







As we probably know that voice is one of the most important elements in storytelling. The audience can understand the character through the tone, stress, intonation and the variety of the voice sounds. For example, if the character shows madness, the high volume and intonation can be presented.

Most of students used inappropriate voice within the storytelling. They just used flat voice to express the character within the storytelling. They seemed like not doing acting, but rather reading a story. This always happened when the students did storytelling in a group. Just one or two of them used voice variation for getting the right character.

This can be seen from the data that 94 students or 63% students got score 1. They got into the criteria, which spoke in low volume, and/or monotonous tone, which caused audiences to disengage. Moreover, 14% students or 21 students reached score 2 who spoke in uneven volume with little or no inflection. The next result is 9% students or 14 students got score 3 whose criteria of speaking was satisfactory in variation and inflection. In addition, the last finding is 13% students or 20 students got score 4. They reached this score because they spoke with fluctuation in volume and inflection to maintain audiences' interest and emphasize the key points.



































The answers abovementioned were obtained after the students' performance. Students were interviewed one by one within their group about the problem they faced. The diagram showed that the problems that most of students faced were mastering/memorizing the story. It reached 54%. It means that more than half of respondents were difficult to do storytelling. It was proven that they bring and rely on note during the performance.

The second problem was voice and pronunciation. 42 students stated that voice and pronunciation became a big problem. They have difficulty to sounds like the character. Besides, the classroom atmosphere had them to sound louder. This also made them to work harder in order to get the audiences involved in their action. The pronunciation problem took part of the voice problem. The students preferred to use low voice because they were not sure with the pronunciation of the words. They avoid making mistakes of the words pronunciation by having low voice.

The fluency is their second problems. 26 students stated that because storytelling is a communication between performers and audiences, the fluency plays very important role. The students said that if the presenters or performers spoke word by word, it is not considered as storytelling. It was the same as the grammar problem. There were 7% or 10 students said that it was a problem

within the performance. They felt like the performance was not perfect when their grammar was not correct.

The third problem was the contact and control the audience. 30% of students faced this problem. 40 students said that controlling the audiences had its own challenges. Why is it so? Based on the observation, the audiences or other students were asked to pay attention to the performers. However, the reality was that they paid attention to the text they were going to perform. This condition made the presenters in front being ignored. This became a problem for the performer. To get the audiences attention, they had to look for other way. If they just wait for the audiences' attention to listen, they will not reach the successful storytelling performance.

27% or 36 students stated that internalization of the role character was also another problem. To get the soul of the character to be acted was difficult. It appeared from the facial expression. If the storyteller could not internalize the right character, it would appear in their face. It means that they failed to play role of the character within the storytelling.

Transferring the message became the problem that 25% or 34 students said so. The main goal of storytelling is to make the audiences understand what the teller was trying to tell. When the

audiences were confused on the story told, it means the storytelling is not success.

30 students or 22% of students said that the confidence was a problem. It was related to the other problems such as nervousness and shyness. These three problems got into one part of the performance. However, it does not mean that when they lacked of confidence, they were nervous or felt shy. The different number of elector admitted it. There were 28 students who said that they were nervous and only 8 students who said that they were shy.

12% of the students or 16 students said that acting was a problem in the storytelling. Some action-related problems appeared were body language 22%, lack of practice 7%, props 7%, and self-control 7%. These problems seem simple. However, when they were doing the action the performers stated that it is important and challenged.

The rest of the problems were English comprehension which was 7%, opening was 6%, and feeling afraid of making mistake was 6%. These problems were stated by the students because of their poor English.

This data was obtained for answering the research question number two. In addition, all of the answers were from the students. They shared what they felt. They told what they had in their mind









dictionary. After this, they might have positive thinking to do performance. They prepared their mental to avoid feeling nervous and feel more confident when performing. When the performance started, they did not forget to pray first hoping that everything run well.

To get the audiences interested in the storytelling, performance was not only from the story but also from the way the presenter communicated with the audiences. Most of students got score 1 for audiences contact. Many problems appeared from the students when they asked about the reason why they lose control/contact of audiences. Again, nervousness, shyness, confidence become the reason of why they missed the contact with the audiences. The choice to end the performance faster became the way to escape. Therefore, there is no doubt if most of them got score 1 for the duration/time limit criteria.

In the part of performing or acting, most of students also got score 1. According to the interview, students mentioned many problems of doing acting. For example, they did not know the proper action, body language /gesture, facial expression, self-control, right internalization, and audience control. These reasons hindered them to package the performance becoming interesting for the listener. Their strategy to improve their skill was to practice more frequently. Using props also helped them to make their story more natural.

There was no problem regarding pacing. Students knew when to pause properly. They knew the rhyme of the story. Because they had read the story, they easily divided the story sections for the members. Each member held the paper to read during performance. This helped them stay in line of the story rhyme.

To sum up, the main problem that most of students faced is mastering/remembering the story. It reached 54%, which means that more than half of respondents found it difficult to do storytelling. It was proven that more than half participants bring and rely on note during the performance. The second problems that faced by the students were voice and pronunciation. The third problem was audience contact and control. The following problems were internalizing the character, transferring the message, feeling of confidence, proper body language, feeling nervous, fluency, facial expression, acting, lack of practice, using props, self-control, and English comprehension. Moreover, the rest was opening, afraid of making mistake and shyness.

Regarding the strategies stated by the students were Practice (speaking and pronunciation), Practice (acting), Watching movie, Mental preparation, Mastering the story, Staying calm, Using props, Having own story, Bringing note, Creating own word, Being more

