

PENINGKATAN KEMAMPUAN BAHASA INGGRIS BAGI SISWA SD NEGERI 61 LUBUKLINGGAU: *FUN ENGLISH LEARNING THROUGH STORYTELLING*

Maria Ramasari¹, Ardayati²

^{1,2}UNIVERSITAS PGRI SILAMPARI

¹mariaramasari@gmail.com, ²Ardayati470@yahoo.com

ABSTRAK

Pelaksanaan Pengabdian kepada Masyarakat (PKM) bertujuan untuk meningkatkan kemampuan Bahasa Inggris siswa di SD Negeri 61 Lubuklinggau. Halyang mendasari kegiatan ini terlaksana adalah usia emas sasaran untuk mempelajari bahasa. Diusia emas, siswa tingkat sekolah dasar dapat lebih optimal mempelajari bahasa Inggris baik secara lisan maupun tulisan. Siswa kelas II, III, dan IV merupakan sasaran untuk kegiatan ini, dimana siswa berusia 7 sampai 10 tahun. Karakteristik siswa direntang usia tersebut dikategorikan pada masa anak sudah matang bersekolah dan sudah lebih siap menerima pembelajaran bahasa. Selanjutnya, perkembangan digitalisasi yang dengan cepat masuk disemua elemen masyarakat termasuk pendidikan. Yang mana, semuanya menggunakan bahasa Inggris. Tuntutan berkomunikasi dengan menggunakan bahasa Inggris juga menjadi alasan terpenting terhadap pelaksanaan kegiatan PKM di SD Negeri 61 Lubuklinggau. Metode pembelajaran storytelling digunakan sebagai upaya agar siswa mampu menyampaikan perasaan, pikiran atau isi pesan dari sebuah cerita secara lisan. Melalui kegiatan *storytelling*, siswa dapat meningkatkan kecerdasan linguistik, emosional, komunikasi, dan memperkaya kreativitas dalam berimajinasi. Hasil dari pelaksanaan PKM adalah siswa mendapatkan fasilitas belajar bahasa Inggris yang berkelanjutan selama empat hari melalui kegiatan *storytelling*. Peningkatan progres kemampuan siswa sangat baik, siswa memiliki rasa percaya diri untuk tampil sebagai *storyteller*, dan siswa juga bisa menjadi pendengar yang kritis dalam mengambil pesan dari cerita yang disampaikan.

Kata Kunci: Kemampuan Bahasa Inggris, *Fun English Learning*, *Storytelling*

ABSTRACT

Implementation of Community Service (Pengabdian kepada Masyarakat: PKM) aims to improve students' English skills at SD Negeri 61 Lubuklinggau. The thing that underlies this activity is the golden age target for learning language. At a golden age, Elementary School level students can more optimally learn English both orally and in writing. Students in II, III, and IV grade are the targets for this activity, where students are aged 7 to 10 years. The characteristics of students in this age range are categorized when children are mature at school and are more ready to accept language learning. Furthermore, the development of digitization is rapidly entering all elements of society including education. Which, all use English. The demand to communicate using English is also the most important reason for implementing PKM activities at SD Negeri 61 Lubuklinggau. The storytelling learning method is used as an effort so that students are able to convey feelings, thoughts or the message content of a story orally. Through storytelling activities, students can improve linguistic, emotional, communication intelligence, and enrich creativity in imagination. The result of implementing PKM is that students get continuous English learning facilities for four days through storytelling activities. The improvement in the progress of students' abilities is very good, students have the confidence to appear as storytellers, and students can also become critical listeners in taking messages from the stories conveyed.

Keywords: English Proficiency, *Fun English Learning*, *Storytelling*

Introduction

Education is very important in equipping people to become human resources capable of dealing with technological, economic, cultural and social advances. However, not a few people have the mindset that education is not important, especially for people who live in remote villages. They think that education is a hassle because it costs money and takes up a lot of their time. The most important thing for them is how to work and make money quickly. In fact, getting a proper education for community life can help them to form a perspective on life, for careers and get a job more easily, and the most important thing is to build the character of the community to become individuals who are insightful, independent, and contribute to advancing the environment around them broadly. A wise sentence delivered by Nelson Mandela: Education is the most powerful weapon you can use to change the world, implying that all changes start with knowledge, if you want to be successful learn knowledge and use it for everything that is not only beneficial for yourself but also for many people.

The public's view of learning English is also of concern. Moreover, people in villages think that the use of English can only be learned and only becomes social behavior for people in cities. The subjective views of the people in the village are also exacerbated by the unpleasant learning experiences that students receive from an early age while learning English at school. This phenomenon is one of the causes of negative stereotypes about learning English. Through this service program, the writers as lecturers at University PGRI Silampari took the initiative to provide fun and easy English learning for students at SD Negeri 61 Lubuklinggau.

Facing the current 5.0 industrial revolution, it has become a necessity for all levels of society to have skills in the English language, so they can compete globally. The demand to master English as an international language requires people to learn it from an early age. After conducting surveys and observations at SD Negeri 61 Lubuklinggau as a target location, information was obtained that the students at SD Negeri 61 Lubuklinggau were still much unmotivated to learn English actively. There are many factors that cause this to happen, such as the lack of educators, especially in the field of English, book facilities, unsupportive media and environment and so on. Information was also conveyed by the Head of SD Negeri 61 Lubuklinggau, Mr. Agus Supriyadi, S.Pd. SD that it had been three years since English lessons were no longer given to students formally and regularly in class. This is because the program from the local district government prioritizes or focuses on other additional subjects.

Based on the results of this information, the authors concluded that SD Negeri 61 Lubuklinggau students needed a motivational boost to learn English using a fun and easy-to-accept method, namely storytelling. This needs to be done, considering that students at the elementary school level are still at the golden age to study linguistics, one of which is English as a foreign language, so that they can maximally develop their potential abilities in all fields of education. In addition, the author uses hand puppet media to maximize students' creativity and imagination. Thus, students get a fun and interactive experience learning English in groups. Learning English is also expected to change and form a creative and visionary

mindset for students that learning English is important, not as difficult and boring as they previously imagined. Through this activity, students get an enjoyable English learning experience that motivates them to continue to actively study English independently and sustainably in the future.

Through this activity, the writers hope to provide valuable benefits to society in general and specifically to several parties, including:

For Schools

The implementation of this activity at SD Negeri 61 Lubuklinggau provided benefits for increasing students' knowledge and skills in using English. In addition, the school can provide further motivational encouragement and facilitate students in practicing using English.

For SD/MI teachers on the same level

This community service activity provides benefits for SD/MI teachers on the same level, namely by using fun English learning strategies and methods such as storytelling. Teachers can use learning media such as videos, songs, or pictures to create a learning atmosphere that is not boring.

For Students

Through this activity, the enthusiasm, motivation and skills of SD Negeri 61 Lubuklinggau students in using English can be increased.

For PGRI Silampari University

Community service is one of the Three Pillars of Higher Education, which must be carried out by lecturers as part of their responsibilities as educational practitioners. With the implementation of community service activities in collaboration with SD Negeri 61 Lubuklinggau, the writer who is a Permanent Lecturer at the Foundation at PGRI Silampari University participates to take an active role on an ongoing basis in improving the quality of students to be skilled in using English.

Method

The stages of the schedule for implementing PKM activities are as follows:

Preparation

The activities that will be carried out in the preparation stage are: Survey of the place of implementation of the activity, Making proposals and completing administration of permits for community service places or locations, Prepare handout materials (storytelling), and other supporting materials such as hand puppet media, instrumental songs, pictures, and others.

Implementation of Activities

Community service activities are carried out after all permits and equipment preparations have been completed. Activities carried out at SD Negeri 61 Lubuklinggau, for class II to class IV. In practice, the participants will be divided into several groups and each

group will be guided by a mentor or tutor (source person) and a committee (student). This activity will be different from the teaching and learning process in general. The training activities will be made as interesting as possible, fun learning, and apart from learning, they will also be motivated to improve their English skills. The schedule for the implementation of activities is as follows:

Meeting	Teaching Materials	Time	Teaching Tools/Materials/Resources	Speaker as Source Person
1st meeting, on 01 November 2022	Opening, introduction of resource persons, delivery of motivation and briefing on positive mindset for learning English by speakers and all committee Provision of narrative text material about Si PahitLidah (folklore of South Sumatera Province) using the story telling method and Building Powerful Vocabulary	180 Minutes	LCD, Projector, Laptop, hand puppets and materials in the form of handouts	All speakers and Committee
2nd meeting, on 02 November 2022	Provision of narrative text material about Timun (folklore of Central Java Province) using the story telling method and Building Powerful Vocabulary	180 Minutes	LCD, Projector, Laptop, hand puppets and materials in the form of handouts	All speakers and Committee
3rd meeting, on 03 November 2022	Provision of narrative text material about BatuBelahBatuBetangkup (folklore of Riau Province) using the story telling method and Building Powerful Vocabulary	180 Minutes	LCD, Projector, Laptop, hand puppets and materials in the form of handouts	All speakers and Committee
4th meeting, on 04 November 2022	Provision of narrative text material about Sangkuriang (folklore of West Java Province) using the story telling method and Building Powerful Vocabulary	180 Minutes	LCD, Projector, Laptop, hand puppets and materials in the form of handouts	All speakers and Committee

Evaluation

This evaluation aims to see the progress of the activities carried out, to find out the obstacles/difficulties of students, how to handle them/find solutions so that the service activities carried out are truly effective and maximal. The final evaluation is in the form of giving an evaluation by looking at the progress of students' motivation and mindset while

participating in learning English, and then they will get a report on the results of the progress of their English language skills to find out how far their ability is in mastering English vocabulary and oral communication as well he wrote.

RESULTS AND DISCUSSION

The PKM activities which were carried out at SD Negeri 61 Lubuklinggau on November 01st–04th, 2022 (Tuesday-Friday) ran effectively and smoothly. The effectiveness is reflected in the progress of students who show high self-confidence to appear as storytellers and students are far more critical in capturing and receiving the implied message from the stories conveyed by speakers, committee members, and friends.

Explanation of material to students



Main Activity-Practicing: Storytelling



The output of this PKM activity is the national PKM Journal. Furthermore, the output of the activity of making materials and archived documents (written reports) can make it easier for teachers and students to access them as teaching and learning materials. The evaluation of this activity is consistent and sustainable to facilitate students to be able to learn English in a fun and communicative method or way.

Bibliography

- Asfandiyar, AndiYudha. 2007. *Cara PintarMendongeng*. Jakarta: Mizan.
- Banister, F., & Ryan, C. (2001). *Developing science concepts through storytelling*. School Science Review, 83(302), pp.75 – 83
- Barrett, H. (2006). *Researching and Evaluating Digital Storytelling as a Deep Learning Tool* in (C. M. Crawford, R. Carlsen, K. McFerrin, J. Price, R. Weber, & D. A. Willis, Eds.)*Educational Review*, 1(1), 1–8. Retrieved

- from <http://www.helenbarrett.com/portfolios/SITEStorytelling2006.pdf> (Last accessed 26th Oct 2022)
- Baumeister, R. F., & Newman, L. S. (1994). *How Stories Make Sense of Personal Experiences: Motives that Shape Autobiographical Narratives*. *Personality and Social Psychology Bulletin*, 20(6), 676–690. Retrieved from <http://psp.sagepub.com/content/20/6/676> (last accessed 24thOct 2022)
- Boje, D. M. (2008). *Storytelling organizations*. Sage Publications Ltd, London. Retrieved from <http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780857026729> (Last accessed 26th Oct 2022)
- Boje, D. M. (ed.) (2011). *Storytelling and the Future of Organizations: An Ante-narrative Handbook*, Routledge, Oxford
- Bruner, J. (1986). *Actual Minds, Possible Worlds*. Harvard University Press, London.
- Bruner, J. (1990). *Making Stories: Law, Literature, and Life*. Harvard University Press, London.
- Bruner, J. (2004). *Life as Narrative*, *Social Research* 71(3), 691–711.
- Daryanto. (2009). *Panduan Proses Pembelajaran Kreatif dan Inovatif*. Jakarta: Publisher.
- Holik, Abdul. (2013). *Peran Taman Bacaan Masyarakat (TBM) Sudut Baca Soreang dalam Meningkatkan Minat Baca Masyarakat di Kabupaten Bandung*. *Jurnal Pengabdian Masyarakat UNINUS*. Vol. 3 No. I Juli 2013 (50-56).