Training on the Use of 'Storytelling' in Teaching Literacy For Young Learners

Farida Nugrahani[1], Veronika Unun Pratiwi[2], Mukti Widayati[3], Benedictus Sudiyana[4], Nurnaningsih[5], Susy Ermawaty[6]
Correspondence : Veronika Unun Pratiwi

[1-6]Universitas Veteran Bangun Nusantara

Abstrak*:* Penguasaan literasi yang baik dewasa ini sangat diperlukan. Terlebih dengan keadaan Indonesia yang berada di posisi bawah menurut ranking Piza dunia. Keadaan yang sangat memprihatinkan dimana literasi kurang begitu digencarkan kepada siswa. Menurut penilaian berdasarkan Indeks Pembangunan Literasi Masyarakat (IPLM), skor Indonesia pada Tahun 2022 sebesar 64,48 dari skala 1-100. Pada kondisi lain, prestasi belajar para siswa di SDN Jombor 01 rata-rata bagus secara umum. Tetapi untuk pelajaran bahasa, hanya beberapa siswa yang mendapatkan nilai bagus. Keberanian siswa untuk maju didepan kelaspun nampak rendah karena mayoritas dari mereka takut berbuat salah ketika bercerita ulang menggunakan bahasa sendiri. Berdasarkan kondisi demikian, sangat diperlukan sebuah solusi untuk meningkatkan kemampuan literasi siswa. Salah satunya adalah kegiatan penguatan literasi siswa melalui *storytelling*. Metode yang digunakan dalam pengabdian ini adalah bercerita (*storytelling*). Ada tiga media yang digunakan dalam pelatihan literasi ini, diantaranya adalah dengan peta konsep, *three part flowchart story*, dan media gambar. Target yang ingin dicapai dari pengabdian ini adalah peningkatan pengetahuan tentang literasi melalui *storytelling* bagi siswa Kelas 5 SDN Jombor 01. Selain itu dari pengabdian ini diharapkan mampu menghasilkan beberapa hal yang dicapai, antara lain 1) guru lebih mengetahui kemampuan masing-masing siswa dalam pemahaman literasi; 2) guru dapat berpikir logis dan sistematis dengan memanfaatkan media yang ada dalam menciptakan cerita yang menarik melalui pelatihan literasi; 3) siswa dibantu belajar berpikir berdasarkan sudut pandang dalam praktik berpikir; 4) guru dapat lebih mengembangkan motivasi siswa untuk belajar; dan 5) siswa dilibatkan dalam perencanaan dan pengelolaan kelas.
Kata Kunci: (bahasa, literasi, *storytelling, three-part flowchart*)

Abstract: Good mastery of literacy today is indispensable. Especially with the state of Indonesia which is in the lower position according to the world pizza ranking. A very concerning situation where literacy is less intensified to students. According to an assessment based on the Index of Community Literacy Development (IPLM), Indonesia's score in 2022 was 64.48 on a scale of 1-100. In other conditions, the learning achievements of students at SDN Jombor 01 are generally good. But for language lessons, only a few students get good grades. The courage of students to come forward in front of the class is low because most of them are afraid of making mistakes when retelling stories using their own language. Based on these conditions, a solution is needed to improve students' literacy skills. One of them is strengthening students' literacy through storytelling. The method used in this service is storytelling. There are three media used in this literacy training, including concept maps, three part flowchart stories, and picture media. The target to be achieved from this service is an increase in knowledge about literacy through storytelling for Grade 5 students of SDN Jombor 01. In addition, this service is expected to produce several things that are achieved, including 1) teachers know more about each student's ability to understand literacy; 2) teachers can think logically and systematically by utilizing existing media in creating interesting stories

through literacy training; 3) students are helped to learn to think based on point of view in thinking practices; 4) teachers can further develop students' motivation to learn; and 5) students are involved in class planning and management.
***Keywords**: (language, literacy, storytelling, three-part flowchart)*

Introduction

Currently, the Indonesian government is aggressively mapping literacy, especially for elementary and junior high school students. Various literacy programs are created to increase student literacy. This activity to strengthen student literacy through storytelling in three languages (Indonesian, English and Arabic) is one of the literacy improvement programs in support of this government program. Literacy Elizabeth Sulzby in Mannan, et al. (2023) is a person's ability to speak and communicate. Where the person not only has the ability to read. But also have the ability to listen, speak and write.

From what Elizabeth said above, it shows that literacy is the main factor so that someone can develop and become knowledgeable in knowledge through reading. At least, reading gives the individual skills other than knowledge. For example, having other skills in the field they have read about or something like that. It can be understand that reading it is not only acquiring information from combination of words but beyond of that (Aryanto et al., 2023). In the elementary school level, the implementation of the literacy skills and reading ability is needs to be implemented as creating a good habits and characteristics (Nurnaningsih et. al., 2023). That is why as teacher it needs to provide guidance and direction to preparing them for a better future (Hartanti, 2024).

The target to be achieved from this service is to increase knowledge about literacy training with storytelling for Class 5 students at SDN Jombor 01, at least 75% of the 23 students. Apart from that, this service is expected to be able to produce several things that are achieved, including: 1) teachers know more about each student's abilities in understanding literacy; 2) teachers can think logically and systematically by utilizing existing media to create interesting stories through literacy training; 3) students are helped to learn to think based on points of view in thinking practice; 4) teachers can further develop students' motivation to learn; and 5) students are involved in planning and managing the class.

In other conditions, the learning achievements of students at SDN Jombor 01 are generally good. But for language lessons, only a few students get good grades. The courage of students to come forward in front of the class is low because most of them are afraid of making mistakes when retelling stories using their own language. Based on these conditions, a solution is needed to improve students' literacy skills.

The learning achievements of students at SDN Jombor 01 are generally good,

but for literacy only a few students get good grades. Students' courage to come forward in front of the class seems low. Problems like this are what make the community service team interested in carrying out coaching, especially literacy training by creating a language story based on local wisdom using simple and easy media so that it is hoped that students will become interested in literacy.

The goals of the school literacy movement can be divided into two, namely general goals and specific goals. The goals of the school literacy movement according to the Ministry of Education and Culture (2016) are as follows:

a. General purpose

Developing the character of students through cultivating the school literacy ecosystem which is realized in the school literacy movement so that they become lifelong learners.

b. Special purpose

1) Developing a culture of reading and writing literacy among students;
2) Increasing the capacity of residents and the school environment to be literate;
3) Making the school a fun and child-friendly learning park so that school residents are able to manage knowledge;
4) Maintaining continuity of learning by presenting a variety of reading books and accommodating various reading strategies.

Based on the description of the goals of the school literacy movement, it can be concluded that the goals of the school literacy movement are oriented towards growing and improving a culture of character and literacy by continuing to learn throughout life and managing schools to become fields of information and learning facilities that support students' abilities. The aim of implementing the literacy movement in schools is as a guideline in implementing the literacy program so that the literacy program becomes clearer and more focused.

In this era of information and globalization, the government realizes the importance of the role of language for communication. Based on this, the government has issued Law of the Republic of Indonesia Number 2 of 1989 concerning the National Education System followed by Government Regulation Number 28 of 1990 which mentions human resource development. Development of Human Resources (HR) in the world of education, including in the form of developing and improving the quality of abilities and skills of teachers, students and related education personnel.

Based on the considerations above, language and literacy are very necessary and interrelated, so to foster students' love of literacy, the service team offers literacy training using storytelling, especially storytelling related to local wisdom in the Central Java community.

The method used in this service is storytelling. According to Echols (in Aliyah, 2011:35) storytelling consists of two words, namely story means story and telling means telling. The combination of the two words storytelling means telling stories or telling stories. According to Echols (in Aliyah, 2011:35) storytelling consists of two words, namely story means story and telling means telling. The combination of the two words storytelling means telling stories or telling stories. Apart from that, storytelling is also called storytelling or storytelling. As stated by Malan, storytelling is telling stories based on oral tradition. Storytelling is an effort made by storytellers to convey feelings, thoughts or a story to children orally. Meanwhile, in the Big Indonesian Dictionary (Ikranegarkata & Hartatik), a story is a story, a fairy tale, a speech that describes the process of an event at length, an essay that presents the course of events, a play that is realized in a performance (about drama, film, etc.).

Method

SDN Jombor 01 Sukoharjo is located on Jalan Army Student no. 7 Jombor Village, Bendosari District, Sukoharjo Regency. Led by Mrs. Suharni, S.Pd., as Principal of SDN Jombor 01. This elementary school has 292 students whose status is fluctuating, namely decreasing from the previous number which was higher. The teachers who teach at SDN Jombor 01 also vary, including state teachers (PNS) and non-permanent teachers (GTT).
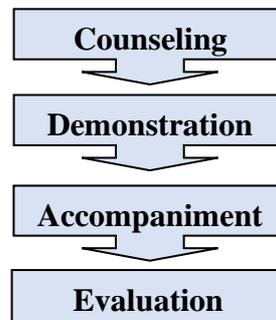
Class 5 students at SD Negeri Jombor 1 Sukoharjo, totaling 44 students, consist of 2 classes. However, the service team chose a class that was considered to have many difficulties in learning Indonesian, especially reading in Indonesian. The team selected a class consisting of 23 students. Literacy learning requires students to be skilled at reading in the learning process. Students are at least able to express their ideas, express opinions, be able to answer questions, and follow their train of thought in spoken language. This is also influenced by students' vocabulary mastery. Another thing that has an influence is the way students read or express an opinion through reading. However, based on empirical data, it shows that students do not like literacy, especially if the reading source is only written, so the scores they get on their literacy skills are less than satisfactory, on average they are still below the KKM.

In connection with the above problems, the community service team took steps by holding literacy training by telling stories. The stories taken are simple stories, which students have known in the Indonesian version. There are three things that can be used in this literacy training, including concept maps, three-part flowchart stories, and image media. The image media referred to here is that students are presented with a collection of interesting-colored images. Then they were asked to compose a story based on the existing pictures. Next, they were asked to compose

correct sentences based on the existing pictures.

The service team chose media that is easy and can be understood by elementary school students, namely reading using image media that attracts students' attention, and arranging the images into an interesting story. Where the general activities of this training begin with counseling to introduce the media used in learning Indonesian, especially media that uses interesting pictures, demonstrations by giving examples of how to use pictures to add to creating an interesting story in Indonesian. Followed by assistance using pictures in Indonesian until students are deemed capable enough to learn independently in this case without being guided by their class teacher. Finally, by conducting an evaluation to find out the extent of students' knowledge about the literacy material that students have understood.

To overcome the problems faced by partners, solutions will be provided which will be realized with the following activities:

Counseling

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Demonstration

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Accompaniment

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Evaluation

Picture 1. The Diagram of Method

1. Counseling

Picture 2. The initial observation at SDN Negri Jombor 01

Conduct initial observations or field orientation regarding the knowledge of students at SD Negeri Jombor 01 Sukoharjo regarding literacy knowledge. Providing material by introducing the media used in literacy learning, especially media that uses IT as well as providing explanations to students about what the service team does. This activity was carried out by Dr. Veronika Unun Pratiwi, S.Pd., M.Pd., for approximately 30 minutes.

2. Demonstration

This service takes the form of providing training on reading training by creating interesting stories through picture media, where the teacher reads the reading text in parts, repeating it, and asking questions to students. By repeating parts of the story and asking questions, the teacher can see whether students understand the content of the story. Reilly and Ward (1997:130) explain that this collection of interesting stories and pictures is the main tool in the learning process. This activity was carried out by Dr. Mukti Widayati, M. Hum.

The steps for implementing literacy training with storytelling strategies are as follows:

a. Stage 1: Delivery of Competencies

At this stage the teacher is expected to convey the basic competencies of the subject concerned. Students can measure the extent of the competencies they must master. Teachers must also convey indicators of competency achievement to measure students' level of success in achieving them.

b. Stage 2: Material Presentation

At the stage of delivering the material, the teacher has created initial learning momentum. At this stage, the teacher must succeed in motivating some students who may not be ready.

c. Stage 3: Telling the Story Using Pictures

At this stage, the teacher reads a story using pictures and invites students to be actively involved in the learning process by observing each picture shown. With pictures, teaching will save energy and also make students more interested in participating in the teaching and learning process, students will also understand the material being taught better. In further developments, teachers can modify images or replace them with videos or demonstrations of certain activities.

d. Stage 4: Image Demonstration

At this stage, the teacher points or calls students in turn to demonstrate pictures while telling stories or arranging pieces of pictures, until it becomes a perfect story as read by the teacher. Then students read for themselves the results of arranging the pictures into the story.

e. Stage 5: Exploration

This stage requires the teacher to ask students about the reasons/basics behind the use of pictures in telling a fairy tale. After that, students are invited to find the formula, height, storyline, or basic competency demands based on the indicators they want to achieve.

f. Stage 6: Competency Presentation

In this process, teachers must place emphasis on achieving these competencies. Teachers can repeat, explain and retell these pictures so that students know that these tools are important in achieving the basic competencies and indicators that have been set.

g. Stage 7: Closing

At the end of the lesson, the teacher and students reflect on what has been achieved and done. This is intended to strengthen the material and students' competence in remembering.

3. Accompaniment

Mentoring is carried out for five months, starting from March to July 2023. The Service Team comes to SDN Jombor 01 where the partners study, this activity is carried out regularly.

4. Evaluation

Picture 3. Evaluation activitiy

Evaluation is carried out by pre-test and post-test. The pre-test uses a questionnaire to determine the extent of students' knowledge about the literacy material they have understood. This activity was carried out by Dr. Benedictus Sudiyana., M.Pd which was held for 15 minutes. Meanwhile, after counseling and training, the service team carried out an evaluation using a questionnaire to determine progress and increase in students' knowledge regarding understanding literacy material. This activity was carried out by all members of

the service team and assisted by students. The evaluation activity was carried out for approximately 15 minutes.

Results

Based on the results of the community service team's activities, the service team produced output in the form of students' courage to read stories in front of the class. From several training sessions and mentoring, students are interested in reading picture stories, using vocabulary that they already understand.

The service team looks for short illustrated stories that students can read in front of the class, for example the Timun Emas story, the Kancil story, the Punokawan story where students or partners are already familiar with the story in everyday life. This makes it easier for students to learn literacy, where in this service activity students are partners or the main target of the service itself. From the results of literacy training activities with storytelling, the Univet Bantara Sukoharjo community service team succeeded in getting partners to dare to appear in front of the class reading an interesting reading story.

The results of the service activities carried out by the team at SDN Jombor 01 Sukoharjo are as follows:

1. Learning activities become more enjoyable because students can play an active role in the learning process by using the storytelling method.
2. Learning activities can increase students' interest in learning literacy because they use picture stories that students often hear in everyday life.
3. The learning process can be more interesting and interactive because it uses literacy learning media which are new to students, such as concept maps, three part flowchart stories, and image media.
4. Students become braver and more confident in telling stories in front of the class using their own language without the slightest fear of making mistakes in trying new things.
5. In further developments, teachers can modify the learning methods and media used in literacy learning activities to develop other language skills.

Discussion

The discussion of the service activities carried out by the team at SDN Jombor 01 Sukoharjo are as follows:

1. **Learning activities become more enjoyable because students can play an active role in the learning process by using the storytelling method.**

   Learning activities that are carried out without involving students in the learning process are certainly very boring for students. Moreover, if the teacher uses classical methods or only uses one method, so that the methods used in learning are not varied. Students only receive information from the teacher so that students are passive during the learning process.

The conditions are different from when teachers carry out learning activities, especially literacy learning using the storytelling method. The learning process carried out by teachers and students can be more enjoyable and meaningful for students. This is because students are given the opportunity to be directly involved in learning activities. One of them is by giving students the opportunity to tell stories in front of the class using their own language. The stories told are stories that students often know in everyday life, such as Timun Emas, Si Kancil, and Punokawan.

In subsequent learning activities, especially language learning and generally other subjects, students want learning activities to use varied and interesting learning methods such as the storytelling method. The aim is to make learning activities more enjoyable because students can play an active role in the learning process.

2. **Learning activities can increase students' interest in learning literacy because they use picture stories that students often hear in everyday life.**

Visualization or display of learning media used by teachers in carrying out learning activities is one of the factors that can influence students' interest in learning. Young learners are no exception. In learning languages, especially Indonesian to improve literacy skills, it is still often found that the learning media used by teachers do not use attractive visualizations. This then has an impact on students' low interest in learning literacy because the media used only displays a series of words without any interesting images.

The conditions are different from when carrying out learning activities the teacher uses interesting learning media, such as picture story media. This interesting media can increase students' interest in learning due to the emergence of students' curiosity. In the picture story media, apart from reading the story, students also get a concrete picture of the story written through interesting visualizations in the story. Thus, in learning literacy, students are more interested and interested in reading stories that are accompanied by pictures or visualizations rather than stories that only contain a series of words.

3. **The learning process can be more interesting and interactive because it uses literacy learning media which are new to students, such as concept maps, three part flowchart stories, and image media.**

In learning activities, the role of media is very important. This is because learning media is a means used by teachers to convey material to students with the aim of making the learning material more easily accepted by students. In service activities related to training in the use of storytelling to teach literacy, there are three learning media used. These three media are concept maps, three part flowchart stories, and image media.

These three learning media are new things that students have not previously encountered when learning literacy. Based on observations during the implementation of service activities, students seemed more enthusiastic in learning literacy using media. Learning activities are also more interactive due to positive communication, both between teachers and students and between students and students. This condition is certainly a good start in the student learning process to improve literacy skills.

4. **Students become braver and more confident in telling stories in front of the class**

using their own language without the slightest fear of making mistakes in trying new things.

The opportunities given by teachers for students to be actively involved in learning activities can increase students' self-confidence. This is because students feel that their presence in learning activities is highly appreciated by the teacher. Students do not just passively receive information conveyed by the teacher. However, students also participated in expressing their opinions.

Likewise with learning activities that use the storytelling method. This method gives students the opportunity to retell a story using each student's own language and storytelling style. Supported by the use of varied methods so that it can create a more interactive learning atmosphere. This in turn has an impact on increasing students' self-confidence to appear to tell stories in front of the class without the slightest fear of making mistakes when they try new things. Students become more courageous in speaking or expressing opinions so that learning activities are not only focused on the teacher. Thus, it can be seen that the storytelling method can be an alternative learning method that can be used by teachers to teach literacy to students.

5. **In further developments, teachers can modify the learning methods and media used in literacy learning activities to develop other literacy skills.**

Learning planning is one of the factors that influences the success of the learning process carried out by teachers. This includes the selection of learning methods and media used. Varied learning methods and media can increase students' interest in learning so that students can have high enthusiasm for learning. Apart from that, varied learning methods and media can create a fun and meaningful learning atmosphere for students. In this way, the expected learning objectives can be achieved optimally.

Based on these circumstances and supported by the results of observations during community service activities, it is very important for teachers to use a variety of learning methods and media when carrying out the learning process with students, especially in learning literacy.

According to Pellowski (in Nurcahyani, 2010: 46) defines storytelling as an art or skill in narrating stories in the form of poetry or prose, which is performed or led by one person in front of a live audience where the story can be narrated in a way told or sung, with or without music, pictures, or other accompaniment that may be learned orally, either through printed sources, or through mechanical recording sources.

It is also very important for teachers to modify learning methods and media. The aim is that these learning methods and media can attract students' interest in learning so that students can learn literacy in a fun way. Thus, what is hoped next is that students' literacy skills, which include viewing, listening, reading, writing and speaking, can improve.

Based on the description of the results and discussion above, it can be seen that the outcome or output of this service activity is an increase in students' literacy skills in language learning using the storytelling method, by referring to several criteria that have been determined and trained on students. Apart from that, so that this service activity can provide wider benefits, both for fellow educators and the general public, the service team writes down the implementation and results of this service in journal form and publishes it in the community service journal.

Conclusion

From the results of community service activities regarding training on the use of storytelling in teaching language, especially for reading skills, it can be said to be successful because the partners, in this case the students who were trained, were very enthusiastic about participating in this service activity, they were very interested in the illustrated stories provided, with sentences. simple and in Indonesian. Partners don't hesitate to tell stories again in their own language or read stories in front of the class. With this storytelling method, teachers are helped to teach literacy at an introductory level to their students.

Acknowledgements

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