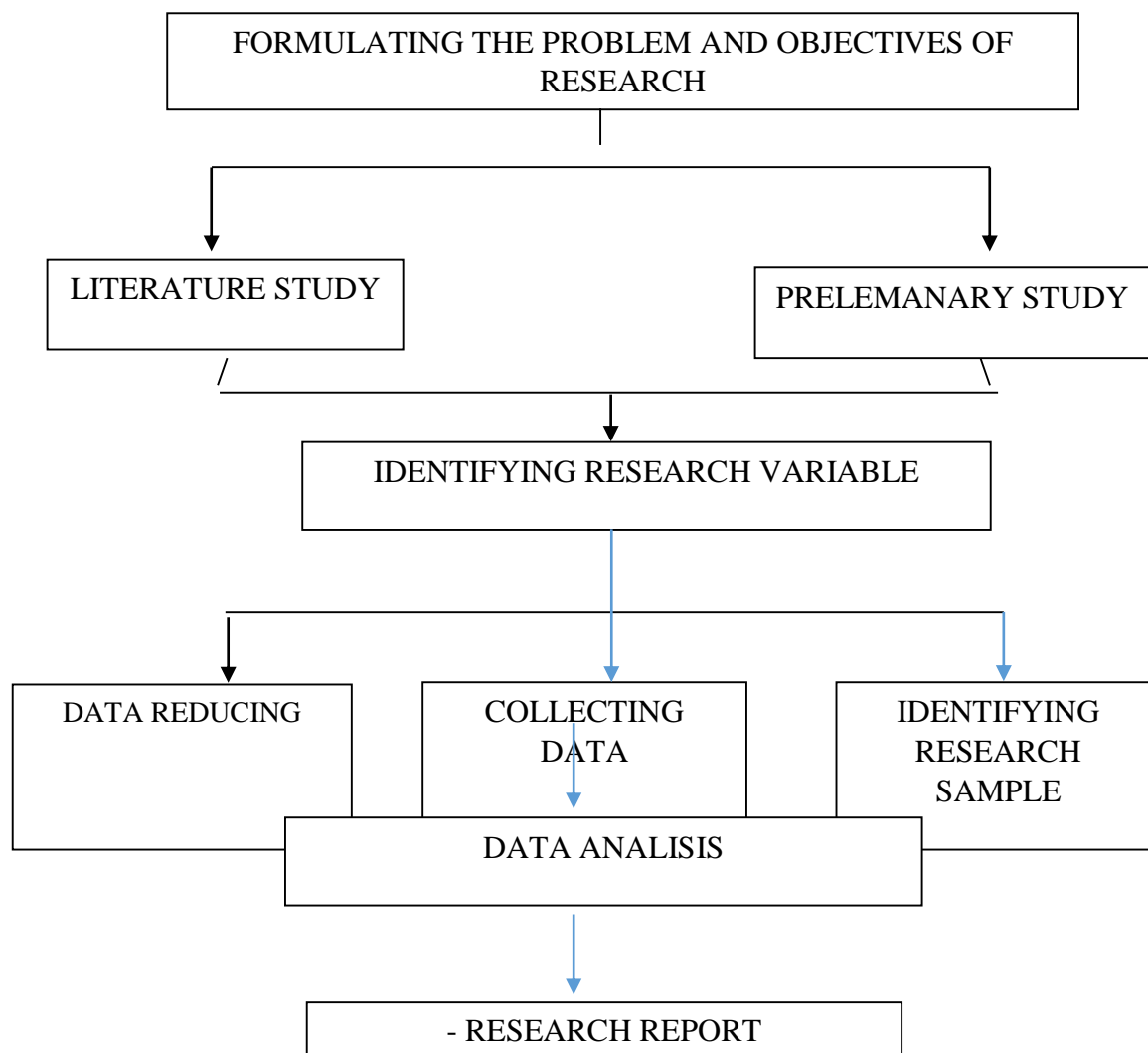
By knowing the characteristics of children, teachers can solve the problems that occur in the classroom and the teacher can teach English to the children well.

3. Research Design

This study uses descriptive qualitative considering some qualitative characteristics contained in the data analysis. First, the study was based on a real or natural setting that is based on the real conditions. Second, this research data in the form of products storybook for children and textbooks that will be used for teaching English for young learners. The third reason is in line with the opinion of Bogdan and Biklen (1998) which say that the

descriptive qualitative has five characteristics, namely: naturalistic, descriptive, process, inductive, and meaning.

So this study emphasizes descriptive data describing the phenomena, then convert the data in the form of numbers. This study tries to overview the Learning Model home made story book and a story reenactment which can improve children's ability to speak without leaving the national culture and character of the Indonesian nation and able to provide a comfortable atmosphere and fun for children in the language learning process. The research design is structured to follow the figure in the picture as follows:



4. Research Setting

This study was conducted in early childhood in Malang, East Java, by involving IGTKI (Association kindergarten teacher) in the city of Malang.

5. Object and Research Subjects

Object of research is focused on the Application of story reenactment to improve students' language skills, and understand the message contained in the story in accordance with the circumstances surrounding it. While the subject of this research is early childhood teachers in the area of the city and district of Malang.

6. Instruments Research

To obtain the data, the researcher used the following two instruments;

- a. Observation sheet is required to determine the implementation of the Learning by using a story reenactment during the learning process takes place.
- b. Questionnaire to determine the extent to which the opinion on the effectiveness of the implementation of story reenactment.

7. Procedures of Processing and Data Analysis

Researchers used the description in the data processing and analysis on the implementation of story reenactment. At this stage the collected data were obtained from observation sheets on teaching learning activity. The steps can be described as follows:

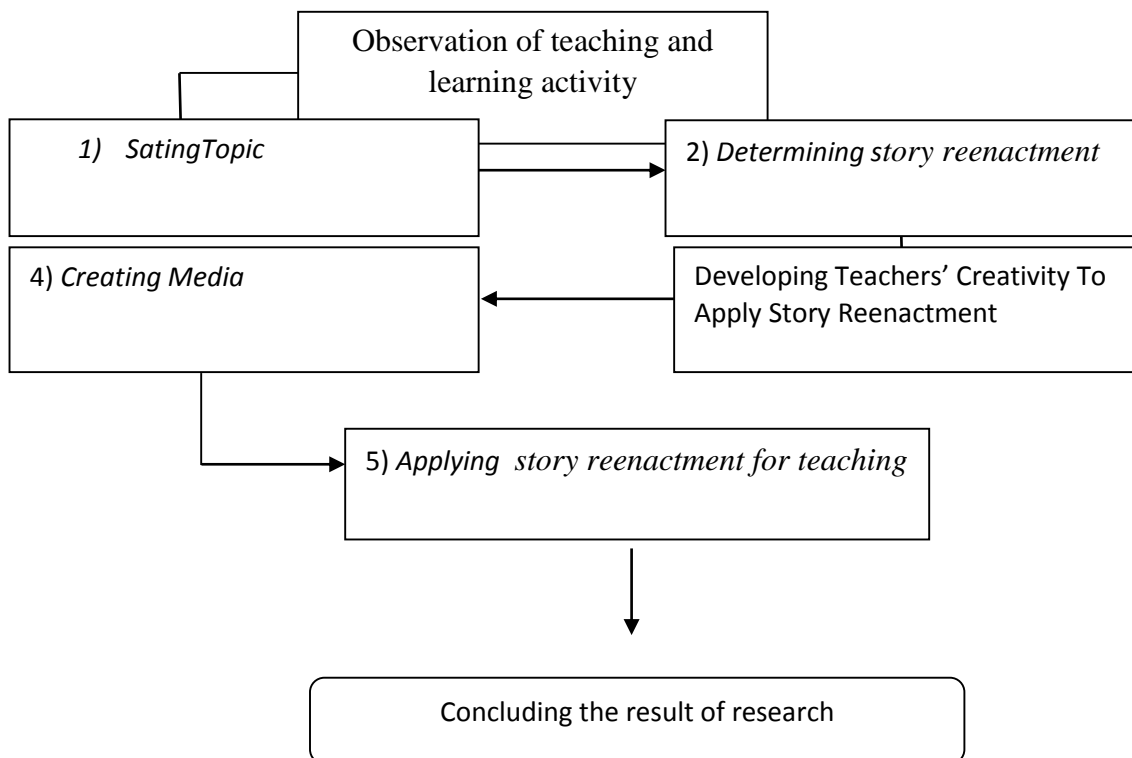


Figure 3.2 The research flow in applying *story reenactment*

8. Results and Discussion

At the end of the training, the researcher provide a questionnaire / questionnaire to the participants to determine the response and the difficulties encountered in using this method. The questions in the questionnaire can be found in the Appendix.

Of the 10 questions given in the questionnaire, 8 of which are answered with a choice: "Yes" or "No". While two of the 10 questions: the question number 1 and 10 are given to know the opinions of each participant.

The following table shows the answers and opinions of the participants. The results in Group I shows the results of training in the District Bantur, and results in Group II shows the results of training in the District Sukun.

Questions	Group I		Group II	
	Yes	No	Yes	No
1	-	-	-	-
2	32	1	43	2
3	5	28	6	39
4	30	3	42	3
5	32	1	41	4
6	33	-	44	1
7	8	25	7	38
8	31	2	42	3
9	30	3	43	2
10	-	-	-	-

Question No. 1 of the method previously used by teachers to teach foreign languages to students of diverse turns. Some teachers say that they use a method of story or sing, but there is also a method that combines both the story and singing. Most of the other participants responded that they use the method of memorization, singing and memorizing,

game, whole brain teaching, songs and applause, debriefing, the practice directly, or using Arabic and Indonesian.

Question number 2 on "whether the Story Reenactment is interesting for children", 32 participants from Group I (96.9%) and 43 participants from Group II (95.5%) answered "Yes". Only a few participants are not confident with the use of this method, namely one person from Group I (3.1%) and 2 of Group II (4.5%).

Question No. 3 on "whether there is the difficulty of teachers to prepare teaching materials", answer "No" is given by the 28 participants from group I (84.8%) and 39 participants from Group II (86.6%). While 5 participants from Group I (15.2%) and 6 participants of group II (13.4%) answered "Yes".

Question number 4 which asks about "whether kids get creative in using a foreign language after the application of this method" was answered by 30 members of the group I (90.9%) and 42 participants from Group II (93.3%) with a "Yes". While the three participants of Group I (9.1%) and 3 of Group II (6.7%) answered "No".

Question number 5, which asks about "whether the game is applied in this method helps children to learn a foreign language" get answers "Yes" from the 32 participants of Group I (96.9%) and 41 participants from Group II (91, 1%). Other participants, namely one person from Group I (3.1%) and 4 people from group II (8.9%) answered "No".

Question number 6 is asking about "whether songs used in this method also helps children in learning a foreign language" also get the answer "Yes" from the 33 participants of Group I (100%) and 44 participants from group II (97, 7%). Only 4 participants from Group II (8.9%) answered "No".

Question number 7 on "whether the children have difficulty learning a foreign language with the application of this method", 25 participants from Group I (75.7%) and 38 participants from Group II (84.4%) answered "No". The rest, 8 participants from Group I (24.3%) and 7 participants from Group II (15.6%) answered "Yes".

While the number 8 which asks questions about "whether the story given to children can attract them to be more active learning foreign languages" get answers "Yes" from the 31 participants of Group I (93.9%) and 42 participants from Group II (93.3%). Other participants, 2 from Group I (6.1%) and 3 of Group II (6.7%) answered "No".

Question number 9 were asking about "whether children are more easily understand the words that are introduced using this method compared with the previous method" got the answer "Yes" from the 30 participants of Group I (90.9%) and 43 men from the group II (95.5%). The rest, three participants of Group I (9.1%) and 2 of group II (4.5%) answered "No".

While the question number 10 on the advice of the participants to the development of this method gets the answers vary. Some participants answered "very good", others give the answer "so funny and smart, interesting and nice, very good and easy to apply to children, children loved the experience, the experience and skills of children grow". The participants also proposed to hold training again. Researcher obtained from the participants showed a positive response from the participants about the implementation of Story Reenactment. The teachers are very enthusiastic about the use of this method. By listening to the answers of the participants mentioned above, the research team may conclude that this method is a new method that has never been implemented by the kindergarten teacher / early childhood, as well as a method that appeals to children and teachers. This method may be a variation in teaching foreign languages to kindergarten students / early childhood education so that learning a foreign language will be more attractive to them.

9. Discussion of Research

Some teachers actually implemented learning models that support children at this age to learn to speak and make them interested in the interesting story by using stories or songs, but there is also a method that combines both story and singing. Most of the other participants responded that they use the method of memorization, singing and memorizing, game, whole brain teaching, songs and applause, debriefing, the practice directly. In this case the teacher also helped children who have the ability to concentrate for long periods of time without a lot of support, and they wander in the game and their conversation. Children during this period still relatively understand little about the world in which they live and have little or no control over it.

96% of children are interested with the reenactment story strategy, this fact is consistent that strategy gives learners an opportunity to demonstrate the story after they read or hear stories from teachers and because the students are also involved to prepare equipment or supplies that will be used to demonstrate the story so that they increasingly understand and appreciate the story and use the language or vocabulary of a story they have read or heard.

The fact that 84.8% found no difficulty in preparing the equipment because the property for reenactment story can be in the form of costumes for students to use in the show or in the form of cardboard boxes, clay, flannel, photo laminated or printed images from magazines and pictures downloaded from the Internet to make the teachers had no difficulty at all.

The stages were very helpful to make students able to use the English language and have many opportunities to practice spoken English because students are invited to read the story, after the recount where students tell the story in the order or the equipment needed to demonstrate the story. The next stage is to complete or supply properties, prepare material for demonstration.

This study also concluded that kids got creative in using a foreign language after the application of this method and also helped children in learning foreign languages.

This study is also in accordance with what was presented by Haliwell (1992: 3) on characteristics children who interpret the meaning of a sentence without having to understand the meaning of each word, the children are very creative in using the language, the children also have a good capacity in learning indirectly, then the children have a strong ability to play. And the last is children are more likely to fantasize and imagine. Language teaching should use a real object, without having to leave the imagination and fantasy of children.

And finally that the strategy also match to the Docket and Marilyn statements (Anggani Sudono, 2001) that when children play by using this strategy they got meaningful symbolic ongoing process, active, fun, no pressure and no intrinsic motivation. Hence, children can express themselves without any fear and anxiety, all of this can make children acquire the knowledge, skills and sufficient skills.

10. Conclusion

In accordance with the results and discussion of this study that some teachers actually implement learning models that support children at this age can speak in sentences, 96% of children like and are interested in strategies reenactment story, the fact that 84.8% did not found difficulties in preparing the equipment, the stages were very helpful to make students able to use the English language and have many opportunities to practice spoken English, so the results of this study concluded that children grew creatively in using a foreign language after the application of this method and also a game that is applied in this method helped children in learning foreign languages, as well as research results in accordance with what was presented by Haliwell (1992: 3) on children characteristics who interpret the meaning of a sentence without having to understand the meaning of each word, the children very creative in using the language, the children also have a good capacity in learning indirectly, then that children have a strong ability in play. With this strategy children also have the opportunity to use their imagination, children are more likely to fantasize and imagine.

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