

STORYTELLING: SUPPORTING PRE-SERVICE TEACHERS' ENGLISH LANGUAGE PROFICIENCY AT A PRIMARY TEACHER EDUCATION PROGRAM

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Abstract

One of the challenges identified in the performance of TEYL in Indonesia comes from the aspect of pre-service teachers of young learners who lack English proficiency. Utilizing storytelling as a teaching technique, this study explores the phenomenon of the storytelling implementation by pre-service teachers from the Primary Teacher Education Program and how it helps them develop their English language proficiency. In order to answer the research question employed in this study, two types of instruments are collected: an interview with four pre-service teachers and their English lecturer and storytelling performance videos created by four of the pre-service teachers. Believed to provide a more joyful environment in learning the language, the development was sensed in the plan step of storytelling where these four pre-service teachers prepare the story, read and listen to story references, and practice to make instruction targeted for young learners inside the class. From the videos and the interview, it was found how the activity of practice making instructions help them develop their speaking skills, indicating improvement in the use of word choice and the fluency performed once the plan step of storytelling is being experienced. Nevertheless, it was also found how the participants involved in this study experienced challenges in terms of the exploration of writing skills due to the limitation time provided in the Pembelajaran Bahasa Inggris Anak Sekolah Dasar course, resulting them to experienced less development in writing skills during the implementation of storytelling inside the class as a teaching technique.

Keywords: English language proficiency, primary teacher education program, storytelling, TEYL, young learners

INTRODUCTION

Teaching English to young learners (TEYL) plays a pivotal role in establishing a more significant opportunity for children's language proficiency in later years. Teaching young learners, the English language might as well prepare and motivate them to achieve better self-confidence in learning English at higher levels of education and prepare them for globalization with its need for English as an international language (Hashemi & Azizinezhad, 2011; Shin & Crandall, 2014). Therefore, it would be easier for them to practice native-like pronunciation, improve overall school performance and problem-solving skills, develop a lifelong ability to communicate with a considerable amount of people, and attain a better understanding of different cultures. The previous statement is consistent with the fact that teaching English to young learners might as well allow students to experience the language teaching and learning activity in the golden age, where they could grasp information such as new vocabularies, people's behavior, etc. rapidly, which might lead to further formation of the child's character, personality and cognitive abilities (Sukarno, 2008; Tomlinson, 2015, as cited in Bahri, Achmad, Burhansyah, & Syafriyana, 2020).

On the other hand, despite its essential role in assisting children's language proficiency, there are challenges found in teaching English to young learners in Indonesia. Teaching English to young learners involves teachers' considerable number of skills instead of merely teaching language skills. Hence, options in choosing strategies to teach are crucial when it comes to TEYL (Saputra, 2017). Similarly, Halliwell (1992, as cited in Harmanto, 2012) mentioned that teachers could not come to the young learners' class empty-handed but to be prepared with appropriate ways to match the teaching activities with young learners' needs. However, previous studies of TEYL in Indonesia indicated that young learners' teachers lack proper pre-service training since they graduated from the non-English major department, making most of them unaware of the purpose, procedures, and approaches in TEYL (Apriliana, 2018). It is unfortunate since, in TEYL, teachers hold a vital role in order to produce outstanding outcomes and achieving the goals set in the class.

To give a further well-known example for the sake of clarity, interest in TEYL has increased due to the decentralization of education that occurred in Indonesia, resulting in a new portion of a course in the curriculum named "local contents" or "*muatan lokal*" (Jalal & Musthafa, 2001, as cited in Musthafa, 2010). While the interest has increased among schools and students, requirements set for teachers to be able to teach young learners are scarcely discussed in front of the public (Musthafa, 2010). Later elaborated

by Musthafa (2010) that research focusing on appointing elementary school English teachers who lack professional support and opportunities is seldom conducted, resulting in a stigma that teachers' advanced English proficiency is unnecessary when it comes to TEYL. Furthermore, Richard, Conway, Roskvist, and Harvey (2012) state that language proficiency as a part of subject knowledge is essential for teachers to master to perform effective teaching inside the classroom. On top of that, it is clearly defined that language proficiency will always be considered as the substructure of teachers' professional confidence, especially when they are non-native teachers from foreign countries (Murdoch, 1994, as cited in Richard, Conway, Roskvist, & Harvey, 2013).

One of the teaching techniques known among young learners is storytelling. Through storytelling or the use of stories in the teaching and learning activity, children would be able to develop a sense of structure that will help them understand more complex issues in later teaching and learning activity (Dujmović & Pula, 2006). In addition, Yang (2011) claimed that storytelling is beneficial to be implemented in the teaching and learning activity since human beings in nature alone are storytellers. Apart from the fact that storytelling has been proven as one of the most beneficial techniques to be used inside the young learners' classroom, a study conducted by Atta-Alla (2012) reported that storytelling has also been proven effective in enhancing adult language learners' language proficiency level. It is said that they started to show high interest in learning the English language ever since storytelling was first introduced to them inside the classroom. A previous related study conducted by Kasami (2021) confirmed that students, non-English major students from Japan in this case, with low levels of proficiency and confidence, showed tremendous excitement and confidence in learning the English language once the storytelling technique is implemented inside the class. It is later elaborated in the findings section that students who used to despise learning English are all encouraged to learn it better and in a fun way than in the times when specifically digital storytelling was not applied inside the classroom.

There are numerous studies conducted to reveal the connection between storytelling and how it will improve students' language proficiency. Those studies reported that storytelling is unquestionably considered as one of the crucial aspects behind their language proficiency improvement since it provides a fun environment in learning the English language, allows a more incredible excitement to be shown inside the class, improves particularly their four essential language skills, etc. (Atta-Alla, 2012; Obari & Lambacher, 2012; Kasami, 2021). However, most of the studies included subjects, namely students in the level of young learners or adult English language learners in general. Moreover, most of the studies were carried out and analysed using quantitative design

with many subjects. Therefore, this present study aims to explore more the field of storytelling as a teaching technique in Indonesia utilized by preservice teachers from Primary Teacher Education Program and how it also developed their English language proficiency. On top of that, this study was written simultaneously as part of the bigger research regarding pre-service and in-service teachers' language proficiency assessments conducted by three lecturers of the English language education study program. Research Question, based on the background of this research, this study was intended to answer the question: How does storytelling help pre-service teachers of Primary Teacher Education Program develop their English language proficiency?

RESEARCH METHODOLOGY

Within this qualitative approach, a case study design was utilized in order to gain an in-depth understanding and explanation on links and pathways resulting from a case to be studied in research (Yin, 2009). In this study, it was the use of storytelling as a teaching technique and its links with the development of the participants' English language proficiency level who were taught such technique by their lecturer, particularly held under the name of *Pembelajaran Bahasa Inggris Anak Sekolah Dasar*. Subsequently, in order to gain an in-depth understanding and explanation about the case, this study involved four students and one lecturer in an interview session with questions that were later grouped into four categories. Furthermore, a case study design was considered to suit this research most since it allowed the author to investigate the use of storytelling as a teaching technique within its real-life context with minimum to no intervention done by the researcher, particularly when links and boundaries in regard to the phenomenon are scarcely to be discussed (Yin, 2009, p. 18).

Participants

The pre-service teacher participants were chosen as the participants since they participated in one bigger research conducted by English Language Education Study Program that assesses primary school English teachers' English proficiency level. Moreover, they are expected to be capable of teaching English as a foreign language to young learners in Indonesia, despite the fact that they are not coming from an English education or English related major. The next participant is one lecturer of Primary Teacher Education Program Lecturers who guided those pre-service teachers in *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course.

Data Collection

This research gathered two sets of instruments, namely an observation from the storytelling video performance produced by one of the pre-service teachers inside the *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course which indicated the respondents' proficiency level in terms of particularly speaking skills, and interviews with the four participants along with their English lecturer which assisted the study in indicating participants' speaking, listening, writing and reading skills.

First, the video performances were observed in order to give the author a brief overview of the participants' understanding in regard to the case mentioned, which is the use of storytelling as a teaching technique inside the class, and how they reflect their English language proficiency level. Subsequently, 19 questions that were categorized into four themes were administered in interviews with student participants in order to confirm the understanding shown in the video performance, and to explore a more in-depth understanding towards the use of storytelling as a technique and how it helped pre-service teachers develop their English language proficiency. On the other hand, 13 questions that were categorized into four themes were administered in an interview with lecturer participant in order to confirm and explore the same issues mentioned previously from a different point of view (Cohen, Manion, & Morrison, 2007).

The first category of questions consisted of an introductory section, where the interviewer asked general and personal information about the participants, particularly, their activities and professions in regard to the teaching and learning activities with young learners as the target students. The next category of questions focus more on how the lecturer taught the pre-service teachers the storytelling technique and how they grasped the lecture's explanation. Eight questions were asked to the pre-service teachers, and four questions were asked to the lecturer. The next category of questions focused on the pre-service teachers' language proficiency. As for the last category of questions, they focus on how storytelling might help the students in developing their language proficiency and how the lecturer confirmed it.

Data Analysis

In order to answer the research question proposed in this study regarding the use of storytelling as a teaching technique by Primary Teacher Education Program pre-service teachers and how it help them to develop their English language proficiency, the data were analysed using inductive thematic analysis. Taking into account that it enables this study to explore and present data obtained, but maintaining the nature of the data simultaneously

(Braun & Clarke, 2006). Creswell (2013) elaborated the procedures in analysing the data using thematic analysis, involving an iterative process in which the data are sorted from a wide set of codes to a small set of themes. Through the process of open code, axial code, and selective code, themes were emerging from this study.

In order to be able to conduct those three stages, the data collected from both the interview with the preservice teachers and lecturer and the video where the one of the pre-service teachers performing storytelling are transcribed and organised into three different files of transcriptions. Those three transcription files are later identified and labelled with codes based on the main idea emerged from each question. Furthermore, once the codes from the video performances were merged with the ones indicated in the interview, there were only 19 codes that emerged. However, when it was combined and read for the three to five times, 47 codes emerged in the process of open code. Subsequently, the process is followed by axial coding where the codes emerged were recombined in order to find relationships among categories (Punch, 2005; Creswell, 2013). Furthermore, the steps were followed by the selective coding for the sake of generating themes from the data. In selective coding, broader central aspects were selected as the core categories which determine the position of each axial code emerged (Punch, 2005).

FINDINGS AND DISCUSSIONS

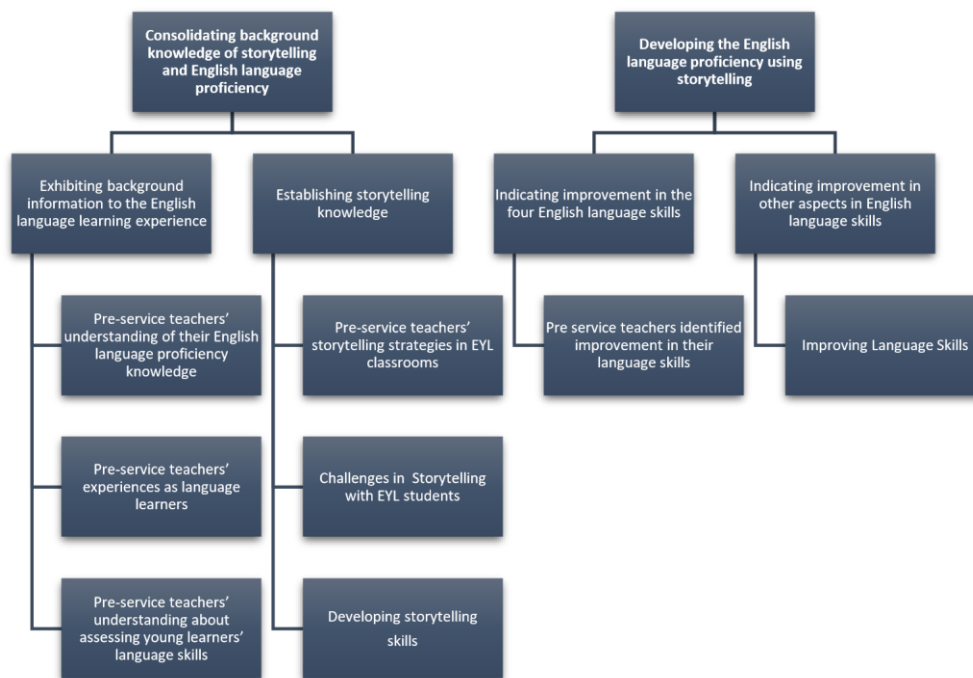


Figure 1.1. Themes emerged after the iterative coding process consolidating background knowledge of storytelling and English language proficiency

The results of the inductive thematic analysis presented in this part revealed the attempts

done by both the pre-service teachers and the lecturer participant in establishing background knowledge of both storytelling and English language proficiency. Storytelling in this part refers to the use of storytelling inside the course *Pembelajaran Bahasa Inggris Anak Sekolah Dasar*, and how it was taught to the pre-service teachers, as well as their impression in learning to teach using storytelling (Robin, 2008, as cited in Dalim, Azliza, Ibrahim, Zulkipli & Yusof, 2019). As for the English language proficiency knowledge refers to how pre-service made sense of the term and reflected the aspects of English language proficiency inside their storytelling as a technique practice.

During the storytelling performance, this one pre-service teacher indicates several mispronunciations of the English words, showing one of the categories emerged regarding their English language learning background information.

Transcription 1 from PT 1's storytelling video performance M: Good morning students.

M : ... before we start our lesson today...

M : ... the title of this story is

In the storytelling performance video, PT 1 used phrases *Good morning students* to open her storytelling session with young learners inside the class. Nevertheless, instead of pronouncing the word as /'st(y)ō[̄]odnt/, she pronounced it as *stadens* which is definitely an incorrect way to pronounce the word *students*. As for the word *lesson*, it was unfortunate that she mispronounced the word as *lisen* instead of /'les(ə)n/.

Following after, the other student participants, namely PT 2, PT 3, and PT 4 confirmed in the interview session saying that there are two obligatory English courses taken during their study. The findings regarding these two obligatory English courses are similar to the ones reported by LP. There are certainly two courses related to the activity of English language teaching and learning these pre-service teachers must take during their study in Primary Education Program.

Transcription 2 from LP interview session taken on May 27, 2022

LP : As for the courses related to the English language teaching and learning, there are two of them, one in the second semester called *Bahasa Inggris mata kuliah umum*, and one in the third semester called *Pembelajaran Bahasa Inggris Anak Sekolah Dasar*.

R : Could you please tell us the difference between the two...

LP : The first difference identified takes place in the self-skill. *Bahasa Inggris mata kuliah umum* focuses on the English language development of the student participants.

Meanwhile, *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* in the third semester focuses more on how to teach young learners the English language.

Turning now to the experiences obtained by PTs throughout the English courses they took during their study in the Primary Education Program. For instance, PT 2 claimed that both the English courses she took in her second and third semester equipped her with a noble knowledge to become a creative English language teacher for young learners. Furthermore, PT 2 elaborated that she loves how *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course in particular, had extended her knowledge when it comes to assessing young learners' English language skills. *Transcription 3 from PT 2 interview session waken on May 22, 2022*

PT 2 : I gained new insight from the *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course that we can assess their language skills through a simple activity, such as asking the students to run and point out the picture of a fruit we mentioned, is also one of the ways we can do to assess their listening skills.

Furthermore, this study found interesting changes in terms of PTs' point of view in learning English. Despite the fact that all PTs' first impression indicated that learning English itself is perplexing, they were able to find at least one constructive aspect in the course of *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* in particular. Following after, PT 2 claimed that the *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course has successfully increased her interest and motivation in learning English compared to the other English courses she took earlier before this course. Similarly, PT 3 shared the same view with PT 2 when it came to *Pembelajaran Bahasa Inggris Anak Sekolah Dasar*. Moreover, PT 3 thought that it was refreshing to learn English with context and a clear objective, namely to teach the language to young learners.

Despite the fact that all PTs rated their English language proficiency level as basic to intermediate, the love they have for English language is timeless. All PTs claimed that they have this endless interest in learning English. One of the PTs, PT 4 claimed that her enormous interest in learning English developed since her English teacher in junior high asked her to join a storytelling contest. As fascinating as PT 4, PT 3 also claimed that she has a huge interest in learning English, and she rated the interest as 100/100. LP further elaborated that PTs' point of view regarding learning English changed after they completed *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course, from "I don't think I can finish this course" or "I enrolled because I merely want to pass this semester" to "It's actually fun to learn English" or "The assignment given was not boring at all, it is in fact help us understand English better before we actually teach it to young learners".

Following after, LP confirmed that storytelling as a technique used inside young learners' classroom is the main star of the *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course. From the storytelling video performance as well, PT 1 exhibited her understanding of storytelling, along with the steps in using storytelling. Starting from the opening, body or the delivery of the story, up to the evaluation and the closing of the story were all properly delivered. On the other hand, from the interview session, PTs also revealed information regarding their understanding of storytelling, impression on storytelling, as well as how the whole activities in *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course related to the use of storytelling as a technique used inside the classroom of young learners were carried out from their point of view.

Transcription 4 from PT 2 interview session taken on May 22, 2022.

PT 2 : I remember how my lecturer introduced us to storytelling as a technique used inside the class of young learners. We were also introduced to the common steps in delivering the story, namely to prepare the story, sharing the story to the students, joint retelling, and independent performance.

PT 2 : The most challenging part in learning storytelling as a technique inside the class is when I have to encourage the students to perform their story during the evaluation step, because students at that age often shy and own different level of confidence.

Developing the English Language Proficiency Level Using Storytelling

The previous section has elaborated findings in regard to the consolidation of storytelling and English language proficiency background knowledge, consisting two sub-categories namely exhibiting background information to SPs' English language learning experience and establishing storytelling knowledge. Following after, this section revealed codes grouped into two sub-categories which indicated improvement occurred to SPs' English language proficiency level, after storytelling as a technique inside the class had been delivered by LP.

Turning now to specifically discuss PTs' improvement in receptive skills. In the interview session, all PTs confirmed that they experienced an improvement in their listening and reading skills once they were introduced to storytelling inside the class. For instance, PT 1 revealed that her listening skills experienced an improvement since LP asked her to do some research and listen to numerous stories in English, thus, she will be familiar both with the English language and the delivery of story using English language.

Transcription 5 from PT 2 interview session on May 22, 2022

PT 2 : I remember our lecturer gave us tons of reading sources before we actually plan on writing the whole story by ourselves.

Having discussed how storytelling helped PTs in improving their receptive skills, this research also found that between the two productive skills in English language, there is a significant difference found in terms of PTs' speaking and writing skills improvement. All of the PTs shared the same views regarding the improvement of their speaking skills identified during the plan step of storytelling since they were expected to practice their story frequently before moving on to the next step. Nevertheless, when it comes to writing skills, this study found that it was unfortunate because the writing skills were not explored as deeply as how speaking skills were explored by both LP and PTs. A probable explanation to answer such a phenomenon is that both LP and PTs were faced by extremely limited time in conducting *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course.

Turning now to the findings of this research regarding improvement identified among PTs in terms of other aspects outside of the four English language skills discussed in the previous part of this chapter. The vocabulary enrichment refers to PTs experiences in collecting unfamiliar vocabularies in the stories read or listened to. As for the storytelling aspects refer to PTs' English language improvement indicated by both LP and PTs which correlated to one of the aspects offered in the use of storytelling as a technique.

Transcription 6 from PT 1 interview session taken on May 21, 2022

PT 1 : Since we are exposed to a lot of stories, we have read various types of stories from the simplest to the most complicated ones. Though it was nice to be given the complicated ones, since we were able to collect more new vocabulary in English.

Furthermore, LP confirmed the statement by adding information regarding how she would ask PTs to always find the vocabulary target for young learners to learn, before they are ready to deliver the story inside the class (Bishop & Kimball 2006; Kuyvenhoven, 2009).

Following after, this research found several aspects consisted in the use of storytelling as a technique inside young learners' classroom which simultaneously helped PTs developing their English language proficiency. During her interview session, PT 1 claimed that it was easier to learn English using storytelling instead of to learn in by herself, since the context is clear. Subsequently, all PTs, for the considerable amount of time, agreed and shared the same view towards the differences experienced during English language teaching and learning activity when storytelling is implemented. For example, PT 4 declared that aspects in learning English can all be covered using storytelling in the most entertaining way possible. PT 4 further elaborated that using storytelling, they can enrich their vocabulary, practice their speaking, reading, writing if they are expected to write one original story, and listening skills. Furthermore, LP elaborated that the use of storytelling enables PTs to obtain knowledge which

is rarely discussed in general English. Moreover, PTs were exposed to more knowledge as well as context in learning the English language that are covered and delivered using stories.

The current study explored the use of storytelling as a technique, and how it helped pre-service teachers from Primary Education Program develop their English language proficiency. After the inductive thematic analysis process was done and elaborated in Chapter 3, the findings revealed that the use of storytelling as a technique to teach young learners and how it helped pre-service teachers develop their English language proficiency levels simultaneously. The development itself can be identified through both PTs and LP responses during their interview session which discussed the use of storytelling as a technique in detail inside one of the English courses in their program. Both LP and PTs claimed that by implementing storytelling inside the course, they could be exposed to more natural aspects of the English language that are also in line with their future objective. Furthermore, LP elaborated that even if changes are found in SPs' attitudes towards learning English, it always goes in a positive direction. This is consistent with the findings from previous studies that reported how storytelling improves students' English language proficiency in a more positive way (Atta-Alla, 2012; Huang, Liu, Wang, Tsai, and Lin, 2016; Kasami, 2021)

Further findings revealed in this study discussed the exposure to the English language PTs received during their study as pre-service teachers from Primary Education Program. This study found that PTs received two courses in regard to English language teaching and learning. The first course is Bahasa Inggris Mata Kuliah Umum, where they were exposed to general English to develop PTs' English language self-skill. On the other hand, there was the *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course as well, where PTs focused on teaching the English language to young learners. During her interview session, LP confirmed that storytelling as a technique inside the class is the main star of the course and took most of the credit hours offered.

However, it was unfortunate that the credit hours offered did not meet the expectation of LP's ideal credit hours. Thus, the activities were limited to focusing more on the performance of the storytelling by PTs. Additionally, LP elaborated on how it was challenging for her to have more than 40 students in one class and carry out the whole steps of storytelling in limited credit hours. This finding regarding limited credit hours and class situation, seems possible to answer the contradictory phenomenon found in this study where PT 1 mispronounced words and showed error grammars in her storytelling performance video numerous times. These findings are correlated to the findings from the previous studies regarding an enormous size of class, as well as the national curriculum decisions that offer limited credit hours to the English teaching and learning activities provided for young learners' pre-service teachers (Copland & Garton, 2014; Nunan, 2003).

This study further revealed how storytelling is delivered and taught to PTs inside the class. There are similarities indicated in both LP and PTs responses when asked regarding the steps of storytelling used inside the class. It was further confirmed in PT 1 storytelling performance video, where she demonstrated proper steps similar to the ones taught by LP inside the class in her performance. The steps applied inside the class of LP and PTs during the delivery of storytelling are in line with the steps proposed in the previous studies mentioned in Chapter 2 (Brewster, Ellis, and Girard, 2004; Slattery and Willis, 2001).

In the present study context, the findings regarding improvements identified in PTs' English language proficiency level include their receptive skills, productive skills, and other aspects of the English language. Most PTs elaborated that they have experienced an improvement in their speaking skills the most after the use of storytelling as a technique inside the class. Following after, is their listening and reading skills, since they were exposed to numerous references by LP during the plan step of storytelling. On the other hand, writing skills is the one mentioned the least by both PTs and LP since they were faced with limited credit hours. Thus far, this present study contributed to the findings revealed in the previous studies regarding the use of storytelling and how it developed ones' English language proficiency level, pre-service teachers from the Primary Teacher Education Program in this case (Atta-Alla, 2012; Kasami, 2021).

CONCLUSIONS AND FUTHER RESEARCH

The study has found that storytelling as a technique used by pre-service teachers helped them identified signs of development in their English language proficiency level. The development in pre-service teachers' English language proficiency level can be seen from both the interview session with four pre-service teachers and their English lecturer who confirmed the case. From the video, it was identified how pre-service teachers' fluency in speaking using the English language improve compare to when storytelling as a teaching technique was not implemented, this was later confirmed by the lecturer during the interview session. This present study also found several possible reasons behind the consistency inside the responses withdrawn from the pre-service teachers' interview transcriptions regarding the development of their English language proficiency level after the implementation of storytelling. The first possible reason mentioned by the pre-service teacher is because they were given the opportunity to learn the language in the most enjoyable environment as possible when storytelling is being implemented. Afterwards, they claimed that it was easier to learn the English language using storytelling, because the context and the objective in learning the language became clearer than merely learning the language in general. Moreover, their English lecturer confirmed the statement by elaborating how storytelling provides more natural and relatable English vocabularies to those pre-service teachers.

Subsequently, both pre-service teachers and their English lecturer claimed that most of the development in pre-service teachers' English language proficiency level sensed are the result of the crucial planning step done in the implementation of storytelling. The participants involved in this study revealed that there are numerous activities done in the planning step than the rest of the steps which helped them practice and improve their language skills. For instance, one of the pre-service teachers stated how this planning step allow her to practice and improve her language skills through numerous repetitions of the story references, as well as the numerous feedback given by the lecturer to her story and performance practice.

Among the four language skills, the ones that improved the most according to pre-service teachers, are their speaking skills and listening skills. Writing skills, on the other hand, did not really shine as the skill mentioned by pre-service teachers. A possible reason behind that particular finding is found inside their lecturer respond during her interview. She claimed that despite storytelling being the main star in the course, they are still faced challenges regarding the limited credit hours provided. Therefore, there were many activities skipped, including the writing practice during the implementation of storytelling as a technique.

On the other hand, it can be seen from the pre-service teacher's storytelling performance video that her understanding towards the implementation of storytelling as a teaching technique inside the young learners' class. In the video, pre-service teacher exemplified each of the step in implementing the story appropriately. To open the storytelling session, the pre-service teacher pointed out several pictures of fruits, namely apple, orange, grape, as the main characters of the story. The objective of the step itself is to introduce the young learners to the story, as well as to help them enrich their English vocabulary. Afterwards, she delivered the story to the young learners digitally using several elements of fruits as the media. Subsequently, she closed the interview session by asking the young learners about their feelings towards the story delivered, as well as assessing their language skills through several activities.

The transcription collected from both pre-service teachers and their English lecturer interview confirmed and added information to the findings found from the video regarding steps that should be implemented during storytelling. All of the pre-service teachers' responses confirmed the findings that there are three main steps implemented during the use of storytelling. The first step is the opening of the story, followed by the delivery of the story, and ended by the closing or evaluating step. Nevertheless, both pre-service teachers and their English lecturer added this one pivotal step before those three mentioned in previous sentence, which is to plan the whole storytelling, including to decide the target vocabulary, to plot the story, and to prepare as well as to write the whole story in English. The possible reason to this consistent findings regarding pre-service teachers' understanding of storytelling and its implementation might be

because of the significant exposure to storytelling received by those pre-service teachers during their study.

Not only this study found the exposure to storytelling received by pre-service teachers, but this present study also found that there were two obligatory English courses for the pre-service teachers during their study in Primary Teacher Education Program. The first one focuses more on the self-skill of those pre-service teachers, where they were taught the English language in general for the sake of their language skills improvement. Afterwards, they were taught how to teach the English language to young learners in the third semester under the course *Pembelajaran Bahasa Inggris Anak Sekolah Dasar*. The lecturer confirmed in her interview session that inside the *Pembelajaran Bahasa Inggris Anak Sekolah Dasar* course, storytelling as a technique is the main star of the course, and get hold of the most credit hours provided. Overall, it can be inferred in this study that pre-service teachers' fluency when it comes to the use of storytelling as a techniques understanding, as well as the actual implementation are well-exhibited from both the video performance and the interview.

Nevertheless, this present study still identified several grammar errors and mispronunciations exhibited by one of the pre-service teachers in her storytelling performance video. Moreover, there were merely two out of four pre-service teachers involved in this study who accepted to conduct the introduction of the interview using the English language. It seems possible that these findings are due to the limited credit hours provided in *Pembelajaran Bahasa Inggris Anak Usia Dini* course, or the lack of exposure and familiarization received by pre-service teachers outside the courses they took during their study. It was in fact unfortunate since all of the pre-service teachers stated that they prefer to spend most of their time learning English in *Pembelajaran Bahasa Inggris Anak Usia Dini* course instead of in *Bahasa Inggris Mata Kuliah Umum*, since it was less boring in their point of view.

On a final note, despite the limitations faced by pre-service teachers, they still find storytelling as a technique implemented inside the class as helpful in developing their English language proficiency level. Correspondingly, their English lecturer confirmed the development in pre-service teachers' English language proficiency through her interview session. She further elaborated that those pre-service teachers changed their point of view in learning English once the storytelling technique was being introduced, they exhibited a better understanding of the English language, and they performed better English language proficiency through their storytelling performance. Therefore, it is safe to state that all of the conclusions mentioned in this chapter had answered the research question employed in this study.

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