

Storytelling: One Package Learning in Improving Language Skill and Implanting Character Education on Children

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Abstract : *The development of technology makes the world become narrow and various kinds of information and shows become easy to access, including by children. Various kinds of acts of violence, crime, even videos or content that are not yet suitable for children to watch are more easily accessible through devices. This has a negative impact on the lives of the nation's children, for example theft, sexual violence, and brawl committed by children and adolescents. Thus, the inculcation of moral values by both parents and teachers becomes a "must" thing to do so that the next generation of the nation is maintained. If we talk about implanting moral values on children, we surely need the right media to use. One way is by storytelling. By listening to stories, directly or not, children will absorb the moral values of what they hear. In addition, knowledge of the vocabulary of a language will be absorbed by children. We know that there are golden ages in children where children have periods where their brains are like sponges that are able to absorb many things. This paper was a literature study that discussed the correlation between storytelling in the process of improving language skills and implanting moral values on children. Based on several available sources, it can be concluded that the use of storytelling as a medium was an effective thing to use on children.*

Keywords: Storytelling; Language Skill; Education; Character Education

Introduction

Education has become an important component in the life of the nation. Therefore, the Indonesian government pays great attention in this field, especially in relation to child education. In this case education is not only limited to education to improve children's intelligence, but also related to character education on children. Character education becomes very important to be implanted on children in order to become a strong "shield" to deal with technological developments and the times. As we all know that along with the development of technology, the world becomes narrow and various kinds of information and shows are easily accessible, including by children. Various kinds of acts of violence, crime, even videos or content that are not yet suitable for children to watch are more easily accessible through devices. In fact, some television shows also show things that are not appropriate to be shown in front of children, for example on some soap opera shows on several national television.

This has a negative impact on the lives of the nation's children. One concrete proof is the rampant crime committed by children, such as theft, sexual violence, brawl, and so forth. Such news is almost always presented at any time in print and electronic media. Thus, the inculcation of moral values by both parents and teachers becomes a "must" thing to do so that the next generation of the nation is maintained. This is in accordance with what is stated in Minister of Education Regulation No. 58 of 2009 states that there are at least 5 aspects that must be developed in children, including religious and moral values, language, cognition, physical-motor and social emotional. Therefore, it can be said that the implanting self-concepts, morals, and religious values must begin early, so that they will be firmly planted in every Indonesian child.¹ The same thing was basically mentioned by the First President of the Republic of Indonesia, who stated that Indonesia must have priority to build character because character building would make Indonesia a large, developing, prosperous, and dignified country.²

¹ Niswatin Nurul Hidayati, "Telling about Islamic Heroes and Female Leaders: Ways of Implanting Self-Concept, Moral, and Religious Value on Children" *Jurnal Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, Volume 1, Nomor 2, Oktober 2019, E-ISSN 2656-9523 P-ISSN 2657-1269

² Mahfud Junaedi dan Fatah Syukur. "Moral Education in Japanese Schools: A Model for Improving Character Education in Indonesia" *Analisa, Journal of Social Science and Religion*. Volume 02 No 01, July, 2017.

In Law of the Republic of Indonesia No. 20 of 2003 it is stated that national education functions to develop and shape the character of a dignified national civilization to realize the ideals of the nation, they are to educate the nation's life and to strive to develop the potentials and abilities of students and to make them into people of faith, morality noble, knowledgeable, creative, independent and become citizens of a democratic and responsible. All educational unit institutions in Indonesia without exception have an important role to realize the function of national education. All levels of education including senior high schools have an important role in realizing the goals of national education.³ Education is not only aimed at increasing children's intelligence, but also making children good and moral. This is in line with what was expressed by Martin Luther King, "...we must remember that intelligence is not enough. Intelligence plus character - that is the goal of true education."⁴

Parents and schools certainly play an important role in the process of teaching moral values to children. This is confirmed by the statement from Thomas Lickona which states that there are several reasons why schools must have a commitment to teach moral values to children, including 1) there is a clear and urgent need, namely young people often and themselves, and the others more it does not matter to contribute to the welfare of their fellow human beings. 2) Communicating the value is always the duty of civilization. A society needs values education to survive and flourish. 3) The role of the school as a moral educator becomes increasingly vital at a time when millions of children get little moral teachings of their parents and when the influence of places of worship at the center value is not present in their lives. 4) Democracy is very concerned about moral education, because democracy is the government of, by and for the people. 5) no value-free education, and 6) moral questions is a big

³ Reza Armin Abdillah Dalimunthe "Strategi dan Implementasi Pendidikan Karakter di SMPN 9 Yogyakarta" *Jurnal Pendidikan Karakter*, Volume V, Nomor 1, April 2015.

⁴ Thomas Lickona, *Educating for Character: How our School Can Teach Respect and Responsibility*. (New York, Toronto. London. Sydney, Auckland: Bantam Book, 1991), 20 dalam Supa'at. "Model Kebijakan Pendidikan Karakter di Madrasah". *Jurnal Pendidikan Islam*, Volume III, Nomor 1, Juni, 2014, 206

question that must be faced by human being both individuals and citizens.⁵

If we talk about implanting moral values in children, of course we need the right media to use. Surely, there are many ways that can be used to teach moral values to children. One way is by storytelling. Storytelling can be interpreted as a way of telling and telling a story or giving an explanation verbally. The contents of the story sought related to: a) The world of children's lives full of joy, which requires the contents of the story to have elements that can provide feelings of joy, funny, interesting, and exciting for children; b) adjusted to the interests of children who are usually concerned with animals, plants, vehicles, dolls, robots, planets, etc. c) the level of age, needs and ability of children to capture the story is different. It is hoped that it must be concise or short in the child's attention span; d) opens opportunities for children to ask questions and respond after the teacher has finished telling the story.⁶

By listening to stories, directly or not, children will absorb the moral values of what they hear. In addition, knowledge of the vocabulary of a language will be absorbed by children. We know that there are golden ages in children where children have periods where their brains are like sponges that are able to absorb many things. Latif et al. states that the golden period is the right time to lay the foundations of physical, language, social emotional development, self-concept, art, morals, and religious values.⁷ The stories conveyed can also be varied, both stories in Indonesian, English, or Bilingual story books that are currently traded quite a lot.

We know that children tend to imitate what they hear or see around them. If we are used to doing storytelling, the vocabulary used by both parents and teachers will be absorbed by children. If we

⁵ Thomas Lickona. *Pendidikan Karakter, Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik (Educating for Character)*, trans., Lita S., (Bandung: Nusa Media, 2014)

⁶ Niswatin Nurul Hidayati, "Telling about Islamic Heroes and Female Leaders: Ways of Implanting Self-Concept, Moral, and Religious Value on Children" *Jurnal Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, Volume 1, Nomor 2, Oktober 2019, E-ISSN 2656-9523 P-ISSN 2657-1269 in Latif, Muktar., Zubaidah, Rita, Zukhairina, Afandi, Muhammad. 2014. *Orientasi Baru Pendidikan Anak Usia Dini*. Jakarta: Kencana

⁷ Niswatin Nurul Hidayati. "Pentingnya Peningkatan Kompetensi Bahasa Inggris bagi Guru Anak Usia Dini". *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education*, Vol.2, No 1, 2018

associate with learning foreign languages, for example English, vocabulary is a very important component to be introduced to children, because by mastering vocabulary, it will support the ability of children in other areas of ability, for example, speaking, writing or reading. This is supported by Laufer's statement that "Vocabulary learning is at the heart of language learning and language use."⁸ A similar opinion was conveyed by Komachali who stated that "Vocabulary is a separable part of any language learning process. It would be impossible to learn languages without vocabulary."⁹

The author used literature study in order to describe the storytelling which was used to improve the language skill and implant the character education on children. Many kinds of literature used by the author, including books, researches, journals, and articles. Those sources were used as the basis to conclude the correlation between the storytelling and language skill improvement and character education implanting on children.

From what was mentioned above, this short article intended to describe the correlation also the importance of storytelling in improving language skill, and at the same time it is able to implant the moral education on children.

Discussion

Storytelling

For thousands of years people have taught key values in life through storytelling. In some cultures that do not have written language, storytelling is the only way for people to convey culture, values, and history.¹⁰ Storytelling can be interpreted as a way of telling and telling a story or giving an explanation orally. The contents of the story sought related to: a) The world of children's lives full of joy, which requires the contents of the story to have elements that can provide feelings of joy, funny, interesting, and exciting for children; b) adjusted to the interests of children who are usually concerned with animals, plants, vehicles, dolls, robots, planets, etc. c) the level of age,

⁸ B. Laufer. *The Lexical Plight in Second Language Reading*. Cambridge: Cambridge University Press, 1997.

⁹ Maryam Eslahcar Komachali. *The effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge*. Journal of International Education Studies Vol. 5 No.3 Juni 2012, 2

¹⁰ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Intructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 3

needs and ability of children to capture the story is different. It is hoped that it must be concise or short in the child's attention span; d) opens opportunities for children to ask questions and respond after the teacher has finished telling the story.¹¹

Storytelling is widely used in various fields, not only in the field of Education, but also in the fields of military, medicine, law, and so on. There are four types of stories, including:¹²

a) *Case-based instruction*

Cases are stories that have occurred in the past. They are widely used in contexts such as medical, law, and business schools. Case-based instruction fixes the problem and solution, but the learner is placed outside the story context. The learner must discover the key facts and events as they occurred; hence case studies have a historical nature. Because they are historical, cases do not allow a learner to alter their outcome or processes. Rather, the student must apply critical thinking and theories to the existing facts to be able to form hypotheses about why the facts of the case occurred as they did. A major advantage of cases when compared to the other three types of stories is that they are imbued with authority which comes from the actual facts of the stories.

b) *Narrative-based instruction*

Narrative-based instruction fixes the problem, the solution, and the learner all within the context that the story frames. The storyteller or narrator controls all of the information received by the learner. Narratives can be either fictional or non-fictional. They seek to emotionally immerse the learner in the narrative's situation; probably more deeply than any of the other three-story types. For this reason, narratives often are told for entertainment's sake, often without pursuing an instructional objective. A narrative seeks to express a series of events; however, it does not necessarily have to tell the events in a chronological sequence.¹³

c) *Scenario-based instruction*

¹¹ Muktar Latif, dkk. *Orientasi Baru Pendidikan Anak Usia Dini*. (Jakarta: Kencana, 2014), 111

¹² Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 4-5

¹³ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 5

Scenarios state fixed solution criteria, but not necessarily fixed solutions. The learner is positioned in a place that allows them to interact with the scenario and produce different outcomes depending on their decisions and actions. They can be fictional or non-fictional. However, for purposes of instruction they often come from history. Scenarios are heavily used in operational training such as the nuclear power industry and the military because they require active interaction by the learner and can be given operational characteristics. While many scenarios are drawn from actual cases, they can be altered (sometimes significantly) to suit the purpose of instruction and evaluation measurement. This ability to accurately measure learner responses in a scenario driven simulation, simulator, or instructional game makes scenarios effective places to try out new theories, approaches, and procedures for solving operational problems. Learners can gain valuable lessons from the experience. The main goal of scenario-driven instruction is to improve performance.¹⁴

d) *Problem-based instruction*

The final story type is especially suited for teaching learners about how to best solve ill structured problems that do not have optimal solution criteria or parameters. Problem-based instruction requires, or at least allows, the learner to take charge of their own learning process and activities. This uses the problem (fictional or non-fictional) as a mechanism for conveying knowledge to the learner. The learning is usually done in a team setting, where each team member must provide collaborative help in finding a solution. A key is that while a teacher might help the learning, each learner and the learning team must take responsibility for defining a path to solving the problem and then applying facts and skills to reach a solution.¹⁵

Ghazi in his article mentioned that there are quite a number of benefits from telling stories to children, including:¹⁶ Make it easier for

¹⁴ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 5

¹⁵ Dee H Andrews. "Story Types and The Hero Story" in *Storytelling as an Instructional Method: Research Perspective* edited by Dee H Andrews, Thomas D. Hull, Karen DEMeester (Rotterdam, Sense Publisher, 2010), 5-6

¹⁶ Niswatin Nurul Hidayati, "Telling about Islamic Heroes and Female Leaders: Ways of Implanting Self-Concept, Moral, and Religious Value on Children" *Jurnal Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, Volume 1, Nomor 2, Oktober 2019, E-ISSN 2656-9523 P-ISSN 2657-1269 quoted

children to learn languages, Quality stories will shape the child's personality, Foster creativity, Improve children's thinking power, Creating a child's imagination, An easy way to introduce Islamic values to children, Keep children away from TV, gadgets, games and the like, As a means to build intimacy between children and parents, Adding parental insight, Foster a culture of reading and love of science from an early age

In his writings, Hanum Savira also added several benefits and aims to tell children, including:¹⁷ (1) Able to instill the values of honesty, courage, friendliness, sincerity, and positive life, (2) Providing social knowledge, moral and religious values, (3) Providing experience for learning to listen. (4) Provide information about the social life of children with people around them, (5) Helping children develop various roles that a child may have.

In addition, if it is associated with intercultural understanding, storytelling has the following benefits: (1) Allow children to explore their own cultural roots, (2) Allow children to experience diverse cultures, (3) Enable children to empathize with unfamiliar people/places/situations, (4) Offer insights into different traditions and values, (5) Help children understand how wisdom is common to all peoples/all cultures, (6) Offer insights into universal life experiences, (7) Help children consider new ideas, (8) Reveal differences and commonities of cultures around the world.

In addition, if you do storytelling telling in the classroom, it will have the following benefits: (a) Promote a feeling of well-being and relaxation, (b) Increase children's willingness to communicate thoughts and feelings: (a) Encourage active participation, (b) Increase verbal proficiency, (c) Encourage use of imagination and creativity, (c) Encourage cooperation between students, (d) Enhance listening skills.

Methods in Storytelling

from Ghazi, Ummu. 2017. Manfaat Bercerita untuk anak <https://www.elmina.id/manfaat-bercerita-untuk-anak/> accessed at 10 Agustus 2018

¹⁷ Niswatin Nurul Hidayati, "Telling about Islamic Heroes and Female Leaders: Ways of Implanting Self-Concept, Moral, and Religious Value on Children" *Jurnal Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, Volume 1, Nomor 2, Oktober 2019, E-ISSN 2656-9523 P-ISSN 2657-1269 quoted from Hanum Savira Manfaat dan Tujuan Bercerita pada Anak Usia Dini accessed from

<https://www.kompasiana.com/hanumsavira/59c09f1b666c1413691cf4c2/manfaat-dan-tujuan-bercerita-pada-anak-usia-dini> dated on 10 August 2018

Children have a tendency to like stories and fairy tales, for example about the fairy tales of the Mouse Deer, Cinderella, Sleeping Beauty, and so forth. The passion is because it is an interesting story for them, also storybooks that are usually made in color with attractive illustrated images. This is as mentioned by the British Council, that Children have an innate love of stories. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves and about others. Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions.¹⁸

Julie DeNeen said that there were 30 tips that were done by the teacher to be able to attract the attention of students, including:¹⁹ Every Part Must Be Essential, You must have a hook in your opening, Draw a theme out of your story, Keep it simple, Maintain eye contact, Use vivid language that kids can understand, Use movement, Use dramatic pauses, Change your voice with different characters, Make your ending strong with an important take away point, Tell the truth, even when it's difficult, Make the character relatable, Have your story provide an answer to a problem, Know your ending before you begin, Appeal to their sense, The story should be "trustable", Invite interaction, Make the stakes high against the goal, Use props, Create the extraordinary out of the ordinary, Set the scene, Use music, Create fun sound effects, Have your students' retell it back to you, Draw real life connections, Use repetition, Write your story in one sentence before you begin, Avoid detours, Create a timeline, Don't give a way too much.

Then, quoted from the Mensa for Kids page, there are also several things that must be considered when telling a story (storytelling), including:²⁰ (a) Move your body in the "V" storytelling The "V" storytelling is when you shift where you are facing when different characters speak. This helps the audience know who is talking. Aim

¹⁸ British Council. "Storytelling - Benefits and Tips" accessed from <https://www.teachingenglish.org.uk/article/storytelling-benefits-tips> dated on 5 October 2019 at 14.25

¹⁹ Julie DeNeen. "30 Storytelling Tips For Educators: How To Capture Your Student's Attention" accessed from <https://www.opencolleges.edu.au/informed/features/30-storytelling-tips-for-educators/> dated on 5 October 2019 at 09.20

²⁰ Mensa for Kids. "The Art of Storytelling". Accessed from <https://www.mensaforkids.org/> dated on 5 October 2019 at 14.20.

your body one direction when you are one character, and then aim it another direction when you are a different character. Remember which way you face each character! (b) Use hand movements and face movements (called "expressions") to help tell the story, (c) Use different voices for different characters. (d) Speak faster and slower and higher and lower. (e) Make sure you speak loudly enough so that everyone can hear you, (f) Say the words clearly so that everyone can understand you.

Add some of the above techniques, which are related to performance techniques, including:²¹ Map the plot as a memory technique, Use story skeletons to help you remember the key events, Think of the plot as a film or a series of connected images, Tell yourself the story in your own words, Create your own version of the story and Retell it numerous until it feels like a story

Then, for the narrator or teacher, they can pay attention to the following:²² (a) Vary the volume pitch and tempo of your voice (enunciate clearly and exaggerate expressions), (b) Use your face, body and gestures (let your body speak), (c) Make your body and face respond to the tale, (d) Have a clear focus and maintain concentration, (e) Maintain engaging eye contact with the audience/individual listeners, (f) Create a charismatic presence (make the audience believe in you), (g) Use different, exaggerated character voices, (h) Use your space/be dynamic, (i) Remember to pace yourself, (j) Always remember to regain your style as a narrator, (k) Use silence and pauses to add dramatic effects

Zubaidah also mentioned several storytelling techniques that must be considered by a narrator, including:²³

a. Early storytelling

In starting the story, the narrator should be able to influence the souls of children. For example, by asking general questions to stimulate their sensitivity to the story that will be presented. This can be presented by asking the child about things that will appear in the story.

²¹ British Council. "Storytelling - Benefits and Tips" accessed from <https://www.teachingenglish.org.uk/article/storytelling-benefits-tips> dated on 5 October 2019 at 14.25

²² British Council. "Storytelling - Benefits and Tips" accessed from <https://www.teachingenglish.org.uk/article/storytelling-benefits-tips> dated on 5 October 2019 at 14.25

²³ Enny Zubaidah. *Teknik Mendongeng* dalam Majalah "Wuny" March 2004 edition. Yogyakarta: LPM UNY.

b. Vocal/pronunciation/impersonation

A storyteller who has good pronunciation, he is able to articulate dead letters and vowels perfectly. He is able to mimic the sound of living things on this earth perfectly, like the hiss of snakes. He is also expected to be able to make inanimate objects seem to come alive when he tells about fruits or other objects. The narrator must be able to live the story.

c. Tone and tone of voice

High and low voices and tone of speech, should be adapted to the situations and conditions that exist in the storyline. The storyteller should tell the story starting with a slow, calm, pleasant voice, and the voice can gradually be raised in volume. When he arrives at the part of the story plot that is filled with scenes that trigger conflict, he must present it with a voice that intrigues his listeners.

d. The appreciation of the characters in the story

The appreciation of the characters in the story can be understood through expressions spoken by the narrator in front of the children smoothly. The storyteller is said to master or appreciate the character of the story, if at the time of the story speak the dialogues smoothly. The narrator should be able to give a role to each character with the actual character characteristics.

e. Expression

Expressions created by the narrator will support the course of the story when told and will support the process of children's understanding of the course of the story.

f. Motion and appearance

In this movement and appearance, there are two namely gesture and business. Gesture is essentially small gestures (members) that are intended to strengthen acting in order to express certain emotional states or states. Business is a narrator's motion taken to strengthen scenes and acting.

g. Communicative ability

Good storytellers are storytellers who understand good storytelling techniques too. The narrator and the person being told the story should have a communicative relationship.

Language Skill

Language ability is one of the basic abilities that can be developed in children. This is like what was mentioned in the Regulation of The Minister of Education (Permendiknas) No. 58 of

2009 which states that there are at least 5 aspects that must be developed in children, including religious and moral values, language, cognition, physical-motoric and social emotional. There are four skills developed in language learning, including speaking, listening, writing and reading. If related to the context of early childhood, the ability to speak, listen, and read is emphasized here.

We also know that children like to imitate whatever they see and hear. So, by hearing a story, the children will also imitate the language they listen to when the teacher or parents read a story. This is like what Lightbown and Spada mentioned that learners receive linguistic input from speakers in their environment and they form "associations" between words and objects or events. These associations become stronger as experiences are repeated.²⁴

For example, in the context of teaching English as a foreign language for children, when a teacher or parent reads a story book or a foreign language story, then the vocabulary used in the story will more or less be absorbed by children. In learning English, vocabulary is a very important asset for mastering other language skills, for example for listening, writing, reading, and speaking. This is supported by Laufer's statement that "Vocabulary learning is at the heart of language learning and language use."

Freudenstein said that by learning languages at an early age, especially foreign languages, there are several benefits that can be obtained, including:²⁵

- a. Intellectual movement; children who learn a foreign language have a higher mental level, they are better than monolingual children both in verbal and non-verbal abilities of the same age.
- b. Mother tongue improvement; incorrect to say that learning a foreign language will interfere with the development of the mother tongue or even interfere with acquisition. Learning it will help children to understand their mother tongue system better.
- c. Cultural gains; Foreign language learning can support the growth of individual character quality and it has an

²⁴ Niswatin Nurul Hidayati. "Pentingnya Peningkatan Kompetensi Bahasa Inggris bagi Guru Anak Usia Dini". *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education*, Vol.2, No 1, 2018, 65

²⁵ Jack Zipes. *Speaking Out Storytelling and Creative Drama for Children*. (London: Routledge, 2005), 19

important role in character development.

The same thing was also mentioned by Lynn Rubright in her project called TELL (Teaching English Through Living Language) that children's abilities in listening and reading can be honed through storytelling and teaching in class that:²⁶

- a. The more teachers and their students open themselves to playful experimentation with stories, the more possibilities there are for varieties of renderings to unfold.
- b. Through storytelling workshops, teachers recognize and experience their own potential as skilled storytellers, and by modeling storytelling in their classrooms, they enable their students to become more effective storytellers, too.
- c. Storytelling, combined with dramatic play, allows children to try on many roles, helping them develop their ability to empathize, increasing understanding of those different from them.
- d. Teachers are often surprised at the insights children reveal as they ponder the complex meanings of fables, folktales, and other literature they have heard or read.
- e. When children tell stories they often reveal gifts and talents that have gone undiscovered with traditional approaches to learning.
- f. Storytelling offers many children an opportunity to develop skills and excel in oral expression, gaining respect that they had not experienced before from peers.

According to the previous statement in the current and previous subsection, it can be stated that storytelling has benefit in improving the language skill on children. Besides, learning language in the early child also provides benefits. Actually, these points had also been proved by some researches carried out by the previous researchers, for example Kirsch with her research article entitled *Using Storytelling to Teach Vocabulary in Language Lessons: Does it Work?*. The finding of this research indicated that the storytelling used in the primary modern foreign language lesson encouraged meaningful language use by

²⁶ Jack Zipes. *Speaking Out Storytelling and Creative Drama for Children*. (London: Routledge, 2005), 19.

children. The research also showed that children recalled a considerable number of words and sentences.²⁷

Another research was also carried out by Mokhtar, et al. with their research entitled *The Effectiveness of Storytelling in Enhancing Communicative Skills*, in which it showed that storytelling has beneficial effects on reading skills by students being able to associate meanings and emotions with words.²⁸ Besides, students also developed their vocabulary and learned where to use certain words or phrases. The result of this research was also empowered by the article of Miller and Pennycuff entitled *The Power of Story: Using Storytelling to Improve Literacy Learning*. They concluded that storytelling was an effective way to incorporate the aesthetic ways of knowing into instruction. In addition to improving the academic performance in the areas of reading and writing.²⁹ Isbell, et al. also wrote almost the same research article entitled *The Effect of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children*. Their research found that the storytelling and story reading were found to produce positive gains in oral language, in which they researched on two groups of children from 3 to 5 years of age which heard the same 24 stories.³⁰

Some researches were also carried out in Indonesia, for example was Runtin and Poerwati with the research entitled *Meningkatkan Kemampuan Berbahasa Lisan Anak Melalui Metode Bercerita Berbantuan Media Gambar Pada Kelompok B1 TK Dharma Kumara 1 Tibubeneng*. They used classroom research with the result that based on the observation, before the treatment, the children had 36% for their oral language ability. Then it improved by 88% in the

²⁷ Claudine Kirsh. "Using Storytelling to Teach Vocabulary in Language Lessons: Does it Work?" *The Language Learning Journal*, 1(1), 1-19. 2012DOI:10.1080/09571736.2012.733404

²⁸ Nor Hasni Mokhtar, Halim, Michi Farida Abdul, & Kamarulzamam, Sharifah Zurina Syed. *The Effectiveness of Storytelling in Enhancing Communicative Skills*. *Procedia Social and Behavioral Sciences*. 18, 163-169. 2011. DOI:10.1016/j.sbspro.2011.05.024

²⁹ Sara Miller, & Lisa Pennycuff. "The Power of Story: Using Storytelling to Improve Literacy Learning." *Journal of Cross-Disciplinary in Education*. 1(1), 36-43. 2008.

³⁰ Rebecca Isbell, Joseph Sobol, Liane Lindauer & April Lowrance. "The Effect of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children." *Early Childhood Education Journal*. 32(3), 2004.

first cycle and 100% in the second cycle.³¹ Besides, there was also research carried out by Masitah and Hastuti entitled *Meningkatkan Kemampuan Bahasa Melalui Metode Bercerita dengan Menggunakan Media Audio Visual di Kelompok B RA Saidi Turi Kecamatan Pancur Batu Kabupaten Deli Serdang*. This research showed that there was improvement on the children language ability by using audio visual media, in which before the treatment, there was only 43% ability, but then it improved by 66% in the first cycle and 85% in the second cycle.³²

Character Education

Character can be interpreted as character, mental characteristics, or character that distinguishes one person from another, and character. Characters can also mean letters, numbers, spaces, special symbols that can be displayed on the screen with the keyboard.³³ According to Sudirman, character is the values of human behavior related to God Almighty, self, fellow human beings, environment and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture and customs.³⁴ While Thomas Lickona mentioned that character is a reliable inner disposition to respond to situations in a morally good way. Josephson Institute of Ethics (2005) categorizes 6 pillars of character, including (1) trustworthiness, (2) respect, (3) responsibility, (4) fairness, (5) caring, and (6) citizenship. He also mentioned the concept of Lewis A. Barbara (2004) which suggests 10 pillars of character, including: (1) caring, (2) aware of community, (3) willing to work together, (4) fair, (5) willing to forgive, (6)) honest, (7) maintaining relationships, (8) respect for others, (9) responsible, and

³¹ Ni Wayan Runtin & Christiani Endah Poerwati. 'Meningkatkan Kemampuan Berbahasa Lisan Anak Melalui Metode Bercerita Berbantuan Media Gambar Pada Kelompok B1 TK Dharma Kumara 1 Tibubeneng' *Media Edukasi*. 2(1), 37-44. 2018.

³² Widya Masitah & Juli Hastuti. "Meningkatkan Kemampuan Bahasa Melalui Metode Bercerita dengan Menggunakan Media Audio Visual di Kelompok B RA Saidi Turi Kecamatan Pancur Batu Kabupaten Deli Serdang". *Intiqad*. 8(2), 120-146. 2016.

³³ Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Pusat Bahasa Depdiknas, 2008), 682.

³⁴ Renata, Muhammad Kristiawan, dan Fatmi Andi Rizki Pratami. "Perbincangan Pendidikan Karakter". *Prosiding Seminar Nasional 20 Program Pascasarjana Universitas PGRI Palembang* 25 November 2017.

(10) prioritizing safety.³⁵

Then, the values of character education developed in Indonesia are sourced from religion, Pancasila, culture, and national education goals, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) homeland love, (12) respect for achievement, (13) friendly/communicative, (14) peace-loving, (15) fond of reading, (16) caring for the environment, (17) caring socially, and (18) responsibility.³⁶

Kristoffer Hornburg Bolton mentioned that Moral education, often referred to as 'character education,' is a broad term commonly used to describe a particular brand of education that focuses on teaching children to be virtuous and law-abiding citizens.³⁷ Basically he mentioned that moral education which is usually called character education is a general term that is usually used to describe a special brand of education that focuses on teaching children to be virtuous and become law-abiding citizens. (Citra, 2019). Lickona (1992) emphasizes the importance of three components of good character, namely moral knowing or knowledge of morality, moral feeling or moral action, and moral action.³⁸ From what was mentioned by Lickona above, it is known that the three main components must be carried out so that character education can be implemented well. These three main points can be seen in the following picture:

³⁵ Endang Poerwanti. 2011. *Pengembangan insrtrumen Asesmen pendidikan karakter di tamankanak-kanak*. Disertasi. Tidak dipublikasikan. Yogyakarta: PPS UNY.

³⁶ Puskurbuk. *Nilai-nilai Pendidikan Karakter*. Accessed from www.puskurbuk.net. 2011 as quoted by Reza Armin Abdillah Dalimunthe "Strategi dan Implementasi Pendidikan Karakter di SMPN 9 Yogyakarta" *Jurnal Pendidikan Karakter*, Volume V, Nomor 1, April 2015.

³⁷ Kristoffer Hornburg Bolton. "Moral Education in Japan, The Coming of a New Dawn, Abe's New Moral Education". Master's Thesis in Modern Japan. Department of Cylture Studies and Oriental Languages (IKOS), Universiteteti Oslo, 2015

³⁸ Yulia Citra. "Pelaksanaan Pendidikan Karakter dalam Pembelajaran". *E-Jupekhu: Jurnal Ilmiah Pendidikan Khusus*. Volume 1, Nomor 1, Januari 2012. Accessed from <http://ejournal.unp.ac.id/index.php/jupekhu> dated on 27 April 2019 at 13:16

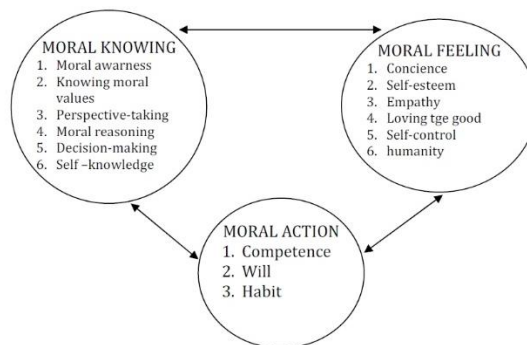


Figure 1. Components of Good Characters

Tarmansyah, et al. mention that in character education that is integrated in subjects, there are things that need to be considered such as:³⁹

- a. School policies and school administration support for character education which include: Character education vision and mission, outreach, character education documents, etc.
- b. The condition of the school environment includes: supporting facilities and infrastructure, a clean environment, honesty canteen, religious space etc.
- c. Knowledge and attitudes of teachers which include: the concept of character education, how to make learning plans, learning tools, curriculum, syllabus, lesson plans, teaching materials, assessments, implementation of character education integrated in subjects etc.
- d. Teacher competency improvement.
- e. Community Support.

Conclusion

Based on the discussion above, it can be concluded that storytelling is a learning package that can be used to teach language and moral values to children. Teaching language and moral values is a mandate from the Regulation of Minister of Education (Permendiknas) No. 58 of 2009 which states that there are at least 5 aspects that must be developed in children, namely religious and moral values, language, cognition, physical-motoric and social

³⁹ Tarmansyah, dkk. *Pedoman Pengembangan Pendidikan Karakter Di Sekolah Inklusif*. Padang: Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus (PK-LK) Direktorat Pendidikan Dasar, 2012.

emotional. So, storytelling is one of the media that can be used to teach both of these things at one time.

Language teaching and moral values in children are of course a shared responsibility, both teachers and parents, both of which are important points in children's development and are the goals of education for Indonesian children. Like what Martin Luther King said, intelligence and morals must go hand in hand. The same thing was mandated by the First President of the Republic of Indonesia, Ir. Soekarno that to be a dignified country, moral education is an important thing to consider.

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