CHAPTER I

INTRODUCTION

A. Background of the study

Elizabeth Moon stated in her writing that story is more like narrative¹. It produces pleasure to listeners and readers. Helen McKay and Berice Dudley defined story as a real or fictitious events within narrative or tale². From those definitions about story, it can be concluded that Story is a description of a series event whether true or imagination. It can be either written or spoken.

Many researchers suggest that storytelling motivated the children because it raises the children's interest easily. This makes storytelling become important to children. Stories help children understand their world and share it with others. As cited in the journal by Koki, storytelling: the heart and soul of education, Wright's statement cited by Stan Koki "Children's hunger for stories is constant. Every time they enter your classroom, they enter with a need for stories."³

Other studies by Zimiles and Kuhnsin 1976 proved that storytelling that has been read significantly improve the six-to eight-year old children's comprehension⁴. Children like to explore their imagination and find new thing. They also like to share their journey to show how great they are. The activity here

¹ Elizabeth Moon (2014), What Is Story?, Science Fiction And Fantasy Writer. P1

² Helen Mckay And Berice Dudley (1996), What Is Story?, Australian Storytelling, Sydney.

³ Koki, Stan. 1998, Storytelling: The Heart And Soul Of Education, Pacific Resources For Education And Learning. P3

⁴Akimi Gibson, Judith Gold, And Charissa Sgouros, *The Power Of Story Retelling*, Spring 2003. P2

means that through storytelling, they learn to organize the word to send the message to the listener. Therefore, their comprehension of stories is built up.

The connection between story and education is like one fact stated by Bentley Jan in his research on the journal of the basic theory of learning with stories that was published in his webpage that is to allow the children's brain to imagine the story in their learning is more effective than let them learn through television and films⁵. This becomes the reason why learning to read using stories is important to children. One way to help children imagine the story is from telling the story. This way is not new. It had been used long time years ago to help children learn to get meaning, value, pleasure, and so on through storytelling. A Research by Michael Locket, showed that storytelling had existed since 2000-1300 B.C. He found the proof from an old script on the Westcar Papyrus of the Egyptians⁶. This script explains that the son of Khufu entertained his father through a story. He told a story of the magic tale. This becomes evidence about the history of storytelling. Nowadays, storytelling has been used in every secondary school to improve students' understanding of the lesson. Many both qualitative and quantitative researches proved that through storytelling, students' academic performance could be improved such as their understanding of the tenses (past, present, and future). In addition, storytelling supports auditory processing skills

⁵ Bentley Jan, "the basic theory of learning with stories",

http://raisingchildren.net.au/articles/reading.html/context/1213 accessed on july 11th 2014

⁶ Michael Locket, 2007, History Of Storytelling; From The Basic Of Storytelling.

and listening skills, the comprehension of decision –making skills, enrich new vocabulary, and many more⁷.

A study by Dina Nurcahyani showed that a storytelling activity when applied in a kindergarten in Semarang could improve the students' willingness for reading⁸. When the teacher started telling a story the teacher stopped telling the story in between and would continue in the next meetings. It was the strategy to gain the students' curiosity and willingness to know the following story. The result was that the students were not patient to wait, and decided to read the story themselves in the school library. Most of parents also agreed to have storytelling everyday in the school for their children because they found their children got better in term of knowledge development.

A storytelling skill is an ability that enables students to convey events in words and images well. The stories are shown as a means of entertainment, education, and preservation of culture to serve the moral value. Through storytelling, students are encouraged to use their capability to speak any topic they like. They are free to share their ideas without breaking the rule of storytelling or the elements of the story itself, which include plot, characters, and the writer's point of view.

⁷ The Youth, Educators And Storytellers Alliance Of The National Storytelling Network. Http://Www.Yesalliance.Com/ Accessed On July 26th, 2014

⁸Nurcahyani, Dina Kusumastuti, 2010, *PengaruhKegiatan Storytelling TerhadapPertumbuhanMinat Baca Siswa Di TkBangun 1 GetasKec. PabelanKab. Semarang*.Jurusan Ilmu Perpustakaan Fakultas Ilmu Budaya Universitas Diponegoro.

Why do we use a storytelling as a teaching strategy for students? There are many answers for this question. As stated in the article by Martha Hamilton & Mitch Weiss, there are several reasons to use storytelling as a teaching strategy for the students. First, storytelling is the oldest form of education, this is because storytelling is the way of how we learn, keep, and teach to the next generation about our beliefs, tradition, and history. The second is stories are the way we store information in the brain. The following reasons also stated in this paper are that listening to stories instills the love of language in children and motivates them to read. Storytelling stimulates the imagination. Stories teach lessons. Storytelling develops listening skills. Telling stories from around the world creates awareness and appreciation of different cultures and many more⁹.

Storytelling builds up the comprehension of story for both listener and storyteller¹⁰. The children learn to experience before, during, and after reading. It has the impact of literacy development¹¹.

Retellings help children rethink their way through a text, thereby enhancing their understanding" (Owocki, 1999).

Many benefits of storytelling have been found including to build reading comprehension, the improvement of language complexity and understanding the story structure as the examples of the benefits of storytelling. Through reading the

⁹ Martha Hamilton And Mitch Weis, 2005, The Power Of Storytelling In The Classroom.

¹⁰Akimi Gibson, Judith Gold, And CharissaSgouros, The Power Of Story Retelling, Spring 2003. P1

¹¹ Akimi, Judith, Charissa, The Power Of Story Retelling...10

story, it helps memorize the content when re-telling a story. This becomes the way of how the story stimulates the brain to build up.

Based on the reasons mentioned above, the researcher intends to analyze the students' skill in storytelling. As the main target, we will able to know the students' skill in transferring and sharing the information of story to the listener in the second language. Indirectly, in many part of learning English, we will also be able to see the ability of the students' speaking skill. We will be able to know how fluent they are speaking. Besides, we will also be able to asses their comprehension of reading easily. If they understand the story and they can tell the story to the audience using their own words or they master the content of the story well, it means that they are good in reading.

The researcher will analyze the students' storytelling skill in SMA Muhammadiyah 2 Sidoarjo grade10. The reason to take this school as an object of the research is because the school has got education Indonesia award categorized as the best education and educator of the year 2013 and the platinum Indonesia award 2014 categorized as the best education, learning and training in Indonesia. I, in this research, will focus on the students' speaking skill in the activity of storytelling. Based on the teacher's suggestion the research will focus on the10th grade because it has applied the storytelling activity.

B. Statement of the problem

The problems of this research are:

- 1. What is the tenth grade students' storytelling skills like?
- 2. What are the problems that hinder the students' storytelling skill?
- 3. What is the strategy to improve the students' storytelling skill?

C. Objective of the study

The objective of the study here is first to know the students' storytelling skill in the classroom performance. The second is to find the problems faced by the students in storytelling that could probably hinder the students' storytelling process. The last is to find the strategies to improve the students' storytelling skill.

D. Significance of the study

A good storytelling brings a community sense in community learning better than any traditional teaching method stated by Ritcher and Chopter, which was cited by Jill Eck¹². This makes the class activity more enhancing. Rossiter stated in his research that was cited by Eck,¹³ The level of the students in learning could be also enhanced more trough storytelling than other the method do not. It means

¹² Jill Eck, Master Of Science Degree Career And Technical Education: "An Analysis Of The Effectiveness Of Storytelling With Adult Learners In Supervisory Management" Menomonie: University Of Wisconsin-Stout, 2006

¹³ Jill eck, An Analysis Of The Effectiveness.....10

that if the school applies the storytelling, the level of the students' performance in certain subject can be increased. In this research, the researcher will analyze the storytelling skill of the students at SMA Muhammadiyah 2 Sidoarjo.

The result of this study is expected to give some contributions for students and teacher. Here are the benefits:

1. Students

The students will be able know the level of their storytelling skill. In addition, it may also motivate the students in learning English because retelling the story is enjoyable. They are free to transfer the message with their own words. They will find that English actually is not difficult to learn.

2. Teacher

The first benefit for the teacher is the same with the benefit for the students. The teacher will have alternative ways to improve her/his students' storytelling.

The teacher will be aware about the problems that usually faced by students regarding their storytelling skill.

3. Future researchers

This paper could be as a reference for future researcher who wants to study about storytelling in education.

E. Scope and limit of the study

The researcher analyzed the students' skill of storytelling. Here, the researcher divided the scope and limit into two categorizes. The main scope and the limit of this study is only in the part of the content of the story. This element will include some criteria to take the score, such as the story structure and knows the story. This part can be also used to know the students' reading skill. In addition, the researcher also analyzed the students' performance, including voice, pacing, duration, props, acting, body language, and audience contact. This part can be a tool to asses the students speaking skill, especially in the part of free speaking.

F. Definition of key terms

- Analysis : a process of learning or studying about something or substances deeper, To break into the small part of something in order to get the better understanding of something¹⁴. This means the researcher will go to learn in order to know about something. In this study, it is the students' skill.
- 2. Storytelling : improve the story by conveying the events of the story in words and images. Every culture have shared stories or narratives as a means of entertainment, education, cultural preservation, and instilling moral value¹⁵. Based on the definition above, the researcher will use the personal story, narrative, and any short story as the object to analyze.

¹⁴Open dictionary Wikipedia, <u>Http://En.Wikipedia.Org/Wiki/Storytelling</u>, accessed on July 30th 2014
¹⁵Open dictionary Wikipedia....12

Other definition about storytelling, as cited by Ryan Egan in his study from Livo and Rietz, is an art form a storyteller transmits both mental and emotional images to the listener by using spoken word, gestures, sign language, and matches the needs of both environment and audience. It reflects all cultures and literature and it is used for "educational, recreational, historic, folkloric, entertainment and therapeutic purposes"¹⁶.

In this paper, the researcher tends to know how the students convey the story in spoken words. How master they are about the story. How success they are to transfer the emotion and the message. As for entertainment, the role of audiences has an important part. Storytelling is called successful when the listeners get the story from the teller.

3. Skill : The ability of one's own¹⁷ or someone's power to do something well. The part of skill that would be included in this study based on the students' performance, including voice, pacing, duration, props, acting, body language and audience contact, and their storytelling compositional skill. They are about mastering of the story and the structure of the story.

¹⁶ Ryan Egan, "Storytelling: Pathway To Literacy" (Faculty Of The Evergreen State College, 2007), 25
¹⁷Open dictionary Wikipedia....13