



Significance of Narratology in Expanding Knowledge of Everyday Life for Elementary Students in Wisma Penjaringan Sari Surabaya

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Abstract

This article exposes the crucial points of narratology to expand knowledge of everyday life. This writing is based on community service done to elementary students in Wisma Penjaringan Sari, Rungkut, Surabaya from 2023 to 2024. Narratology mainly emphasizes matters of narrative structures indicated through perceptions of the cultural world as supported by Tzvetan Todorov. Everyday life is understood as reflections of complex actualizations of plural identities in the sense of the living world. Through explorative approach in qualitative research, this paper digs more understanding of everyday life as stories of experience and taste of the people. Putting focus on narrations of the people, the analysis accentuates more into knowledge of everyday life as a never-ending process. It is a continuous understanding being underlined through meanings of individual experience in everyday life. Furthermore, narrative structures include matters of other individuals as otherness. In conclusion, narratology is significant in expanding knowledge of everyday life especially in widening perspectives of otherness through understanding of own self.

Keywords: Everyday Life; Knowledge; Narratology; Tzvetan Todorov

INTRODUCTION

The crucial points of community service is to underline the spread of academic knowledge to wider communities. This idea is also done in English Literature matters especially in urging students from elementary school to gain more understandings about narrations in short stories. This article is a report to community service realized in 2023-2024 in Wisma Penjaringan Sari, Rungkut, Surabaya. The focus of this action is to make students learn narrations as a means to enhance the cultural aspect of everyday life. This is also intended to improve their creativities especially in any condition regarding what they face in everyday life.

This community service is also a certain way to enhance students' awareness towards their own surroundings. Students are used to be such object to their lessons at schools. They are told to learn various subjects, including English, but they are less pushed to understand any correlations of them in their daily life. They should notice that English language skills are both combinations between imaginations and realities in everyday life (Bal & Boheemen, 2009; Lanser, 2024; Prince, 2003). By understanding the richness of everyday life through narratology, other English skills such as grammar, vocabularies, and even pronunciations are enhanced as well. By stating so, narrations could enhance the combinations between both formal and informal skills about language regarding their own surroundings.

METHOD

This initiative of community service aims to enhance the self-confidence of elementary school students in Wisma Penjaringan Sari, Rungkut, Surabaya between 2023 and 2024. While these students demonstrate proficiency in the cognitive aspects of English language skills, they lack practical experience and application in their daily lives. The primary reason for this lack lies in the perception that English is only a subject taught in formal educational settings, rather than being integrated into everyday routines (Liu & Csikszentmihalyi, 2020; Pulimeno, et al., 2020; Tse, et al., 2021). To address this issue, a specific approach is being implemented in this community service project to improve their English language abilities, particularly focusing on the use of narratology in generating narrative concepts.

The method of this community service is the usage of narration as an alternative scheme to learn English. The students are pushed to speak more about their everyday life. It includes mentioning their everyday activities at school and home. Their favorite hobbies are spoken either to show their interest and knowledge in many things. Their pets at home are also narrated to enhance their imaginations in everyday life. They are pushed to explore more to their own preferences (Liu & Csikszentmihalyi, 2020; Pulimeno, et al., 2020; Tse, et al., 2021). Their interests are also more enhanced so that they study English happily. They are not told to study about grammar, but they are pushed to understand narrations as practical side of English language skills. The main idea is to dig more to their creativities alongside with their English grammar knowledge so that their English skill is in line with their own experience in daily life.

RESULTS AND DISCUSSIONS

Narratology as Crucial Part in Enhancing English Skills

This community service is based on theory of narratology by Tzvetan Todorov. The idea of narratology is the science of narration itself (Bal & Boheemen, 2009; Lanser, 2024; Prince, 2003). It plays on how narration is seen as something structural between *langue* and *parole*. Indeed, this idea is related to Saussure's structuralism of language. Todorov underlines that narration is the reflection of human's universe in which it is not only self-governed, but also related to social structural system. In that point, any language is not merely grammar, but also keeps intact with its everyday practice (Clark & Phelan, 2020; Jahn, 2021; Onega & Garcia, 2014). It is not always static, but could also be flexible regarding to those who isolate or enable language to go forward.

The sense of narratology is also underscored by Todorov as themes of spatial and temporal events (Clark & Phelan, 2020; Jahn, 2021; Onega & Garcia, 2014). In this sense, any meaning is not neutral at all, but best known by human beings. Furthermore, narrations do not come instantly, but its meanings require more interpretations regarding any dialogue done in daily life (Bal & Boheemen, 2009; Lanser, 2024; Prince, 2003). There is indeed general part of language in narrations, but its flexible nature is inevitable either. Even in many cases, the flexible points are what language are more lived as those are more well-functioned in life (Bal & Boheemen, 2009; Lanser, 2024; Todorov, 1971).

Narratology is also related to what Todorov speaks about story and discourse. Narrations are about both of them where people speak their experience through everyday dialogues (Clark & Phelan, 2020; Jahn, 2021; Todorov, 1971). In this sense, narratology is relatable to the language itself since it speaks cultural aspects of everyday uses as well. It is also crucial since it correlates with creativity of both linguistic and literary skills of people. People should always dig more to enhance everyday life by making something new, especially through combining this and that in the elements of daily life (Clark & Phelan, 2020; Jahn, 2021; Todorov, 1971).

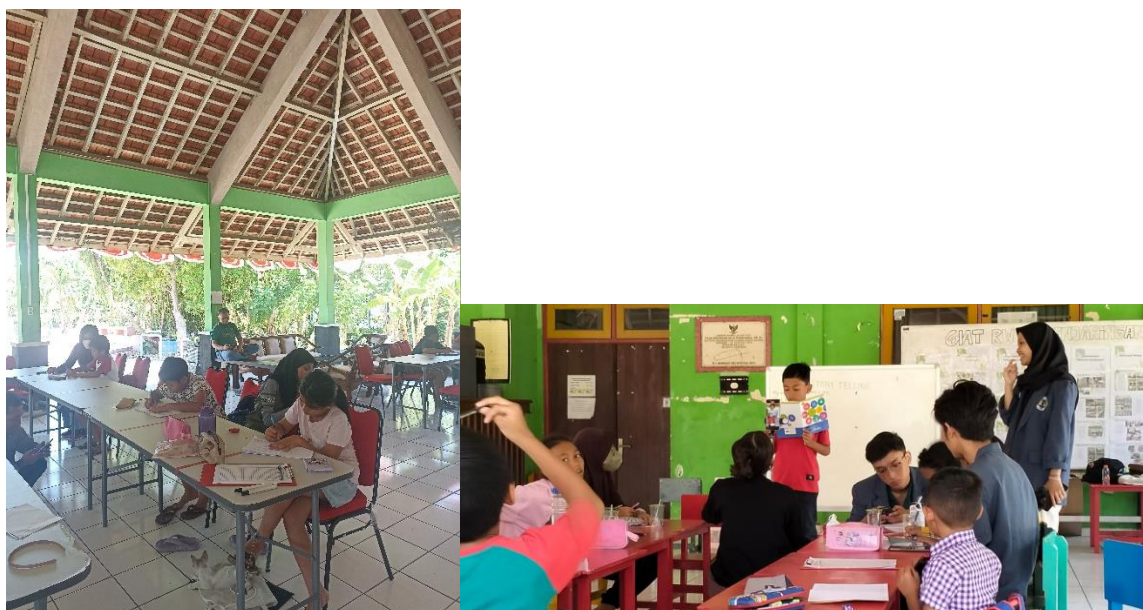
The sense of narratology mainly emphasizes matters of narrative structures indicated through perceptions of the cultural world. The cultural aspects are the interpretations themselves (Barry, 2020; Birke, et al., 2022; Martinez, 2020). In teaching language to children, narratology plays role to introduce how dialogues are both about understanding grammar and practicing vocabularies. The practice is emphasizing more to their own everyday life as reflections of complex actualizations of plural identities in the sense of their own living world. Regarding this community service, narratology also plays role to urge more understanding of everyday life as stories of experience and taste of the children. It is always better for children to understand their own world as this action accentuates more into knowledge of everyday life as a never-ending process of meanings (Barry, 2020; Birke, et al., 2022; Martinez, 2020). It later also includes matters of other individuals as otherness. The children will not only understand who they are, but also how their world is meaningful regarding narrative sense of language.

Children's Dialogues as Reflections of Narratology

This community service focuses on the dialogues intended by the elementary students in Wisma Penjaringan Sari, Rungkut, Surabaya and college students of English Literature Program in Universitas Dr. Soetomo. The event is regularly done every weekend in Saturdays. For weeks, the children are encouraged to speak of various themes and present them in front of other students. This is intended to increase their self-confidence in public speaking and to gain feedback from their friends and other college students as well.

For the first week, it is more like brainstorming. The elementary students from Class 1-3 are accompanied to sing together. The students from Class 4-6 are trying to spell some words together. Those actions are done to increase their understanding to English language. This is also to point that English language learning is like playing and it does not need to be so serious at all.

The second week is speaking about everyday routine. This is to dig the student's understanding about their life from morning to night. It includes the time when they wake up, go to school, go home, eat lunch, eat dinner, and so on. This is also to underline their awareness to their surroundings, such as the color of their bikes, the alarm that they use, and even some breakfast that they eat every day. Indeed, this is also such way for them to say thanks to anything given to them.



Picture 1 and 2
Students and College Students Learn about Everyday Routines

The third week is speaking about hobbies. This is to share what they like to do every day. Many of their activities involve other people as well, such as parents, siblings, and friends. In this week, the students are also told to speak in front of class. Most of them have both individual and social hobbies. The individual ones including reading and watching films, while the social ones are playing outside such as traditional games for the female students and soccer for male students.

The fourth week is mentioning any pet that they have and fruit that they like. The pet is shown to grow their awareness of animals around them. The fruit is reminding themselves of such god food for their everyday consumptions. For the pets, many of them have hamsters, birds, cats, and even dogs at home. Some of them do not have any pet but they like to pet cats. For the fruit, all of them like watery and sweet fruit. Many of them like this fruit but hates the sour ones.

The fifth week is to enhance their knowledge about description of their everyday life. The descriptions are about their homes, families, and their own selves. This is done for the students to know anyone and anything that they have and meet every day. For this point, they are also pushed to tell the detailed stories about the persons that are important for them.



Picture 3 and 4
Students and College Students Learn about Descriptions of Things and Persons in Everyday Life

The sixth week is describing their happiest moment in their life so far. This week is interesting since they could freely say their experience regarding many things, such as going out of town, getting prizes, and even celebrating birthdays. This week is indeed intended to dig happiness in their memories and how to keep and remember them as always in their minds. This is important for their development to narrate any good emotion in life.

The seven week is speaking about their future dreams. They are told to dream whatever they want to be in the future. All of them would like to be a useful person for themselves, their parents, and societies as well. Some of them would like to be doctors, police, and even teachers. This is also giving impact to themselves as they need to do more effort to reach anything they want to be in the future.

All of those weeks are implementations of narratology for the children. They are pushed not only to think, but also to imagine and speak up their experience about anything. They are urged to remember any happy moment and to

pursue their dreams in the future. Indeed, this is necessary to improve their self-esteem so that they know what the ongoing time and even future looks like.

CONCLUSION

This community service is done to enhance children's understanding to their own everyday life through aspects in narratology. This action is done for elementary school children in Wisma Penjaringan Sari, Rungkut, Surabaya from 2023-2024. The results emphasize that children can speak freely about their own preferences and interests. It is not because they are pushed to study more grammar, but because they are urged to gain their own self-confidence to get involved in dialogues. By doing presentations, the students' creativity is also improved due to their happy experience while enjoying studying English. It is also done to improve their interests in understanding English skills by complementing formal educations that they get in their schools.

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