

**FOSTERING YOUNG LEARNERS READING INTEREST
THROUGH STORYTELLING ACTIVITY**

A THESIS

Submitted in Partial Fulfillment of The Requirements for the Degree
of *Sarjana Pendidikan* in English Education



by:

LISA PUTRI MAHARANI
SN. 2518042

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATIONAL AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN
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2024**

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 4 November 2024

nyatakan



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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasyah.


Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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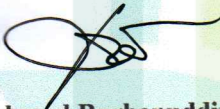
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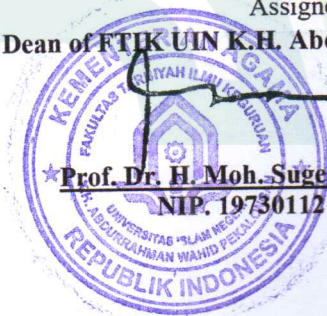


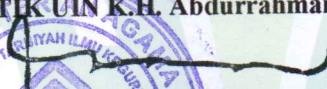
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MOTTO

“ALWAYS GRATEFUL AND HUMBLE”

(WRITER)

“INDEED AFTER HARDSHIP COMES CASE”

(QS.AL INSYIRAH: 6-7)



ABSTRAK

Membaca merupakan aspek penting dalam pembelajaran bahasa, terutama bagi pelajar muda dalam pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas dan dampak kegiatan bercerita pada pelajar muda. Peneliti merekrut 5 anak SD berusia 9-10 tahun untuk berpartisipasi dalam penelitian ini. Desain penelitian tindakan dan pengumpulan data melalui observasi dan wawancara digunakan oleh peneliti sebagai desain penelitian yang berfokus pada penggunaan story telling. Hasil dari penelitian ini adalah Siswa mendapatkan kosa kata baru dan berlatih Pengucapan, Siswa bisa menyampaikan moral value cerita, Siswa bisa mengetahui Isi cerita dan Tata bahasa sederhana dan melalui storytelling membuat siswa tertarik membaca.

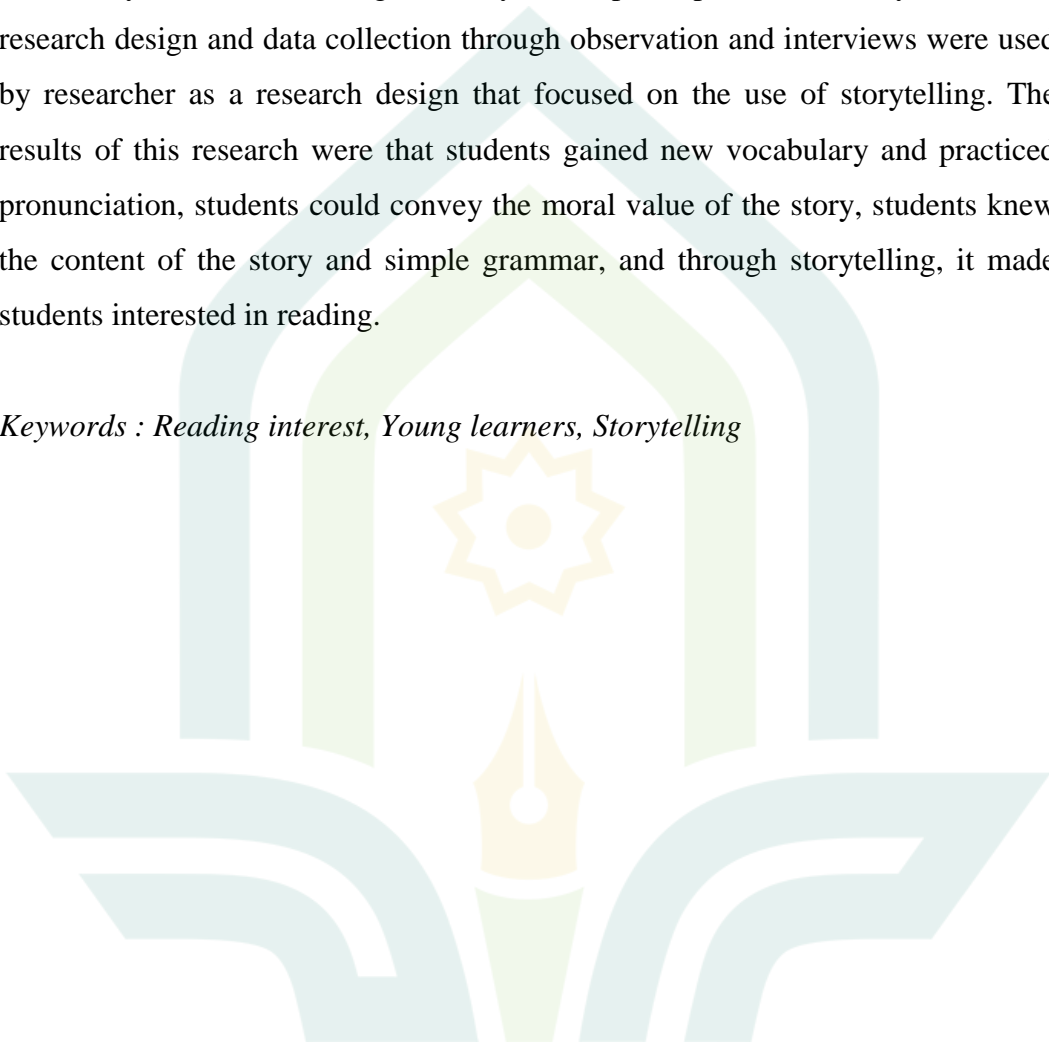
Kata kunci : Minat Baca, Pelajar muda, Bercerita



ABSTRACT

Reading was an important aspect of language learning, especially for young learners' of English. The aim of this research was to determine the effectiveness and impact of storytelling activities on young students. Researcher recruited 5 elementary school children aged 9-10 years to participate in the study. An action research design and data collection through observation and interviews were used by researcher as a research design that focused on the use of storytelling. The results of this research were that students gained new vocabulary and practiced pronunciation, students could convey the moral value of the story, students knew the content of the story and simple grammar, and through storytelling, it made students interested in reading.

Keywords : Reading interest, Young learners, Storytelling



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “Fostering Young Learners’ Reading Interest Through Storytelling Activity” can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid to fulfill one of the requirements of the Thesis. This research study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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The Writer

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CHAPTER I

INTRODUCTION

1.1 Background

Reading is an important aspect of language learning, especially for young learners of English. By reading, young learners will acquire vocabulary, understand grammar, and master communication skills. For young learners, reading not only expands their knowledge, but also opens doors to new worlds, cultures and perspectives. Reading activities are not only reading the writing, but also being able to understand the contents contained in the reading books they read. To get good reading skills, interest is needed.

According to Bawawa et al.(2019), reading interest includes elements of focus, willingness, motivation, and pleasure that come from within as well as from the influence of others. Developing an interest in reading is extremely important for young English language learners as it lays the foundation for their language proficiency and overall academic success. In the context of learning English, reading serves as a foundational skill that not only improves vocabulary acquisition and comprehension, but also fosters language fluency and cultural understanding.

A country's progress is inseparably linked to the development of a genuine interest in reading. In other word, the tendency to read serves as a significant measure of literacy standards in a country. Unfortunately, several global surveys show that Indonesia shows a lack of interest in reading.

According to a study conducted by Central Connecticut State University (2016) in "Most Literate Nations in The World," Indonesia occupies the 60th position out of 61 countries. Means that the reading interest among the Indonesian population stands at a mere 0.01 percent, indicating a minimal inclination towards reading. UNESCO also has expressed deep concern over Indonesia's reading engagement, which stands at only 0.001%, meaning only one person out of every 1,000 people in the country exhibits consistent reading habits. As a result, Indonesia ranks at the bottom in terms of literacy globally. In addition, findings from the Program for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development (OECD) in 2015 placed Indonesia in 62nd position out of 70 countries studied, with an average reading score of 397, much lower than the global average of 493.

In fact, mastery of science and technology requires an increased interest in reading rather than depending only on passive listening (Sumiati & Astuti, 2021). In this case, young learners' interest in reading, needs to be increased again, starting from when children are in elementary school. Miller and McKenna (2016), outline the following factors that influence literacy engagement: (1) Proficiency, serving as the basic skills that enable individuals to access literacy materials; (2) Access, encompassing resources such as libraries, bookstores and mass media where literacy materials can be obtained; (3) Alternatives, representing a wide range of information and entertainment technology tools to access literacy content; and (4) Culture,

encompassing habitual practices that contribute to the cultivation of reading literacy.

In addition, as it is known that young students' interest in reading is currently not encouraging. Several factors contribute to young learners' disinterest in reading. The family environment is one of the barriers to children developing a love of reading. According to Dewantara(2015), parents play an important role in instilling an early interest in reading. However, a lack of parental involvement in reading to their children, combined with parents' busy schedules, keeps children away from books. This phenomenon occurs when there is lack of time available to guide and teach children to read, such as through the use of picture story books. Furthermore, when children enter elementary school, the standard curriculum materials further limit the teacher's creative freedom because they only emphasize obedience to a single mandatory handbook (Lestari & Priyana, 2022).

Based on these factors, it is necessary to make efforts to foster young students' interest in reading. To foster the enthusiasm for reading, a more approach involves active collaboration between parents and teachers as educators in guiding students. As a result, parents must be more aware than ever that instilling an interest of reading in their children is a top priority. Parents' efforts are more effective when they are supported by the teacher at school. Providing interesting books in the form of colorful and illustrated storybooks can increase students' interest in reading them. According to

Othman & Zare(2013), during the process of learning to read, learners must interact with the text to fully understand and comprehend it. This interaction is closely related to the concept of comprehension, which is the main goal of instructional reading that aims to improve students' ability to understand various types of reading. In addition, reading is a cognitive endeavor as it involves a dialog between the reader and the author conveyed through the text. Therefore, reading strategies, recognized as a key component of cognitive psychology, are essential to achieving successful comprehension.

In addition to being provided with interesting books, the teacher must also be able to choose appropriate learning methods. In cultivating interest in reading for young learners from an early age, interesting and fun learning methods are needed, so that children can be motivated and enjoy reading it. One of the effective learning method for young learners is the storytelling method. Storytelling is an activity for character learning, one of the definitions of fiction. Story itself is more than just fiction, character, or plot; in fact, character is plot. A story follows a specific person in a difficult situation with a clear cause-and-effect progression (Mcmiken, 2015). The storytelling method was chosen because it is considered capable of helping students develop emotionally and socially through direct interaction. In addition, storytelling also provides opportunities for students to actively participate in creating meaning. Apart from its excellence in improving students' reading comprehension, storytelling is recognized as an effective approach to develop cognitive, emotional, social, and aesthetic aspects in students (Hazalina,

2022). Research conducted by Satriani (2019) revealed that implementing storytelling in teaching enhanced students' literacy skills, vocabulary, and reading interest, despite challenges. This confirms its potential to support students' literacy awareness in both reading and writing.

Based on the above, the researcher conducted this study to investigate how to use storytelling method for fostering young learners' reading interest. In addition, this study aims to explore the efficacy of storytelling as a tool in improving literacy skills and fostering a love of reading among young learners.

1.2 Formulation of the Problem

This study provides two research questions related to the English learning process in elementary school. The research questions are :

1. How is the practice of storytelling activity for young learners'?
2. How does storytelling activity foster young learners' interest in reading ?

1.3 Operational Definition

To prevent any confusion regarding the terminology used in this study, the researcher supplies several definitions associated with the research, as outlined below:

- a. Reading interest : Reading interest is a personal trait that develops over time, reflecting an individual's inclination towards a particular topic or field (Vig & Sharma, 2014)
- b. Young learners : Young learners are specifically elementary school students ranging from 6 to 12 years old, further

divided into two groups: the younger group (6-8 years old) and the older group (9-12 years old) (Ellis, 2014)

- c. Story telling : storytelling is an experience that individuals are involved in, allowing them to express through words, which reflect aspects of themselves, others, and the real world as well as their imagination (Alterio & McDrury, 2003)

1.4 Aim of the Study

This study aim to investigate the effectiveness and impact of storytelling activities on young learners.

1.5 Significance of the Study

1. Theoretical Significance : This research can provide information about the importance of cultivating an interest in reading for young learners, that telling stories related to words provides a significant and consistent source of language experience for children (Wright,2004). Then it can provide benefits for students in learning English.
2. Empirical Significance : This study will provide empirical insight into the experiences of young learners in learning English using storytelling activities.

3. Practical Significance : This study provides readers with information about developing an interest in reading books for young learners during storytelling activities.



CHAPTER V

CONCLUSION AND SUGESSTION

5.1 Conclusion

Based on the discussion in the previous section, it can be concluded that storytelling can foster young learners' interest in reading in learning English. There are several things that young students get when telling stories in class, namely students get new vocabulary and practice pronunciation, students can convey the moral value of the story, students can find out the content of the story and simple grammar and through storytelling it makes students interested in reading. Additionally, it fosters a more positive attitude towards reading, making it a fun and interactive experience. The use of stories accompanied by pictures and colors is very effective in attracting students' attention and fostering a love of reading.

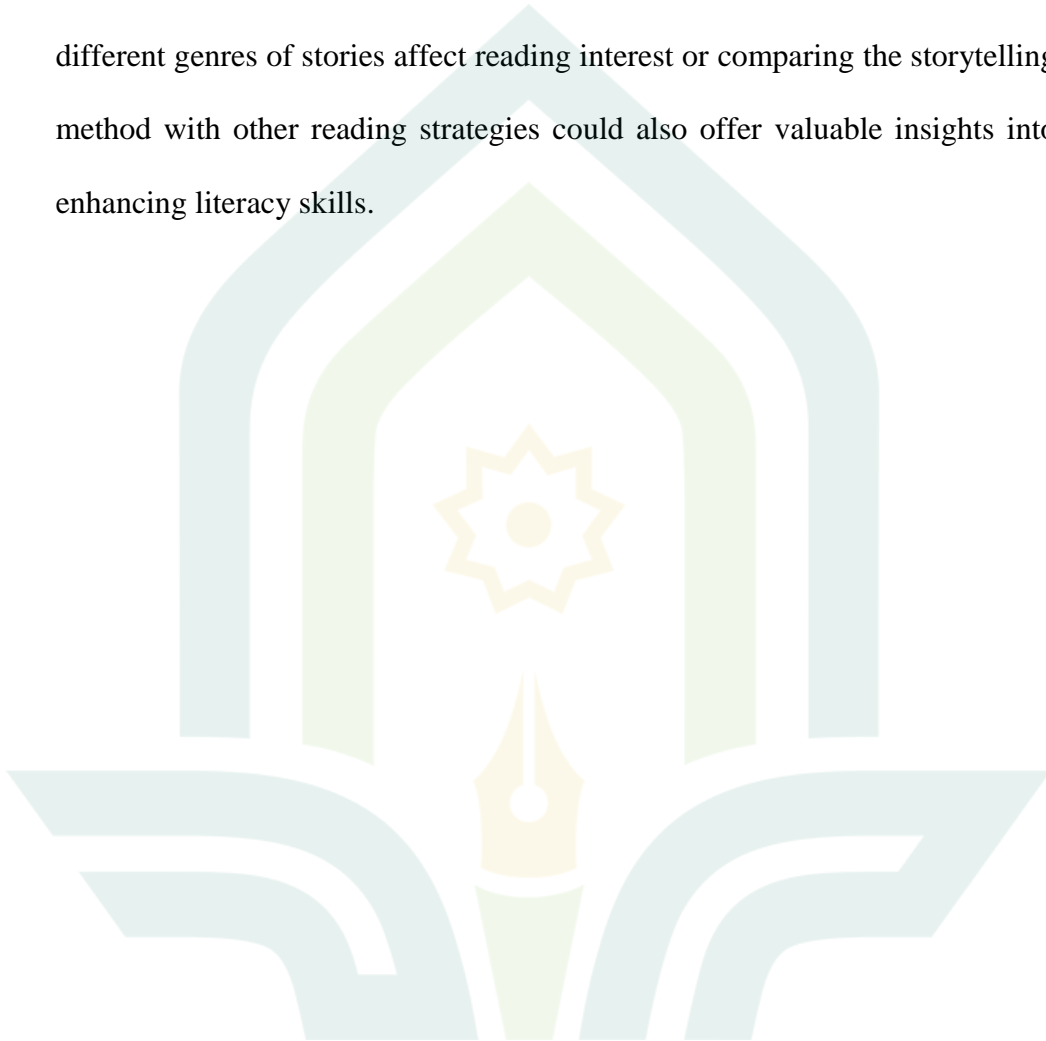
5.2 Suggestions

Teachers should incorporate storytelling activities regularly into their lessons to stimulate students' interest in reading. Storytelling not only helps students understand content but also engages them emotionally, making reading more enjoyable. Additionally, teachers should select stories with relatable themes and moral lessons that resonate with students, encouraging deeper reflection and learning.

Schools should provide resources like storybooks with colorful illustrations that are age-appropriate and engaging for young learners. This will support the storytelling method and enhance students' motivation to read.

Schools should also encourage teacher development programs focused on creative teaching methods like storytelling, ensuring that teachers have the skills to apply these techniques effectively.

Future research could explore the impact of digital storytelling or integrate multimedia tools to further engage students. Investigating how different genres of stories affect reading interest or comparing the storytelling method with other reading strategies could also offer valuable insights into enhancing literacy skills.



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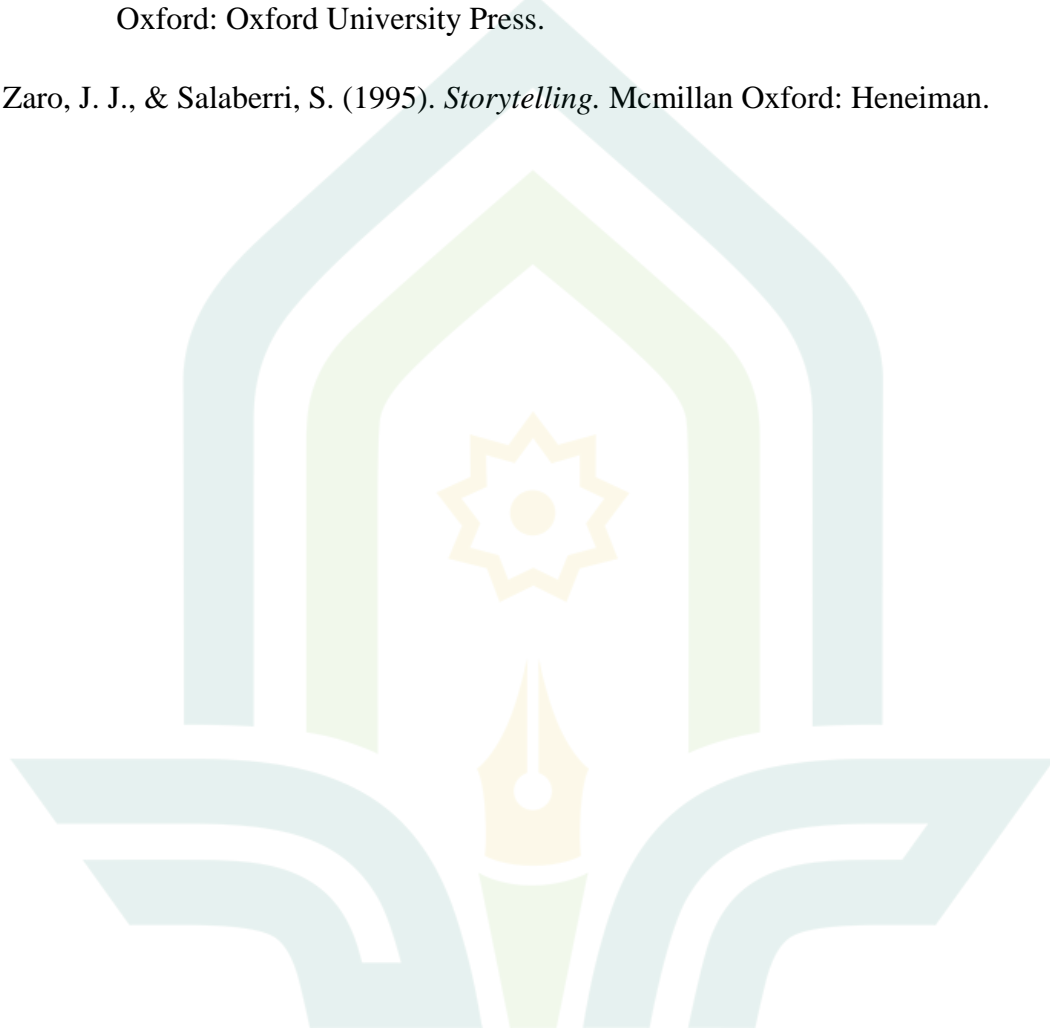
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Enclosure 1 Text Storytelling

THE UGLY TREE



Once upon a time in Large forest. There grows many different trees. Such as mango, rambutan , oak, banyan, neem and other else. Among them there was one tree which had a crooked truck. It looked very ugly compared to others trees. The other tree's used to tease him. "You're an ugly tree... Oh.. no you're such an ugly tree". The poor tree was so sad and always thought. "Oh.... God, why did you make me so ugly until my family don't love me? Why I'm not beautiful like other trees? One day, a wood cutter came to the forest and he saw the ugly crooked tree and said : "This crooked tree is of no use for me. I will cut down the other straight trees!" He cut out the others straight trees except the crooked tree. On seeing this the crooked tree said : "Thank, God! My ugliness saved my life". We should never blamed God for our troubles. God have a reason for everything.

Enclosure 2 The interview data translated into English

Transcription of the interview

Question 1 : What new vocabulary did you learn from the story?

Participants	Data Transcription
Hilyatul	I got new vocabulary from the story, namely "crooked" and practice how to pronounce it correctly.
Isa	I discovered new vocabulary "tease" and how to pronounce it.
Rizky	When I read the story I discovered new vocabulary, namely "wood cutter" and how to pronounce it.
Khanza	From this story I discovered new vocabulary "except" and practiced the correct pronunciation.
Nala	The story "The Ugly tree" when I read it, I discovered new vocabulary, namely the word "blamed" and practiced pronouncing it correctly.

Question 2 : What moral message does the story you read convey?

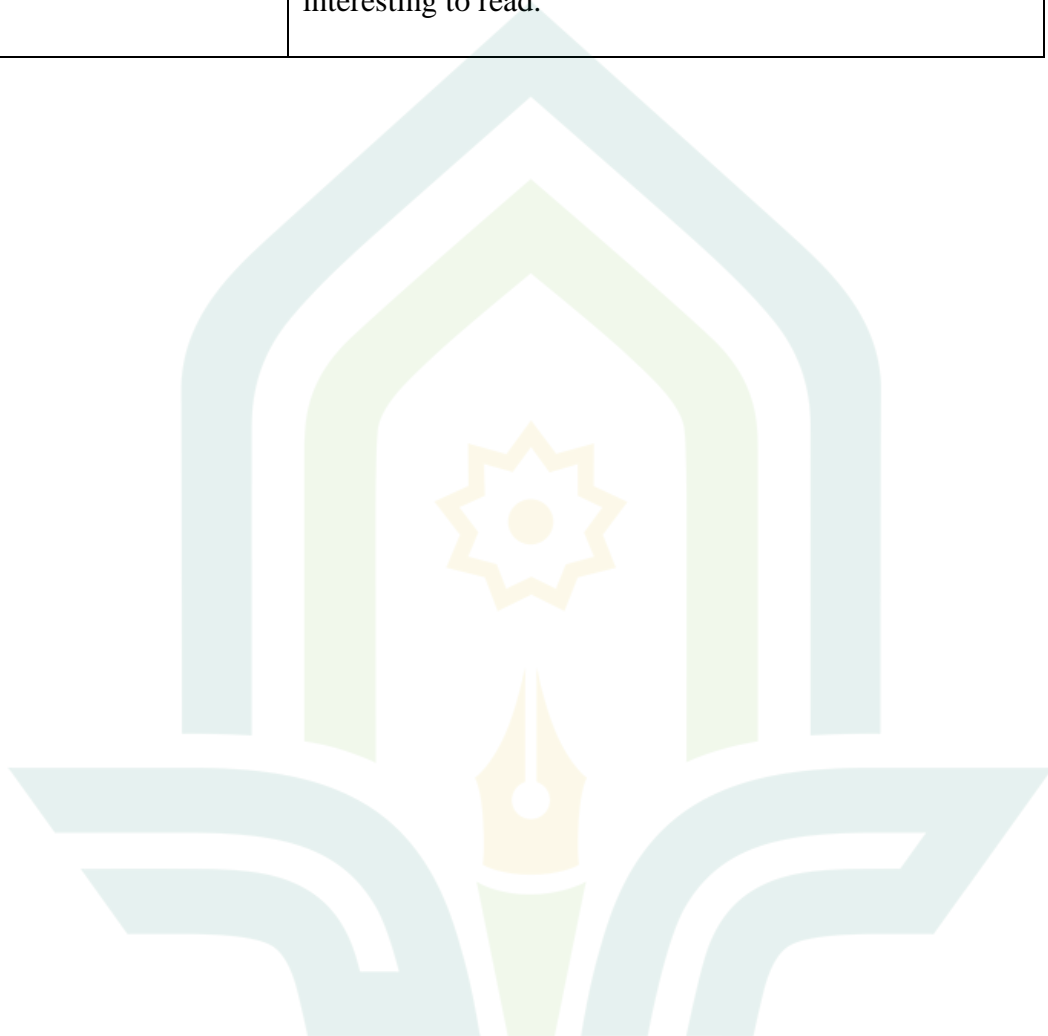
Participants	Data Transcription
Nala and Hilyatul	The moral of the story is that we should not feel embarrassed because we are different from others.
Khanza	We should not insult other people because that is not a good thing to do.
Isa and Rizky	So the moral of the story "ugly tree" We must be grateful for God's gift.

Question 3 : What is the content of the story "The Ugly Tree"?

Participants	Data Transcription
Rizky	The story tells about an ugly tree that is sad because it has a crooked trunk and other trees don't.
Hilyatul	In my opinion, the content of the story is that the ugly tree is grateful because a woodcutter didn't cut it down because the trunk was bent and unusable.

Question 4 : Is storytelling interesting for you?

Participants	Data Transcription
Isa and Hilyatul	The storytelling activity was very fun, especially as the story was interesting about an ugly tree that was different from other trees.
Khanza and Nala	The story of the ugly tree is good because there are examples of pictures and they are in color so they are interesting to read.



CURRICULUM VITAE

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