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# 3<sup>rd</sup> TEYLIN

## Proceedings of

### The 3rd International Conference on TEYLIN TEYL: Welcoming Generation Alpha

## Editors :

1. Prof. Drs. Junaidi Mistar, M.Pd., Ph.D
2. Dr. Itje Chodidjah, MA.
3. Drs. Suprihadi, M.Pd.
4. Dr. A. Hilal Madjdi, M.Pd.
5. Ahdi Riyono, S.S., M.Hum



Gripta Hotel, Kudus Indonesia  
20 - 21 September 2019

English Education Department  
Muria Kudus University

Badan Penerbit Universitas Muria Kudus



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# The 3<sup>rd</sup> TEYLIN International Conference

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## ACKNOWLEDGEMENT

It is our great pleasure to serve as conference chair for the third time for the International Conference on Teaching English to Young Learners, organized by English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Our institution is very proud to be able to hold this Third International Conference focusing on the current issues on teaching English to young learners.

The 3<sup>rd</sup> International Conference on TEYLIN is a once two year conference held to provide forum for academics, lecturers, teachers, practitioners, and students to disseminate their academic articles. The grand theme of the 2019 TEYLIN Conference is *TEYL: Welcoming Generation Alpha*. The generation born in 2010 to 2025 requires appropriate education to survive in the global competition. It is a tech-thumb generation whose life is filled with technology. This conference, again, brings together English language teaching (ELT) specialists, apprentices, and enthusiasts to share ideas and thoughts on welcoming generation Alpha.

As the chair of 3<sup>rd</sup> Teaching English to Young Learners in Indonesia International Conference 2019, we would like to extend our sincere gratitude to all presenters, especially Dr. Willy A Renandya, Dr. ItjeChodidjah, M.A, Prof Dr. JunaidiMistar, Ph.D, Dr. Sri Endang K, M.Pd., Dr. Noreen Noordin, and Ms. PhungHai Chi, for accepting the invitation to speak as the keynote speakers.

The committee would also like to thank the Rector of Muria Kudus University, Dr. Suparno, S.H., M.S., and the Dean of Teacher Training and Education Faculty, Dr. SlametUtomo, M.Pd for their full support. The last we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join the next 4<sup>th</sup> TEYLIN International Conference.

### **Rusiana, M.Pd**

Conference Chair TEYLIN 2019

English Education Department

Teacher Training and Education Faculty

Muria Kudus University



# The 3<sup>rd</sup> TEYLIN International Conference

## September 2019



### WELCOMING REMARKS

#### RECTOR OF MURIA KUDUS UNIVERSITY

It is a great honour for me to welcome you to *the Third International Conference on Teaching English for Young Learners (TEYLIN)* organized by the English Education Department of Muria Kudus University. This two day conference presents a worth discussing topic which is concerned with how educators should wisely respond to typical learning characteristics of students who are exposed to the development of information and communication technology. Now, educators who are derived from the generation of X, Y and Z (millennial) have a challenge of teaching students familiarly known as “Generation Alpha”, a generation born from 2010 – 2025, who more values their iPad, iPhone or other types of gadget more than anything else. Generation Apha is a very important asset of a nation since they are the most influencial generation in the 21 century so educators including English teachers play important roles in preparing them with 21 century’s competence.

At the same time, educators are also culturally assigned to instill local values explored from the country where the students live so that they can go global without leaving their local indigenouness. The third TEYLIN international conference is also expected to be able to bring you to a deep and fruitful discussion on theoretical and practical points of view of how to keep exploring and then instilling the local values in English Teaching and Learning process for Young

Learners in this fast growing technology. The topic of this two day conference is “**TEYL: Welcoming Generation Alpha**” by which we will highlight together what and how we can explore and bring about appropriate policies, research result, approaches, strategies and best practices for better English teaching for young learners in this digital era. TEYLIN international conference is part of our effort to accommodate ideas, points of view, criticism, and other constructive suggestions to bring about better education. It is also a part of our commitment to present Muria Kudus University asa center of the development of science, technology, and arts to global community.

In this lovely occasion, please allow me to express my deepest appreciation to all faculty members of the English Education Department of Muria Kudus University for their never ending initiative to organize this very important international conference. My special

appreciation also goes to the organizing committee who has done the effort to make this conference happen I also would like to express my gratitude to the plenary speakers and parallel speakers, as well as all participants of the conference who are willing to spend their most valuable time for sharing their knowledge and expertise. Finally, may you have a nice and fruitful discussion in this International conference.

Thank you

Wassalaamu'alaikum wr. wb.

**Kudus, October 2019**

**Dr. Suparno S.H.,M.S**

**The Rector of Muria Kudus University**



# The 3<sup>rd</sup> TEYLIN International Conference

## September 2019



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# HELPING YOUNG LEARNERS TO ACQUIRE ENGLISH PRE READING SKILLS THROUGH READING STORIES

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## Abstract

English pre reading skills precede reading skills. In acquiring English pre reading skills, abundant exposure to English reading text accompanied by appropriate activities is necessary. Commonly, Indonesian students at age 8 to 11 have not achieved English pre reading skills. They mostly have known the names of things which belong to vocabulary skill. The lower skills are phonological awareness, letter knowledge and print awareness. In addition, the other upper skills are print motivation and narrative skills. This study investigated how reading stories help young learners to acquire English pre reading skills. In this respect the following research question was under consideration: To what extent does reading stories help young learners to acquire English pre reading skills? To carry out the study, the instruments used were observation, interview, and student worksheet. The participants were second, fourth and fifth elementary students of a certain course in Demak and Kudus. The findings of the study revealed that the students demonstrated to acquire phonological awareness, letter knowledge, print awareness, and print motivation. They have not yet demonstrated narrative skills. It could be said that they belong to emergent readers. The roles of teachers are as motivator, storyteller, and facilitator in order to lead them to achieve higher level of reading stage.

**Keywords : reading stories, pre reading skills, emergent readers.**

## INTRODUCTION

Not all students learn to read exactly at the same age. However, in a formal school the students have to be able to read even though they have not started to read. In an elementary school, for example, they have to master information from a written text. For very young age students, reading is the basis for their next level (Azizifar, Roshani, Gowhary & Jamalinesari, 2014). It makes them knowledgeable because it distributes new ideas to cognitive development. It also happens to the students who learn English at the age of 11 who have to be good readers. To reach the goal of being good readers, they should encounter certain skills which is called pre reading skills. Pre reading is the first step given to students before they read whole text. They are fostered words, knowledge and even experience about text, language and an expectation meaning. In the study of Mcnamara et.al. (2011), it is expected that students made inferences depended on their background knowledge in order to be the successful readers. Teachers can elaborate some activities such as, sequencing picture, discussing new vocabulary, and predicting. In fact, the Indonesian students do not reach this pre reading skill. They mostly have known the name of thing as their vocabulary skill. On the other hand, they do not pay attention to their phonological, letter knowledge and print awareness, print motivation and even narrative skills.

Reading stories for Indonesian students is very important. It can be their foundation to build their literacy skills. During reading stories, they are trying to produce opinion because

stories have idea, character and something to be achieved for them. Research evidence support the most effective ways in designing interesting and meaningful situations to young learners is using reading stories (Siahaan, 2012). Providing reading stories mean providing chance for them to use their ears to take in all of the rhythms, patterns and language to which they are exposed. At the end, their literacy is influenced and shaped by their experiences of the stories. In other words, they are motivated to explore their feelings through experiencing them happened in the stories and they can continue reading it until the conflict is resolved.

Stories in this research are from Dolphin Readers published by Oxford University Press (2005) for the first and (2018) for the new publish. They are English stories book in colorful pictures and simple sentences that can be used for the students at the age of 11. Those books were chosen because (1) it provides real examples of grammatical structure and vocabulary items. In the study of Dymock and Nicholas (2010), students' prior knowledge was activated by asking questions based on vocabulary words the students would come across in the stories. Through these stories then the researchers could find the relationship between reading stories and literacy. (2) Pictures are good source of inspiration. Putting a story together based on pictures is a good way of thinking visually. Hence, the reasearchers could find how they stimulate the students' development of multiple skills at a time.

Result from the studies reviewed above made the researchers of the present study realize that reading stories could help students to acquire their English pre reading skills especially by paying attention to the six English pre reading skills. At the end of this study then it would be very beneficial for English teachers of young learners by providing reading stories to help their students acquiring English pre reading skills.

## **READING STORIES**

Reading is generally known as a set of skills and abilities to use written information for communication, entertainment, education, etc (Wildova, 2014). It does not mean that reading pay attention only to the ability to read technically but also to understand, evaluate and use its information. As a result, in primary school situation the main step is not about forcing students to read. However, they should be provided with enough chances and even supports to read and continued by the developing their reading capability. Such a motivating activity like reading stories can be the first choice. A choice of appropriate materials plays an important role in the developmental of stimulating students to read (Wildova, 2014).

Imagination can be practiced through talking about stories (Wildova, 2014). Stories provide intrinsic motivation to read. Teachers or parents can take part on the activity of sharing stories. Their contribution can develop their pre-reading skills. As research done by Wildova (2014) that ways to exploit the potential of creating pre-reading skills are through such activities of joining library visit, reading aloud in nursery schools, working on "reading" tasks together, projects for parents and their children e.g. making the first book etc. Making the first book such as reading stories is as a fun activity that can spend students' free time. Reading stories can be a very valuable activity if students or children are trying to understand it, even think about it then at last develop it.

## **PRE READING SKILLS**

Reading handles a significant value in every person's education (Osei, Liang, Natalia & Abrampah, 2016). Children education cannot be separated from reading. The goal of reading for children is to increase their ability to communicate orally. Hence, it is necessary therefore for children to have pre reading skills. Through pre reading skills they can develop their initial thinking skills where they relate events to their surrounding. It builds their focus and reinforce their attention to materials to be read.

America Library Association (2011) mentioned that there are six essential pre-reading skills: narrative skill, print motivation, vocabulary, print awareness, letter knowledge, and phonological awareness. They are defined as: (1) being able to describe things and events and tell stories, (2) being interested in and enjoying books, (3) knowing the names of things, (4) noticing print, knowing how to handle books, (5) knowing letters are different from each other, knowing their names and sounds and recognizing letters everywhere, and (6) being able to hear and play with the smaller sounds in words or in other words being able to reflect on and manipulate units of sounds within spoken language (Dittman, 2016)

Those six essential pre-reading skills are then used as the key points in doing the research. The researchers focused on stories to help students acquiring their pre-reading skills.

## **METHODOLOGY**

### **Participants**

The participants of this study were 3 student teachers and 18 students. There were 6 students of grade 2 and 6 students of grade 5 in Kudus who were taking English class in a certain course, and 6 students of grade 4 in Demak who were taking English class in a certain English course. Kudus and Demak are neighboring towns in Central Java. Before reading the stories, the teachers were trained how to read the books to the students, starting from pre reading activities such as posing questions related to the picture of the cover, the title, and etc. One book was read twice in two meetings as an effort to help the students understand the stories. Observation and interview were administered in order to obtain data. The observation was conducted by the researchers during the class to capture whether pre reading skills took place. Interview aimed at figuring out the student teachers' thoughts on this issue. As the research sites were in respective towns, the interview was conducted separately with the same interview guidelines. One researcher interviewed one student teacher in *Demak*, and the other one interviewed two student teachers in *Kudus*. Then, some chosen worksheets from the books were also assigned to students to triangulate the data obtained from the interview and observation.

## **FINDINGS AND DISCUSSION**

Answering the research question on to what extent reading stories help students to acquire pre reading skills, the findings and discussion are presented as follows.

### **Grade 2**

The student teacher is in the last year of her college. She is currently doing teaching practice in a senior high school. In the English course, she teaches Grade 2 students. The books she had read were "*The Doctor Doctor, Baby Animal, and Game of Shape*". She admitted that

the students were excited at the first time she read a book. The students asked for more books and expected to have different stories. They seemed like the story although there were some students didn't like the story about Baby Animal, because there was a picture of lion. After reading stories, she gave worksheets which are available in the book. The worksheet assigned to the students were connecting sentences to pictures of parts of body, connecting color shape, vocabulary colors, circling yes or no, multiple choice of this and that, numbering things based on the picture, drawing things, counting shapes, counting animals. After reading stories to the students for around four weeks, the teacher noticed that the students demonstrated phonological, awareness, letter knowledge, print awareness, and vocabulary. The teacher stated that reading stories also giving different experience to the students.

#### Grade 4

For grade 4, the student teacher has taken the teaching practice in a senior high school. The books she had read were *Double Trouble*, *Lost*, *Wonderful Wild Animal* and *Uncle Jerry Great Idea*. The students were so excited having the stories. They mentioned that they never known them before. They were always enthusiastic to have the new story. It proved that they really enjoyed the stories. They liked *Double Trouble* very much. They found two naughty boys, Bobby and Kevin who disguised as a policeman. They made troubles to a girl, named Sarah. In her way to school, she was stopped by Bobby and Kevin. And unluckily, she recognized them. This story made the students laughed. That was the reason why they liked it. During reading the story, the teacher posed questions related to the story like (1) Who wants to be Bobby and Kevin? (2) Can Sarah ride bicycle? (3) She is going to? (4) The policeman is real or not? The worksheets were completing sentences, ordering sentences, circling yes or no, circling certain target words. The recognizable pre reading skills are at the points of print motivation, vocabulary, print awareness, letter knowledge, and phonological awareness.

#### Grade 5

It is a male student teacher teaching 5 grade students. He is also currently doing teaching practice in a senior high school. The books he had read were *Super Sam*, *Zorgan*, and *Nightingale*. The students were so excited and sometimes they mimed the character movements at the first time the teacher read the stories. The students loved the story and were curious about the story, and they requested more unique story the next meeting. It was noticed that they liked the stories. They liked *Superhero*, a man with super power, and *Zorgan*, an Alien story that uses code that is *Zorgan*. In reading the stories, the teacher posed questions related to the story like (1) Who likes Super Sam? (2) Super Sam wearing? (Green Coat) 3. Pronoun like she, he, it. The worksheets were similar to grade 4, they were completing sentences, ordering sentences, circling yes or no, circling certain target words. And, the recognizable pre reading skills are phonological awareness, letter knowledge, print awareness, vocabulary, and motivation.

Based on the observation, the students did really enjoy the story reading by the teachers. As it is a small class, the entire class could see the book that was being read. The teacher held the book in such a way and shown it to students that they could also read the story. In addition, the teacher also alternated students to read the story, one student one page while making sure they recognized the written words. For new vocabularies, the teachers used the illustrated pictures in the book and sometimes translated into Indonesian. Grade 5 and 4 students

demonstrated effortless reading than grade 2 students did. Moreover, upper class, grade 4 and 5 were more interested in getting involved in activities provided and being active in responding teachers' instruction. They voluntarily read the book in turn and did the assigned worksheets. The worksheets were intended to check whether the students understand the stories and more importantly whether students demonstrated pre reading skills. The teacher assisted the students in doing the worksheet and it apparently showed that the students knew letters and names of things from connecting, numbering, and counting worksheet. For skills that are not measured through worksheets such as being interested in books and enjoying books, knowing how to handle books, and being able to hear and play with the smaller sounds in words were observed during class. Being interested in books could be seen when some second graders were impatient enough to get the book from their friend's hand and read it. The upper graders were more manageable and know how to treat books well. Being able to hear and play smaller sound in words for example when teacher said *it is a box*, and *it is a book* when reading *Game of Shape*.

Related to pre reading skills, the obtained data from interview, observation, and worksheet *revealed* that the students acquired the print motivation, vocabulary, print awareness, letter knowledge, and phonological awareness. Narrative skill which is the highest pre reading skill seemed not take place yet. The students have not been able to retell stories in the target language. Through reading stories, teachers are actually motivating the students to keen on reading and to be ready to read independently. The 5 pre reading skills out of 6 might have been acquired by the students previously. The most significant acquired pre reading skill from reading stories to students might be print motivation in which the students get opportunity to touch and hold books. This physical contact to books might encourage students to enjoy books and later lead them to be early readers. According to Ellery (2009: 34), the students in this present research are defined as emergent readers in which they begin to make correlations among oral, written, and printed stimuli.

## **CONCLUSION**

This paper has reviewed pre reading skills acquired by the students through reading stories. Stories at their level have been carefully chosen in order to provide them easy and interesting pre reading experience. Repeated stories are another consideration of getting the students' interest before reaching higher level readers, which surely needs long milestone to go forward. The roles of the teachers in helping students to acquire pre reading skills are as motivator, storyteller, and facilitator as well. As motivator, teachers need to keep motivating students to listen and read stories by initially being a good storyteller for them. The pre reading skills are continuum and it is possible that the students begin to love touching and enjoying books and developing other pre reading skills simultaneously. Therefore, facilitating students with books and reading for them before they are ready to read themselves is necessary.

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