

## CHAPTER II

### THEORETICAL FOUNDATION

This chapter presents theoretical foundation of the study. It presents theories, previous research findings and existing theories about teaching through stories. In detail, this chapter discuss about stories, especially characteristics of activities and tasks in teaching through stories, definition of inclusive classroom, and strategies of teaching English in inclusive classroom.

#### 2.1 Teaching through Stories

The use of media in teaching tend to have a big role in developing foreign language teaching, it is supported by Geert (1995 cited in Cameron) who said that classroom task and activities are as a unity one and other in which the development of foreign language skill take place. Media or teaching aids is a tool used by teachers, facilitator, or tutors, to help learners in developing reading, writing, speaking or listening skill and illustrate or reinforce a skill, fact or idea or relieve anxiety, fears, and boredom. Based on previous research conducted by Žigárdyová (2006), one of media which is loved by students is story. Damayanti (2011) also believes that students basically love songs, games, and stories.

Some experts state about the advantages of stories in teaching. There are as follows:

- a. Stories give student motivation and fun. It can help to develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning (Ellis and Brewster, 1991; Wright, 2001).
- b. Stories could be a tool to practice children' imagination, it means that stories can teach children to exercise their imagination, prediction and anticipation. Children can link their fantasy and the imagination with the child's real world (Ellis and Brewster, 1991; Wright, 2001, see also Mazinianian, 2009).

- c. Listening stories in the class is a shared social experience. Students can learn many things without need to experience it before, because story could be a metaphor for society. (Ellis and Brewster, 1991; Wright, 2001; Mazinianian, 2009 also Bettelheim, 1976 cited in Cameron)
- d. Children enjoy listening to stories more and more, even though with the same story (Ellis and Brewster, 1991; Damayanti, 2011).
- e. Listening to stories allows the teacher to introduce or revise new vocabulary and sentences structures by exposing the children to language in varied, memorable, and familiar, context, which will enrich their thinking and gradually their own speech. By listening the stories, students also practice skills of searching for meaning, predicting, and guessing. (Ellis and Brewster, 1991; Wright, 2001).
- f. Listening to stories develops the child's listening and concentration skill via visual signs, their prior knowledge of how language works, and their general knowledge (Ellis and Brewster, 1991; Mazinianian, 2009).
- g. Learning through stories can put the foundations for secondary school in terms of basic language functions and structures, vocabulary and language-learning skills (Ellis and Brewster, 1991; Mazinianian, 2009).

The description above shows that stories give a big role in teaching young learners. In line with Ellis and Brewster (see also Mazinianian, 2009), Žigárdyová (2006) in her research about stories, claimed that story is one of interesting media.

## **2.2 Characteristics of Activities in Teaching through Stories**

There are several characteristics of language-learning activity, especially activities in teaching through stories. There are as follows:

### **a. Preparation Activities**

In this part, teachers have to do several steps. The first is making the children to be more familiar with the content of the story that teachers want to use. It could be accomplished by reminding the children with other stories which have similar content or giving the children a summary of the story. The second, the teacher should make the children to be more familiar with the concept of the story. The third is teaching or revising some of the key language items in the story, for example, introduce or explain keywords using appropriate technique. (Ellis and Brewster, 1991; Wright, 2001; see also Vernon, 2002).

### **b. Follow-up Activities**

There are important characteristics of follow-up activities in teaching through stories:

#### 1. Consolidation

In this part, opportunities are given by teachers in order to expand and consolidate language which is introduced through a story (Ellis and Brewster, 1991).

#### 2. Final product or collective event.

What are students produce at the end of the activity. The choice includes:

- a. Making something. For example, a book, a greetings card, or a puppet.
- b. Organizing an event. For example, a tea party; turning a story into a play.
- c. Researching a topic and gathering information. Students can get the information of the content or message the story (Ellis and Brewster, 1991 see also Nunan, 2004; Vernon, 2002).

#### 3. Integrated skill work

Students are involved in language skills such as writing, note-taking, interviewing, brainstorming and so on (Ellis and Brewster, 1991; Nunan, 2004).

#### 4. Independent learning

Students have opportunity to choose an area which they like, to present their work in different ways for example, lets the students draw a favorite part of the story and ask them to explain it in front of the class stories (Ellis and Brewster, 1991; Vernon, 2002).

#### 5. Short-term or long-term.

There are two types of term in doing an activity. The activity could be short-term, such as role play completed in one or two lesson or it could be long-term developing a story into a play (Ellis and Brewster, 1991).

#### 6. Enjoyment

The activities should offer pleasure and satisfaction. Students could gain self-confident which is would give positive impact to learning English. It could be by teaching the student to sing a song goes along with the story (Ellis and Brewster, 1991; Vernon, 2002; Damayanti, 2011).

#### 7. Creativity

Follow-up activities should give space to the students to express their own ideas. Activities should encourage students' creativity. For example teacher can let students to guess the title of the stories (Ellis and Brewster, 1991; Vernon, 2002)

Vernon (2002) said that stories should tell a new unit, in the beginning, teachers may introduce story with another aid, for example picture, in order to give them line up of the events of the story, then let students guess the title of the stories in order to exercise the students' creativity, the middle of activity, let students act out parts of the story, teachers can teach the students a song that goes along with the same of the story, let the students draw a favorite part of

the story and ask them to explain it in front of the class, this strategy could give student a chance to do independent learning.

The statement of activities above also supported by Philips (1997) that activities for young learners should be simple so it is easy for children to understand the aim of activities given by teacher, the activities also should be focused on orally based, even though in fact listening activities should have more capacity for very young children. Nunan (2004) adds that the language-learning activity should also think about goal, input, procedures, teacher roles, learners roles and organization.

An activity which usually used in teaching through stories is storytelling. Teacher tells the story to all students with media. It could be with pictures, puppet, or songs. Telling the story tend to be the important thing in teaching English through stories. There are some tips for storyteller. First is innovation, it means teacher or storyteller could apply unique language, sound or body language. Second is voice mechanics, Storyteller or teachers should speak with the appropriate volume for the children to hear, it means she or he could differentiate when speak loudly, softly or whispering. Teachers can use a non-monotonous vocal expression to clarify the meaning of text and also make onomatopoeic sound (Wright, 2003).

### **2.3 Inclusion and Dyslexia**

It is found that dyslexia is the most common learning disability. Around 80 percent of students identified as having learning disabilities who qualify for special education which has reading disabilities is that dyslexic student. However, the intervention will give positive impact to the person's ability of read and write (Rief and Stern, 2010).

The intervention above is the positive treatment to handle student with dyslexia or dyslexic student. Inclusive school could be one of treatments to deal with dyslexic student.

### **2.3.1 Teaching Process in Inclusive Classroom**

Inclusive is a term which defines that the needs of all students, disability and ability students, could be met within a mainstream (Reid, 2005). In inclusive classroom teacher could face variety of special needs student (Parsons and Beauchamps, 1995). In previous chapter, there is a statement that all children are unique, moreover in inclusive classroom. Parsons and Beauchamps (1995) explain that there are at least four general domains of the students' function; (a). Language and literacy, (b). Cognitive-conceptual development, (c). Psychosocial functioning and (d). Sensory-physical abilities. Therefore, dyslexic is categorized in language and literacy functioning; thus, there is different treatment for dyslexic student.

In this study, inclusive classroom with dyslexic student were chosen, because dyslexic students is different with other special needs students. Dyslexic student doesn't have any weaknesses physically but they just have weaknesses in language and literacy (Parson and Beauchamps, 1995). The name of 'Dyslexia' itself is Greek word which means "poor language" (Rief and Stern, 2010). According to Magnan and Gomber (2006), Developmental dyslexia is explained as a difficulty in reading and spelling learning to read, in spite of the children have motivation, good intelligence, and education necessary for achieving success in reading but there is an absence of any obvious neurological or sensory disorder. In other hand, Reid (2005) argues that the term dyslexia may depend on the specific identification of the characteristics of dyslexic student, because sometimes there is a range definition which usually used to describe dyslexia.

There are several specific identifications of the characteristics of dyslexic student. There are as follows:

#### **1. Reading**

In the part of reading, dyslexic students could have difficulty in recognizing sounds in word, identification the combinations of letters that make up sounds such as 'ph' and 'th' and recalling these and using them in a word, sequencing the sounds and the letters in words in the correct order, substitution of words when reading aloud, for example saying 'put' for 'but', they also have difficulty with rhyme, remembering, for example nursery rhymes and remembering the sequence of the rhyme, may find it difficult to produce sounds in words or vice versa, exclude or adds letters; loses the place when reading, they may have difficulty with the series of the alphabet, and so on (Reid: 2005 see also Rief and Stern: 2010).

## **2. Spelling**

Student with dyslexia also has difficulty in spelling. They are hard in remembering spelling rules, they are also making phonological errors in spelling, for example 'f' for 'ph. Furthermore, they are inconsistent in using some letters with similar sounds such as 's' and 'z'. if they are spelling something they also often confuse of vowels, they also have difficulty with words with double consonants such as 'commission', confess, and so on (Reid, 2005; Rief and Stern, 2010).

## **3. Writing**

Dyslexia is term that focused on reading, but actually, some of dyslexic students also have difficulties in writing. They are inconsistent in writing, they have slow writing speed, they are also inconsistent use of capital and small letters, unwillingness to write any lengthy piece, and sometimes unusual writing grasp or sitting position (Reid, 2005; Rief and Stern, 2010).

#### **4. Memory**

Dyslexic students are very poor in short-term memory which means it could be one of the reason that they have a difficulty in remembering lists and may also show signs of poor long-term memory which could be due to confusion at the time of learning or poor organizational strategies (Reid, 2005).

#### **5. Organization**

In the part of organizing, dyslexic students are poor in organizing plans for learning, poor organization of schedule, equipment, tools and items needed for learning, such as remembering and organizing homework notebook (Reid, 2005).

#### **6. Movement**

Dyslexic students may have difficulty with co-ordination and tasks such as tying shoelaces, and hit into furniture in the classroom, stumbling and frequently falling (Reid, 2005; UNESCO, 2009).

#### **7. Speech development**

In this part, dyslexic students are being confused by similar sounds. They are very bad in articulation, having difficulty in blending sounds into words. They are also lack awareness of rhyme, lack syntactic structure, and naming difficulties (Reid, 2005; Reif and Stern, 2010).

In teaching dyslexia in inclusive classroom, one of the methodologies is Orton-Gillingham principles: multi-sensory teaching methods. Orton-Gillingham method is a method which focused on teaching reading with uses four-sensors, (a) names, (b) sounds, (c) shapes, (d), feel (Ott, 2007; Soday, 2005). The Orton-Gillingham approach which known as multi-sensory



method is a method in teaching reading, writing and spelling used by students who have difficulty in learning written language skills (Sunday, 2005). Sunday (2005) claims that Orton-Gillingham Approach is appropriate for teaching students who have been diagnosed with dyslexia and also can be used in teaching for ability students in regular classroom. (see also Parsons and Beauchamps, 1995). UNESCO (2009) also state that teacher should motivate and encourage all students to make them feel valued and important, the activity should cover all students to show their skills and allow them to share their interest with their friends, tell stories and participate in drama or dance.

The method of teaching in regular classroom also can work well in inclusive classroom (Parsons and Beauchamps, 1995), therefore, the strategies used in regular classroom can be adapted in inclusive classroom. However, teachers in inclusive classroom should consider several factors. It means teachers in inclusive classroom should aware with the needs of special needs student and also the gifted student, so the activities and lesson plan which they make should cover all needs and can be adapted to all students to achieve the basic goals in the inclusive classroom (Parsons and Beauchamps, 1995). There are several basic goals in inclusive classroom that should be considered by teachers who teach in inclusive classroom. The first is equity, it means that all students should get equal opportunity to learn in the school. And then acceptance which means all students needs to be guided to develop positive attitude toward the difference of other students. After that is power which students from victimized group should be taught to make a decision and social action skills. Next, interdependency which is all students needed to require cross-cultural dependency and view themselves from the perspective of different groups. Then, accommodation without assimilation which is a teacher should teach the special needs student to participate effectively in two different groups, their own group and the

school. The last is expansion which is a teacher should provide students with a range of ways of seeing; knowing, thinking, and being that enable them to break from their everyday experiences.

There is an example arrangement of activity in mixed-ability classroom such as inclusive classroom stated by Rose (2009):

- a. The starting points are the same for all the students - predicting the context in their own language, and then memorizing.
- b. The starting points do not depend upon previous linguistic knowledge. Other non-linguistic starting points might be: using music, drawing or painting, maiming, generating ideas or sharing world knowledge in their own language.
- c. Both linguistic and non-linguistic skills are important to the success of the activity.
- d. The objectives of the lesson should be more than one objective- memorization, drawing, a simple controlled dialogue, a dialogue departing further from the memorized model.

Moreover, there are also several tips in teaching dyslexic student in classroom especially in inclusive setting. There are as follows:

1. Using color to highlight the word, gender, accent correction or suggestion or use picture in the text. (Crombie and McColl, 2001; UNESCO, 2009; Walcerz, 2011).
2. Using game to consolidate vocabulary (Crombie and McColl, 2001).
3. Guiding the students about how to tackle tasks systematically. Students with dyslexia will often need to be taught things that other children learn automatically without teacher help. (UNESCO, 2009).
4. Explaining things many times and repeat the instruction sometimes it could be to the whole class or individually (UNESCO, 2009; Walcerz, 2011).
5. Adding mime and gesture to the word. (Crombie and McColl, 2001).

6. When giving instructions, be deliberate and use few and accurate words and make simple sentences. Make sure that all the students have understood by asking them to explain it back to you or to another student. (UNESCO, 2009).

#### **2.4 Concluding Remarks**

From this chapter, relevant theories of this study have been discussed. It is including the strategies in teaching through stories and the theories of teaching in inclusion and dyslexia.

