

Storyline Approach as Enhancement of Learning Foreign Language and Character Building at Elementary School

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Abstract

Using stories in teaching foreign language, it forces the teacher to be creative and innovative to encourage the young learners to enjoy reading stories. The teacher has to be smart to select which one approach can enhance learning foreign language process and also can support character building of the students. Character education at schools is a vital need for giving the next generation basic skills that not only can make them as life-long learners in this global era, but also make them function in this world. Elementary school becomes the base of character building in formal education level so that character education get a lot of attention in every subject. One of approaches that can be implemented to fulfill the condition in teaching foreign language in Elementary Schools in Indonesia is storyline approach. The approach (Storyline) was mainly developed in 1967 by a team of teachers from Jordanhill College of Education (now known as University of Strathclyde) in Glasgow, Scotland. The primary schools in Scotland use a curriculum that involves integration of new topics, such as environmental studies and expressive arts, in their teaching foreign language process. This research focuses on how teaching learning English and character education are developed in SDNBI kota Semarang through storyline approach. The method of the research was qualitative in which data were in the form of interaction transcript between students and teacher. The data would be interpreted qualitatively. Meanwhile the data were gathered through interview, observation, and note-taking.

Keywords: storyline approach, teaching foreign language, character building