

## USING *KAMISHIBAI* IN TEACHING SPEAKING FOR JUNIOR HIGH SCHOOL STUDENTS

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### Abstrak

Tujuan artikel ini adalah untuk menjelaskan bagaimana langkah-langkah yang dilakukan dalam mengajarkan berbicara menggunakan media *kamishibai*. Adapun langkah-langkahnya adalah guru memberikan kosa kata yang berhubungan dengan cerita *kamishibai*, kemudian guru memperkenalkan tokoh dalam cerita *kamishibai*, lalu menceritakan cerita menggunakan *kamishibai*. Setelah itu guru memandu siswa membahas cerita *kamishibai* yaitu dengan menentukan struktur generik dan pesan-pesan moral yang terdapat dalam cerita *kamishibai*. Kemudian guru membagi murid menjadi beberapa kelompok untuk bersiap-siap menampilkan cerita *kamishibai* di depan kelas. Setelah satu kelompok tampil, kelompok yang lain memberikan komentar terhadap penampilan kelompok tersebut. Dengan adanya komentar ini, siswa akan termotivasi untuk tampil lebih baik lagi.

Keywords: Teaching Speaking, *Kamishibai*

### A. INTRODUCTION

As mentioned in the English curriculum 2013, Junior High School students are expected to be able to express meaning in simple short monologue using the variation of oral language accurately and fluently. They are expected to be able to express the idea from the text. One of the texts is narrative text. In teaching narrative, teacher should have a story. In learning narrative text, students tend to have difficulties in retelling the story. They are not able to communicate the story in their own word, because of their lack of vocabulary. Besides that, in teaching narrative text, teacher is seldom to use a real media. Teacher tends to use a text only, so the students are not too interested in learning.

Using *kamishibai* or Japanese Card-Stories is one way to decrease the students' problem in speaking a narrative text in the classroom. In *kamishibai*, the students will retell the story based on the picture. By using the *kamishibai*, the teacher will not only use the pictures in telling the story. Before telling the story, the storyteller will announce his attendance by using a wooden clapper. It can attract the students to listen the story. The storyteller will also use some

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improvisation to make the story look alive. *Kamishibai* in English allows students to take part in learning activity that is visual, dramatic and fun.

Teaching speaking is learning process which done by the teacher in the class by involving the student as participants. The teacher has to do this activity by considering everything related to the teaching learning process especially by using syllabus or curriculum provided as guidance for teaching English. Both the teacher and the student are hoped to be active because there are some objectives that must be achieved from the teaching-learning process activity.

Nunan in Kayi (2006) states some activities in teaching speaking. They are 1) information gap, 2) playing card or games. 3) picture narrating, and 4) picture describing. It means that to make student able to produce utterance, teacher may use language game (communicative game) or picture narrating/ describing in teaching and learning process. He or she has to make them encouraged to speak. And then by using *kamishibai*, this can invite them to speak. And the by using *kamishibai*, this can invite them to speak and to make their learning more meaningful and full-of fun.

Canning (2002) defines *kamishibai* is an ancient narrative art form used by Japanese monks between the 9<sup>th</sup> and 10<sup>th</sup> century, to teach their follower, later served as a moneymaker for candy salesman in the 1950's. Later, lay evangelists and teachers used it to instruct others, and nowadays it is used in schools and libraries to teach Japanese children culture and morals. Traditional *kamishibai* consisted of a set of paper picture cards in set of 16, measuring 15" x 10,5" that depicted a story (McGowan). The cards have a picture side with prominent colorful drawing that always faces the audience. The back side of the card is the text side, with the words the storyteller will use, and a small replica of the picture shown on the front side. Most important is the last card; on the back is the textual message for the first card (Rowe, 1997; Canning, 2002)

Rosenoff (2005) defines *kamishibai* as an old traditional form of storytelling from Japan. In addition, Baird (2005) states that *kamishibai* is like paper PowerPoint; storytellers change "slides" or "story cards" as they make presentations. However, in *kamishibai* performances, the story teller puts the "slides" or story cards to the back of the entire set of cards, using the right hand, with exaggerated movements for dramatic effect and suspense.

Tamaki (2006) says that he stories may be modern or traditional or pedagogical in approach and, in Japan, are usually aimed toward a young audience. They are often inserted into a wooden stage when performed but may be used without one.

Baird (2005) says that the storytellers told their story in a manner resembling puppet shows. They displayed their story cards in a wooden frame on stages in villages or in a box mounted at the back of a bicycle. Nowadays, teachers place the entire stack on the knees, firmly grasping them at the left side with the left hand, using the right hand to move the cards (Battino & Kataoka, 2007).

Baird (2010) also states that *kamishibai* provides a safe setting necessary for students to allay their fears and speak to a real audience. Battino and Kataoko

(2010) also states some benefits of using *kamishibai* in teaching English, the benefits are: Easier to read (and watch) than conventional picture books.

1. Facilitates interactive storytelling.
2. More immersive than simply hearing a story, this is helpful for English language learners and special-needs students.
3. Facilitates picture-reading, an important step in learning to read text.
4. A fun way to experience foreign cultures, history, and languages.
5. Develops presentation skills.
6. An engaging, visual way to teach math concepts.
7. Helps demonstrate and develop social skills.

Canning (2002) states that *kamishibai* is one of great ways to teach English. Children of all ages love stories, and *kamishibai* combines the beauty and the power of narrative (the Once upon a time . . . or Mukashi, mukashi, . . . magic) with the visual and auditory forms of drama. As children often have short attention spans, it is very difficult for language teachers to keep their students interested and engaged in something unless the learning activity is both participatory and visual. *Kamishibai* English allows students to take part in a learning activity that is visual, dramatic, and fun. At the same time that we are teaching language, however, we are also helping to revive *kamishibai* by integrating this traditional form of culture into language teaching.

Tamaki (2006) states that the greatest difference between *kamishibai* and picture books is that *kamishibai* are formatted to be enjoyed by a group, not an individual. While a picture book can be read alone, there must be at least two people to make *kamishibai* work. *Kamishibai* is also meant to be performed. The story is written in simple, dialogue form, and the storyteller's voice, the audience's imagination and the pictures fill in the details. Stages directions are included, and even novice storytellers are surprised to find how quickly the audience gets involved in the story.

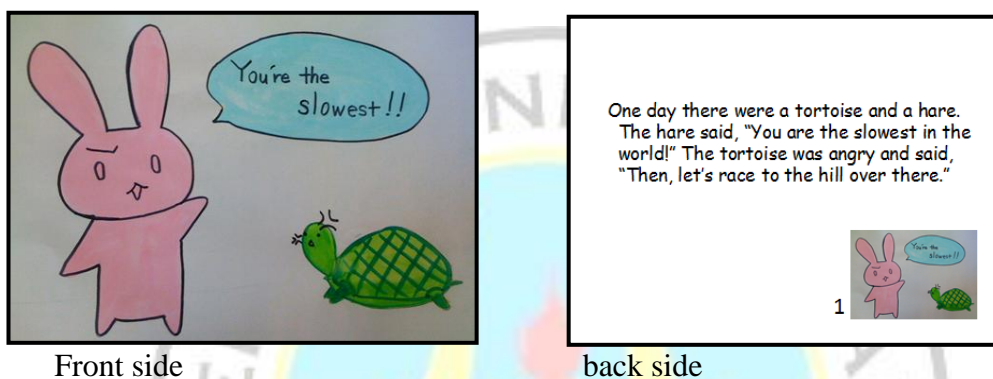
## **B. Discussion**

### **a. Preparation**

A good teacher must be able to control and manage all of the materials in teaching process. Teacher should also concern with all of the factors that will influence the process before she or he begins to teach, such as: teaching materials and the lesson plan. A good material is an interesting material which is available and suitable with the student's level and the learning topic.

The teacher also should prepare the *kamishibai*. It can be printed or teacher handmade. In this paper, the writer took an example of a *kamishibai* from the internet. This is the link of the website <http://www.smosh.com/smosh-pit/articles/kamishibai-crazy-japanese-story-telling>. In this website, we can find a *kamishibai* story that is made by Japanese student. The story is already simple because it is written by the student. So, the teacher does not need to simplify the story. This website is also suitable for teachers who cannot paint a picture. For more information, the writer will give some website address that provide *kamishibai* story that will be useful for the teachers who cannot paint a picture.

The story entitles “The tortoise and the hare”. This *kamishibai* consists of 10 cards. In that website the *kamishibai* has not formed cards yet, but we only can find the pictures and the texts. The teacher prints the pictures and the texts of story. For the text of the card, the teacher should add a mini picture of the story under the text. It will help the teacher when telling the story because the picture will be faced to the students. One card consists of a picture in front side and a text plus a mini picture at the back side. We can see the example of front and back side in the picture below.



Front side

back side

After printing the pictures and the texts, the teacher arranges the texts and the pictures. The teacher should pay attention or in the first card in combining the picture and the text in order to make it become a card. In one card, it does not have the same number of picture and text. The text for the first card is put on the back of the last card. So the last text has to be present at the beginning or in the first card. The first picture must be paired with the second text; the second picture is paired with the third text; the third picture is paired with the fourth text; the fourth picture is paired with the fifth text and so forth until the last picture that is paired with the first text. So the first card consists of the first picture in the front and the second text at the back. This can be described in the table below.

Front of the card	Back of the card
Picture 1	Text 2
Picture 2	Text 3
Picture 3	Text 4
Picture 4	Text 5
Picture 5	Text 6
Picture 6	Text 7
Picture 7	Text 8
Picture 8	Text 9
Picture 9	Text 10
Picture 10	Text 1

## **b. Procedure**

### **1. Pre-teaching Activities**

The teacher says greeting to the students and check the students' attendance. Then the teacher reviews the previous study. After reviewing the previous study, the teacher builds the students' background knowledge about the story that they will listen by asking some questions, such as "Have you ever heard a story about a tortoise and a hare?" the students will have different answers, some students will say yes and some students will say no or just keep silent. The teacher asks the students that have ever heard the story what the story is about and who the characters are in the story. By asking that question, the other students will get a clue about the story. They will have some background knowledge about the story.

Then, the teacher gives some vocabularies about the story. The teacher guides the students to find the meaning of each word. From the story given in this paper, the difficult words are hare, underling, bang, relieved, worthless, miraculously, treatment, vowed, and revenge. The teacher writes down the meaning of each word in the whiteboard. This activity aims to ease the students in understanding the story when the teacher tells it in front of the class.

After giving some vocabularies related to the story, the teacher asks the students to follow the teacher to pronounce the words. The teacher pronounces the word one by one and the students repeat after the teacher. This is aimed to make the students pronounce the words correctly.

### **2. Whilst-teaching Activities**

The teacher begins the storytelling by clapping wooden clappers to get the students attention like the actual *kamishibai* storyteller usually does. When the students are ready to listen to the story, the teacher will start to tell the story. The story is faced to the storyteller. The cards are large and the students can see the picture the whole time the story is being told. The teacher starts the story by presenting the first picture.

While showing the first picture, the teacher narrates the story. In narrative text, the first part is always orientation. Orientation is the introduction of the characters that involve in the story, when and where the story takes place. So, the teacher introduces the character of the story by pointing the character with his or her forefinger while mentioning the character's name. Based on this story, the teacher points the tortoise when the teacher says "One day there were a tortoise and..." and then move the forefinger to the hare when she says "... and a hare". The teacher continuous the story, the hare said, "You are the slowest in the world!" while telling, the teacher points the hare and makes a loud voice. The tortoise angry and said, "Then, let's race to the hill over there." The teacher points the tortoise while making different voice, angry voice, to differentiate he tortoise and the hare.

When the teacher finishes telling the first card, the front card slides off and it is placed in the back, revealing a new picture to the audience and providing the text on the back of the last picture to the reader.

By using *kamishibai* the teacher tells the story dramatically. The teacher makes a lively condition by giving some sound effect, for example in the fifth

card. In this card, it is presented that the tortoise killed his underlings by using machine gun. The teacher can make a sound effect by sounding “bang... bang... bang...”. This sound is represented the sound of machine gun. It will make the students get involve to the story.

After performing the *kamishibai* story, the teacher asks the students about the story. The question might be: What is the story about? Who are the characters in the story? When did the story take place? Where did the story take place?

After that, the teacher explains about narrative text about the function, the generic structure of the text and its language features. Based on the text given in this paper, the orientation of the text is One day, there were a tortoise and a hare. This sentence introduces who the characters are in the story, when the story takes place. From the sentence, we can know that the characters in the story are a tortoise and a hare; and it takes place in one day.

The next generic structure of the text is complications. The story has some complication. The first complication of the text is the hare said that the tortoise is the lowest in the world and its resolution is the tortoise asked the hare to do race to the hill. The second complication is the hare get the first place and its resolution is the tortoise had his underling give the hare drink sleeping drug. The third complication is the tortoise killed his underling and the resolution is one of the underlings that were still alive helped by the hare. The fourth complication is the underling got revenge and the resolution is the underling killed the tortoise at her wedding with the hare. And the last is resolution. The resolution is at the end the two live happily ever after for the rest of their lives.

Then the teacher divides the class into 6 groups. Each group consists of 5 students. They sit in a circle. The teacher gives the students the copies of the card, but only the picture without the text. So, the teacher only copies the front side of the card, which is picture. Every student will get two pictures. After dividing the pictures, the teacher gives some minutes to the students to mumble their parts in group. If the students are ready to perform, the teacher asks all students to go back to their own seat. Then the teacher invites the first group to perform in front of the class. After the first group finishes telling the story, the rest of students are asked to give comment about the performance. Giving comment aims to make the students know their friends' mistakes and will not do it when they perform in front of the class. It is also able to motivate the students to improve their speaking ability.

### **3. Post-teaching Activities**

In post teaching, teacher conclude the lesson about narrative text, it involves the function of narrative text, the generic structure of narrative text and also the language features of a narrative text. The teacher re-explains the function of the narrative text is to entertain or amuse the reader. The generic structure of the text and also its language features. Based on the text given in paper, the orientation of the text is One day, there were a tortoise and a hare. The first complication of the text is the hare said that the tortoise is the lowest in the world and its resolution is the tortoise asked the hare to do race to the hill. The second complication is the hare get the first place and its resolution is the tortoise had his underling give the hare drink sleeping drug. The third complication is the

tortoise killed his underling and the resolution is one of the underlings that were still alive helped by the hare. The fourth complication is the underling got revenge and the resolution is the underling killed the tortoise at her wedding with the hare. And the last is resolution. The resolution is at the end the two live happily ever after for the rest of their lives. The language feature of a narrative text is simple past tense.

The teacher should make sure that the students have understood what the narrative text is, what the narrative text for, what the language mostly used in the text and what the parts or generic structure of the text.

At the end of the class, the teacher takes a conclusion about the story. The teacher and the students discuss what the moral value that can be taken from the story. Based on the story of “The Tortoise and the Hare”, we can conclude that we may not underestimate other, we should not forget other help, we should thank to other’s help, and we should not cheat in a competition.

As a closing of the study, the teacher gives a reward to five liveliest storytellers. It can motivate the students who have not done the best to do their best in the next performance and automatically it can improve their speaking ability.

### C. CONCLUSION

In using *kamishibai*, there are some steps that will be done by the teacher and students. First, the teacher gives some vocabularies related to the *kamishibai* story and guides the students to find the meaning of each word. Then, the teacher introduces the characters are in the story. Next, the teacher tells the *kamishibai* story by using *kamishibai*. After that, the teacher and students discuss about the *kamishibai* story, for example about the generic structure, language feature that is used and the moral value that can be taken from the story. Finally, the students are asked to perform in front of the class in group using *kamishibai* and give comments to the performance of their friends.

Based on the previous discussion, *kamishibai* can motivate the students to speak in front of the class and creates a joyful environment in speaking class. In addition, it also can improve the students’ speaking ability because in telling the story using *kamishibai*, the students are expected to dramatize the story by adding some sound effect. This will make the story telling become alive and all the students can get involve to the story easily. Thus, the writer suggest to the teacher to create his or her class situation friendlier and livelier by using *kamishibai* to improve the students speaking ability and make the students are not bored in the class.

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