STORYTELLING AS A WAY OF TEACHING GOOD CHARACTER IN A NARRATIVE TEXT

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ABSTRACT

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Finding out how to teach respectable character in a narrative text through storytelling and the students' reactions to this approach were the main goals of this research paper, "Teaching Good Character in a Narrative Text through Storytelling." Respect was the virtue, and the tale "Gilbert the Goat Learns Respect," which served as the basis for this study, was created in 2012 by MyYoungChild.org. The eighth grade students participated in this study, and the qualitative approach was used together with descriptive analysis, observation, questionnaires, and document analysis as the research instrument to gather and identify the data. The study's findings demonstrated that teaching respect and good character through storytelling is a fairly faithful application of Ellis and Brewster's (1991) three-step paradigm. The pre-storytelling, during, and post-storytelling phases are where the three steps are located. A few of the tasks in each level also assist the students in developing respectable moral character. Through this instruction, the students were able to think on the tale and demonstrate their respectful behavior in that reflection. Nearly all of the students who responded to the use of storytelling in teaching respect and good character in a narrative text did so in a favorable way. Teachers can teach respect and excellent character through storytelling in a more prepared way by using this teaching strategy.

INTRODUCTION

Character education has become a major problem in the Indonesian educational system as a result of Kemdikbud's (Kementrian Pendidikan dan Kebudayaan Republik Indonesia) demands. According to Effendy, the minister of education and culture, one of Kemdikbud's programs, "Reinforcement of Character Education" (Penguatan Pendidikan Karakter, or PPK), is the primary axis for the improvement of the national education system and is connected to some of the government's priority initiatives (www.kemdikbud.go.id, 2017). In this regard, Kemdikbud claims that the character-reinforcing learning process that is integrated both within and outside of schools through PPK would be able to present competitive youth who also possess the quality of excellent character.

In line with Kemdikbud's program, Herlina (2012) notes that National Education Ministry Numbers 22, 23, and 24 require students to develop both high intellectual and good character. As a result, teachers must consider students' character in addition to the curriculum when planning lessons. Thus, one of the ways that teachers in Indonesian schools are attempting to adopt and integrate character education (the PPK program) is by teaching pupils how to be decent people. Herlina goes on to say that teachers should focus on developing the student's moral character by imparting knowledge of virtues that are incorporated into the teaching-learning resources.

The implementation of storytelling as a pedagogical method in schools, particularly in the context of teaching English as a foreign language (EFL), has been linked to the teaching of good character through narrative (Rahim & Rahiem, 2012). In addition to being a useful teaching technique for language, particularly when it comes to vocabulary and grammar, storytelling fosters students' emotional intelligence and aids in their understanding of how others behave (Samantaray, 2014). This is also consistent with the findings of Rahim and Rahiem (2012), who claim that storytelling can serve as a vehicle for moral instruction among students. Storytelling is therefore regarded as the ideal method for imparting moral values to students.

Literature Review
Storytelling in Language Teaching

One instructional method that has stood the test of time is storytelling (Chambers, 1970). According to Rossiter (2002), storytelling serves as a kind of communication that precedes written accounts of human history and is meant to impart knowledge and lessons from one generation to the next. Additionally, Rossiter believes that oral and written storytelling are comparable from the perspective of a narrative inquiry. This is consistent with Heo's (2004) assertion that narrative inquiry involves the telling and recounting of stories as we derive their meaning from our own experiences that are then being recounted. In relation to narrative texts, Heo contends that narrative serves as a tool for meaning-making, linking previously learned and new information. People learn, think, and make decisions based on the patterns and aspects of narratives. According to Denning (2005), narrative and storytelling is the same thing because they are both just collections of connected events; it makes no difference if they contain a plot, a turning point, or a resolution.

Recognizing the advantages of utilizing narrative as a teaching strategy is essential for EFL teachers. Accordingly, a number of justifications for the advantages of employing storytelling as a teaching strategy in the classroom for English are presented by Ellis and Brewster (1991). To begin with, storybooks can improve kids' educational experiences. Narratives are entertaining and can inspire, assist, and cultivate favorable attitudes in students about learning a foreign language, so creating a desire to study.

Second, by the use of stories, students can develop their imagination and make the connection between their fantasy and the real world. When students recognize the people in the story and try to make sense of the narrative and images, they are able to become personally invested in the story. The student ability to develop their creative abilities is aided by this imaginative experience.

Next, the students will incorporate their social experiences by listening to stories in class. While reading and writing assignments typically only require individual work, storytelling activities encourage students to share their feelings of joy, grief, excitement, and anticipation. This is not only makes the stories enjoyable to listen to, but it also helps students gain confidence and foster their social and emotional growth.

Secondly, language items can be acquired and reinforced because toddlers love hearing stories aloud again. Stories often have naturally occurring repetitions of vocabulary and structure, which aids students in learning to anticipate stories step-by-step by helping them retain every piece of the narrative. Repetition encourages students to participate in narrative form as well since language development requires the ability to follow meaning and anticipate words.

Subsequently, the stories aid in their development of listening and concentration skills. Furthermore, stories increase the likelihood that students will advance. Finally, by

exposing the students to a variety of language and striking and typical circumstances, stories allow the teacher to recognize or enhance new vocabulary and sentence structure while also enhancing the students' ability to think critically and gradually begin producing their own speech.

The Elements and the Characteristics of Storytelling

Three components are suggested by McDrury and Alterio (2003) as being present in storytelling. Setting, audience, and the narrative of the storytelling itself are all present. Setting is the first component. They assert that storytelling can take place in both formal and informal settings. They go on to say that in an informal context, the storytelling activity can be carried out, for instance, during the lunch break, in the hallway during regular talks, or in any other situation that might suggest spontaneous storytelling.

The listeners are McDrury and Alterio's second suggested element. They contend that the quantity of listeners will affect the type and intensity of conversation that takes place throughout the storytelling exercise. The narrative itself is the final component. According to McDrury and Alterio (2003), if a teacher plans and prepares the tale and integrates specific story content with the lessons being taught, then employing storytelling as a tool for reflective learning is likely to occur.

In context with this, Samantaray (2014) suggests some qualities of storytelling. It is claimed that storytelling stimulates students' curiosity, piques their interest in language learning, develops vocabulary, comprehension, and story sequencing, enhances oral communication and listening skills, is an interactive and collaborative process, and is an enjoyable way to practice verbal expression and language learning skills. As an artistic endeavor, storytelling also serves to unite listeners, aid in memory retention, and employ a variety of linguistic conventions to make the story vivid and help them forget their troubles.

The Techniques of Storytelling

When utilizing storytelling as a teaching method, it is critical that the teacher understands the craft of storytelling in order to craft a compelling tale that the students will like hearing. According to Ellis and Brewster (1991), there are various methods for employing storytelling as a teaching tool. These methods include:

a. If the students are unaccustomed to storytelling, teacher can start the storytelling
b. activity with short meeting first in order not to require too much from the students and lengthen the students' concentration span;
c. If it is possible, make the students as the listener sit on the floor around the teacher as the storyteller, so that the students will able to see the teacher, the illustrations and hear the teacher's voice and story clearly;

d. Read the story slowly and clearly. The teacher should provide time to the students, so that the students can associate with what they hear from the teacher with that they see in the pictures to think, ask questions and make comments. Yet, the teacher still should diverge the pace when the story speeds up;

e. Create some comments regarding the illustrations that the teacher has provided and point the comments out to make the students' attention focus;

f. Use gesture, mime, facial gestures to help the teacher in conveying the meaning of the vocabulary in the story that may be not understood by the students.

g. Encourage the students to take part in the storytelling activity by repeating the key vocabulary in the story. Teacher can engage the students to do this by pausing the story and looking at the students with a questioning expression and by putting the hand to the ear to signify that the teacher are waiting for the students to take part in the storytelling activity. Then, the teacher repeats what the students have said to make sure whether the students have predicted the story correct or not.

h. Diverge the pace, tone and volume of the teacher's voice.

i. Dissimulate the teacher's voice for each different characters as much as the teacher able to motion that different characters are speaking and help the teacher in conveying the meaning of the story to the students.

j. Involve the students by asking some questions regarding the story.

k. If it is possible, create sound effects to make the story livelier.

l. Repeat, expand and formulate the story. These will increase the chances for the students to exposure the language and also to work out the meaning and have it confirmed.

The storytelling can move more smoothly if the following strategies are applied, particularly when instructing students on how to create strong characters in a narrative book. Ellis and Brewster (1991) offer three steps for teaching storytelling: before the storytelling step, during the storytelling step, and after the storytelling step. These steps serve as an extension of the strategies previously discussed.

According to Ellis and Brewster (1991), the teacher's goals during the pre-storytelling phase are to grab the students' interest, encourage them to concentrate on the story's subject matter, introduce new vocabulary, and offer them an opportunity to practice their prediction abilities. Additionally, Dolakova (2008) identifies a few activities that will assist the instructor in making the most of the story: games for oral practice, brainstorming, singing, art, painting, and craft projects, moving games, and manipulation.

The teacher must be able to use gestures, mime, voice variation, different types of facial expressions, repetition, and interaction with the students in order to make the lesson

more memorable and effective for the students as well as to help deliver the lesson and keep their attention during the next step, which is the storytelling step, according to Ellis and Brewster (1991).

Ellis and Brewster advise teachers to engage in follow-up activities following the storytelling process, such as retelling the story and other exercises designed to assess students' comprehension of the material presented. Rereading the story helps students retain what they have heard. This is in keeping with the opinions of Wright (2004) and Cameron (2001), who suggest that teachers do this before assigning a follow-up task to gauge students' comprehension.

Selecting the Story

The ability to evaluate the stories that are utilized and separate out those that fit the needs of the student is necessary when choosing a story (Dujmovic, 2006). Furthermore, according to Dujmovic, for a story to be successful, it must be meaningful to the teacher and only stories that the student find enjoyable.

Ellis and Brewster (1991) state that the vocabulary, structures, and functions of the language should be appropriate for the students; it shouldn't be overly simple or complex. Cameron (2001) provides evidence for this by pointing out that a story must have a distinct storyline consisting of an introduction, a sequence of related events, and a resolution to the problem.

Additionally, the story must pique their interest, be humorous, memorable, and pertinent to their requirements. To help kids understand the story, the artwork in the narrative must be appropriate for the students' age and relevant to the text. This is consistent with Cameron's assertion that the narrative's picture has to be examined.

In order to encourage students to engage with the text and aid in their learning of prediction, the story should also naturally repeat itself. The narrative should uplift students in regards to their day-to-day lives and foster a good outlook in them. In addition, Cameron claims that for stories to make students feel good, they need to contain morals and positive attitudes.

Good Character in This Study: Respect

A definition of respect takes into account both your personal relationship and behavior toward another person (LoveWell Press, on Talking with Trees, 2013). According to LoveWell Press (2013), showing someone you respect them entails thinking positively about their traits or behavior. According to LoveWell Press, another way to show someone you respect them is by acting in a way that conveys your concern for their feelings and general well-being. Additionally, LoveWell Press lists behaviors that are considered respectful, such as not using derogatory language against others, showing

others respect, and having enough self-awareness to refrain from acting in ways that could endanger yourself.

Activities in Teaching Good Character of Respect

One attempt to adopt character education is to teach good character. The Character Education Partnership (CEP, 2003, as quoted in Vezzuto, 2004) offers eleven successful character education principles. Furthermore, Vezuto contends that via learning, debating, and comprehending basic values (such as respect, responsibility, and integrity), as well as by seeing behavioral models and solving issues that incorporate these values, students will practice social and emotional competences.

According to Vezzuto, it is essential for students to understand and take into account moral knowledge, ethical values, and character traits (the study emphasizes respect for good character). They should also sense and appreciate these positive traits, act upon and devise ways to apply these core ethical values and good character traits, have the opportunity to realize their plans and use their social and emotional skills, and reflect on their own behavior to make it clear.

In the Institute for Character Education, Vezzuto offers six effective strategies for character development in the classroom: peer discussion, cooperative learning or positive interdependence, perspective taking and role playing, classroom (and school) climate, service learning, and reflective thinking. Additionally, Vezzuto breaks down peer conversation into eight categories of activities: literature-based discussions, class meetings, morning meetings, discussions centered around the circle of power and respect, problem-solving discussions, discussions centered about moral dilemmas, teacher-led discussions, and advice on leading class discussions.

An Overview of Narrative Text

A narrative text is a story that develops troubling events, culminates in a confluence, and provides a conclusion (Gerot and Wignell, 1994). This is consistent with the proposal made by Herlina (2012) that narrative texts are among the text kinds linked to logical and chronological sequences that are also associated with events that are caused or experienced by variables. In this regard, Anderson and Anderson (2003) assert that a thorough understanding of narrative requires a grasp of the following elements: the sense of plot, theme, characters, events, and the relationships between these essential elements.

In accordance with this, Sejnost and Thiese (2011) assert that narrative texts comprise any type of writing, whether nonfiction or fiction, that is associated with a series of events. Furthermore, Sejnost and Thiese emphasize that narrative, whether in fiction or nonfiction, recite narration that evokes emotion and uses imaginative language, whereas narrative typically employs images, metaphors, and symbols.

RESEARCH METHOD

A qualitative investigation research design was employed in this study. It is a design that includes a substantial amount of explanations concerning the research site, the respondents, and the main phenomenon under investigation in the study. Additionally, it provides research terms and patterns derived from qualitative inquiry (Creswell, 2009). According to the definition, this study focused on how teachers teach good character of respect in narrative texts through storytelling. This included how they choose the story and character to tell, how they investigate different storytelling techniques, and how their students responded to the lesson on teaching good character of respect in narrative texts through storytelling.

A qualitative approach was taken into consideration for this study, which aims to describe how good character of respect is taught in a narrative text through storytelling and learn the students' reactions to the teaching of good character of respect through storytelling. This investigation employed a descriptive qualitative method to gain a thorough knowledge. The goal of the descriptive qualitative method is to examine in depth how individuals, locations, or events are represented in a qualitative manner (Creswell, 2009). Wu and Volker (2009) further note that the descriptive qualitative method is utilized to characterize and explain behaviors as well as beliefs and interpretations in context-specific settings. According to Cresswell (2009), a qualitative technique forces the researcher to consider a phenomenon's relevance from the perspectives of the participants. This entails identifying a group that shares a culture and observing how shared patterns of behavior develop over time. Observing participant behavior via capturing their actions is one part of gathering data using this method.

The researcher also acted as a participant observer because the researcher assumed the role of the teacher in the classroom. This study used a descriptive qualitative method to describe how the researcher taught the good character of respect in a narrative text through storytelling to the students.

Participant observation may increase the subjectivity of the study's findings. Rajendran (2001) recommends using an outside observer to lessen the element of bias in order to prevent bias. Using guidelines from an observation sheet she provided, the researcher invited an outside observer to watch the way taught respectable character traits through storytelling in a narrative text.

Additionally, a closed-ended questionnaire in the Lickert scale form was employed in this study to collect the data required to account for various categories. To facilitate the filling out of the questionnaire by the students, the questionnaire was designed in Indonesian.

RESULT AND DISCUSSION

The Process of Teaching Good Character of Respect in a Narrative Text through Storytelling

During the pre-storytelling phase, the students' attention was drawn in, the story's topic was concentrated on, new vocabulary was introduced, and predictive abilities were developed.

The pre-storytelling process began with a task to focus the children' attention. The letters R-E-S-PE-C-T were displayed to the students on the whiteboard to draw their attention. Additionally, the cover of the book "Gilbert the Goat Learns Respect" was displayed to the students, as the primary goal of this lesson is to teach the students about respect. These exercises were carried out not just to capture the students' interest but also to provide them an overview of the material they would be studying about respect.

The second exercise in the pre-storytelling process was getting students to concentrate on the story's content after they had demonstrated their understanding of the day's lesson, which was respect. Students were instructed to work in groups, discuss the definition of respect, and provide more examples and elaborations of respect in order to focus their attention on the story's content. This is consistent with the suggestion made by Ioannou-Georgiou and Verdugo (2009) that encouraging student discussion of the story's content aids in setting the scene and providing context, which makes it easier for the students to understand the story's content because they can apply the knowledge and experiences they have gained from the activities.

In the third activity, through playing games and seeing some pictures, the students were exposed to some new vocabulary associated with the story. According to Ioannou-Georgiou and Verdugo (2009), teachers can pique students' attention by introducing them to new vocabulary linked to the story that will be utilized in the storytelling exercise. Cameron (2001) notes that the goal of providing new vocabulary during the pre-storytelling phase is to supply the words needed for the audience to understand the story.

Two sets of photographs were presented to the students: one set included noun pictures and the other featured verb pictures. The noun pictures included a school, a classroom, blocks, paintings, a dish, a sink, a snack, and a napkin. Ten images represent the verbs "washed hands," "pushed up," "got excited," "knocked down," "be quiet," "yelled out," "bumped against," "ate," and "thought." According to Dolakova (2008), one of the introductory exercises for teaching the students new vocabulary is having them work with pictures that are connected to the narrative. Furthermore, according to Machado (1980), visuals can generally be utilized to teach students to new terms, concepts, ideas, information, and experiences. This is consistent with Suyanto's (2008) assertion that images are among the best mediums to use when introducing students to

tangible vocabulary since they help make abstract ideas more relatable. The way the photographs were shown to the students is described in the following passage.

The final task in the pre-storytelling phase was to provide the students with an opportunity to practice prediction skills. For this exercise, various photographs were distributed to every classroom group. To familiarize students with the plot, the photographs were taken straight out of the storybook. Students had to guess the story the teacher would tell based on the photographs that had provided. Following a group observation of the images, the students organized the images to form a story prediction. Additionally, students discovered that yesterday's vocabulary could be found in the images, which made it simpler for them to guess the story. When they had finished discussing it with their group, the students wrote their predictions on paper and presented them to the class as a whole. This activity is consistent with the ideas of Dolakova (2008), who suggests that in order to help the teacher make the most of the story, it is important to predict the story beforehand. Students can use pictures to describe what happened, match or rearrange the pictures, and guess the location in order to help them understand the story later on.

Telling the narrative and interacting with the students during the storytelling period were the two main tasks of the second stage, which is the storytelling step. During the telling of the story "Gilbert the Goat Learns Respect" to the students, certain techniques such as gestures, mimes, voice variety, facial emotions, and repetition were required. Ioannou-Georgiou and Verdugo (2009) provide evidence for this claim by pointed out that the storytelling steps in particular include activities meant to uplift students, hold their interest, and aid in their comprehension of the tale.

After the tale lesson, it is essential to provide some sort of merchandise to help students understand that all of their hard work has culminated in this (Ellis and Brewster, 1991). Furthermore, Ellis and Brewster assert that the purpose of the follow-up exercises is to integrate language use and study skills to help connect classroom learning to real-world applications. Accordingly, the teacher assigned the following activities to the students in the storytelling step after the storytelling: the teacher and students reviewed the storytelling; they completed a follow-up activity centered on the respect story; and the teacher ensured that the students understood the meaning of respect.

Students' Response to the Teaching of Good Character of Respect in a Narrative Text through Storytelling

Eight assertions, or closed-ended questions, served as a guide for the students to assist them articulate their thoughts and viewpoints regarding the teaching of respect and good character through storytelling in a narrative text. The three categories of statements

(closed-ended questions) included the following: the students' reactions to the use of storytelling to comprehend a narrative text; the students' reactions to the use of storytelling to learn good character of respect in a narrative text; and the students' reactions to the good character of respect material.

The high number of students who concur that the teacher's storytelling exercise aided them in understanding the text's content is consistent with Herlina's (2012) assertion that narrative texts are thought to be difficult reading for junior high school students due to their length and sequence, which can cause students to occasionally lose track of what they are reading and fail to grasp the context of the entire work. However, narrative texts can also contain morally valuable characters that the students can learn from. Furthermore, Shapiro (1998) suggests that because students are naturally curious and enjoyed reading and hearing about the same topics, stories with captivating qualities can draw in readers and primarily influence students' attitudes and actions. As seen by assertions two and three regarding the function of storytelling in assisting students in comprehending narrative texts, every student in the class concurs that storytelling is helpful in this regard.

Regarding the use of storytelling to assist students in developing respectable character traits in a narrative text, as evidenced by points five, six, and seven, it is clear that storytelling can assist students in developing respectable character traits in a narrative text.

In the final section of the survey, students were invited to respond with their thoughts on the content, which focused on respect and excellent character. Only one student genuinely believes that teaching students to have excellent moral character and respect is not vital, and this comment was made in a negative way. In the meantime, 5 out of 34 students (15%) disagree, and 28 out of 34 students (82%) strongly disagree, that teaching pupils excellent moral character and respect is not necessary. The majority of students in the class concur that it's critical for students to have respectable moral character.

Skaggs and Bodenhorn (2006), who assert that the primary goal of character education is to demonstrate to students the qualities of good personalities, lend credence to this. In a same vein, Herlina (2012) notes that students are encouraged to develop both excellent intellectual and good character in accordance with National Education Ministry Numbers 22, 23, and 24.

CONCLUSION

The result of the study showed that the teaching of good character of respect in a narrative text is taught through storytelling relatively faithful to the framework of Ellis and Brewster (1991) that have three steps namely pre-storytelling step, during storytelling

step and after storytelling step. Some activities in each step also help the students in learning good character of respect. From this teaching, the students were able to make a reflection from the story and showed their behavior of being respectful through the reflection. For the responses, almost all of the students showed positive responses to the help of storytelling in teaching good character of respect in a narrative text through storytelling. This model of teaching is handy for teacher to teach good character of respect in a narrative through storytelling in more well-prepared method.

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