THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA & ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA

The 63rd International Conference 2016
8 - 10 September 2016
University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond”

BOOK 2
PROCEEDINGS

“Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond”
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FOREWORD

Today’s language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year’s edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference’s theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year’s conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference’s audience to write their research findings into expected academic paper. This year’s papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year’s edition, two papers have been selected out of the submitted papers. To add the chance of the conference’s publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN’s conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya,    September 2016

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Storytelling Sentence Productions of EYL Student Teachers: 
Language Typology based on Motion Events 

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ABSTRACT 
English for Young Learner (EYL) is one of specialization courses offered to English Department students in University of Muhammadiyah Malang (UMM). This study aimed at identifying the ways EYL student teachers expressed motion events, either using manner-incorporating sentences, path-incorporating sentences, or equipollently framing manner and path in the same predication position (Serial Verb Construction – SVC). The data were taken from oral narrative production when the six language consultants were to retell the stories for teaching in both English and Bahasa versions. The findings suggest that English narratives told by EYL student teachers tend to sound more like satellite-framed, with the high percentage of occurrence (85%). This is supported by theories. Behaving differently, the Bahasa version narratives tend to sound more like verb-framed, with the high percentage of occurrence (80%). This is contradictory compared to the existing theories affirming that Bahasa should fall within an equipollently-framed language that allows serialized verbs in a sentence. However, there is still a positive indication that some language consultants are still committing to the natural way of using serial verbs to produce lively descriptions in their Bahasa narratives. This study recommends that EYL teachers in Indonesia could perform story telling with the appropriate constructions to sharpen the English sense of young learners, as well as preserving the natural production of narrative sentences in Bahasa as their local language. 

Keywords: EYL student teachers; Motion events; Language typology; Narratives 

INTRODUCTION 
This study is initiated by a brief review of how every language differs in expressing motions seen from how the language users produce sentences that contain motion events. Motion events, elaborated by Talmy (1985), are defined as events that comprise one object (called as ‘Figure’) moving or located with respect to another object. In this area of study, Talmy is a famous linguist with his idea on motion event investigation. A number of relevant studies on the field of motion events have been conducted to tap how particular language deals with objects and movement through space. 

Regarding where the path is represented, Talmy (1991, 2000) proposed that languages fall within two main types (binary typology), namely verb-framed and satellite-framed. If the Path is represented in the main verb of a sentence, the language belongs to the category of verb-framed. In contrast, a satellite-framed language represents path in the satellite and/or preposition. Talmy’s proposed typology has been into serious debate among cross linguistics studies. The binary typology is assumed not applicable to deal with languages that allow serial verb construction. There is a phenomenon where a language expresses path and manner in series within one sentence. The coming linguist, Slobin (2004), came up with additional typology to describe the language with that sort of phenomenon, which is later labeled as equipollently-framed. The debate on this particular issue will further be elaborated in the succeeding section. 

This study aimed at identifying the ways EYL (English for Young Learner) student teachers as the language consultants in University of Muhammadiyah Malang expressed motion events, either using manner-incorporating sentences, path-incorporating sentences, or equipollently framing manner and path in the same predication position when performing storytelling in their teaching practices, both in English and Bahasa versions. By thoroughly examining various ways of expressing motion events in performing storytelling by EYL student teachers, it is expected that this study reveals the typological property of those
two used languages in their teaching practices. The research problems are projected as follows: how the storytelling sentences in both English and Bahasa versions of EYL student teachers are formulated with regards to motion events, covering the next investigation on under which language typology the storytelling sentences in both English and Bahasa versions of EYL student teachers belong to with regards to motion events.

LITERATURE REVIEW

Motion Events

With regards to the pattern of lexicalization of the core schema of motion, known as Path, Talmy (1991, 2000) categorized language into binary typology, verb-framed and satellite-framed. Verb-framed languages encode location or movement in the main verb of a clause/sentence. Differently, satellite-framed languages encode location or movement in an element associated with the verb, called as satellite. He defines satellite as grammatical category of any constituent other than a nominal complement that is in a sister relation to the verb root. Verb-framed languages are among others Romance, Greek, Semitic, Turkic, Basque, Korean, and Japanese. Satellite-framed languages include Germanic, Slavic, Celtic, and Finno-Ugric. Verb-framed languages encode location or movement in the main verb of a clause/sentence. Have a closer look at the following example:

(1) He exits the house (by) walking.
   (Path) (Manner)

As shown in sentence (1), the path, as an activity of the motion describing either a moving or stationary relationship (Sachs, 2010), is represented by a finite verb ‘exit’, and the way to perform the activity is conveyed by a subordinate manner expression. This sort of construction is later referred as a path-incorporating sentence. With different treatment, satellite-framed languages encode location or movement in an element associated with the verb, called as satellite. The sample sentence in a satellite-framed language is presented in sentence (2).

(2) The baby crawls into the room.
   (Manner) (Satellite/Path)

In sentence (2), the way the activity is performed is by the use of a manner-verb ‘crawl’. Verkerk (2014) affirms that manner is the way in which the action can be carried out. A satellite ‘into’ is then added to the manner verb to show the location of the activity. This sort of construction is later called as a manner-incorporating sentence.

Talmy’s proposed binary typology on languages elaborated above has been into a debate among cross linguistics studies. That typology is considered not applicable to deal with languages that allow serial verb construction. There is a phenomenon where a language expresses path and manner in series within one sentence. Study the following sentence.

(3) Guru itu berjalan masuk ke dalam kelas.
    teacher-DEF walk enter LOC inside class
    ‘The teacher walks into the class.’

What is unique from sentence (3) is the occurrence of double verbs berjalan (walk) and masuk (enter) in the same position, which is as a predicate of the sentence. Both manner verb and path verb equally function as the main verbs. The further concern discusses the pattern of a serializing language, a language that lexicalizes both manner and path in serial verb construction (SVC), a series of two verbs belonging to a single clause.

Noticing this sort of phenomena of language, Slobin (2004) then came up classing languages that allow double (multiple) verbs into the third typology of equipollently-framed language. It is considered to be the most suitable typology to treat serial verbs. The underlying characteristic of this language frame is that both manner and path are expressed by equipollent elements that are equal in formal linguistic terms as well as in significance. Accordingly, Slobin (2004) further suggests a revised typology (tripartite typology) from the one previously proposed by Talmy. The typology of language is basically referring to
the sameness of characteristics among languages. Shopen (2007) asserts that language typology is the study of what the languages of the world are like. The detail typology of language based upon motion event is displayed in the following table.

<table>
<thead>
<tr>
<th>Type</th>
<th>Preferred Means of Expression</th>
<th>Construction</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb-framed</td>
<td>path expressed by finite verb, with subordinate manner expression</td>
<td>verbPATH + subordinate verbMANNER</td>
<td>Romance, Semitic, Turkic, Basque, Japanese, Korean</td>
</tr>
<tr>
<td>Satellite-framed</td>
<td>path expressed by non-verb element associated with verb</td>
<td>verbMANNER + satellitePATH</td>
<td>Germanic, Slavic, Finno-Ugric</td>
</tr>
<tr>
<td>Equipollently-framed</td>
<td>path and manner expressed by equivalent grammatical forms</td>
<td>serial verb; verbMANNER + verbPATH</td>
<td>Niger-Congo, Hmong-Mien, Sino-Tibetan, Tai-Kadai, Mon-Khmer, Austronesian</td>
</tr>
</tbody>
</table>

Adapted from Slobin (2006)

Table 1 affirms that English falls within the typology of satellite-framed language, while Bahasa, which is the member of Austronesian languages, belongs to Equipollently-framed language. The teaching of English in Indonesia means that English teachers have to be aware of and bridge the gap between these two languages due to their belonging to different language typologies, which in fact are there with different ways of sentence construction, especially the description of motion events. The challenge is vivid when teaching English in Indonesia is provided for young learners in their golden ages for language shaping. The prediction is that the taught English might be influenced by Bahasa’s construction, or vice versa.

**EYL Teaching and Storytelling**

Before moving further deeper to the language investigation, it is necessary to introduce some basic information about teaching English for Young Learners. In the process of teaching and learning to young learners, in order to help students understand, the focus of teaching is not how to teach, but how to stimulate learning and how to learn (Arindawati & Huda, 2004). The clue to highlight is the word ‘stimulate’. It is crucial that EYL teachers provide ample stimuli to facilitate learning; one of the ways is by alternating teaching techniques.

As young learners are keen on exploring something, EYL teachers are to be equipped with the awareness on the use of proper teaching techniques that encourage learning. Brown (2000) defines teaching technique as any of a wide variety of exercises, activities, or devices utilized in language classroom for reaching lesson objectives. It is proper teaching technique that is used to deliver materials, support various activities, and get rid of monotonous activities. Furthermore, Brown (2001) classifies kinds of teaching technique into three categories: manipulative, communicative, and free. Manipulative technique is a technique in which a teacher totally controls the response of students. Communicative technique allows students to respond in completely open-ended and unpredictable manners. The examples of communicative techniques are storytelling, brainstorming, role plays, and games. The last category is
quite similar to that of communicative technique, free technique. This technique allows students to venture out of the mold, experiment, and explore imagination into target language communication.

In response to unique features of young learners, Scott and Ytreberg (2002) notify that young learners have specific characteristics, one of which is their eagerness to tell everyone about what they have done and heard. Stories to share are inseparable parts of young learners’ enthusiasm. They explore their learning journey through stories. Stories play a key role in the language development of children and are constant sources of enjoyment (Vale and Feunteun in Kasbolah, 1999). From those statements, it can be inferred that telling a story (further called storytelling) serves the need of young learners. Therefore, it is not surprising that EYL teachers often employ storytelling.

RESEARCH METHOD

This current study utilized research subject because the results would not be used to generalize other subjects or another group of sample. The subjects of this current study were EYL student teachers conducting teaching practice for Grade 1-6 students. They were the students in English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang. They were specializing themselves in EYL, being equipped with necessary theories and skills for teaching English for young learners upon graduation. Those students were to conduct teaching practice at their semester 7 in UMM classrooms every Sunday morning for 10 meetings. They have attended EYL course in the previous semester. For the purpose of this current study, 6 (six) EYL student teachers were recruited to be the language consultants, as they were the ones who employed storytelling as the teaching technique. Each of whom was teaching in different grade one another, from grade 1 to 6, but in common utilizing storytelling as one of the techniques in teaching.

Motion events could be tapped from various modes of languages, such as narrative fiction, oral narrative, news report, conversation, translation between two languages, etc. For the purpose of this current study, however, the focus was put mainly on motion event constructions in oral narrative texts, to be specific in stories (storytelling sentence productions) told by EYL student teachers as the language consultants. As the number of language consultants were 6 (six), there would be six stories told both in English and Bahasa. The stories to tell varied based upon the taught topics. The data were collected by recording and transcribing the stories told by EYL student teachers.

The procedures of analyzing the data were as the followings: when all the stories in Bahasa version had been glossed into English and had been provided a free English translation, they were ready for the analysis of motion event expressions. The data were analyzed by investigating motion verb usages, particularly on the common constructions for expressing motion events in stories told by EYL student teachers. Further, the analysis was presented in tokens (the frequency and percentage of different types of motion verbs) used in the stories both in English and Bahasa versions. Afterwards, the storytelling sentence productions were clustered on the basis of the frequency of occurrences of motion verbs (as well as SVCs) to describe motion events.

FINDINGS AND DISCUSSION

The interlinear glossing on the transcribed oral narratives by EYL student teachers resulted in forty sentences containing motion descriptions, twenty English sentences and the other twenty Bahasa sentences. From the 6 teachers in total, each grade represented by one classroom teacher, there are six English narratives titled: The lion and the Mouse, Rainbow Fish, Visiting Bromo, Past Experience at School, It’s Time to Go to School: Are you Ready, Rony?, and Superman.

By referring to motion event occurrences, the English version narratives are dominantly told using manner-incorporating verbs. Satellites following the verbs are also normally employed to encode motion description. 17 out of 20 sentences/utterances are encoded by means of manner verbs; and thus for the English versions of the narratives, the language (English) behaves more like a satellite-framed language.

To support the argument about the frequent occurrences of manner verbs to describe motion events, Table 2 is added below. In the following table, the distribution of constructions in the recorded data is shown.
Table 2 The distribution of verb constructions produced by EYL student teachers in English narratives/stories

<table>
<thead>
<tr>
<th>Verb Construction</th>
<th>Token</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M + P in SVCs</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>M</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>P</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: M stands for Manner; P stands for Path; and SVC stands for Serial Verb Construction.

The above table suggests that English narratives told by EYL student teachers as the language consultants tend to sound more like satellite-framed, with the high percentage of occurrence accounting for 85%, than verb-framed and equipollently framed. That statement is elaborated in the succeeding details.

As the data suggest, EYL student teachers portray motion events in their stories dominantly using manner-incorporating constructions. Pay closer look at the following sample utterances:

(4) A little mouse runs up the lion’s neck.  
(Manner) (Satellite)

(5) Superman flies under his own power.  
(Manner) (Satellite)

In sentence (4) and (5), the EYL student teachers as the language consultants have incorporated manner verb run and fly together with satellite up and under to describe motion event. The use of satellite following the main verb of a sentence is typical English construction.

However, the motion description in English is not necessarily constructed by means of manner verb plus satellite. English also allows the use of manner verb without satellite describing path. The following example shows the variation.

(6) Rony grabs his breakfast.  
(Manner)

Not using any satellite after the main verb, sentence (6) remains showing how English is suggesting lively narrative expression, which is by the use of manner verb grab. The verb grab as the main verb in the sentence conveys the way the figure takes the food for his breakfast – in a quick manner.

The dominant use of manner-incorporating verbs in English version narratives by the language consultants has provided a proof that English falls within the typology of a satellite-framed language (as proposed by Talmy and Slobin), which is rich of the use of manner verbs in the predicate position.

Apart from the dominant occurrence of manner-incorporating sentences of English stories produced by the language consultants, there are 3 occurrences (accounting for 15%) of path verb to be put in predicate position. Study the produced sample sentence below.

(7) The octopus emerges from the darkness.  
(Path Verb)

The construction in sentence (7) is possible in English, but not in its frequent usage. English still allows the use of path verb (also referred to bare verb) to describe motion event although by sense the use of bare verb does not describe the manner (how to perform the action). The main verb emerge does not convey any manner information on how the figure (the octopus) comes out from the darkness, but it simply appears in the final setting/scene. This sort of construction is common, but not in English as a satellite-framed language, in verb-framed languages. However, 3 occurrences of path-incorporating sentences to express motion events do not strongly support the idea that English narratives/stories told by EYL student teachers fall within the typology of a verb-framed language. English version narratives are still following
the natural ways of how English incorporates motion descriptions – by dominance, manner-incorporating sentences.

The succeeding investigation is devoted to Bahasa version narratives/stories produced by EYL student teachers as the language consultants. From the 6 teachers in total, there are six Bahasa version narratives titled: Singa dan Tikus Kecil, Ikan Pelangi, Pergi ke Gunung Bromo, Pengalaman di Sekolah, Waktunya Berangkat ke Sekolah: Apakah kamu Siap, Rony?, and Superman.

By referring to motion event occurrence, the Bahasa version narratives are dominantly told using path-incorporating verbs. Out of 20 sentences portraying motion events, 16 of which are described by means of bare verbs to show the path (change of location), and thus with this finding, for Bahasa version narratives told by the language consultants, the used Bahasa behaves more like a verb-framed language.

To support the argument about the frequent occurrences of path verbs to describe motion events, Table 3 is then added. In the following table, the distribution of constructions in the recorded data is shown.

<table>
<thead>
<tr>
<th>Verb Construction</th>
<th>Token</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M + P in SVCs</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>M</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>P</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: M stands for Manner; P stands for Path; and SVC stands for Serial Verb Construction.

The above table suggests that Bahasa version narratives told by EYL student teachers as the language consultants tend to sound more like verb-framed, with the high percentage of occurrence accounting for 80%, than satellite-framed and equipollently framed. That statement is further explained in the following elaborations.

EYL student teachers portray motion events in their stories dominantly using verb-incorporating constructions. Have a closer look at the following sample constructions:

(8) Tikus kecil keluar dari sarang-nya.
    mouse small exit LOC nest POSS
    The small mouse exits from its nest.

(9) Aku masuk kelas.
    1st.SG enter class
    I enter the class.

(10) Beliau keluar kelas.
    2nd.SG leave class
    He leaves the class.

In sentence (8), (9) and (10), the EYL student teachers as the language consultants have incorporated path verb keluar (exit), masuk (enter), and keluar (leave/exit) to describe motion events. The use of path verb (bare verb) as the main verb of a sentence is typically formulated in verb-framed languages. Verb-framed languages prefer directionality (direction of the movement) and static scene (setting) of a story. Those languages less frequently incorporate manner information on how the figure in a sentence performs the action. Referring back to sentence (8), (9) and (10), there is no information on how the figure keluar (exits), masuk (enters), and keluar (leaves/exits) from the source setting, but simply appearing at a new setting (goal setting). Verb-framed languages have less narrative attention to the dynamics of movement of a figure/character in a story, and thus bare verb is in its frequency in use.

These finding is in contrary to what has been proposed by key references, Talmy and Slobin. In Talmy’s binary typology, Bahasa falls within a satellite-framed language; while in Slobin’s tripartite typology, Bahasa is claimed to fall into an equipollently-framed language. However, the claim that Bahasa version narratives are contrasting from both binary and tripartite language typologies is not to be affirmed without exception. Some EYL student teachers as the language consultants in this study also show up
some variations on their narratives/stories: (1) two language consultants come up with manner-incorporating sentences (10%) and (2) two other consultants produce sentences with SVCs (10%). Pay a closer attention to the following sample construction.

(11) Tikus kecil berseluncur ke bawah.
    mouse small slips LOC under
The small mouse slips down.
Sentence (11) is showing the use of the verb berseluncur (slip) which is a manner verb followed by a locative proposition ke (to). It resembles how English narrative sentence is generally formulated.

Beside the possibility of producing manner incorporating sentences in Bahasa, there are also some tapped occurrences of Serial Verb Construction (SVC) from the language consultants. Refer to the following sample utterance.

(12) Ikan biru kecil berenang menjauh.
    fish blue small swim move away
The small blue fish moves away by swimming.
Sentence (12) employs double verbs, berenang (swim) and menjauh (move away). Both verbs are occupying the same predicate position in the sentence. In additional, both verbs have equal function as the main verbs. The two verbs occurring in series are the typical aspect of equipollently-framed languages. This construction is only possible in serializing languages, one of which is Austronesian language like Bahasa.

In an equipollently-framed language, both verbs in the construction are of equal status as main verbs. V1 in the sentence is always taken as the main verb and that V2 will be a main verb if it can also occur independently in other sentences as a V0 with the same meaning. Working further deeper on sentence (9), if the manner verb (V1) berenang (swim) is deleted; and the path verb (V2) menjauh (move away) is let to occur on its own, the sentence appears this way:

(13) Ikan biru kecil menjauh.
    fish blue small move away
The small blue fish moves away.
Without having V1, the new form in sentence (13) with the only use of V2 also conveys a similar core meaning depicted in the scene of the story where the small fish leaves its former place/position. In this case, V2 can no longer be considered as a subordinate constituent in a clause, but it is proven to stand alone and portray a similar idea. In other words, both verbs are equal in meaning. However, two occurrences of sentences with SVCs to express motion event do not provide any significant support that Bahasa told by the language consultants is behaving majorly as an equipollently-framed language. The positive indication is that some language consultants are still committing to the natural way of using serial verbs to produce lively descriptions in their narrative/stories.

To sum up, what becomes clear here is that languages might allow some possible varieties of constructions for expressing motion events (by means of manner, path, or serial verbs). However, it points out that language speakers usually prefer one out of those three constructions in tendency. With the dominant preference, then language typology comes into existence.

CONCLUSION AND RECOMMENDATIONS

English narratives told by EYL student teachers as the language consultants tend to sound more like satellite-framed, than verb-framed and equipollently framed. This is supported by theories proposed by Talmy and Slobin. Behaving differently, the Bahasa version narratives tend to be formulated more like verb-framed, but not satellite-framed nor equipollently-framed. This is different from the existing theories confirming that Bahasa falls within an equipollently-framed language that allows serialized verbs in a sentence. However, there is still a positive indication that some language consultants are still sticking to the natural way of using serial verbs to produce lively descriptions in their Bahasa narrative/stories.

This research was conducted and the report has been written for the purpose of disseminating the specific way of describing motion events in narratives/stories. With these findings and discussion, it is expected that English teachers in Indonesia are aware that English and Bahasa belong to two different
language typologies especially with regards to motion events in narratives. Accordingly, when integrating English narratives/stories into teaching, English teachers could employ more manner-incorporating sentences to produce and get students familiarized with English sense as that is how English narrative construction is supposed to behave and sound. In addition, when telling/switching English narratives/stories into Bahasa, the sentence constructions could utilize more serial verbs, which indicate the uniqueness of Bahasa that allows serialized verbs to occur in predicate position of a sentence.

By being well-notified on how every language differs in portraying motion events, English teachers in Indonesia, especially EYL teachers, who deal more frequently with narratives/stories upon their teaching, could perform story telling with the appropriate constructions to sharpen the English sense of young learners (students), as well as preserving the natural production of narrative sentences in Bahasa as their local language. After all, every language is unique by its own.

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REFERENCES

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