

UNLOCKING YOUNG MINDS: THE POWER OF STORYTELLING IN TEACHING ENGLISH FOR YOUNG LEARNERS

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ABSTRACT

The effectiveness of storytelling in teaching young learners English will be discussed in this easy. Teaching English to young learners using stories is a very effective method. One of the primary tools for involving young learners in the learning process is storytelling. Young language learners have an excellent possibility of learning about both the real world and language acquisition through storytelling. Young learners can acquire a variety of abilities and skills to improve their English through storytelling. Since most young learners enjoy stories, teaching English through stories gives them a greater confidence.

Keywords: Storytelling, Teaching English, Young Learners

INTRODUCTION

Young learners must actively participate in the meaning-making process when reading stories aloud. Young learners experience happiness and fulfillment as well as complete involvement when listening to a

narrative. Teaching reading and listening to young learners is something that language teachers are often inclined to view as a kind of comprehension exercise, but when we do this, we may deter kids from developing into "good" English readers. Using narrative in the classroom, young

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learners get an imaginative and productive understanding.

Young learners pick up language naturally. According to Curtain and Dahlberg (2009), although most young learners will not have access to this method, young learners' innate ability to learn languages may seem to indicate that the best way to support young learners' language acquisition is to simply place him or her in the target language setting. Cameron (2001), stories are an essential tool in language teaching as they cater to young learners' imagination, helping them to engage more deeply with the language. Young learners differ from adults in that they have unique psychological traits when it comes to learning a foreign language. Their aptitude, attitude, and modes of thought are some of these traits. These qualities will impact the manner in which they are instructed. Their teachers must get to know and comprehend the kids in order to provide them with the highest caliber of English instruction.

Stories are fundamental components of young learners' development since they facilitate the learning of both first and second languages. Young learners love stories and are well-versed in representations since they have been informed by their elders, and they take

great pleasure in predicting what will happen in the upcoming sections, which will also show their subjective input. Writing about the acquisition of a second language indicates that it aids in the retention of newly learned vocabulary and idioms. This article aims to provide a broad overview of young learners' mental and semantic development through the effects of storytelling.

Using stories to teach English requires skill. Teachers should "consider the technique just before telling the story, the ways of beginning, the manner, voice, language, and body," as stated by Wright (1995). Stories are a useful teaching tool for language acquisition as well as for introducing other topics like society and culture. While using stories from around the globe is great in the classroom, teachers also need to incorporate stories from the kids' own backgrounds and cultures.

Every nation and every culture have young learners' stories. Young learner learn from stories, are entertained, and are able to express their cultural identity. Using stories in the English language classroom is beneficial because it allows teachers to introduce and practice new vocabulary using well-known tales. Ellis and Brewster (2014) argue that storytelling helps

young learners to organize their thoughts, predict outcomes, and understand cause-and-effect relationships, which are crucial cognitive skills. Maley (2009) points out that storytelling stimulates the imagination, enabling children to think creatively and express themselves more freely in the language they are learning. Storytelling in the classroom is a communal social activity. Young learners take pleasure in hearing stories aloud again. Language things can be learned and reinforced thanks to this repetition. Storytelling helps kids improve their listening and focus abilities. Young learners' learning can be developed through stories in a variety of ways, including across the curriculum in school topics.

METHODS

The library technique is employed in the study. Books, journals, and other articles are used in this manner. Study conducted in the library using additional data sources and books or magazines. The author uses the library research method in this study since it is supported by at least a few factors. First off, data sources aren't always available directly from the field. There are situations when the only places to find data sources are written materials found in books, journals, or

other literary works, or libraries. Second, a review of the literature is necessary in order to comprehend newly discovered symptoms that are currently unfathomable. Through this review, the symptoms will become clear. In order for the author to develop an idea to address an issue that emerges while conquering an ailment that manifests. The third justification is the continued dependability of library data in addressing research questions. However, literary researchers can still make use of material or empirical data that has been gathered by others, whether it be in the form of books, research reports, or scientific reports. In certain situations, field data is still not significant enough to address the research questions that need to be investigated.

Research Design

The research design is appropriate for the study's objectives and is well-described. The information for this article was gathered from books, articles, and journals.

Data Collection and Analysis

The processes of data collection and analysis involve gathering information from books, articles, and journals.

FINDINGS AND DISCUSSION

The data collection results indicate that teaching English to young learners through storytelling can be powerful. It can be a tool for fostering and assessing kids' creativity through storytelling. Present There is much more to telling a narrative than only imparting facts and wisdom to listeners. We may communicate our emotions, build a solid link, respect shared values, and cultivate a sense of duty and trust by employing this strategy. In addition, it is a fun pastime that has been practiced throughout human history. Recounting stories Storytelling has multiple applications in the fields of education and self-awareness. It can facilitate the learning process in language and writing classes, as well as positive attitudes about homework and the study of foreign dialects. Imaginative storytelling is a great way to encourage creativity in young learners. Young learners are allowed to express themselves creatively in the interim when they are given an organized job that calls for them to tell stories or invent stories. Because of this, narrative can now be used as a reliable measure of creativity. A potent storytelling method that can improve young learners' learning and facilitate emotional interchange is narrating. Young learners have an innate interest

in stories and can recall details and characters. Retelling a tale they have just learnt can help young learners retain the details and increase their comprehension of the material. Teachers can assist students in developing their memory skills in this way.

Storytelling is a useful method for teaching English in early foreign language programs because it creates a secure environment for young learners and makes for engaging listening experiences. In the oral tradition, the listener interprets the message and conjures up their own mental imagery, while the storyteller produces the experience. Storytelling is an important educational practice that helps kids learn languages because it fosters the development of listening, creativity, and prediction skills through relevant settings, organic repetition, and captivating narratives. Stories help young learners use their imaginations. Students' own creative potential is developed through this imaginative experience. Stories additionally "develop the different types of intelligences" that contribute to language learning, including emotional intelligence" Stories additionally "develop young learners' learning strategies such as listening for general

meaning, predicting, guessing meaning and hypothesizing". "Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills" (Brewster and colleagues, 1992, page 2).

The following are some general justifications, per Emily, for picking storytelling:

1) Stories and storytelling are Universal Aspects of Human Communication: They Connect People Across Time and Cultures.

2) Using stories to spread cultural heritage: Stories are like 'artefacts'; they are shared with others over time and are kept in people's memory.

3) Storytelling for Literacy: The National Curriculum's emphasis on literacy development is supported by storytelling.

4) Using storytelling to spark curiosity and drive learning throughout the curriculum: An effective storyteller may pique listeners' interest in a variety of disciplines, including English language, drama, geography, history, religious studies, and literature.

5) Using stories to influence changes in morals and values: Telling stories can encourage individuals to ask

questions and broaden their moral, cultural, and emotional responses to a range of topics. Sensitive topics can be examined and taken into consideration thanks to a story's detached framework.

6) Using stories to boost self-confidence: Participants can learn how to tell stories from a storyteller. It has been demonstrated that storytelling helps youngsters who are "low achievers" or have low self-esteem become more confident.

7) Using storytelling to spark creativity and inspiration: A lot of storytellers provide workshop sessions where participants can learn how to tell a story or participate in creative exercises that are related to the tales, including using puppets, theater, music, or art.

8) Storytelling for empathy, civic engagement, and peace: It has long been known that stories can be a powerful tool for bridging divides and fostering harmonious relationships. We can use the ethical foundation of stories in general and storytelling in particular to defuse damaging narratives if we define conflict as the collision of conflicting stories centered on actual or perceived wrongdoing and superiority.

9) Storytelling as a performance: When you attend a performing arts

event, you can experience something that is like reading a book.

10) Telling stories gives objects context, meaning, and helps people 'read' them as cultural artifacts. This is especially important when it comes to storytelling in galleries, museums, and historic homes. (Emily Johnsson, 2006).

These young learners can show improved reading comprehension skills by taking part in storytelling activities that develop a sense of story. A few academics have concentrated on using storytelling as an educational technique in the real world to improve reading comprehension. Using storytelling to enhance comprehension is demonstrated in some specific ways by the storyteller-in-residence at Robert E. Clow Elementary School in Naperville, Illinois.

Storytelling is a useful teaching tool for languages for various reasons. According to Wright, stories provide a significant and consistent source of language experience for kids since they rely so heavily on words. Additionally, stories have the power to inspire kids, pique their curiosity, and motivate them (Wright, 2013, p. 2). Stories are an effective way to help pupils learn a language since they give them relevant situations and improve their listening abilities. Teachers emphasize meaning

above all else when utilizing language in the text and context. Young learners must pay close attention because they might repeat new language terms or sentences several times. Young learners' listening skills are improved by this organic repetition, which aids in the learning of important words or phrases. Storytelling improves young learners' listening comprehension in TEYL by assisting them in deducing new words and understanding the primary theme. Young learners listen with an emphasis on pronunciation rather than context. More than any other strategy, stories and songs help young learners hear and understand English. Language retention and learning are improved when stories are enhanced with gestures, action, vibrant pictures, pertinent games, and role-plays. This makes classes more entertaining. Young learners find motivation in stories, and stories may foster a joyful and engaging learning atmosphere. The best materials for young language learners to use when learning a language are stories. Young learners enjoy stories, and they can easily access and comprehend stories. For young language learners, stories offer an excellent chance to become fluent in the target language.

Storytelling should be a part of language training for young learners since young learners find stories to be interesting and captivating. This will help the young learners become more fluent in the language and will also inspire them to learn. However, before implementing this technique, the instructor should consider the unique learning preferences and proficiency levels of each student.

CONCLUSIONS

To teach English to young learners, this article highlights the value of narrative. Using stories to actively engage young learners is seen to be an effective way to promote creativity, understanding, and language proficiency. This paper emphasizes how narrative strategies should be modified to consider young learners' psychological traits to improve language acquisition. The results demonstrate how teaching English through storytelling empowers young learners, fosters creativity, and advances language development in several ways. The study methodology made use of library methodologies. The universal nature of storytelling and its beneficial effects on literacy, curiosity, self-confidence, empathy, and other topics are also covered in this article. For young English language learners,

storytelling has proven to be an effective technique for fostering a supportive and pleasurable learning environment.

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