

**AN EFL TEACHER'S PERCEPTIONS ON THE USE OF
STORYTELLING IN PRIVATE INDONESIAN KINDERGARTEN**

**A Thesis Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree in English
Language Education**



By:

SAYIDATI USAMAH WULANDARI

20322047

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION FACULTY OF
PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES ISLAMIC
UNIVERSITY OF INDONESIA YOGYAKARTA**

2024

APPROVAL SHEET

**AN EFL TEACHER'S PERCEPTIONS ON THE USE OF
STORYTELLING IN PRIVATE INDONESIAN KINDERGARTEN**

By:

Sayidati Usamah Wulandari

20322047



Approved on September 27 2024

By

Supervisor:

Dr. Adam Anshori, S.S., M.A.
NIP. 062216004

RATIFICATION SHEET
AN EFL TEACHER'S PERCEPTIONS ON THE USE OF
STORYTELLING IN PRIVATE INDONESIAN KINDERGARTEN

By:

Sayidati Usamah Wulandari

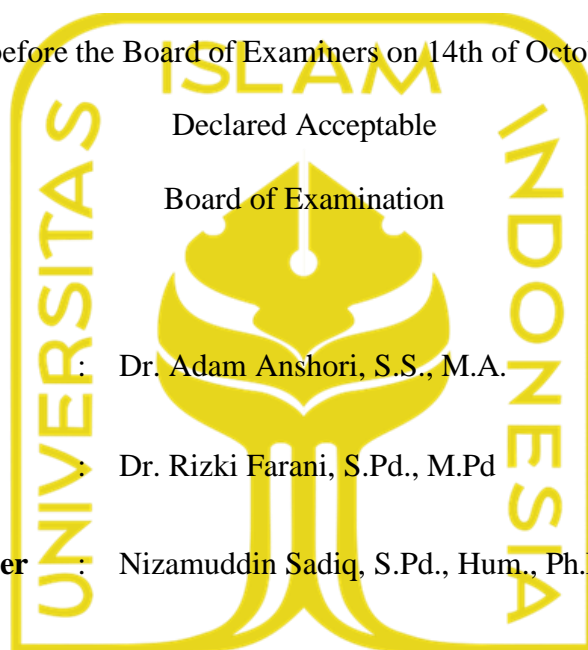
20322047

Defended before the Board of Examiners on 14th of October 2024 and

Declared Acceptable

Board of Examination

Chairperson	:	Dr. Adam Anshori, S.S., M.A.
First Examiner	:	Dr. Rizki Farani, S.Pd., M.Pd
Second Examiner	:	Nizamuddin Sadiq, S.Pd., Hum., Ph.D



Yogyakarta 27 September 2024
Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,



Puji Rahayu, S.Pd., MLST., Ph.D

NIP 053310402

STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis entitled "An EFL Teachers' Perspective on The Use of Storytelling in Kindergarten", which the thesis that I wrote is free from other people's work, except for those mentioned in quotations and references, as expected from a scientific document. I declare that this thesis represents my best and most recent literary work, and I acknowledge all assistance received in its preparation and all sources needed.

Yogyakarta July, 20 2024



Sayidati Usamah Wulandari

20322047

MOTTO

"Success is not about how high we climb, but how high we bounce back from each fall. Every step towards success means more when you have tried hard."

DEDICATION

I dedicate this thesis to myself for getting through this, for all the hard work and perseverance that made this journey is a great reminder that with effort and faith, I can achieve it. Also, I dedicate to my parent, especially my mother Mrs. Lilik Widyarini whom I love, who is always there for her children, giving full support, whatever her children go through.

ACKNOWLEDGEMENT



Assalamualaikum Warahmatullahi Wabarakatuh

Alhamdulillahirobbil'alamin,

Alhamdulillahirabbil'alamin, all praise be upon Allah SWT and Prophet Muhammad SAW, who has given me strength, guidance, and grace in every step of this journey without His guidance and compassion. On this occasion, the researcher would like to extend thanks to the following people:

1. My parent, especially my mother Mrs. Lilik Widyarini whom I love, who is always there for her children, giving full support, whatever her children go through.
2. My honorable supervisor Dr. Adam Anshori S.S., M.A, who is always patient and always gives confidence to be able to complete this thesis well.
3. My beloved friends Auliya, Zahra, Lintang, Riri, Ega, and Uci who have supported and have been with me during university and provided memorable experiences at UII.
4. Thank you to Ashira Zamita for the song she created because it has accompanied my ups and downs of enthusiasm in living the days of writing on my thesis. With her song, she has illustrated that Allah SWT always accompanies his servants in every condition to help rise from anxiety.

Yogyakarta, 27 September 2024

A handwritten signature in black ink, appearing to read 'Usamah' with a long horizontal flourish underneath.

Sayidati Usamah Wulandari

20322047

TABLE OF CONTENT

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO.....	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
ABSTRACT	xi
CHAPTER I	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Identification of The Problem	3
1.3 Limitation of The Problem.....	4
1.4 Formulation of the Problem	4
1.5 Objective of the Study	4
1.6 Significance of the Study	4
CHAPTER II.....	5
LITERATURE REVIEW.....	5
2.1 L2 Vocabulary Learning in Young Learners	5
2.2 Storytelling Technique to Teach Vocabulary.....	6
2.3 Previous Study.....	7
2.4 Theoretical Framework	8
CHAPTER III.....	9
RESEARCH METHODOLOGY.....	9
3.1 Research Design	9
3.2 Setting & Participant	10
3.3 Data Collection Technique.....	11
3.4 Instrument.....	11
Interview Questions	13
3.5 Data Analysis Technique.....	16

3.6	Trustworthiness	16
	CHAPTER IV	18
	RESEARCH FINDINGS AND DISCUSSIONS	18
4.1	Findings	18
4.2	Discussions	21
1.	Data Collection.....	21
2.	Data coding	21
	CHAPTER 5.....	28
	CONCLUSION AND RECOMMENDATION	28
5.2	Conclusion.....	28
5.3	Recommendation.....	29
5.4	Implication of The Research	30
	REFERENCES	31
	APPENDICES	34
	Appendix 1. Permit Letter	34
	Appendix 2. Interview transcripts.....	35

**AN EFL TEACHER'S PERCEPTIONS ON THE USE OF
STORYTELLING IN PRIVATE INDONESIAN KINDERGARTEN**

Sayidati Usamah Wulandari

20322047

ABSTRACT

This study investigates teachers' perceptions of the use of storytelling activities in one private kindergarten in Indonesia in vocabulary development, emphasizing the role of an EFL teacher. This study highlights the importance of storytelling in English as a pedagogical tool that not only facilitates children's language skills but also encourages their cognitive and social development. This research utilizes a Grounded Theory approach to identify patterns and themes that emerge from the field data. Using a qualitative method, the study employed structured interviews with an EFL teacher especially an English storytelling teacher to gather in-depth insights into experiences and beliefs about the usefulness of storytelling in language acquisition. The findings of this study reveal that English storytelling activities, especially when supported by engaging and supportive visual aids such as online e-books, significantly facilitate vocabulary development among young learners. In addition, the study underscores the importance of parental support in storytelling activities, suggesting that storytelling activities in the classroom can create a rich language environment that complements formal education. The study recommends further exploration of beneficial storytelling practices that can be adopted by parents, as well as strategies for schools to facilitate collaboration between teachers and families. By understanding the diverse roles of storytelling in language attainment, this study aims to provide insights that can facilitate teaching methodologies and support children's vocabulary growth in diverse educational contexts.

Keywords: *Early Childhood Education, EFL teacher, Kindergarten, Storytelling Activity, Vocabulary development.*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the context of language development, vocabulary is the main focus of language skills. For example, Early childhood vocabulary includes the ability to express ideas about themselves and understand others, as well as building vocabulary through language learning. (Widiyaningrum et al., 2018). In line with Aziz et al. (2021) argue that the high development of children's thinking is triggered by the large number of vocabulary they have which encourages their language development to be well stimulated. Therefore, to utilize students' intelligence in absorbing vocabulary, there needs to be a sense of interest in learning that is needed to fulfill knowledge of new to complex vocabulary. Moreover, this is also important so that they can easily follow or understand what is being said. The incorporation of storytelling into the English language learning process is becoming increasingly prevalent. This approach can positively impact students as it fosters confidence in their ability to express themselves. In addition, (Vita Losi et al., 2022) state that storytelling in education has advantages in examining the mother tongue or second language because this activity has a process of approaching pleasure, instilling liking, and repetition that makes children remember a word in their memory. The form of expression of children comes out of their imagination, and storytelling is an appropriate activity to channel this imagination (Golubović et al., 2022). This enables storytelling to not

only enrich vocabulary but also provide a platform for children to express themselves creatively.

According to previous research, other researchers have studied storytelling from many aspects. The studies of storytelling in the Kindergarten context have also been presented. Although children already have a growing vocabulary and can form grammatically correct sentences, they still struggle to use language effectively to direct their behavior. This limitation can hinder the development of communication and self-control in early childhood (Fauzi et al., 2023). Furthermore, Soleimani et al. (2013) mentioned that in the classroom, specifically storytelling in English is still receiving less attention even though children are familiar with the elements of storytelling activities. This suggests that further efforts are needed to incorporate storytelling as an effective English teaching strategy to maximize children's learning potential.

Although there is a lot of research on this topic, there is a lack of research that investigates the perceptions of EFL teacher explaining how teacher implement storytelling activities, media use, and techniques in Kindergarten. Also, the researcher is interested in conducting research in this Kindergarten because they very a unique storytelling activity because the storytelling is conducted online by using Zoom Meeting, and the teacher is the owner of the Kindergarten although, the teacher is not in the same location as the students but still assist the activity especially for English storytelling activity.

Considering all of the above, this research aims to investigate an EFL teacher's perceptions of the use of storytelling, especially in private Indonesian

Kindergarten.

1.2 Identification of The Problem

The main problem to be uncovered in this study is the difficulty in vocabulary development. In the general context of early language education, vocabulary development is a fundamental aspect of language acquisition that significantly affects children's cognitive and language growth. However, many young learners face challenges in acquiring new vocabulary due to traditional teaching methods that may not engage them effectively. Kurniawan et al. (2014) define that English vocabulary is taught at the kindergarten level with various traditional techniques such as vocabulary lists and translation. However, they struggle to understand the vocabulary and the class becomes unpleasant, highlighting a problem in vocabulary development in young learners.

There are several challenges faced by teachers, the challenge of vocabulary development among kindergarten students is particularly pronounced. Many children come from backgrounds where English is not spoken at home, resulting in a lack of familiarity with the language. Teachers face the challenge of finding effective methods to introduce English vocabulary in a way that suits the students, so it is important to explore innovative teaching strategies.

1.3 Limitation of The Problem

The research is "An EFL Teacher's Perceptions on the Use of Storytelling in Private Indonesian Kindergarten". It investigates how an EFL teacher perceptions and implements storytelling activity in teaching young learners, particularly in Indonesia private kindergarten settings.

1.4 Formulation of the Problem

What are Teacher's Perceptions on the Use of Storytelling in a Private Indonesian Kindergarten?

1.5 Objective of the Study

The research aims to investigate teacher's perceptions on using storytelling techniques for young learners, especially in a Private Indonesian Kindergarten.

1.6 Significance of the Study

Empirically, this study provides insight into the struggle of implementation of storytelling teaching activity for young learners. This research can also be a valuable resource for English language teachers to upgrade the quality of language teaching, facilitate their teaching skills, and create a more inclusive and supportive learning environment. Finally, it provides valuable insight for the teacher to improve their English storytelling teaching and the quality of language learning provided.

CHAPTER II

LITERATURE REVIEW

2.1 L2 Vocabulary Learning in Young Learners

Vocabulary is a fundamental segment of English language learning. It represents a significant challenge for young L2 learners, but it can be acquired effectively through the implementation of the intended activity. For example, Octavita et al. (2019) describe that vocabulary is emphasized as the main language learning foundation needed in forming adequate grammar even though there are different levels based on student characteristics. However, in terms of vocabulary learning, Siahaan (2012) stated that Vocabulary building should be promoted with appropriate knowledge and support, as well as training that focuses on L2 vocabulary development. The teaching of vocabulary forms part of a wider strategy for learning, which may employ direct or indirect techniques. It thus follows that consideration should be given to the language background and learning ability of the students, in order to provide content that is meaningful and engaging to them.

. Vocabulary builders for children may exist in a variety of contexts and circumstances. Having a sufficient vocabulary for children can help them convey simple things by stimulating them to grow with their environment (Yanti et al., 2023). This demonstrates that the learning environment has been identified as a significant factor affecting children's abilities to engage in the learning process. Also, command of several language skills is crucial for effective communication,

with a particular focus on vocabulary learning, which serves as the fundamental building block of language ability.

2.2 Storytelling Technique to Teach Vocabulary

The use of storytelling allows us to develop our background knowledge through the engagement of our imaginations, evidence that storytelling is a potent technique for communicating ideas and expressing experiences. In another research, Farantika et al. (2022) stated that in storytelling activities, many words are used that are triggered by the establishment of an emotional connection between the storyteller and the child. This makes vocabulary learning meaningful because the emotional bond strengthens children's memory of the vocabulary introduced through storytelling. Thus, storytelling is a very effective way to improve children's basic skills. In addition, this technique gives children the opportunity to respond by using their bodies or senses, such as making sounds, words, and sentences. Statistically, storytelling techniques benefit all children in the achievement of learning good communication built on spoken vocabulary. (Otoluwa et al., 2022).

The use of storytelling as a pedagogical tool has been demonstrated to be an effective method of instruction, and the act of storytelling itself is an enjoyable form of learning. As Kurniawan (2020) states, fun storytelling activities with educational props linked to an object around can stimulate children to express words related to that object. On the other hand, the success of storytelling also depends on the availability of appropriate media as learning aids to facilitate

engagement with the subject matter (Khamsuk & Whanchit, 2021)

2.3 Previous Study

Several previous studies have been conducted by former researchers about the use of storytelling in teaching English investigated in young learner education. In this study, Bloju (2017) showed that preschoolers' vocabulary variation is influenced by age, gender, and duration of class attendance in kindergarten. In addition, participation in frequent storytelling activities in kindergarten also influences their vocabulary development. In Furthermore, storytelling can influence children through meaningful narratives, such as meaningful reading, and teaching the concepts of diversity and self-acceptance. Through stories, children learn to love and accept differences at an early age, which plays an important role in their social and emotional development (Ahmed et al., 2021).

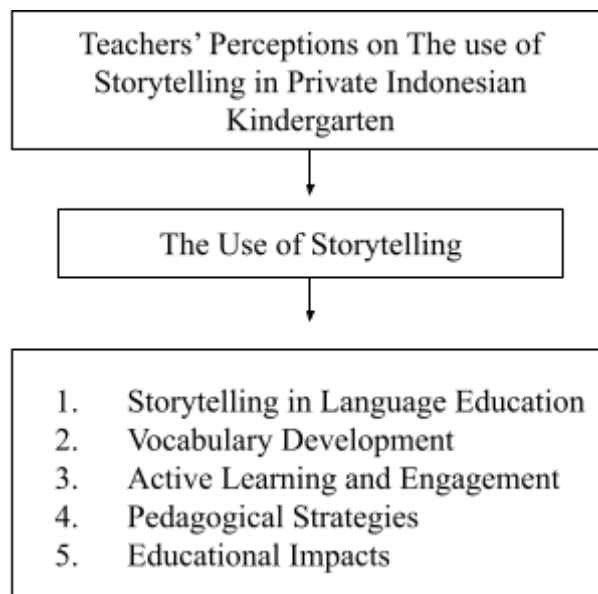
Storytelling in an engaging way can facilitate students' emotional and cognitive development, allowing them to more easily retain new vocabulary introduced during the process of engaging in the story. For example, this storytelling experience not only introduces new words but also helps students understand the context of their use in different situations (Abasi & Soori, 2014). Thus, storytelling is an effective technique for promoting children's vocabulary skills and making the learning process more enjoyable and meaningful.

On the other hand, students' limited imagination hinders their creativity in storytelling and their ability to expand their vocabulary and creates challenges for teachers in constructing new and interesting stories to support the learning process

(Malik et al., 2020). Therefore, more meaningful instructional strategies are needed to stimulate students' imaginations and increase their engagement in the learning process.

2.4 Theoretical Framework

As shown in the figure below, the investigation of the use of storytelling referred to the Grounded theory. This study was conducted by conducting structured interviews as a research instrument consisting of 5 components that produced and answered the research question “What are Teacher’s perceptions on the Use of Storytelling in Private Indonesian Kindergarten?”. This research only focuses on investigating the aspect of an EFL teachers' perceptions as the limitation of this research.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher chose a qualitative design because this design was considered the most effective for answering the research questions and achieving the research objectives. After all, it is concerned about a teacher's perceptions in the teaching activity. According to Levitt et al. (2018), Qualitative research applications represent a methodology for analyzing data in its natural linguistic form. This includes words and expressions of experience, such as those encountered in social interactions and artist presentations. Furthermore, the main purpose of this research is to describe teacher's perceptions on the use of storytelling in kindergarten, this research utilizes a descriptive qualitative study.

This research uses the grounded theory method, which is a research methodology that focuses on developing theories from data obtained in the field. This method can also be interpreted as an interpretation or meaning of the research results based on the views of the teacher who is the subject of the research. It can also be interpreted that grounded theory is the idea of building new theories from data, rather than testing existing theories (Glaser & Strauss, 2010). In addition, Charmaz and Thornberg (2020) argue that Grounded theory methods are useful in developing theoretical analysis in generating new concepts in the greater discipline and larger literature.

Qualitative descriptive research is characterized by its systematic, valid, and concrete overview of the facts related to the phenomenon being researched then this aims to present the findings with the greatest possible accuracy, based on the completed research but it is only presented in general terms (Furidha & Sidoarjo, 2023). This approach is utilized to gain insight into the characteristics, recurrent patterns, and defining attributes of a given phenomenon. This research uses a descriptive qualitative research design to analyze teacher's perceptions on the use of storytelling in the classroom. Individual interview were conducted with a teacher to gather the perceptions, experiences, and insights on the use of storytelling in teaching English and its role in English language use to students. This method is in connection with observations or interviews as a qualitative approach that can obtain descriptive data on the data.

3.2 Setting & Participant

The setting of the research is a Kindergarten school, located in Sleman Regency, DI Yogyakarta. This Kindergarten is an alternative educational institution that is expected to be the choice of the lower middle-class community in order to get a better education. The storytelling activity in this kindergarten is a school-hidden curriculum or co-curriculum consisting of Javanese storytelling, Indonesian storytelling, and English storytelling, each of which is taught by one teacher per activity.

The participant in this study is a teacher who teaches English storytelling activity and she is also one of the founders of this school foundation. To get permission related to this research, the researcher contacted her directly to conduct a research interview with her. However, she can only take place online through Zoom meetings and teaching English storytelling activity also online because she lives outside the city far away from the location of the school. After asking for permission and explaining the purpose of the research interview, the interview schedule was adjusted according to the teacher's allowance in her time.

3.3 Data Collection Technique

This is primarily achieved through structured the researcher needs to elicit some information from the interviewee to get the results of the structured result. Moreover, structured interviews are comparable to questionnaires in that they comprise a set of pre-determined questions, thus ensuring a structured and planned approach to data collection, with no room for follow-up questions. (Elhami et al., 2022). Therefore, this type of interview is suitable for this research employed with fixed questions that aim to find out in detail what the participants shared with the students.

3.4 Instrument

The data collection instrument in qualitative research is the researcher itself and cannot be represented. The data referred to by Grounded Theory will be used to formulate interview questions in this research produced of five

components. This instrument will be used in a structured interview, allowing participant to describe the participant experiences.

Interview Questions

Construct	Concept	Components/Themes	Questions
The Use of Storytelling	Storytelling is a multifaceted pedagogical approach that enhances vocabulary development, promotes active learning, and utilizes diverse teaching strategies, all while having significant educational impacts on children's overall development.	<ol style="list-style-type: none"> 1. Storytelling in Language Education 2. Vocabulary Development 3. Active Learning and Engagement 4. Pedagogical Strategies 5. Educational Impacts 	<ol style="list-style-type: none"> 1. Do the storytelling techniques facilitate children's vocabulary learning? How? 2. Is vocabulary important in language education? Please give examples. 3. How can storytelling effectively contribute to developing children's vocabulary? 4. Does the role of storytelling in creating an engaging learning environment for young learners in language learning? How? 5. Can storytelling be a practical application as a pedagogical strategy to improve children's language skills, particularly in listening? How? 6. Can storytelling be a practical application as a pedagogical strategy to improve children's language skills, particularly in speaking? How? 7. Can storytelling be a practical application as a pedagogical strategy to improve children's language skills, particularly in writing? How? 8. Can storytelling be a practical application as a pedagogical strategy to improve children's

			<p>language skills, particularly in reading? How?</p> <p>9. Is there any impact of the use of storytelling on children's language development of English vocabulary?</p> <p>10. Is there any impact of the use of storytelling on children's confidence in expressing ideas of English vocabulary?</p> <p>11. Is there any impact of the use of storytelling on children's comprehension of English vocabulary?</p> <p>12. Regarding the implementation of the Storytelling activity, what types of props or visual aids do you use to support your storytelling activities? If any, which is more effective?</p> <p>13. Is there any interaction such as using voice, facial expressions, and body language when telling a story? What are your examples of using it to facilitate the storytelling experience?</p> <p>14. How do you choose a story that is appropriate and interesting for students? Can you share an example of a story the students received well?</p> <p>15. Is there effectiveness of storytelling activities concerning children's involvement and learning</p>
--	--	--	---

			<p>outcomes? How do you measure effectiveness?</p> <p>16. Is there any feedback from students or parents regarding your storytelling activity? What kind of feedback have you received?</p> <p>17. Are there any professional development opportunities you have found useful in improving your storytelling skills?</p> <p>18. So far, is there any new information regarding new storytelling techniques? If so, how do you stay current on the latest information?</p> <p>19. Can storytelling be integrated with other subjects and learning areas in your curriculum? How do you integrate it?</p> <p>20. Do you have any future plans to incorporate storytelling into your teaching practice?</p>
--	--	--	--

3.5 Data Analysis Technique

The qualitative data analysis process takes place during and after data collection. The analysis process flows from the early stages to the the final stage of drawing the results of the study, but the analysis process does not become rigid by these chronological boundaries.

3.6 Trustworthiness

This study used thematic analysis to conduct the research. The researcher built understanding and trust in this study by recognizing the credibility, transferability, dependability, and confirmability of the data.

- a. **Credibility.** Research builds credibility and this process ensures that the teacher's perceptions are accurately represented, which is critical to establishing the authenticity of the data. The research provides detailed accounts of teacher's experiences and understandings of storytelling. By capturing the nuances of participant perceptions , the research presents a credible representation of how storytelling facilitates language development in Kindergarten. The findings are discussed in the context of existing literature, which helps to validate the results. By situating the findings within the broader context of educational research, the study strengthens its credibility.
- b. **Transferability.** The research provides a thorough description of the kindergarten setting, the participant, and the storytelling activity. This rich contextual information allows readers to assess whether the findings can

be applied to similar educational environments, facilitating transferability. By presenting specific themes and insights related to storytelling and vocabulary development, the research offers valuable information that can be relevant to other educators and researchers interested in early childhood education.

- c. **Dependability.** The research employs a qualitative method, ensuring that the research design and data collection methods are consistently applied. This consistency contributes to the dependability of the findings. The researcher maintains a clear record of the research process, including data collection and analysis steps. This audit trail allows for external review and verification of the research process, enhancing dependability. The involvement of supervisors in reviewing the data and findings adds a layer of scrutiny, ensuring that the research processes and conclusions are sound.
- d. **Confirmability.** The researcher engages in reflexivity by acknowledging the biases and influences throughout the research process. This self-awareness helps to minimize potential biases, ensuring that the findings are shaped by the participants' perceptions rather than the researcher's preconceptions. The study documents the data collection and analysis processes clearly, allowing others to follow the research steps and verify the findings. This transparency enhances confirmability by demonstrating that the results are grounded in the participants' experiences.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Findings

The data collection was carried out online because the researcher and the participant were in different areas and collected through online interview sessions using Zoom Meeting as a media platform. After analyzing the data, several insights regarding teachers' perceptions on the use of storytelling in private Indonesian kindergarten were revealed.

This study uses data obtained from interviews conducted by the researcher with one resource person, namely, a teacher who directly teaches English storytelling at the school under study. When viewed in terms of information teaching that takes place with the involvement of participants in the classroom, the determination of interviewees from this study uses the convenience sampling method. In the interview process, the researcher compiled questions concerning the factors that make storytelling activities implemented in this Indonesian private Kindergarten. From the results of the study, the researcher found several other factors that became a factor in the implementation of storytelling activities from one teacher who taught directly in the field of English storytelling Activity.

According to a participant who has experience in teaching English storytelling in the classroom said that providing storytelling stimulation to children should be following the child's environment and the people around them because the child's environment is important. Then, implementing storytelling activities online so that children learn with a learning platform using YouTube, but

a moving medium so it is not for reading media and an online e-book on the web link, Literacy Cloud, which is only used for teachers in this school.

Furthermore, the researcher asked about the vocabulary learning that develops in this storytelling class, and according to her, In brief, the number of neurons in a child's brain is like an empty glass filled with water so that it can accommodate a lot of new vocabulary that is accommodated, digested, understood in the golden age phase of the child. In addition, generally, when we speak, we acquire vocabulary so that without vocabulary, we cannot speak because vocabulary and language are interconnected and vocabulary makes a person more proficient in language, and better understand language. Therefore, it has been explained that without vocabulary, all of us, especially children cannot express words because a word or sentence is involved with vocabulary.

Furthermore, the researcher asked about activeness in student learning in class. According to her, because the storytelling activity is carried out according to the children's comfort, meaning that one book is not required to be read in one meeting. Then, with the repetition of the same story is not a problem, and language can be explored outside of reading, assisted by explaining the illustrations and colors of the reading texts. That is the effort made to sustain a conducive class.

Then the researcher asked about this storytelling teaching strategy in the classroom. The participant said that training for teachers is important to be able to do storytelling to children so that teachers can have insight and points of view so that activities at school can be effective. According to her, not everyone, including

those who work as teachers, can do storytelling. Furthermore, the participant said that storytelling in writing and reading is still not implemented for very young learners because kindergarten age is the age for children to play, so reading and writing activities are still not included in the Indonesian or foreign curriculum. Hence, as a teacher, participants must understand understanding and customize materials based on student learning standards. Furthermore, the participant explained the commonly used teaching media and compared the best according to her between platforms that are usually used, the teacher prefers using the Literacy Cloud because it is a proper storytelling platform with many grades adapted to the needs of the readers, and also there are fun and good pictures that are interesting for children.

Furthermore, the researcher asked about the impact of storytelling activities in education in this kindergarten. According to the teachers, storytelling activities have an impact on children's confidence through their spontaneous speaking when the teacher asks them to ask questions. Furthermore, according to the teachers, the children also improved their English language learning from the English storytelling activities in this school. Furthermore, participants also explained about the good feedback obtained such as in general, parents strongly agree with the storytelling activities in the classroom, and specifically, there has been no feedback from parents.

4.2 Discussions

The focus of this research is to answer the research question 'What are teacher's perceptions on the use of storytelling in a Private Indonesian kindergarten?'. The researcher used the grounded theory method which aims to build a theory, grounded theory method can also be used to understand and explain a process. In this study, the grounded theory method will be used to analyze teacher's perceptions on the use of storytelling in a Private Indonesian kindergarten.

In this case to understand the theory of the use of storytelling on student vocabulary learning in Private Indonesian Kindergarten in Yogyakarta. To answer this, the researcher conducted in-depth interviews to collect data and process it using the data collection approach, data coding and axial coding. The following are the steps of the grounded theory method:

1. Data Collection

Data Collection in this study, data was collected through direct interviews with participants. The purpose of direct interviews is that if the participant does not understand the question, it can be directly explained the meaning of the question. Thus, a clearer answer will be obtained based on the correct understanding of the participant.

2. Data coding

In this stage, researchers studied the results of interviews, notes found in the field, and also information that supports this research. Data coding was carried out to produce categories derived from the data obtained during the interview. The

categories found were then conceptualized by comparing the codes that had been found and looking for similarities and differences from the codes. From this, several concepts will be born which will be compared with existing indicators and will create appropriate sub-categories. The following is the coding of data from the interviews that have been conducted:

1. Coding of perceptions of participant perceptions on the use of teaching storytelling

STLE : Storytelling in Language Education

VD : Vocabulary Development

ALE : Active Learning and Engagement

PS : Pedagogical Strategies

EI : Educational Impacts

From the results of the research that has been conducted, a theory regarding teacher's perceptions on the use of storytelling in a private Indonesian kindergarten can be made as follows:

1. Storytelling in Language Education:

This highlights the significance of storytelling as an effective pedagogical approach in language education. It emphasizes that storytelling not only introduces children to the English language but also creates an enjoyable and engaging learning environment. This technique facilitates language acquisition by providing context and meaning, which are essential for young learners.

2. Vocabulary Development:

This indicates that storytelling plays a crucial role in vocabulary development. Through storytelling, children are exposed to new words and phrases in context, which aids in their understanding and retention. This exposure is vital for cognitive growth and enhances children's ability to use language effectively, thereby supporting their overall language comprehension.

3. Active Learning and Engagement

This underscores the importance of active learning and engagement in storytelling. Children are encouraged to participate actively, which helps maintain their interest and motivation in learning. This active involvement is essential for creating a dynamic educational experience that fosters curiosity and a love for learning.

4. Pedagogical Strategies

This reveals the importance of employing effective pedagogical strategies in storytelling. Teachers are encouraged to use techniques and media to cater to the diverse needs of their students. This adaptability ensures that all children can benefit from storytelling, promoting an inclusive classroom environment that supports different learning styles.

5. Educational Impacts

This highlights the broader educational impacts of storytelling, which

extend beyond language development to include social and emotional growth. Storytelling provides a platform for children to express themselves and develop interpersonal skills, contributing to their overall emotional intelligence. This holistic approach to education recognizes the importance of nurturing well-rounded individuals who can navigate social interactions and understand their emotions.

Overall, based on the five components above, it can be concluded that a good storytelling activity for kindergarten children in vocabulary learning must have the five features mentioned above.

The component of this research is how can storytelling techniques facilitate children's vocabulary learning. The results of the study showed that in this kindergarten students, the vocabulary learning that was echoed, adjusted to their needs, both in understanding the story and in the process of understanding vocabulary. Although the teacher has attempted the child's learning process, support from the surrounding environment triggers stimulation of the absorbed vocabulary. This finding is in line with the study from Yanti et al. (2023) that states having a sufficient vocabulary for children can help them convey simple things by stimulating them to grow with their environment.

The aspects of implementation of storytelling in this kindergarten, the results of the study showed that in this kindergarten students implement storytelling activities carried out by teachers who use media as learning materials in the form of readings that can be adjusted by the teacher This study is in line with Kurniawan (2020) states fun storytelling activities with educational props

linked to an object around can stimulate children to express words related to that object. And also on the other hand, the success of storytelling depends on the availability of appropriate media as learning aids to facilitate engagement with the subject matter (Khamsuk & Whanchit, 2021)

Qualitative data from interviews to answer this research question: “What are Teacher’s Perspectives on the Use of Storytelling in Kindergarten?”, The results describe the implementation of vocabulary development from storytelling activity from the teacher's perspectives. The teacher’s perceptions on the use of storytelling based on five components showed that the general perceptions of a teacher regarding English storytelling in private Indonesian kindergarten are very positive. Provide a positive appreciation for the development of English vocabulary of students who have different levels of comprehension. The supervising teacher and the assistant teacher understand the progress of their students because their age is indeed the playing age phase so there is no greater emphasis on their abilities. The parents of students also support this storytelling activity to support children's vocabulary for language skills other than Indonesian. The students also seemed happy with this storytelling activity, even though they occasionally complained about being bored with the classroom atmosphere, but the supervising teacher also helped the teacher in charge to condition the classroom atmosphere. Detailed findings on each component will be presented below.

From the first component, it can be seen that children's language development is seen cognitively through storytelling activity because of the

awakening of stimulus to the English vocabulary they got although their understanding is gradual. The second component revealed that it has been scientifically proven that there is a development in vocabulary with storytelling activity because the neurons in children's brains are like empty glasses filled with water, which is called the golden age of children. The next component shows that with the presence of visual aids as learning support such as online e-books or YouTube. All story reading texts are adjusted to the needs of students by not having to finish one story title on the same day to minimize boredom in children. Also, creating a conducive room is still homework for the supervising teacher related to the difference in distance so it requires the help of a companion teacher. The next, teachers are very supportive of storytelling as an approach to teaching language. The way to realize it effectively is for the school to facilitate teacher and teacher can get training to gain more insight into classroom teaching. In addition, speaking and listening skills are included in the realm of kindergarten children while reading and writing are still absent because the realm of kindergarten children is played so that these two things can be obtained at the next level. The last component, in this kindergarten, there is an improvement during English storytelling learning because the story used by the teacher can be a story that has been told before so it allows children to have heard the vocabulary mentioned. This is evidenced by the teacher provoking questions to students related to the reading illustrations, they are able to respond to the teacher's questions. In addition, there was no negative feedback from parents or students. Parents support this activity because children are introduced to this storytelling

activity before learning. As for the students, because they are still children, a few complaints occasionally arise because they are bored or bored with the classroom conditions.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.2 Conclusion

The findings of this research have been reflected in several components. In conclusion, the research findings reveal the important role of storytelling in kindergarten education, summarized in several key components that collectively facilitate language learning and development. The research underscores that storytelling is an effective pedagogical approach that not only introduces children to the English language but also fosters an enjoyable learning environment. The findings show that storytelling facilitates vocabulary development, allowing children to acquire new words in context, which is crucial for their cognitive growth and language comprehension.

In addition, storytelling also promotes active learning and engagement, as children are made to actively participate in the storytelling process. This engagement is crucial to maintaining their interest and motivation in learning, making the educational experience more enjoyable and useful. The research also highlights the importance of using useful of pedagogical strategies in storytelling. Teachers are encouraged to read stories and use appropriate media to meet the diverse needs of their students, ensuring that storytelling sessions are educational and engaging. In addition, the wider educational impact of storytelling is also evident, as it not only aids in vocabulary acquisition but also supports social and emotional development. By providing a safe space for expression and interaction, storytelling helps children build interpersonal skills and emotional intelligence.

Overall, these findings confirm that storytelling is a powerful facility in early childhood education, significantly contributing to language development and fostering a holistic learning environment. Teachers' positive perceptions regarding the use of storytelling highlight its value in the kindergarten curriculum. Future research should aim to explore the perceptions of various stakeholders, including parents and educational administrators, to better understand the comprehensive impact of storytelling in early language education.

5.3 Recommendation

This research has several limitations. The methodology used only an interview, so it may not cover all aspects of storytelling comprehensively. The research participant was only an English storytelling teacher, so the perceptions of staff, kindergarten management, or parents were not included. This study also did not involve classroom observations to see directly and more clearly how teacher implement activity in the classroom. Future research needs to expand the methodology, involve various participants, and cover various kindergarten contexts for a more in-depth understanding.

Future studies could focus on the role of parental involvement in English storytelling activity and its impact on children's language development. Understanding how parents can support storytelling at home could provide a more comprehensive view of vocabulary development. Parental involvement in storytelling can encourage children to be more engaged and interested in language. When parents actively participate in storytelling, they can ask

questions, facilitate discussions, and relate stories to the child's experiences, making the learning process more interactive and enjoyable.

5.4 Implication of The Research

The implications of this research indicate that this English storytelling activity is a facility that can make students develop their cognitive abilities. In addition, this research also highlights that the improvement of teachers' teaching skills with training such as seminars and others is important to make interactive learning. In this research, English storytelling as a school co-curriculum might open the opportunity for further research on other aspects of children's development and exploration in students' long-term learning achievement of English storytelling.

REFERENCES

- Abasi, M., & Soori, A. (2014). Is Storytelling Effective in Improving the English Vocabulary Learning among Iranian Children in Kindergartens? *International Journal of Education and Literacy Studies*, 2(3).
<https://doi.org/10.7575/aiac.ijels.v.2n.3p.7>
- Abdel Razek Barakat, A. M. M., & Mabrouk Elmaghraby, R. M. (2022). The Contribution Of Storytelling Strategy As A Literature Tool To The Development Of Language Skills Among Kindergarten Children. In *Journal of Positive School Psychology* (Vol. 6, Issue 8, pp. 2324–2337).
<http://journalppw.com>
- Ahmed, M., Inam, A., & Saif, J. (2021). Effect of Storytelling on Listening Skills and Vocabulary of Preschool Children. In *Journal of Early Childhood Care and Education* (Vol. 5, Issue 2, pp. 13–30).
- Aziz, M., Pasaribu, G. R., Wahyuni, E., & Murtalitas. (2021). Developing Linguistic Intelligence For Early Childhood Through The Story Method. In STIT Al-Ittihadiyah Labura & PIAUD STIT Al-Ittihadiyah Labura, YATALATTOF: *Journal of Early Childhood Islamic Education* (Vols. 1–1).
- Elhami, A. (2022). Conducting an Interview in Qualitative Research: The Modus Operandi. *MEXTESOL Journal*, 46(1).
<https://files.eric.ed.gov/fulltext/EJ1333875.pdf>
- Farantika, D., Shofwan, A. M., & Purwaningrum, D. (2022). *The Benefits and Purpose of Storytelling for Early Childhood Education*. 2(2).
<https://doi.org/10.28926/sinda.v2i2>
- Furidha, B. W., & Sidoarjo, U. M. (2023). Comprehension of the Descriptive Qualitative Research Method. *ACITYA WISESA: Journal of Multidisciplinary Research*, 2(4). <https://doi.org/10.56943/jmr.v2i4.443>
- Glaser, B., & Strauss, A. (2010). *Essentials of grounded theory*.
https://uk.sagepub.com/sites/default/files/upm-binaries/36848_birks.pdf

- Golubović, S. M., Šakotić, N., Jančićević, D. A., Ječmenica, N. R., Dmitriev, A. A., & Kolyagina, V. G. (2022). NARRATIVE COMPETENCE: A PRELIMINARY STUDY OF STORYTELLING IN PRESCHOOL CHILDREN. *TEME*, 001. <https://doi.org/10.22190/teme200222001g>
- Khamsuk, A., & Whanchit, W. (2021). Storytelling: An alternative home delivery of English vocabulary for preschoolers during COVID-19's lockdown in southern Thailand. *South African Journal of Childhood Education*, 11(1). <https://doi.org/10.4102/SAJCE.V11I1.897>
- Kurniawan, F., Setiyadi, A. B., & Sukirlan, M. (2014). *IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH STORYTELLING*.
- Kurniawan, M. (2020). The Implementation of English Language Teaching Management from An English-mediated Early Childhood Education School in Salatiga. In *Jurnal Manajemen Pendidikan* (Vols. 7–7, Issue 2, pp. 152–161).
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA publications and communications board task force report. *American Psychologist*, 73(1), 26–46. <https://doi.org/10.1037/amp0000151>
- Malik, M., Altaf, F., & Gull, M. (2020). Challenges Faced by Teachers in Teaching through Storytelling and Play-Way Method at Early Childhood Education Level. *Global Educational Studies Review*, V(III), 152–165. [https://doi.org/10.31703/gesr.2020\(v-iii\).16](https://doi.org/10.31703/gesr.2020(v-iii).16)
- Octavita, A. I., Ulfa, R. N., & Program of English Education, Faculty of Language and Art, University of Indraprasta PGRI. (2019). STORYTELLING METHOD TO IMPROVE STUDENT'S VOCABULARY IN RA SEMBILAN BINTANG CITAYAM. In *Scope: Journal of English Language Teaching* (Vol. 04, Issue 01, pp. 53–60).
- Siahaan, S. D. (2012). Using Story Reading Technique to Improve EFL Young Learners' Vocabulary. In *Grace Kids Preschool* (Vols. 2–3, pp. 207–222).

Widiyaningrum, N., Masitoh, S., & Hasibuan, R. (2018). *The Influence of Storytelling Method on Children Language Development*.

Yanti, S., Purwandari, E., Subakti, A., Tri Anggereni, D., Leo Agusta, O., Kunci, K., Bercerita, M., Berbahasa, K., & Usia Dini, A. (2023). Implementation of the Storytelling Method to Improve Early Children's Language Skills. *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan dan Pembelajaran Anak Usia Dini*. *Jurnal PG-PAUD Trunojoyo*, 10(1), 11–24.
<https://doi.org/10.23887/paud.v10i1>

APPENDICES

Appendix 1. Permit Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsb@uii.ac.id
W. fpsb.uii.ac.id

Tanggal : 31 Mei 2024
Nomor : 1466/DEK/70/DAAN/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah Al Keela School

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Sayidati Usamah Wulandari
Nomor Induk Mahasiswa : 20322047
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Dr. Adam Anshori S.S., M.A
Judul Skripsi :

"An EFL Teachers' Perspective on The Use of Storytelling in Kindergarten"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



Dr. Phil. Otorotul Uyun, S.Psi., M.Si., Psikolog

NIR: 963200102

Appendix 2. Interview transcripts

Storytelling in Language Education=STLE, Vocabulary Development= VD,

Active Learning and Engagement= ALE, Pedagogical Strategies= PS, Educational

Impacts= EI

Num	Interview	Meaning making (pemaknaan)	Codi
001	<p>Oke, saya mulai. Assalamualaikum warahmatullahi wabarakatuh.</p> <p>Sebelum memulai wawancara, saya izin memperkenalkan diri.</p> <p>Nama saya Sayidati Usamah Wulandari, biasa dipanggil Wulan. Dari Prodi Pendidikan Bahasa Inggris, Angkatan 2020.</p> <p>Jadi Miss, kehadiran saya di sini izin mewawancarai Miss ya, sebagai partisipan saya dalam penelitian saya yang berjudul “An EFL Teacher's Perspective on the Use of Storytelling in Kindergarten”.</p> <p>Jadi yang merujuk pada vocabulary learning dalam kegiatan storytelling gitu Miss.</p> <p>Oke, langsung aja ya Miss ya.</p>		
002	<p>Menurut Miss nih, apakah teknik mendongeng itu dapat meningkatkan pembelajaran vocabulary anak gitu Miss? Lalu bagaimana?</p>		
003	<p>Menurut saya iya itu, dan saya pernah baca juga literatur. Tapi saya lupa ya, itu risetnya siapa gitu. Saya lupa, tapi memang sudah ada beberapa penelitian gitu. Banyak sih, banyak penelitian yang menyampaikan bahwa mendongeng itu menjadi salah satu</p>	<p>Storytelling can stimulate children's comprehension to understand new words</p>	STLE

	<p>stimulus untuk anak ya, terutama anak-anak. Karena usia 0-5 tahun menambah kosa katanya gitu.</p> <p>Tidak hanya storytelling bahasa Inggris, tapi storytelling itu sendiri, mendongeng itu sendiri itu menambah kosa kata anak gitu. Jadi saya rasa ya, apa namanya, saya sepakat dengan itu begitu. Saya sepakat dengan itu begitu. Lalu apa Mbak tadi, yang kedua pertanyaannya maaf. Bagaimana?</p>	<p>Not only storytelling in English but the storytelling itself can enrich children's vocabulary</p>	
004	Iya, bagaimana. Miss		
005	<p>Bagaimana gitu ya. Nah, apa namanya, nanti kalau secara teori detailnya bisa dibaca lagi ya. Tapi secara singkatnya begitu, bahwa otak manusia itu, anak-anak itu kan terdiri dari neutron yang banyak banget begitu.</p> <p>Nah, ketika diisi gitu ya, kayak istilahnya air lah. Eh, gelas diisi air begitu. Ketika diisi dan masih kosong, gitu. Nah, itu akan lebih mudah untuk ditampung, dicernak, dipahami. Begitu. Nah, konsepnya singkatnya seperti itu gitu. Itulah mengapa anak-anak dapat dengan mudah gitu menangkap vocabulary baru, hal-hal baru gitu di usia mereka yang masih balita itu, usia tingkatan. Nah, ini saya juga lupa lagi nih. Tingkatan manusia tuh ada, kan kalau selama ini kita tahu balita tuh golden age ya. Nah, sebelum itu tuh sebenarnya juga ada.</p> <p>Jadi, sebenarnya gini Mbak, sebagai tambahan data ya, semoga sih nyambung gitu. Jadi, sebenarnya. Bercerita gitu tuh tidak, tidak, apa, sebaiknya tuh tidak dimulai baru ketika anak itu lahir sebenarnya gitu. Saya baca, ya ada apa namanya, ada referensi, ada buku begitu. Jadi, ketika ibu mengandung di usia yang sudah bisa mendengar suara, usia 6 bulan</p>	<p>The number of neutrons in a child's brain is like an empty glass filled with water so that it can hold a lot of new vocabulary in the golden age phase of children</p> <p>When a mother is pregnant, the child can hear sounds, so storytelling can be done and you don't have to wait for them to be born</p>	VD-1

	<p>ke atas ya, berarti kandungan 6 bulan ke atas, 5 bulan ke atas, begitu kan, bayi di perut itu sudah bisa mendengar suara.</p> <p>Nah, ketika itu, ketika diberi dongeng, ketika diajak cerita, dongeng, di sini konteksnya mendongeng begitu. Itu jauh lebih perkembangan secara kognitif, secara penguasaan bahasa, itu juga sering bagus juga begitu. Apalagi ketika sudah lahir, didongengin lagi begitu. Nah, itu ada beberapa referensi yang mengatakan bahwa memang sebaiknya tuh malah dimulainya tuh jauh sebelumnya gitu.</p> <p>Dalam usia kandungan dan karena memang usia kandungan tuh usia yang paling emas. 80 persen manusia itu tuh dibentuk di dalam kandungan sebenarnya. Jadi, golden age itu benar, tapi sebelum golden age itu ada namanya lagi, saya lupa namanya apa gitu. Jadi, begitu mbak. Saya sangat sepatutnya gitu, karena itu tadi gitu bahwa otak manusia itu banyak neutron dan masih fresh ya, kalau anak-anak, si anak-anak. Jadi, lebih mudah lah gitu untuk memahami. Apa.... singkatnya seperti itu.</p>	<p>Cognitively and in terms of mastery of language, it will be better if the storytelling begins long before the child is born, namely when the child is in the womb</p> <p>The golden age in children is 80 percent formed in the womb and the human brain has lots of fresh neutrons when they are children so it is easy to understand things</p>	STLE
006	Jadi, golden age-nya gitu ya Miss		
007	Misalnya. Iya, iya, betul.		
008	Lalu kemudian, Miss, apakah dari vocabulary ini penting dalam pendidikan bahasa, Miss? Menurut Miss, adakah contoh yang dapat diberikan?		
009	Apakah, apa mbak tadi, maaf.		
010	Dari vocabulary ini penting dalam pendidikan bahasa...		
011	Pendidikan bahasa... Iya. Jadi, secara	Generally, when we speak, we	

	<p>umum kan konsepnya ketika kita bisa berbahasa, yang dengan baik gitu, kita menguasai kosa kata. Kan konsepnya seperti itu. Kalau kita nggak punya kosa kata, ya kita tidak bisa berkata-kata gitu kan. Konsepnya seperti itu secara umum gitu. Jadi, ya memang berkaitan penguasaan vocabulary itu ya membuat seseorang menjadi lebih capable dalam berbahasa, lebih faham dalam berbahasa begitu.</p> <p>Nah, bagaimana caranya ya? Stimulus, kalau untuk anak-anak ya usia, balita begitu, orang terdekatnya di lingkungannya itu sangat penting sekali untuk memberi pengajaran. Salah satunya dengan cara, atau the storytelling, atau mendongeng gitu ya. Di sini orang terdekat bisa dari orang tua, ayah ibu, saudara, kakek nenek, orang-orang terdekatnya dia, dan juga lingkungan sekolah.</p> <p>Nah, ini stimulus-stimulus seperti itu, saya rasa sih masih terus harus kita gaungkan gitu, agar anak-anak itu menjadi manusia yang cerdas. Gitu. Oke. Iya, mbak. Jadi lingkungan, ya misalnya. Lingkungannya penting banget.</p> <p>Ini mbak, ga tau ini nyambung atau ga ya, cuma saya sempat kemarin beberapa waktu lalu, mendengar ada tokoh pendidik, lupa juga namanya siapa, begitu. Jadi dia membandingkan antara tiga. Tiga kegiatan untuk anak-anak. Satu mendongeng, satu itu bermain kayak balok-balokan, satu lagi itu dengan gadget. Nah, dari tiga hal ini, itu memang terlihat yang gadget ini dia paling ini lah, paling tidak banget lah, gitu. Intinya gitu, untuk perkembangan anak. Yang balok-balokan ini kayak bagus juga sebenarnya, gitu. Nah, yang storytelling ini, ini yang paling gitu, yang paling-paling diantara yang lain. Karena selain</p>	<p>gain vocabulary so without vocabulary, we cannot speak because vocabulary and language are interconnected also vocabulary makes someone more capable of speaking, and more understanding of language</p> <p>Stimuli from the closest people in the child's environment such as the closest people can be parents, mother and father, siblings, grandparents, people closest to him, and also the school environment greatly influence teaching.</p> <p>Providing storytelling stimulation to children must resonate with the children's environment and those around them because children's environment is important</p> <p>The comparison of children among playing with gadgets, playing with blocks, and storytelling looks better because it builds critical thinking and the</p>	<p>VD-2</p> <p>VD-3</p> <p>STLE</p>
--	--	---	-------------------------------------

	menambah kosa kata, itu juga bisa apa, critical thinkingnya jalan, imajinasinya jalan, jadi kayak paket komplit lah begitu. Begitu.	development of children's imagination	
012	Oke. Lalu, Miss, bagaimana cara mendongeng ini dapat berkontribusi secara efektif terhadap vocabulary anak gitu, Miss?		
013	<p>Jadi kalau mendongeng itu, ya kita visual, visual penting ya. Bisa pakai buku, bisa pakai papet gitu, boneka atau apapun lah yang bisa digerakkan gitu.</p> <p>Nah, dan juga jangan, apa namanya, memaksakan gitu. Kadang kita ingin, oke bukunya harus selesai, gitu. Padahal kan anak juga belum tentu. Mereka betah satu kali duduk itu satu buku selesai, gitu. Jadi, metodenya ya udah sesuai dengan ini anak, apa namanya, nyamannya anak, gitu.</p> <p>Kalau memang satu buku, meskipun buku tipis gitu ya, nggak selesai, nggak apa-apa. Nanti kita bisa ulang lagi, kayak gitu dan juga, pengulangan cerita tidak masalah juga sih. Dan tidak harus terpaku dengan kata-kata yang ada di situ. Kita bisa menjelaskan ilustrasi yang ada di buku, kan. Kalau buku anak-anak tuh, gambarnya macam-macam tuh. Nah, bisa tambahin, contoh dongeng Hansel and Gretel, gitu. Nah, di situ kan ada ilustrasi yang lain. Kita juga cerita tentang ilustrasi yang lain, tentang colors-nya, tentang kalau ada flowers atau apa, gitu. Jadi, tidak terpaku pada cerita itu. Kita mencoba untuk mengeksplor buku atau media yang kita pakai. Itu sih, Mbak.</p>	<p>Visuals in storytelling are important, such as using books, puppets, dolls, or something that can be moved</p> <p>Storytelling activities are carried out according to the children's comfort, meaning that one book is not required to be finished reading to them</p> <p>Repetition of the same story is not a problem and language can be explored outside of reading, assisted by explaining the illustrations and colors of the reading texts</p>	<p>ALE-</p> <p>ALE-</p> <p>ALE-</p>

014	Kalau untuk peran dari kegiatan storytelling ini, Miss, apa storytelling ini dapat menciptakan lingkungan belajar yang menarik, gitu, Miss, untuk anak dalam perkembangan bahasa mereka?		
015	Nah, ini tantangan untuk itu ya, guru di sekolah atau orang tua di rumah, gitu, dan lingkungan anak ini yang terdekat, gitu. Bagaimana menciptakan suasana yang menyenangkan. Nah, itu PR, sih. PR, PR. Masih jadi PR, lah, begitu. Karena, ya, kalau bisa menyampaikan dengan cerita yang menarik, tentu saja anak-anak jadi kayak, apa ya, ketagihan, gitu. “Aku mau lagi, aku mau lagi”, kayak gitu. Saya rasa itu juga salah satu faktor, gitu. Selain media yang dipakai, juga media kita, gitu, untuk menyampaikan cerita itu juga saya rasa penting sekali, gitu.	An attractive environment in storytelling activity is still homework for teachers in providing an impression on children	ALE-
016	Oke, lalu, Miss. Dari storytelling ini, bisakah menjadi penerapan praktis, gitu, Miss, sebagai strategi pedagogi atau metode mengajar untuk meningkatkan kemampuan bahasa anak, khususnya dalam listening, gitu, Miss? Lalu, bagaimana, Miss?		
017	Iya, Iya. Saya masih, apa namanya, salah satu yang mendorong, begitu, buat storytelling menjadi salah satu metode, ya, atau pendekatan dan approach, gitu, untuk mengajarkan bahasa. Ya, karena itu tadi, critical thinking, terus imajinasi, vocabulary, listening juga, gitu, karena kan agar bisa berbicara, kita tahu vocab dan juga pernah mendengar. Jadi, how to pronounce-nya itu dia bisa, begitu. Ya, sebaiknya sih, bagaimana caranya ini biar tetap bisa efektif, ya, biar tetap bisa dilakukan. Saya rasa sih, ini ya, apa, berbagai pihak itu harus saling bekerja sama, gitu, stakeholder dari, kalau di sekolah, ya, sekolah memfasilitasi guru-gurunya, fasilitasi dengan cara	Storytelling is supported as a method or approach to teaching language because critical thinking, imagination, vocabulary, and how to pronounce can be practiced Various parties or stakeholders must work together to facilitate teachers by providing useful, high-quality books	PS-1 PS-2

	<p>menyediakan buku-buku yang bermanfaat, apa ya, berkualitas, nah, berkualitas.</p> <p>Terus, pelatihan itu juga penting, sih, sebenarnya, karena tidak semua orang kan bisa melakukan storytelling, meskipun, apa ya, ya, bisa dipelajari, menurut saya bisa dipelajari. Enggak harus yang expert-expert banget, gitu, tapi, adalah pelatihan. Sehingga gurunya juga punya banyak insight, punya banyak point of view, begitu. Memfasilitasi, fasilitasi inilah, apa namanya, metode ini, approach ini, gitu, agar bisa efektif dilakukan di sekolah, ya, konteknya dengan sekolah.</p>	<p>Training for teachers is important to be able to storytelling to children so that teacher can have insight and points of view so that activities at school can be effective</p>	PS-3
018	<p>Kalau dari ini, ya, Miss, kalau untuk khususnya dari speaking itu bagaimana, Miss?</p>		
019	<p>Kalau dari speaking, storytelling, yang istilahnya begini, guru, ya, ini saya konteksnya di sekolah, gitu, guru itu akan bertanya, idealnya seperti itu, ya, ini saya ngomongin yang idealnya, gitu, ketika habis cerita, gitu. Atau di tengah-tengah cerita, gitu, mengajak untuk berdiskusi, kayak mancing, gitu, Hansel and Gretel, kan, si, apa namanya, mereka menjatuhkan krikil, ya, pebble, gitu, di sepanjang jalan. Nah, nanti gurunya bisa nanya dulu, nih, kenapa, ya, kira-kira, gitu, why, gitu, they do this, kayak gitu. Jadi, kayak, mengajak untuk ikut terlibat aktif, sehingga anak-anak juga berkomunikasi di situ. Nah, di situ, kan, juga, apa, speaking-nya juga masuk, ya, gitu. Saya rasa juga bisa.</p>	<p>Storytelling in children speaking can be like a teacher at school telling stories interspersed with discussions and provoking interactions with children to encourage them to actively engage in communicating by speaking.</p>	PS-4
020	<p>Kalau untuk writing, Miss, kira-kira bagaimana, Miss?</p>		
021	<p>Ini untuk usia, kalau untuk usia balita, sih, masih, masih belum, ya, mereka, sebenarnya, untuk baca, tulis, tuh, masih belum, gitu, kurikulum di Indonesia, itu, tuh, anak TK belum ada baca-tulis</p>	<p>Storytelling in writing is still not implemented for very young learners because kindergarten age is the age for children to play, so reading and writing</p>	PS-5

	<p>sebenarnya, sebenarnya, gitu. Meskipun prakteknya karena SD itu sudah harus bisa baca, gitu, padahal TK nggak ada, ya, karena orang tua, gitu, apa, menuntut, gitu, ngelesin anaknya baca-tulis atau sekolahnya menyelipkan. Kurikulum baca-tulis, gitu.</p> <p>Meskipun sebenarnya, sih, belum, usia, usia anak-anak itu belum, gitu, baca-tulis, ya. Di luar pun, sebenarnya, juga, sebenarnya belum juga, gitu, di luar. Berhubung di luar itu anak-anak, ya, anak TK itu, tuh, usia bermain, bukan usia untuk belajar, gitu, ya. Tanda kutip belajar, baca, tulis, yang menuntut sesuatu itu belum. Jadi, belum ke situ, Mbak.</p>	<p>activities are still not included in the Indonesian or foreign curriculum.</p> <p>In foreign countries, reading and writing are not taught to kindergarten children, but only playing</p>	
	<p>Iya, saya juga pernah lihat kalau di luar negeri juga, memang, usia TK memang khusus untuk bermain, gitu, ya. Bermain saja, gitu, ya, Miss.</p>		
022	<p>Benar...benar... Bermain, ya. Permainnya di situ, kan, untuk mereka belajar, kan, ya. Benar-benar, menurut pandang kita sebagai orang dewasa, melihat, oh, kok, mainan terus, sih, gitu. Padahal, sebenarnya, tidak, gitu. Itu memang sudah tahapan usia mereka seperti itu.</p>	<p>Playing in kindergarten is a phase of a child's learning stages</p>	PS-6
023	<p>Oke, baik, Miss. Lalu, Miss, adakah apa dampak yang ada dalam penggunaan storytelling terhadap vocabulary bahasa Inggris mereka, Miss?</p>		
024	<p>Iya. Ini kalau untuk, apa namanya, Alkeela School sendiri, saya baru nanya sekilas, ya, ke gurunya, gitu. Ada, sih, peningkatan, gitu, ada.</p> <p>Tapi kalau secara referensi yang saya baca, itu, ya, itu ada. Ada, apa, ada secara ilmiah peningkatan vocabulary di anak-anak dengan menggunakan metode storytelling itu, ya, itu terbukti, begitu. Jadi, sudah, apa,</p>	<p>There is an impact of the use of storytelling in increasing vocabulary in this school</p> <p>Scientifically, it has been proven that there is an increase in vocabulary in children using the storytelling method</p>	<p>EI-1</p> <p>VD-4</p>

	ya, sudah secara... Jadi, sudah, apa, ya, sudah secara secara... Itu, gitu. Meningkatkan		
025	Berarti bertahap mereka mulai memahami vocabulary itu, ya, Miss, dari storytelling itu, ya, Miss?		
026	Betul, iya. Betul, iya. Meskipun ini, ya, apa namanya, tetap harus berkait. Jadi, dari cerita itu juga tetap, gini, kalau di Al Keela itu kan ada pelajaran bahasa Inggrisnya, gitu. Nah, apa, pengulangannya itu di situ, gitu. Ya, saling-saling, sih, ketika pelajaran itu belajar terkait verb, gitu, ya. Kayak stand up, sit down, atau apa, gitu. Nah, ketika mencari cerita, itu disesuaikan dengan yang sudah pernah dipelajari di mata pelajaran bahasa Inggris itu, gitu. Mereka kayak recalling lagi. Oh, kelihatannya aku pernah, deh, dengar kata ini, ya. Nah, itu semakin ini, kan, kalau kita semakin sering mendengar kata itu, kan, mudah, mudah mengingat, gitu.	Repeating or recalling vocabulary in telling stories adapted to what has been learned, has impact on children's knowledge	EI-2
027	Kalau untuk ini, ya, Miss, adakah dampak dari penggunaan storytelling ini terhadap kepercayaan diri mereka, gitu, Miss, dalam mengungkapkan ide dari vocabulary bahasa Inggris mereka, gitu, Miss?		
028	Kalau yang saya amati, sih, ada, ya. Ketika... Karena saya bertanya, nih, ada gambar... Warna, begitu. Saya nanya, gitu. Mereka, ini, apa, ini apa, nih, ya, gitu. Itu, yang tahu, gitu, mereka akan menyampaikan. Oh, ini blue, ini yellow, kayak gitu. Gitu, sih, Mbak, yang... Saya rasa, sih, ada... Apa namanya?... Ber-efek ke situ, begitu.	Storytelling has impacts on children's self-confidence through the spontaneity of their speaking when the teacher prompts them to ask questions	EI-3
029	Tapi ada murid-murid yang hanya diam, gitu, Miss?		
	Ya, ada. Ya, biasanya... Karena... Saya, nih, ya. Karena anaknya beragam, gitu. Dan, ya,	The diversity of children's characters in responding to the	PS-7

	secara umum, ya, begitu. Ada yang aktif, ada yang harus dipancing, ada yang malu-malu, kayak gitu. Itu sama, sih, gitu. Karakternya sama juga, begitu, ya. Nah, kalau untuk usia anak-anak, sih, biasanya... Kalau untuk usia anak-anak, sih, ketika dipancing, terus... Temennya kadang ikut menutur. Oh, itu blue, kayak gitu. Apa? Kayak gitu. Jadi kayak bareng-bareng, gitu, akhirnya jadi bareng-bareng.	teacher's storytelling is to encourage children to interact with each other	
030	Berarti, adakah dampak penggunaan dari storytelling ini terhadap pemahaman vocabulary bahasa Inggris mereka, Miss?		
031	Hmm... Untuk usia anak-anak, saya rasa ada, sih. Karena mereka paham, gitu, ketika bertanya, gitu. What is the color, gitu. Mereka paham, gitu. Jadi, ya, bisa bertambah.	The impact of storytelling on children's understanding of English vocabulary	EI-4
032	Oke. Saya rasa cukup, ya, Miss. Pertanyaan-pertanyaan ini atau mungkin nanti, semisal ada informasi yang kurang, mungkin saya bisa menghubungi Miss lagi, gitu, ya, Miss? Boleh.		
033	Boleh, boleh, boleh. Boleh, Mbak. Silahkan, ya.		

Number	Interview	Meaning making (pemaknaan)	Codi
034	Jadi Miss, terkait implementasi ini ya, Miss Jenis alat peraga atau alat bantu visual apa sih, Ms yang digunakan untuk mendukung kegiatan storytelling list itu, Ms?		
035	Oke kalau alat peraganya sih karena ini kan saya online kemarin tuh saya agak lupa nih apa namanya khusus bahasa Inggris atau di Al Keela ya akhirnya gak lupa karena ada Mbak baru juga yang		

	nanya kalau ini kemarin, apa ya bahasa Inggris aja ya		
036	Iya Bahasa Inggris		
037	Kalau yang bahasa Inggris, saya itu kebetulan sekarang online jadi alat bantu ya ini aja apa buku online gitu yang link saya udah pernah ngasih YouTube gitu jadi ada soundnya ada suaranya gitu cuman kalau pakai YouTube kan bergerak jadi apa ya bukan bukan media untuk untuk mendongeng sebenarnya tapi lebih ke video gitu nah setelah apa tahu ada Literacy cloud itu saya pakai itu jadi ya simply using aa.. apa namanya E-book itu aja gitu jalannya sih enggak paling kayak lebih mancing aja tanya jawab kayak gitu Terus dari kedua itu	Implementation of storytelling activity with learning platforms using YouTube and an e-book web link namely Literacy Cloud	STLE
038	menurut Miss yang lebih efektif yang mana Miss?		
039	Antara Youtube sama ini ya sama Literacy cloud ya? Iya. Kalau saya sih lebih ke Literacy cloud ya karena memang Literacy cloud tujuannya memang untuk untuk apa storytelling jadi dia buku tapi ebook gitu digital digital book gitu jadi lebih litercy cloud dan apa secara apa tingkatannya kan di situ ada tingkatan dari dari yang paling dasar sampai berapa gitu tuh ada semua di situ jadi kita tinggal milih sesuai dengan kebutuhan, gambarnya juga lucu lucu bagus bagus kayak gitu. Jadi saya sih lebih nyaman pake literacy cloud.	Between the two platforms, the teacher prefers using the Literacy Cloud because it is a proper storytelling platform with many grades adapted to the needs of the readers, and also there are fun and good pictures that are interesting for children	PS-8
040	Oke, miss. Terus miss, ee adakah interaksi seperti menggunakan suara atau ekspresi		

	wajah dan bahasa tubuh saat mendongeng, Miss? Terus bagaimana contoh Miss menggunakan untuk meningkatkan pengalaman mendongeng?		
041	<p>Oke kalau bahasa tubuh atau hal hal yang lainnya ya mendukung gitu ya agak terbatas sih karena kan online jadi lebih biasanya sih lebih ke intonasi ya intonasi ketika menyampaikan cerita itu agak dibikin apa berbeda ya menarik lah gitu jadi anak anak tuh tertarik untuk mendengar gitu terus sama memancing aja, mancing pertanyaan gitu atau mengajak anak untuk ikut terlibat dengan apa ini Nada,</p> <p>apa ada lagunya ya kita nyanyi kayak gitu selebihnya kalau tangan ekspresi gitu. Mungkin secara tidak disadari atau memang ya disadari itu dilakukan tetapi keterbatasan ini sih ya. Mungkin anak anak nggak bisa lihat juga gitu ketika saya share screen kan yang terlihat gede share screennya gambar bukunya gitu, sementara gambar saya gitu kan kecil gitu di pojok atau mungkin malah nggak ditampilkan sama apa gurunya di Jogja gitu. Jadi ya saya nggak tahu apakah mereka melihat atau enggak gitu jadi apa ya untuk lebih ke suara gitu loh ekspresi gerakan tangan dilakukan tapi enggak tahu itu nyampe atau enggak gitu</p>	<p>The use of body language is somewhat limited because the teacher carries out the activity online and prioritizes intonation and provoking questions to attract listener involvement</p> <p>Share Screen on Zoom focuses on the reading material from the E-book so that the visual of the teacher telling the story is not given too much attention</p>	<p>PS-9</p> <p>ALE-</p>
042	Ok miss. Karna memang ini ditampilkan bacaan dari ini, screennya ya miss ya?		
043	Iya betul screennya, bukunya.		

044	Lalu Miss bagaimana Miss memilih cerita yang sesuai dan menarik untuk anak anak, Miss? Ada contohnya gitu nggak, Ms?		
045	<p>Biasanya sih gradenya, kalau dilihat resiko itu kan ada gradenya, terus saya cari cari kira kira yang sesuai dengan di Al Keela kan ada apa English literacy disitu nah saya sesuaikan dengan materi mereka gitu kira kira apa.</p> <p>Color, saya cari cerita yang color gitu tapi kalaupun tidak ada ya saya mencari cerita yang kira kira tidak terlalu complicated dan tema nya itu sehari hari mereka gitu, relate sama kehidupan mereka kayak gitu</p> <p>karena kan itu macam macam dan ceritanya juga dari berbagai macam penulisnya dari berbagai macam negara juga gitu bisa mencoba cari yang masuk lah gitu secara cerita, secara culture, secara apa ya namanya gambar itu juga yang menarik buat mereka tuh yang sesuai lah kayak gitu.</p>	<p>The stories used in the activity are adapted to the children's grade and on the Litrary Cloud platform</p> <p>Stories are searched for that are simple or uncomplicated for children based on themes that relate to children's lives.</p> <p>The stories on the Literacy Cloud platform come from various authors, countries, cultures, and images</p>	<p>PS-10</p> <p>PS-11</p> <p>PS-12</p>
046	Jadi bacaannya, bacaannya dari ceritanya ini tergantung dari judulnya itu ya miss ya.		
047	Iya saya, saya mix and match sih apa cari ya apa topiknya, judulnya begitu lalu kira kira ini ada nggak materinya di Alkeela gitu kalau nggak ada itu tadi sih yang penting sesuai dengan ya bener jadi dari judulnya betul betul Mbak	Adapting of material with mix and match based on the school curriculum and usually seen from the story title	PS-13
048	Terus bagaimana Miss mengukur efektivitas kegiatan mendongeng ini dalam kaitannya dengan keterlibatan anak dan hasil pembelajaran gitu		

049	<p>Misalnya ya kalau secara data sih saya belum pernah ini ya saya malah belum pernah riset gitu. Sebenarnya sih sudah ada niatan ke sana gitu the effectiveness of doing this gitu in Al Keela school.</p> <p>Tapi belum lebih ke ini sih kalau menurut keberhasilan itu secara secara umum secara semuanya secara English Literacy karena kan pendongeng ini storytelling ini semacam hidden kurikulum dari English Literacy nya begitu.</p> <p>Nah itu dilihatnya dari secara apa subjek ya secara mapel itu kalau menurut cerita dari guru pengampunya ya. Secara umum mereka ini apa namanya nangkep gitu mereka bahasa Inggrisnya itu ada improvement dari yang sebelumnya terus habis itu belajar di Alkeela gitu tuh ada perkembangannya gitu.</p> <p>Tetapi sejauh mana storytelling nya itu sendiri masih belum pernah saya ini sih Mbak apa ya kayak riset kecil kecilan gitu masih belum pernah. Jadi ini masih satu kesatuan sama mapelnya lah gitu bahasanya.</p>	<p>The teacher plans to conduct research regarding the effectiveness of storytelling activity in this school</p> <p>In general, storytelling is categorized as a school's hidden English Literacy curriculum</p> <p>According to the teachers, children get improvements in English learning from English storytelling activities at this school</p> <p>The effectiveness of activity based on research has never been carried out so far and it is still integrated with school subjects</p>	<p>PS-14</p> <p>ST</p> <p>EI-5</p> <p>PS-15</p>
050	<p>Terus ada nggak Miss semacam kayak feedback gitu dari siswa atau orang tua dari siswa itu sendiri terkait kegiatan storytelling yang Miss lakukan itu? Apa baiknya seperti apa gitu, Miss?</p>		
051	<p>Karena ini ya, apa pesertanya itu anak anak kecil gitu Jadi mereka terlihatnya ya fun fun aja selama ini sih anak anak bisa juga sih ngasih kayak miss bosan miss apa gitu bisa juga gitu tetapi sejauh ini sih</p>	<p>There is no in-depth feedback from children. They look like they are having fun during the activity and they only complain about being bored occasionally</p>	<p>EI-6</p>

	<p>belum ada komen apapun gitu. Jadi mereka mengikuti segala jadwal itu dengan ya dengan baiklah gitu untuk kadar anak anak TK gitu jadi so far so good gitu.</p> <p>Terus untuk orang tua juga nggak ada ini juga, tidak ada apa ya belum ada feedback apapun gitu yang tidak sepakat malahan ya senang gitu karena anak anak diperkenalkan dongeng sebelum pelajaran itu. Jadi lebih secara umum begitu gitu kalau secara topik dan sebagainya sih nggak ada belum ada gitu.</p>	<p>In general, parents strongly agree with the existence of storytelling activities in class, and topically, there has been no feedback from parents</p>	<p>EI-7</p>
052	<p>Terus Miss, adakah peluang untuk pengembangan profesional yang miss lakukan apa namanya yang bermanfaat gitu miss dalam meningkatkan keterampilan mendong Miss itu sendiri gitu?</p>		
053	<p>Iya saya ikut ini sih ikut webinar. Webinar kayak gitu, masih dalam ranah online itu karena keterbatasan waktu dan juga ini ya apa ya selain hal gitu webinar. Terus ini juga dua hari kemarin Alkeela school ikut pelatihan namanya tuh ada platform namanya IBO dia platform yang menyediakan cerita. Nah cerita itu dikaitkan dengan kegiatan pembelajaran itu dari berbagai macam mapel nggak hanya bahasa Inggris gitu tapi ada matematika dan sebagainya gitu.</p> <p>Nah itu salah satu self development atau teaching development yang saya lakukan semacam training gitu. Terus juga apa namanya ya baca baca buku, baca baca artikel seperti itu sih.</p>	<p>Teachers take part in webinars and the school also takes part in training related to platforms that provide stories related to various subjects other than language learning</p> <p>There is self-development and teaching development after attending a series of webinars and training</p>	<p>PS-16</p> <p>PS-17</p>

054	Berarti dari sana ada banyak insight ya Miss ya?		
055	Iya iya ada ya ini apa namanya dua hari training kemarin tuh jadi ada ide gitu Oh ternyata bisa dilakukan seperti ini gitu. Nah itu rencananya mau saya apa saya lakukan di semester baru ini gitu cukup memberi banyak masukan lah gitu	Ideas and plans become builds after participating in training and webinars related to storytelling	EI-8
056	Sejauh ini adakah informasi terbaru terkait teknik atau sumber daya pendongeng yang baru gitu Miss?		
057	Hm kalau teknik ininya sih ya in my short knowledge gitu sih sama ya nggak ada hal yang ini sih apa bagaimana gitu inovasi baru gitu ya inovasi barunya lebih ke jadi digital aja gitu tapi kalau kaya teknik mendongengnya sendiri saya rasa sih sama gitu belum ada hal yang baru mbak.	The only innovation in storytelling is digitalization and there are no new techniques related to storytelling	EI-9
058	Untuk mendongeng ini miss Bisakah mendongeng ini diintegrasikan atau digabungkan dengan mata pelajaran dan bidang pembelajaran lain gitu miss dalam kurikulum sekolah?		
059	Sangat sangat bisa Sangat bisa , dan ya, e, apa, pelatihan yang kayak saya ikuti kemarin itu, itu kan apa namanya tidak hanya dari mapel bahasa Inggris atau bahasa Indonesia ya, gitu. Bahkan dari matematika, science gitu juga ikut gitu dan ini ada lowongan di platform itu untuk membuat cerita dan juga buku ajar gitu ya berbasis cerita itu untuk PJOK. Nah jadi sebenarnya itu bisa lintas ini lintas bidang keilmuan gitu. Sangat bisa sekali.	Based on storytelling training, storytelling is not only carried out in English and Indonesian language subjects Across scientific fields apart from language learning, there are vacancies on a platform for creating stories and story-based textbooks	STLE EI-10

060	Lalu terakhir nih Ms, Apakah ada rencana atau tujuan di kemudian hari untuk memasukkan metode mendongeng ke dalam praktek mengajar		
061	<p>Secara pribadi itu sudah saya lakukan ya tapi tingkatanya bukan di Alkeela dulu ketika saya jadi guru SMA itu saya lakukan ketika saya ngajar di apa SMP itu sudah saya lakukan juga gitu sebenarnya jadi ya sudah sudah sudah dilakukan gitu.</p> <p>Tetapi tidak di tingkat TK kalau di tingkat TK ini saling berkaitan sebenarnya ya. ya Storytelling ini hidden kurikulum dari English Literacy jadi ya dilakukan juga kek gitu sudah dilakukan</p>	<p>The teaching practice of the storytelling method has been implemented directly because storytelling is the hidden curriculum of English Literacy in this kindergarten.</p>	STLE

