

Storytelling and Bulletin Board for Character Education

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Abstract

Indonesian minister of education attempts to raise up an issue about developing character education amongst Indonesian schools based on the goal of Indonesia's national education law No.20 Year 2003. Adeyemi(2009) justifies that the concept of teaching character education should not be seen as the prerogative of subject alone. It should be taught integrated through any subject such as mathematics, science, humanities, social sciences, civic, sports, and so on, and in this case language, foreign language, national language, or even local language. The two ideas promoted here relating to build character in students are storytelling and bulletin board. Those can be employed by teacher in establishing language class; in addition, inserting other pertinent subjects to the material is possible to do.

KEYWORDS: *storytelling, bulletin board.*

1. Introduction

More than two decades ago Martin Luther King Jr. asserted, "Intelligence is not enough. Intelligence plus character-that is the goal of true education. The statements from a very well-known man determines how important of character education is. In fact, the content of character education is not a new thing in Indonesian educational system because it has been run for years, with many variations of terms depending on the era or minister of education handling it. However, at that time schools did not use the character building of the students in all subjects, they thought that teachers on civics and religion must take the responsibility for that area. Due to this condition, nowadays schools and government agree to socialize the new curriculum upon character education should be taught in all lessons. To develop what such ideas that be able to accommodate this program, this paper aim to find out those can be engaged in language classroom activities. The first section focuses on storytelling, the important to use storytelling, kinds of storytelling, and technicalities, and examples of storytelling. The second section is about bulletin board, explaining the use of bulletin board

and some examples along with the procedure to use it, the last is conclusion of all justifications.

2. Discussion

2.1 Storytelling

2.1.1 The important of Telling Stories

It is believed that telling stories is an ancient traditional custom. The ancestors knew oral or spoken culture first then writing. They usually told some stories around campfire to their young generation for passing on real events, histories and family connections, and also to entertain. Since past to present, people have told stories to teach beliefs and value to others. The oral tradition of knowledge transfer and exchange has served as the basis for education since humans began teaching one another.

In educational circumstance, it cannot be denied that storytelling plays important role for both teachers and students. Eades (2006: 11) states that storytelling has also been part of formal education for many years. In the nineteenth century, student teacher were trained to tell stories. Stories have obvious significance in teaching of literacy, but they are also important in other curriculum areas. As a result, teachers to be or not, they enforced to have a good telling skill, even when they were in teacher training, however the goal for this enforcement is creating a teacher who is able to make the class become vivid instead of boring. Besides establishing conducive classes, teachers are also in charge of directing students' character development. One possible way amongst others is by telling stories. In fact, most of the students who aged over 12 to 17, teenagers, dislike being preached because they feel like a prisoner who made a crime. According to them, a favorite teacher is the one who is good at explaining the subject, and telling some stories and jokes as well. Consequently, moral messages and advices from the teachers can be delivered smoothly and precisely to the students by practicing this rhetorical style. Meanwhile, Eades (ibid) adds that History and geography, science, religious education (RE) and even math can all come alive through stories. In other words, teaching technique can be so

creative that there are some aspects transferred at once. For example, blending two subjects or more into one, math and English, and then asserting religious point of view in the end of lecturing.

The essential of telling story for student is much, advancing ability in language either first language or foreign language and strengthening the attitude toward language. Krashen (1982:30) states that as long as foreign language instructors continue provide comprehensive input in the classroom, they are facilitating their students' natural language acquisition. In addition, Pesola (1977:178) indicates that storytelling is "one of the most powerful tools for surrounding the young learner with language. A good tool for providing in the foreign language classroom is storytelling. In term of language learning, pupils as the ones who benefited through this teaching method are encouraged to demonstrate their capability in telling stories so that their four skills, listening, speaking, reading, and writing are improved. Regarding to it, Eades (ibid:11) states as below:

Stories can be an invaluable tool for developing speaking and listening skills and as stimulus for discussion or philosophy and thinking skills. Stories can assist the development of social awareness and help children to build up an emotional vocabulary.

Besides developing four integrated skills, Eades determines that stories engaging all human deed are beneficial for the development of students 'characteristics. when the story is told, the students soon realize that it is not somewhat far away from their own lives, showing two opposite sides; good and bad, or happy and sad. Sarries (1990:174) remarks, "Stories become an important device individuals use to interpret to each other their experiences, experiences with work, school, a text, their families. Life experience reflecting in the stories invites the listeners, students, to evaluate or respond. Whatever their judgment or comment made must be appreciated by their tutor, peers, principal, parents and others. Indeed, kindergarten students to college students are hunger from the opportunity to demonstrate their critical thinking upon certain cases which need to be solved.

2.1.2 Kinds of Stories and How to Tell Them

Some may say that only story which is told by storyteller alive, in front of the audience is the true storytelling, and reading story or story on CDs or audio tapes are typically not storytelling. Morgan and Rinvolucris (1987:7-8) argue that

the two versions not only differ from each other in both content and language, but also in pace; and both differ from a story reading in numerous way. In some ways telling is easier than reading aloud. While the reader may be forced to interpret speech patterns and rhythms very different from his or her own, storyteller can shape the story to one's own needs. Other distinctions in telling a story are eye contact and interaction between storyteller and her or his audience.

On the other hand, Hendrickson has another point of view which is different from those, considering the other formats of storytelling as parts of it. He (1992:12) justifies that there are three different ways of telling a story, especially, in the foreign language classroom, namely:

a. Traditional storytelling

Many storytellers use a wide variety of visual props to help their listeners understand meaning. These props include chalkboards, flannel, fallboards, magnetic boards, flip cards, paper rolls. Overhead transparencies, puppets, slides, and filmstrips.

b. Story reading

Reading familiar stories aloud to students of foreign language “permits them to hear and attend to a significant amount of cohesive literary language. Storytellers who choose this format should be sure to read the story aloud several times to themselves before reading it in class in order to rehearse how to they wish to tell it.

c. Interactive storytelling

Trousdale (1990:165) regards storytelling as a cooperative venture which is “always enjoyable but not always predictable”. She has students tell a story together in pairs, much like parents do with their children. The storyteller could also begin telling a story, then ask the listeners to interact with it by elaborating

on incidents, incorporating characters and information from other sources, and varying the plot.

2.1.3 Important Things to Consider in Storytelling

Some explanations and theories about what to do before presenting the storytelling (Mufarida, 2011:21-22, Morgan and Rinvolutri, 1987: 7-11) are synthesized as follow:

a. Selecting Story

Stories are everywhere: traditional fairy stories, folktale collections, newspaper report, literary short stories, films, and plays, anecdotes, rumours, stories from childhood, imagination. Dealing with an appropriate story to deliver, Mufarida (2011:21-22) identifies that there should be a lot of things to consider like the objectivity of using storytelling: for teaching vocabulary, for enjoyment, for introducing cultures and celebrating occasion; the age of students; the students' language proficiency level, etc.

b. Making an Outline

A brief written outline provided the best way to store material for storytelling. The skeleton should give, in minimal form, a plot outline, background information whereas necessary *e.g.* cultural context if the plot is heavily dependent on this), and a certain amount of character detail.

c. Practice

Read the script aloud several times. After that, try to retell the story. Then retell the story without looking at the script, pay more attention at body movement and voice level. Remember the point here is focusing on what is essential to memorize – the plot and development.

d. Style

There are many ways of telling a story. One can unroll one's mat under the nearest tree and call together a crowd; one can buttonhole a stranger in a railway

carriage or bar; one can murmur in the ear of a sleepy child, standing or sitting on a raised chair in front of rows of students one can capture something of the one-man theatre show, aim to fire emotions or entertain by pure acting skill. One can sit with the students, in a tight circle.

e. External Environment

Choose the media which are going to support the performance: pictures, puppets, flannel board, toys, and multimedia. Variation in the external environment such as furniture, lighting, color can also be made to heighten particular effects.

2.1.4 Example of Storytelling Activities:

Skeleton

Jack and the beanstalk

Jack lived with mother in cottage, very poor
 She sent him to sell cow
 He met butcher – sold cow for beans
 Mother angry – threw beans out of window
 Next morning Jack's room dark. Beanstalk rising to the sky
 He climbed to top-strange land
 Met woman- she said land belonged to giant. Giant had killed his father and stolen his money
 Jack walked, night fell, came to castle
 Giant's wife unwillingly took him in, fed him, hid him in oven
 Giant returned, sniffed round kitchen
 'Fee, fi, foh, fum
 I smell the blood of an Englishman
 Be he alive or be he dead
 I'll grind his bones to make my bread'
 Giant ate huge supper, called for his hen, roared: 'lay!'
 She laid 12 eggs. Giant went to sleep, snores shook castle
 Jack stole hen, ran to beanstalk, back home
 He and mother rich

Jack back up beanstalk – disguised
 Taken in again by giant's wife-hidden in cupboard
 Giant returned: 'Fee fi...' Huge supper, counts money, snores
 Jack steals money, back down beanstalk
 Builds mother new house
 New disguise-back up beanstalk

Taken in by wife, hidden in wash-tub
 'Fee, fi..'Huge supper, giant calls for harp: 'Play!'
 Harp plays, giant snores
 Jack grabs harp, harp cries 'Master, Master!'
 Giant wakes – chases Jack
 Jack fast down beanstalk giant close behind
 Calls 'Mother, Mother, the axe!'
 Chops down beanstalk-kills giant

In class

1. Tell the story as fully as you can.
2. Write up the words below on the board and ask the students, working individually, to put the ideas they find most relevant to the story first and the least relevant last. Be ready to explain unknown words.

Revenge	cannibalism	independence	disobedience
poverty	techniques	greed	laziness
anger	tree surgery	other world	realism
adventure	fear	social mobility	
3. Pair the students and ask them to justify their rank to their partner. Get them to repeat two or three times. These explanations re-cycle much of the language heard in the story without making the students retell the story to has just heard the self-same story.

The story above 'Jack and the beanstalk' contains many elements which can be discussed such as economy point of view upon the economy situation of Jack and his mother; and the giant. The religious standpoint toward Jack's conduct, biological reasons of the tree surge, and so forth.

Adopted from Margon and Rinvulcri, 1987:25-26

2.2 Bulletin Board

Most all schools are familiar with bulletin board. They usually hang it on the wall to announce the news around school, like test schedule, test result, pictures of school activities. Actually bulletin board can be more than displaying those to be seen at glance by the students. Just like Smitten's statements (2010),

“Bulletin boards can serve many purposes. They can be an object of art, display student's work, or be a teaching tool. As teaching tool means that the teachers, particularly language teachers, use it to explain language and its emphasis on character education. The function of bulletin board itself is as a constant reminder of the values without taking away from class time. Therefore by using bulletin board displays for character education assists the pupils remember about six pillars are trustworthiness, respect, caring, fairness, responsibility and citizenship.

According to Smitten (2010), “Ideas are numerous, but based on your goals as a teacher, and the size and placement of the bulletin boards, you must decide what purpose your bulletin boards can serve”. In other words, the lesson plan of the material must be clearly mentioned by the teachers, when they teach character education with bulletin board as the medium of teaching and learning. Here in this paper provide some of bulletin board activities taken from two websites as the sources. Besides, those can be applied to class of many world languages; teachers can develop each activity based on the characteristics of the class, language proficiency level (on foreign language subject), and the condition of the class or school.

2.2.1 Friendship

Procedure:

Divide the class into groups of two. For odd numbered classrooms, add a third student to one group, so that no child works alone. Ask the children to act out a scene that demonstrates friendship. Make suggestions as needed and take photographs of each group demonstrating friendship. Paste the photographs to the top of a sheet of colored paper. Provide each pair with a half-sheet of lined paper. Instruct the students to write about their activity. Paste the writing to the bottom of the corresponding photograph and display on a classroom bulletin board. Do this at the beginning of the school year and use it as a daily reminder of friendship behavior. (Truelove on www.ehow.com)

2.2.2 Honor

Procedure:

Display students' names down one side of the bulletin board. Instruct the students to encourage honor among their classmates by acknowledging when another student does something honorable, such as telling the truth about a situation that arises between students, choosing not to participate in a forbidden activity or turning in a valuable item instead of keeping it. Every time a student is praised by classmates for doing something honorable, place a gold sticker next to his name. After a student receives a predetermined number of stickers, award him with a certificate or prize for honorable behavior. (Frost on www.ehow.com)

2.2.3 Student Pledges

Procedure:

Getting the kids to commit to act according to the principles of character education gives them responsibility for their actions. For this bulletin board display, each child writes a pledge for her behavior based on character education. For example, a child might pledge to be a good citizen of the classroom by treating all of her classmates fairly. Have the students write specific pledges rather than general statements such as "I will be honest." Have them dig deeper to explain how they will accomplish their pledges. Display the pledges on the bulletin board. (Frost on www.ehow.com)

2.2.4 Pillars of Character

Procedure:

The six pillars of character are often used in character education to create a solid foundation for the kids. The six pillars are trustworthiness, respect, caring, fairness, responsibility and citizenship. To create a pillars of character bulletin board, cut out large pillars or columns from colorful paper. Write one of the concepts on each pillar and display it on the bulletin board. Include examples of each of the six concepts in the display. (Frost on www.ehow.com)

2.2.5 Famous Examples of Character

Procedure

Kids often have favorite celebrities they look up to, whether it is a musician, athlete or actor. Choose some solid examples of celebrities who display good character. Think about the age of the students and the celebrities they might know

and admire. Include a picture of each celebrity and what makes each an example of good character. (Frost on www.ehow.com)

2.2.6 Student Character Stars

Procedure:

This bulletin board idea is similar to the celebrity idea but on a local level. The display recognizes students in the class or school who exhibit good character. This gives those students recognition for their good choices and encourages others to follow the example set by the recognized students. Include a picture of the child and a description of how he exhibits good character. Ask the child for a quote about what good character means to him. A similar idea is to take pictures of kids in the act of showing good character. Post the pictures along with the character words that describe the act. (Frost on www.ehow.com)

3. Conclusion

The latest issue on Indonesian education environment is developing character education. The two ideas promoted here relating to build character in students are storytelling and bulletin board. Those can be employed by teacher in establishing language class; in addition, inserting other pertinent subjects to the material is possible to do. Just like Adeyemi's explanation (2009) that the concept of teaching character education should not be seen as the prerogative of subject alone. It should be taught integrated through any subject such as mathematics, science, humanities, social sciences, civic, sports, and so on, and in this case language, foreign language, national language, or even local language.

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