

FREE LINGUISTICS

TEACHING ENGLISH THROUGH LITERATURE (USING SHORT STORIES TO DEVELOP INTEGRATED SKILLS OF EFL STUDENTS IN INDONESIA)

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CONTENTS

- ✓ Background
- ✓ Objective
- ✓ Theoretical Foundations
- ✓ Significance
- ✓ Methods
- ✓ Results of the Study
- ✓ Conclusions
- ✓ Bibliography

BACKGROUND

- English skills are important
- Negative attitudes toward EFL
- Motivating teachers
- Useful and interesting activities in the classroom

OBJECTIVE

- This study has dealt with short story as a genre of literature to be used in teaching English to EFL students in Indonesia.
- It aims at revealing the advantages and effectiveness of using literature (short stories) in teaching and developing students' integrated skills.

THEORETICAL FOUNDATION

- Using literature in language teaching has been applied by many EFL teachers all over the world for years (Harrold, 1965).
- Short story is considered as one of the best method to be applied in ELT class (Brumfit & Carter, 1986).
- There are many advantages when teachers use literary work, esp. short stories in the teaching and learning process in ELT class (Ramsaran 1983; Collie & Slater, 1987; Bretz, 1990; Pathan, 2013; Lazar, 1993).
- Many studies on short stories have shown positive results and recommended them to be used especially in EFL class (Bretz, 1990; Kelly & Krishnan, 1995; Gilroy & Parkinson, 1997; Belcher & Hirvela, 2000; Kim, 2004).

SIGNIFICANCE OF THE STUDY

- To introduce the concept of using literature (short stories) in the classroom to English teachers in the rural schools of Indonesia.
- To inform English teachers that various techniques and instructions can be created by using literary work.
- To identify the advantages and effectiveness in using this teaching media.

METHODS

Subject :

- 3 EFL teachers and 90 students of 3 junior high schools in 3 rural areas.
- Teachers were 2 males and 1 female, 35 – 56 years old, and 10 – 30 years of teaching experience.
- First graders. 12 – 14 years of age.

METHODS Cont.

Teaching Materials :

- The types of literary work employed in this study was *fiction* (short stories).
- The texts were selected based on their level of difficulty and level of interest for these students' ages.
- There were five short stories used adopted from British Council (Goldilocks and the three bears, Jack and the beanstalk, little red riding hood, the magic fish, and the ugly duckling).
- The texts were distributed to students as their handouts to make them easy to do the tasks.
- The tasks were used to improve their integrated skill in English. See the samples





The ugly duckling

Mummy Duck lived on a farm. In her nest, she had five little eggs and one big egg. One day, the five little eggs started to crack. Tap, tap, tap! Five pretty, yellow baby ducklings came out.

Then the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out. 'That's strange,' thought Mummy Duck.

Nobody wanted to play with him. 'Go away,' said his brothers and sisters. 'You're ugly!'

The ugly duckling was sad. So he went to find some new friends.

'Go away!' said the pig.

'Go away!' said the sheep.

'Go away!' said the cow.

'Go away!' said the horse.

No one wanted to be his friend. It started to get cold. It started to snow! The ugly duckling found an empty barn and lived there. He was cold, sad and alone.

Then spring came. The ugly duckling left the barn and went back to the pond. He was very thirsty and put his beak into the water. He saw a beautiful, white bird! 'Wow!' he said. 'Who's that?'

'It's you,' said another beautiful, white bird.

'Me? But I'm an ugly duckling.'

'Not any more. You're a beautiful swan, like me. Do you want to be my friend?'

'Yes,' he smiled.

All the other animals watched as the two swans flew away, friends forever.

Story Time



Listen to this story <https://learnenglishkids.britishcouncil.org/en/short-stories/the-ugly-duckling>



The ugly duckling

1. What's the order?

Listen to the story and put the pictures in order.





















2. Match them up!

Write the number of the picture in exercise 1 next to the sentence.



1

One big, ugly duckling came out.

He saw a beautiful white bird! 'Wow!' he said. 'Who's that?'

Mummy Duck lived on a farm.

No one wanted to be his friend.

'You're a beautiful swan, like me.'

It started to get cold. It started to snow!

In her nest, she had five little eggs and one big egg.

'Do you want to be my friend?'

Five pretty, yellow baby ducklings came out.

Then spring came.

**3. Make it right!**

Find the mistake, underline it and write the correct word.

- a. Mummy Duck lived in the city.
- b. She had four little eggs and one big egg.
- c. She thought the big ugly duckling was normal.
- d. His brothers and sisters wanted to play with him.
- e. The ugly duckling was happy.
- f. The pig, goat, cow and horse didn't want to play with him.
- g. He lived alone for the summer.
- h. He saw his reflection in the river – an ugly, white bird.
- i. He met another bird, who told him they were beautiful ducks.
- j. The two swans flew away, friends for a short time.



on a farm

4. Choose the answer!

What do you think is the moral of the story? Circle the best answer.

- a. Be afraid of people who are different.
- b. Choose your friends carefully.
- c. Appearance is not important.



METHODS Cont.

Teaching Procedure :

- The teaching and learning using literary work has been conducted for five meetings (the meetings for pre- and post- tests and interviews are excluded).
- Each meeting has taken ninety minutes.
- The students have been taught by using *a short story* in each meeting, it has then been followed by doing the tasks provided.
- In every meeting, there have been various tasks and activities.

METHODS Cont.

Instruments :

- Interviews
- Observations
- Field notes
- Tests

RESULTS OF THE STUDY

Based on the interviews:

- Teachers admitted that their students have been better in class after being taught by using short stories for several times (both performance and scores).
- However, they did not seem to enjoy using this type of literature in teaching their English classes with the following reasons: the use of short stories wasn't clearly stated in the syllabus; they were not easy to find, most of them was complicated to be easily combined with English lesson; students of rural schools could not keep up with this kind of complication; and it would take time for them as teachers to prepare themselves to teach their students.

RESULTS OF THE STUDY Cont.

Teachers also state that:

- it could not be guaranteed that teaching EFL using short stories would be effective in the long run.
- It was doubtful that the students would do well in their final exam if they were taught using this type of literary work.
- this type of teaching material could only be applied in urban schools and not suitable for students in rural areas.

RESULTS OF THE STUDY Cont.

Teacher's Answer:

Q	:	Are you going to teach using short stories after this? Why?
A	:	I don't think so. I'm really pessimistic about using them in teaching English, at least to my students. I can't easily find the materials..and I think it takes time for me to prepare myself to teach because I've never used this kind of materials before.. My students might be happy but whether or not they understand what I'm teaching is another story.

RESULTS OF THE STUDY Cont.

- Students had different answers about the use of short stories in learning EFL from their teacher.
- Based on the observations, they were so enthusiastic that they could participate actively in the teaching learning process.
- They seemed to really enjoy every task they were doing in the lesson.
- The result of the observations was in a line with the result of the interview.

RESULTS OF THE STUDY Cont.

- Asking about the use of short stories in teaching and learning, they all said that they had never learned English using this type of literary work before.
- All of them agreed that this was the first time for them to learn English this way.
- In addition, they informed that they really liked learning English by using short stories by simply providing several practical reasons, such as; it was fun, it was easy to understand the lessons, the class was not serious and boring, they could talk in English during the lesson, they were not sleepy, and there were many activities to do.

RESULTS OF THE STUDY Cont.

Students' Answer:

Q :	Do you like leaning English using short stories? Why?
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A :	Yes, I do.. The stories are great. I'm not sleepy in the classroom because I can do many activities.
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RESULTS OF THE STUDY Cont.

- Most students preferred to be taught by using short stories because for them the stories could make them enjoy the lesson, moreover, they could have new experience to retell the stories.
- They could understand the lesson well.

RESULTS OF THE STUDY Cont.

- If their teacher was pessimistic about applying this for the long run, these students were optimistic that short stories could be applied in teaching them.
- They believed that they could learn well and their English could be improved if this type of literary work was used in teaching and learning process.

RESULTS OF THE STUDY Cont.

- Looking from the results of interviews and observation, it's positive that students' English skills could be improved by using short stories.
- This has been strengthened by the scores they achieved in both tests. The result of their post-test (after using short stories) was higher than the one of their pre-test.
- However, due to the short period of this study, the test results could not be analyzed statistically to find out the significant difference.

CONCLUSIONS

- The results of this study have a pedagogical implication that learners will learn better if they like what they are learning and teachers will teach better if they are interested in what they are teaching. It is all about the attitudes of both teachers and students in looking at the teaching and learning process using short story as a genre of literary work.
- This study recommends the use of literature (i.e. short story) in teaching EFL class since it can promote language acquisition which eventually can lead to meaningful and successful language learning.

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