CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of related literature

1. Storytelling

Stories began with the oral tradition, we just hear and we retold. It happened since long time ago. Even Some stories have lasted thousand of years and are still being told. As Jane Yolen, an editor of *Favorite Folktales from Around The World*, that was cited by Heidi Bordine and Kim Hughes explained "storytelling the oldest of arts has always been both an entertainment and a cultural necessity....storytellers breathed life into human cultures" (1986, p.l)¹.

From the name of storytelling, storytelling means an activity to tell the story, to transfer the information from one to other. It is needed because, especially for children, storytelling helps them to creatively imagine the events, what could have and what should have happened. Storytelling also helps them to review what happened actually².

R. Craig told that storytelling is a process where a storyteller uses vocalization, narrative structure, and mental imagery to communicate through body language and facial expression to the audiences. This is called communication cycle. The communication cycle is a process a

¹ Bordine, Heidi, Kim Hughes. TESL Reporter: Storytelling in ESL/EFL Classrooms. Southern Illinois University. Carbondale; Vol. 31,2, 1998, pp 21-31

² Storytelling: The Heart And Soul Of Education. 1998. Stan Koki; A Program Specialist For Pacific Resources For Education And Learning. P1

"story" created. Craig also provided the diagram of the communication cycle³.

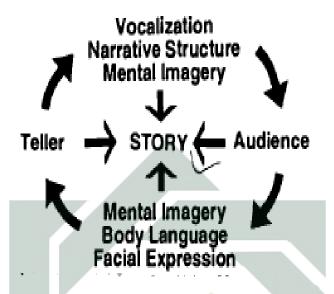


Figure 1: communication cycle

Story is powerful. It teaches morals, history, and it entertains us. They can make us laugh and cry as well. Telling stories is a large part that can connect people to each other. Story is also a part of every culture. Legend and history about certain country help the people discover the country and feel proud of nation. Stories about ancestors teach us about where we were and the things we have in common with people around us.

Storytelling provides the opportunities for the children to improve their social skill. The children's social skill might be improved through the oral language conversation. Through the storytelling, oral language conversation, the children were engaged to language and reasoning skill rather than shared-reading. In fact, children psychological understanding

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³Roney, R. Craig, Storytelling in the Classroom: Some Theoretical Thoughts. Storytelling World; Vol.9, Win-Spr 1996, p7-9

and social skill could be fostered by conversation between children and parents or family member⁴. That is why Dunn, Brown and Heath suggested using this treatment.

To have successful storytelling both storyteller and audience or listeners have to collaborate to create the story because storytelling provides social skill for children to practice. The collaboration here is really needed from both storyteller and audiences, for the audiences to keep focusing on the performance and for the storyteller to keep focusing on the storytelling acting⁵.

2. Storytelling in education

According to the Miller Eric's statements in his journal of Theories of Story and Storytelling, a series of events is defined as a "Story" ⁶. Then, "Storytelling" is defined as *relating* a series of events. In a story, causality is involved in some way. Moreover, what happened in a storytelling event is that the story presenter presented the representation of the emotion, and the audience members then experienced that emotion. As cited in the research done by Ochs, Taylor, Rudolph and Smith that Aristotle ⁷ stated that experience, though it seems quite like scientific knowledge and art, is really what produces them. This is because the story telling encourage the

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⁴ Curenton, Stephanie M. and Craig, Michelle Jones(2009) 'Shared-reading versus oral storytelling: associations with preschoolers' prosocial skills and problem behaviours', Early Child Development and Care,, First published on: 17 November 2009 (iFirst).

⁵Roney, R. Craig, Storytelling in the Classroom: Some Theoretical Thoughts. Storytelling World; Vol.9, Win-Spr 1996, p7-9

⁶ Miller Eric's, Theories of Story and Storytelling January, 2011. P1

⁷ Ochs, Taylor, Rudolph and Smith, 1996, storytelling as a theory-building activity, p.3

students to experience their ability though their events. This also can make them more fluent in speaking skill because they are interested.

Why it should be a story as a strategy for encouraging the students' need in participation in the classroom? Xu jianing cited on the research done by Aiex, that the Stories do not only help to stimulate imagination of the children and the world understands, but also to appreciate literature and develop the ability of the language of the children⁸. Students with weak academic skill and low motivation even enjoy and like more to listen, read, write, and work hard in the context of storytelling⁹. This becomes the reason why storytelling are used the most in the classroom in order to encourage the students motivation in participating even to do assessment of the speaking subject for whole the class.

There are so many evidences about storytelling within classroom. Storytelling is an art since ancient era, which can strengthen and enhance children's' skills that children need to learn to function in today's world. It helps students become active in presenting, even become focused more in other parts, listening and reacting, enhancing the vital skills of communication¹⁰.

A study by Liz Willis stated that storytelling in daily classroom activity to teach engineering lectures is full of enjoyment. As uttered by the class tutor that the tutor could raise the student's interest in using

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⁸ Koki, Stan. 1998, Storytelling: The Heart And Soul Of Education, Pacific Resources For Education And Learning. P3

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

¹⁰ Jackie Baldwin And Kate Dudding, 2007, Storytelling In Schools; Quantitative Studies, Innovative Projects. A Reference Guide. Www.Storytellinginschools.Org

storytelling. The tutor attended the lecture in a period costume and top hat to take on the character of Isambard Kingdom Brunel. This was to introduce the history of technology lecture. The aim was the tutor wants to make the lecture memorable for students. The tutor realized that the engineering lectures might be boring. In addition, it was successful to grab the students' attention¹¹.

Storytelling in education brings many advantages for both listener and storyteller. Here general reasons for choosing storytelling written by Emily Johnson¹²:

- a. Story and storytelling connect people around the world through time and across cultures. This inherits everything to the next generation.
- b. Storytelling for sharing cultural heritage: Stories as like artifacts that kept in people's memories, by the time, it will be spread to others.
- c. Storytelling for Literacy: literacy development in the National Curriculum. Is supported by Storytelling.
- d. Storytelling for curiosity and motivation to learn: A good storyteller can engage interest and enthusiasm for learning History, Religious Studies, Geography, English Language,

¹² Jhonsson, Emily, ed Claire adler, 2006. Telling tales: A guide to developing effective storytelling programmes for museums. London Museum Hub. Renaissance, London

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¹¹ Willis, Elizabeth. 2009, Using story telling, drama, costume, poetry, music and performance art as part of engineering lectures, The Higher Education Academy Engineering Subject Centre.

- Literature, and Drama. Through storytelling, some lectures that many students think it is 'boring', could become enjoy.
- e. Storytelling changes people's values and attitudes such as questioning attitude, emotional, cultural, and moral response.
- f. Storytelling increases self-confidence: there is a proof that storytelling raise the self-confidence of children who have low self-esteem or are 'low achievers'
- g. Storytelling for inspiration and creativity: Many storytellers offer workshop sessions to share storytelling skills and gain the participants' creativity to the stories for example using art, drama, music, or puppets.
- h. Storytelling for empathy, citizenship, and peace.
- i. Storytelling for performance:
- j. For storytelling in museums, galleries, and historic houses, Storytelling helps people to 'read' objects as cultural artifacts by giving them meaning, purpose and context.

3. Storytelling skill

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The art of using language, vocalization, physical gesture, and body movement to reveal the elements and images of the story is called story telling¹³. The use of art of all those elements stated above treat somebody to become a good storyteller. Those all the way to explore the human emotion of the story told. Other part in story telling clarified by Kimberly

 $^{^{13}}$ Koki, Stan. 1998, Storytelling: The Heart And Soul Of Education, Pacific Resources For Education And Learning. P3

Appelcline that whoever who wants to become storyteller, it requires skill in using the five main tools of the storyteller's trade. Below are steps of how to do the storytelling well:

- a. Setting Where is this story happening?
- b. Character Who's the story about?
- c. Plot What's happening?
- d. Back-story What happened before, to create and inform this situation?
- e. Detail Which specific things should the audience notice?

Canney C. and Byrne defined that social skill on storytelling is appropriate social behavior in a particular social status. Here some of social skills included by Tyler¹⁴:

- a. Having the ability to calm down or be patient while facing anxiety in anxious social situations.
- b. Listening skills such as giving feedback
- c. Empathy with others in different situations
- d. Establishing a friendly relationship with others and continuing to interact with different people Self-disclosure
- e. Good eye contact

Other classification of elements of storytelling said by Key Ramsley, they are:

a. A central premise.

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¹⁴ Helen Mckay And Berice Dudley (1996), What Is Story?, Australian Storytelling, Sydney.

- b. Strong three-dimensional characters who change over time.
- c. A confined space -- often referred to as a crucible.
- d. A protagonist who is on some sort of quest.
- e. An antagonist of some sort bent on stopping the hero.
- f. An arch in everything -- everything is getting better or worse.
- g. And perhaps most important -- Conflict.

Heater forest told that storyteller should demonstrate these following observable trait when telling a story¹⁵:

- a. Voice Mechanics
- b. Face/Body/Gesture
- c. Focus
- d. Eye contact.
- e. Characterization
- f. Space
- g. Pacing

TEA (Texas Education Agency) provided the criteria for oral presentation including the scoring level¹⁶. It was

- a. Knowing the story
- b. Voice

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¹⁵ Effective Storytelling Performance Skills: A Storytelling Skills Rubric Developed by Heather Forest

¹⁶ Rubric for storytelling: texas education agaency. 2006. cte.sfasu.edu/wp-content/uploads/2012/01/**Storytelling**.doc accessed on may, 15th 2014.

- c. Acting
- d. Duration
- e. Audience contact
- f. Pacing

IRA/NCTE (International Reading Association) also had the criteria for oral presentation including the scoring level¹⁷. It was:

- a. Delivery
- b. Content/Organization
- c. Enthusiasm/ Audience awareness

Fulton City School District created the rubric for judging storytelling in their annual storytelling contest¹⁸. It was:

- a. Body language
- b. Eye contact
- c. Pacing
- d. Poise
- e. Voice
- f. Volume
- g. Knowledge of the story

Many researchers might say different in the storytelling skill categorization. But the part that is the element to asses, see and measure to become a good storytelling is not different. Here, I

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¹⁷ Read, Write, Think: International Reading Association. An Oral Presentation Rubric

Fulton Storytelling Contest Rubric: Fulton City School District. 2010

took a number of elements that become skill elements of storytelling. They are:

- a. Storytelling compositional skill. Including:
 - 1) The story structure
 - 2) Knowledge of the story
- b. Performance. Including:
 - 1) Voice
 - 2) Pacing
 - 3) Duration
 - 4) Acting
 - 5) Body language
 - 6) Props
 - 7) Audience contact.

4. Problems in Storytelling

The common problem told by Andy Goodman is the too-much too-soon problem. This problem indicates that the storytellers do not clear about the story point. What point that should be told, where he should get started, what the next point is, and so on 19. They run into some part, drag to another part, come back to the previous part and this, for sure, make the audiences confused, ignorant, and even leave them.

¹⁹ Goodman. (2010) The Too-Much-Too-Soon Problem, free range thinking, los angeles,.

The next problems found by Ernest W. Adam. He identified three major design problems associated with interactive storytelling²⁰:

- a. The Problem of Amnesia
- b. The Problem of Internal Consistency
- c. The Problem of Narrative Flow

A research by Awad Sulaiman found other problems faced by the teacher during applying storytelling within classroom activity. All of these answers are got from the interview with the question "What are the difficulties facing English language teachers in using storytelling technique?"

They are²¹:

- a. Lack of materials.
- b. Students' misunderstanding of the aim of the story.
- c. Inability to be used with all the levels of students.
- d. Missing the connection between different parts of the story
- e. Grammatical errors
- f. Classroom troubles management.
- g. Taking a lot of time
- h. Creating noise
- i. Ignoring low achievers.
- j. Lack of time

²⁰ Ernest W. Adams, Resolutions to Some Problems in Interactive Storytelling, (University of Teesside, 2013), 45.

²¹ Awad Sulaiman Keshta. Using Storytelling in Teaching English in Palestinian Schools: Perceptions and Difficulties, Education Journal. Vol. 2, No. 2, 2013, pp. 16-26.

- k. Neglecting weak students.
- l. Limited time.
- m. No technique.
- n. The culture of students may cause troubles.
- o. Wasting time

5. Strategy for storytelling

The six principles that could be as a strategy to do storytelling better²² are:

a. Selection

Choosing the story that the audiences and students are interested in is important. By selecting the kind of story, the audiences may get engaged through the story and they will enjoy the story told.

b. Time out

Using the time as best as possible is necessary to understand the story. The storyteller has to consider the character used such as intonation, pace and any other part of story that needs to master perfectly.

c. Giving voice to the story

After reading the story for preparation, the storyteller might have time to practice it, trying to act as similar as the story.

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²² Mallan, K. (1996) Storytelling Sourcebook, Project SARA, Brisbane, pp. 15-16.

Recording and replaying could be done to make sure the sound acted. This can improve the skill within storytelling.

d. Story structure

Developing notes on the structure of the story is important. The storyteller has only to record key words, phrases, or sentences. Storyteller does not need to retell the whole story precisely.

e. Telling without the book

Memorizing the story is the way that storytelling works because this is not story reading. The storyteller needs to read and understand the point deeply. Repeating the dialog may help to make story live. Make highlight on the script that not remember yet. Things to remember, the key point is a ban bringing notes or any stuff that indicates cheating, not telling story.

f. Telling to audiences

Practice makes perfect. This wise word is completely right. For preparation, asking friends become audience might be good at storytelling performance. It is better to have critique of the performance from them after doing storytelling. From this, the storyteller could know which part that needs to improve, what they feel and what they think for better performance. This can be a key to be a good storyteller and to do good storytelling.

To become a consumer of storytelling is the best way of finding a good storyteller²³. A good professional storyteller could be distinguished by their skills. Emily in her book stated that Skills and attributes to look for are:

- a. Technical skills i.e. Vocal and physical
- b. Performance skills
- c. Compositional skills
- d. A lively sense of poetry in their language
- e. Adaptable and able to think quickly on their feet
- f. Responsive to the myriad variables of
- g. Audience, mood and space
- h. Extensive repertoire.

Other similar tricks served by Helen about the techniques for amazing brand story²⁴. They are:

- 1. Time preparation
- 2. Learning to tell good story
- 3. Focusing on the active struggle
- 4. Avoiding the slow parts
- 5. Matching the format to brand story
- 6. Pacing control
- 7. Focusing on the human element

²³ Jhonsson, Emily, ed Claire adler, 2006. Telling tales: A guide to developing effective storytelling programmes for museums. London Museum Hub. Renaissance, London

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²⁴ Helen nensterenko "15 storytelling techniques for amazing brand stories http://writtent.com/blog/author/hellen/ accessed on july 11 2014.

- 8. Clear stakes
- 9. Following a classic story pattern
- 10. Throwing in surprise
- 11. having a solid beginning, middle and end
- 12. Avoiding "moral of the story" endings
- 13. Using natural language
- 14. Making the story visual

B. Review of Previous study

Ika Lestari said that storytelling is a strategy that is cheap but effective to gain the students' motivation to learn English for children. The interaction between teacher and students feels like more natural and meaningful²⁵.

A research about storytelling skill to improve students' writing skill showed the result that after doing the action, the students' skill were improved in some parts. The first, the students were enthusiastic to write. The second classroom circumstance of writing class was more enjoyable. The third, the students' progresses in constructing sentences, organizing the generic structure, using correct grammar and integrating ideas were enhanced. The improvement of the students writing skill was also the enrichment of the students' vocabularies²⁶.

²⁶ Puji, Rini Hastuti. 2012. Improving Students' Writing Skill Through Storytelling (A Classroom Action Research At The Second Year Students Of Smp Negeri I Ngrampal Sragen In 2008/2009

Lestari, Ika Damayanti, Memanfaatkan *storytelling* dan *games* dalam pengajaran bahasa inggris untuk anak usia dini. Disajikan dalam seminar dan lokakarya English for Young Learners II yang diselenggarakan UPT Balai Bahasa UPI pada tanggal 28 April 2007

Another research done by Hanifa, Ernati And Welya stated that in general the ability of speaking through storytelling in MAN Batu Mandi was moderate²⁷ and so was the ability of expressing the content of story, using grammar ability in speaking, and the ability of word choices.

Akhyak and Anik found the proof that storytelling improves students' fluency, grammar, pronunciation, vocabulary, and content in the speaking class²⁸. It even improves the situation in the speaking classroom. The class becomes more enjoyable for the students to speak freely.

Juangsih found the result of the improvement of learning Dokkai through storytelling. There is 90% respondents who answered that storytelling in Chuukyuu Dokkai classroom was interesting, it was easy for the students to retell the story. Besides, the classroom circumstance is fresher. Within the storytelling, students are encouraged to speak. Moreover, this makes the students interested more in understanding the story meaning, to retell with own language in order to be easily to catch the meaning, and to remember the story longer²⁹.

There are many benefits found by implementing the storytelling in the classroom. Alterio state that:

Academic Year). Thesis, Surakarta: Teacher Training And Education Faculty, Sebelas Maret University.

Hanifa, ernati and welya, 2013. An analysis of the second year students' speaking ability through story telling at MAN Batu Mandi Tilatang Kamang Kabupaten Agam. Thesis, English Department; The Faculty of Teacher Training and Education, Bung Hatta University

²⁸ Akhyak and anik. Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia). International Journal of Language and Literature, Vol. 1 No. 2, December 2013

²⁹ Juangsih, Juju, 2013. Pendekatan Story Telling Dalam Pembelajaran Dokkai: Penelitian Terhadap Mahasiswa Jurusan Pendidikan Bahasa Jepang, Jurusan Pendidikan Bahasa Jepang, Fakultas Pendidikan Bahasa Dan Seni, Universitas Pendidikan Indonesia.

- Encompass holistic perspectives
- Encourage co-operative activity
- Value emotional realities
- Link theory to practice
- Stimulate students' critical thinking skills
- Capture complexities of situations
- Reveal multiple perspectives
- Make sense of experience
- Encourage self review
- Construct new knowledge.

Can be got if the teacher supports students to share and process their practice experiences³⁰.

Katherin Massa studied about the increase of oral language proficiency of second language learners through storytelling and she found her students' ability in many aspects was developed. Within 4 weeks, she found the students' vocabulary through listening, speaking, reading and writing are developed. The students were able to use oral language with clarity and voice to communicate a message to the listener. They also could determine purpose, point of view, audience, and choose an appropriate written, oral, or visual format. They recognized values and beliefs included in a text. Even, they

Staff Educational Development Association and the Society for Research in Higher Education Conference, Research and Practice in Higher Educational Developments(s): Exploring the Links, Grantham, United Kingdom.

³⁰ Alterio, M. G. (2004) 'Using storytelling to enhance student learning.' Paper presented at the National

could use strategies to generate and develop ideas for speaking, writing, and visual activities. At last, with her students, she made storytelling festival day in the class³¹.

Nasser Saleh and Ra'ed did the study about "The effect of teacher's storytelling aloud on the reading comprehension of Saudi elementary stage students" and they found that the use of storytelling aloud in English language instruction to the university students has a positive effect on students' achievement. Storytelling to elementary stage students had positive impact on the students' performance. The impact was the students were more interested in reading, more like to discuss and they are more confident to participate. The students had also chance to speak up to show their capabilities. It became the strong reason to use storytelling in the classroom activity³².

Ella had also found the differences between students who have storytelling while learning and student don't. The students of the experimental group who have storytelling while learning have got more benefit in acquiring more vocabulary and in using storytelling. They were able to communicate between each other in using their thoughts, styles, and language experiences. While the students of the control group who did not have storytelling while learning, they got less benefit in learning storytelling and in acquiring different vocabularies. This was because that this group of students has not been taught more about storytelling as a mean of learning. They were just given some

³¹ Katherine Massa, Storytelling as a Strategy to Increase Oral Language Proficiency of Second Language Learners. Yale-New Haven Teachers Institute. Vol. 2, 2008

³²N.S. Al-Mansour, R.A. Al-Shorman, "The effect of teacher's storytelling aloud on the reading comprehension of Saudi elementary stage students". Journal of King Saud University – Languages and Translation. Vol. 23, 2011, 69–76

lessons about how to tell stories and how to use them in classroom as a new technique³³.

A study by Isbell, Sobol, Lindauer and Lowrance found the fact that storytelling and story-reading improve oral language complexity and story comprehension for children. It was good to ask the children to retell after read the story. The combination of these two approaches provided the powerful literature experiences to influence oral language development and story comprehension for the children³⁴.

Rini found the fact that storytelling could improve the students writing skill. In her study, she also found some improvements after doing storytelling in any part of classroom activity. First, students' attitude toward writing was improved. They like more to write and think that writing was not boring lesson anymore. Second, the classroom circumstance was enjoyable. Through the storytelling, the students were more engaged to be active in the class. Third, the students' ability of constructing sentences, organizing the generic structure, using correct grammar, and integrating ideas were improved. The students' score proved it. Their score increased. They became more active when there was the game to construct the sentences. Storytelling built up their

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³³ Elaf S. Abdulla, 2012, The Effect of Storytelling on Vocabulary Acquisition. University of Tikrit College of Education for Women /English Department

Rebecca isbell, joseph sobol, liane lindauer, and april lowrance, the effect of storytelling and story-reading on the oral language complexity and story comprehension of young children; early childhood educational journal. Vol. 32 No. 3, December 2004

vocabulary during writing. That is why, the use of storytelling as a media to improve students' skill was not questionable³⁵.

All of those related preview studies were talking about the improvements of English skills through storytelling. But here, the researcher will only focus to analyze how is the students' storytelling itself. Even though there is a researcher analyze the storytelling skill too, but he is focus on the storytelling using digital aid. Asmuni Marjuki found the fact that the students like to retell the story³⁶. It has been proven by her research that the ability of storytelling of the students is improved after gone the movie media. This method was appropriate for them because it is interesting and it is very suitable with their age. Therefore, the different result of the storytelling skill analysis will be showed at this study.

³⁵ Rini, Puji Hastuti. Improving Students' Writing Skill through Storytelling (A Classroom Action Research at the Second Year Students of SMP Negeri I Ngrampal Sragen in 2008/2009 Academic Year). Thesis, Surakarta: Teacher Training and Education Faculty, Sebelas Maret University, 2009.

³⁶ Marjuki, Asmuni. Improving Students Ability of Story Retelling By Using Movie. Thesis, Bogor: University of Ibn Khaldun Bogor, 2011