CHAPTER IV

RESEARCH FINDINGS

A. Findings

The purpose of this study, as stated in the first chapter, is to know the students' storytelling skills and to find the problems within and the strategy to improve their storytelling skills. To find the result of the study, the researcher did the research starting from 30th of September to 13th of October 2014. Firstly, to get the answer of the first question, the researcher did the observation. Secondly, to answer the following questions, the researcher did the interview.

The researcher observed 5 of 14 students of the tenth grade classes. They were MIA 3, MIA 4, MIA 5, MIA 6, and MIA 7. From the fifth classes, not all the students were observed, but just 149 out of 187 students from the fifth class. All of the students performed in front of the class with any styles. They worked individually, in pair and in a group. While the students were doing the performance, the researcher took their score based on the criteria in the instrument. The data of the performed students were:

	Number of	Individual		Group	
Class	performers	working	Pair working	working	
MIA 3	31	5	13	-	
MIA 4	38	-	-	10	
MIA 5	36	3	9	2	
MIA 6	36	-	-	9	
MIA 7	8	8	_	-	
Total	149	16	22	21	

Table 4.1 table of the number of performers

Form the data, it can be concluded that the students who worked individually were only 16 students or around 11% of the students. There were 22 pair groups and 21 group work. The students who work in pair were 44 students or 29% of students. 89 students or 60% of students worked in group

The story being told was from the teacher. The teacher provided some stories and let the students choose the story by themselves. Some of students might also have their own story choice to tell within the performance.

As told in the previous chapter, the researcher classified the skill into two parts, the first was storytelling performance, and the second was storytelling compositional skills. The criteria for the performance were voice, audience contact, body language, time limit, acting, props and pacing.

To know the details of the value of the students, the researcher classifies the students' skill criteria score by showing the diagram of the students result as follow:

1. In the part of voice



chart 4. 1 voice score chart

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.

- 2. In the part of audience contact
 - 113 students got score 1
 - 15 students got score 2
 - 14 students got score 3
 - 7 students got score 4



audience contact score

Audience's gaze became a vital component during the storytelling performance. Since storytelling involves the storyteller to tell story for the audience, having direct contact with audience is really needed in order to make the audiences follow the story being told. The storyteller transfers the message to them, and they catch what they are going to share. This can be called as successful storytelling.

From the field, the researcher found the fact that the students did not pay much attention to this element. It was proven by only 5% students or 7 students who got the perfect score. The rest of them were likely to pay attention more to the note. 9% students rarely looked at the audience without getting the audiences involved into the story. Most of them, or precisely, 113 students (76%) ignore the audiences. Based on the answer during the interview, one way to get the confidence during performance was by pretending as if there were no audiences.

3. In the part of body language

- 70% students got score 1.
- 9% students got score 2.
- 9% students got score 3.
- 11% students got score 4.

body language score



cha<mark>rt 4.3 body language chart</mark>

Body language is the way of body trying to communicate through the movement. Our body share the mood, feeling and what is happening in its own way¹. By using body language, the storyteller could get the audiences' attention more. Instead of just standing in front while reading note, there are lots of variation, like running, jumping, sitting, and turning around and so on, they could do to make their performance better.

70% students did not include this element into their performance. Missing this element within the storytelling made the

¹ Sheena, 2011, How to Use Body Language in Your Story Telling: Storytelling As Performance Level 3 Unit 22. Cambridge Technical

performance not real. It did not present what was in progress in the story. Consequently, many audiences did not pay attention to their performance.

- 4. In the part of duration
 - 85% students got score 1.



chart 4.4 duration chart

Duration- related score means the time used by the students to perform. The limitation of the time was approximately 3 to 5 minutes for individual and pair performance and 5 to 7 minutes for group performance. Maureen, in Emily's storytelling guiding book, reminded other storytellers to think about the time limit of performance. The audiences need flexible time instead of performing entire day^2 . This shows that to know the success a performance depends on what our audiences feel about.

When the students did the performance in the class, only 12 or 8% students performed within the appropriate time limit. Most of them, approximately 137 or 90% students performed less than the time given.

- 5. In the part of acting
 - 70% students got score 1.
 - 9% students got score 2.
 - 9% students got score 3.
 - 11% students got score 4.

² Emily Johnsson- Claire Adlertelling. (Eds), Telling tales; a guide to developing effective storytelling programmes for museums london museums.London museums, London:2006. 3



Acting score

chart 4.5 Acting chart

Acting is a part in which the storyteller has to play a character in the story. During the performance, the storyteller plays the role as the player in the story. The storyteller has to keep focus on the drama activity to keep the audience engaged and interested³. Acting becomes the life of the performance. Through the acting, the audience would be engaged to watch the performance. They enjoy the story showed. They got the message and kept curious with the following story. The reason that most of students got score 1 in this part is because they only focused on note. They were not acting but reading aloud. They brought notes when

³ Helen nensterenko "15 storytelling techniques for amazing brand stories

http://writtent.com/blog/author/hellen/ accessed on july 11 2014.

performing the story. The reason of why they brought note were neither did they memorize the story nor were they ready to perform in front of the class.

- 6. In the part of props
 - 68% students got score 1.



5% students got score 2.

chart 4.6 props chart

Props are the media used during the performance. In the past, the player did not use any props at all. They just used the variation of sounds, their acting, the imagination of the audience, and the story itself⁴. Nowadays, the role of props becomes principal to be prepared before the show.

Any kinds of props could be used within the performance. Two-dimension props, three-dimension, and four-dimension. The two-dimension object is like picture. The pictures are usually used for many purposes, like background. The three dimensions props are like any real stuff (not a picture) that are used in the story. Like doll, dress, weapon, accessories etc. The four dimension used are like what the audience can feel when the performance is played. Like the smell, the motion, and the vibration.

In the field, the researcher found the fact that 102 students did not use any props at all. 7 students did not use appropriate props and 33 students used the right and appropriate props during the performance. Most of them said that they did not have enough time to prepare the props, so they just used what are around them or nothing. It made most of them got score 1 for the props criteria.

⁴ Evelyn, Davis. (2014) why can props be important in Storytelling for young children?http://www.evelyndavis.co.nz/2014/06/why-can-props-be-important-instorytelling-for-young-children/ accessed on October, 24th 2014.

- 70% students got score 1.
- 9% students got score 2.
- 9% students got score 3.
- 11% students got score 4.



chart 4.7 pacing score chart

Pacing is the rhyme of a story⁵. It is a way of a storyteller delivers the story within the right and enjoyable speed for the audience. Pacing becomes one of important part in storytelling. Why is it so? It is because the story is running through pacing. The audience will get bored when the story has no rhyme inside. It is not talking about the storyteller's overacting performance sounds and act, but it is about the natural story's flow. The storytellers know when they should stop, pause, have a break, and keep going and continue.

More than 60% students got the score 1 for all the criteria except for the pacing criteria. In the pacing criteria, most of students got score 4. They did the storytelling with the right pacing. Some of them also brought note to read, in addition, this indicated the way of keeping the pacing in line.

From all those explanation above, the researcher could take conclusion about the level of the tenth grade students' storytelling skill at SMA MUHAMMADIYAH 2 Sidoarjo. In the part of storytelling performance, the researcher found that 102 students were beginner, 27 students were intermediate, 20 students were proficient, and none of students was accomplished. All of the data

⁵ Distco, 2012, The Elements of Storytelling. From

http://atr.k12.hi.us/tutorials/tutorials/digstory/elements.htm accessed on October 29th, 2014

were in the part of storytelling performance. Here the researcher provided the chart of the students' skill level.



students' skill level

chart 4.8 chart of students' storytelling performance level

The second is the part of storytelling compositional skill. The criteria for this categorization are about mastering the story content and the story structure. Approximately 107 students were intermediate, 29 students were proficient, 13 students were accomplished, and none of them was beginner.



Students' skill level

chart 4.9 chart of students' storytelling compositional skill level

For more detail, the researcher found that 98 students got score 1 for knowing the story element. Meanwhile, they were 14 students who got score 2, 3, and 4 for each element. The data could be written as shown below



chart 4.10 knowledge of the story element chart

The researcher took the conclusion that the reason of why most of them got the score 1 is because they relied on notes. Only 10% students mastered the story perfectly. This was because neither was the story from their teacher nor did they choose the story by themselves. The researcher found that even though they had famous stories like Cinderella, Pinokio, Sleeping beauty, Snow white, etc, they kept reading the notes. The notes they brought were not only the printed one, but also they brought mobile phone. Based on this fact, it is no doubt if most of them got score 1.

About the next criteria or element, the researcher found that all of the students got score 4. The students delivered the story by using perfect structure. They came with the orientation first then moved to the complication or climax and ended with the reorientation. The advantage of bringing and reading notes was that they could stay in the right line of the story. They did not drag into some parts and go back to the previous parts. They were perfect in the part of story structure within their performance.

The score of students' storytelling performance provides the answer for the research question number one as mentioned in the first chapter of this study. The criteria provided in the diagram, it is expected to be easy to understand.

The next findings of the study were about the problems that hinder the students' performance and about their strategy to overcome the problem faced. The problems found are described as follow:

Problems of Storytelling Performance
Pronunciation
Body language
Fluency
Nervous
Voice
Shyness
Afraid of being mistake

•	Lack of practice/preparation	
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- Confidence
- Style/acting
- Audience contact and control
- Self control
- Props
- Facial expression

Table 4.2 table of Problems of Storytelling performance

Problems of Storytelling compositional skill				
• Grammar				
English comprehension				
Afraid of being mistake				
Mastering/remembering the story				
Internalization of the character				
• Transferring the message to the audience				
• Opening				

Table 4.3 table of Problems of Storytelling compositional skill

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 about the problems of storytelling. The researcher provided the list of the problem to have the draft of the students' problems. To make it clear, the sum of the elector was also included. One student shared 1 or more problems they had. It was not difficult to write it down. The researcher just made the list and then gave the vote for the problems told.

The third finding was about the students' strategy to improve their skill of storytelling. They had their own criteria and way to have good storytelling performance. Some of students who had performed might also have suggestions from their trainer or teacher. Here the list of the students' strategies for storytelling:

		Stra	ategies			
•	Practice	(speak	ing and	pronu	nciation)	
				_		-
•	Practice	(acting	;)			
•	Watching	g movi	e			
•	Mental p	repara	tion			
•	Masterin	g the s	tory			
•	Staying o	calm				
•	Using p	rops				
•	Creating	g own s	story			
•	Bringing	note				



 Table 4.4 table of the students' strategies for storytelling

The table showed the students' strategy to cope with the problems. The students stated these strategies based on the problems they faced when doing storytelling. These strategies were ways to improve their skill of storytelling. 38 students or 28% students stated practice speaking and pronouncing. 68 students or 51% students stated practice acting. 40 students or 30% stated watching movie. 8 students or 6% students stated mental preparation. 42 students or 31% students mentioned mastering the story. 18 students or 13% students stated staying calm. 32 students or 24% students mentioned using props. 18 students or 13%

students mentioned having own story. 50 students or 37% students stated bringing note. 40 students or 30% students stated creating own word. 30 students or 22% students mentioned being more confident. 26 students or 19% students mentioned positive thinking. 22 students or 16% students mentioned praying at first. 18 students or 13% students stated outdoor performance. 40 students or 30% students stated being ready. 36 students or 27% students stated speaking clearly. 42 students or 31% students stated group performance. 34 students or 25% students mentioned staying focus.

B. Discussion

Every single criteria and the score that the students obtained, students have their own problems and solution to solve it. First, in the part of voice, most of students got score 1. This happened because most of them speak with low volume. The fact, based on the interview to them, they lack of confidence. They were nervous. They felt shy. They felt afraid of being mistake in the part of tenses and pronunciation. Because they were not fluent, they preferred to speak in low volume than spoke with appropriate volume and tone. Regarding these problems, they had their own solution. The solution they had including practice more frequently. They practiced the pronunciation by asking the teacher, watched movie and looked up the words at the 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, felling 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 confident, Positive thinking, Praying, Outdoor performance, Being ready, Speaking clearly, Group performance, and Staying focus

