

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see storytelling as a means to learn English language. In addition, it provides the data analysis results from the interview transcription based on the interview.

Findings

Storytelling is one of the activity commonly used as a learning media especially in Indonesia. Kusmiadi (2008) also stated that storytelling can be used as a learning media and foster the interest in reading. Moreover, storytelling used in some levels such as junior high school, senior high school, and college. Similarly, all of the participants in the study said that storytelling activity was one of the most influential assessment activities to add test scores for the participants in the Literary Appreciation class.

Based on the interview guidelines, the researcher conducted the interviews with the participants and asked about the implementation of storytelling conducted in the Literary Appreciation class. Besides, the advantages were gained by the participants through the storytelling activity in the Literary Appreciation class. All of the participants said that storytelling activity implemented in Literary Appreciation class was done orally and individually.

Furthermore, all participants said that storytelling activities could help the participants improve their English abilities. In fact, all participants felt that the implementation of storytelling in the Literary Appreciation class could provide benefits and help the participants to improve

their abilities related to learning English language such as gaining knowledge about language differences, increasing their ability to speak, and increasing vocabulary mastery .

Implementation of Storytelling in a Literary Appreciation Class

In this part, the first research question was about the implementation of storytelling in a Literary Appreciation class. The participants mentioned that there were three findings about implementation of storytelling in a Literary Appreciation class. Hence, those findings included about the preparation before the participants did the storytelling, performance when the participants did the storytelling activity, and post performance after the participants did the storytelling.

Participants' Preparation

In this case, in did the storytelling activity preparation was also needed. This statement supported by Peck (2018) who said that the students will feel calmer when they have maximum preparation to tell the story. The researcher found four discoveries made by three female participants including them;

Brainstorming. The participants mentioned that brainstorming was one of the methods used when preparing storytelling to determine the theme of the story that was going to be used so that they could understand the contents of the story and memorized the text. Lala said “To prepare the storytelling, usually we need to do the brainstorming. (P2.1).

Summerizing the story. One of the participants said that in preparing storytelling, it was also needed to summerize the story to ease the participants to understand plot of the story. Lala said “To prepare the storytelling I will summerize the story as I understand it without changing the storyline”(P2.2).

Check vocabulary and pronunciation. The participants said that she always used a dictionary to check her vocabulary and pronunciation when understanding and memorizing text of the story. Besides, lack of vocabulary in the pronunciation was one of her problem. Lulu said “To solve problems in vocabulary, I always use a dictionary to look up vocabulary and check correct pronunciation (P3.10)”.

Memorizing the story. All of the participants said that in preparing the story they need to memorize the text. As Lulu “To prepare storytelling I memorize the stories by understanding the characters in the story”. (P3.3). In addition Lili added, “To prepare storytelling I memorize the story and practice the intonation also expression”. (P1.2).

Storytelling Practice. In this case, two of the participants said that practice the storytelling is also needed. Lulu said “I do storytelling practice to practice my body intonation and movement in front of the glass in order to also train my confidence when doing storytelling in front of the class”. (P2.4). As Lili “ When prepare the storytelling ,I memorize the story to make it easy for me when practicing the story”. (P1.3).

Preparing the properties. The participants said that preparing the properties is also needed to make the story better and more interesting. As Lala “In preparing storytelling I prepare the properties that I need such as dolls, wood, gloves etc. that match the story I tell”. (P2.3).

Participant’s performance

In the storytelling activity, all of the participants said that each students did the storytelling in front of the class by bringing stories which had been prepared and specified the time. Besides, each student was obliged to memorize the stories which were told in order to facilitate them when telling the story. According to Miller and Pennycuff (2008) students do

story telling with their friends using only 6 sentences each beginning, middle and end of the story. After that, the listener will give positive feedback to the storyteller and provide input that will make the story better to tell in front of the class. In doing storytelling activities, there were several steps taken by the participants ;

Introducing themselves. All of the participants said that firstly they introducing themselves to the audience when they did the storytelling performance in front of the class. As a Lili “When doing storytelling in front of the class the main thing I do is introduce myself”. (P2.17).

Giving the explanations. In this case, the participants gave the explanations about the theme of the story which were presented. As Lala “The step taken is to explain the statement of the story that we will bring”. (P1.13).

Telling the stories. All students said that the third they could tell in accordance with stories that had been participants prepared earlier. Lili said “I told the story in front of the class according to what I had practiced before”. (P2.17)

Conveyed the moral values in a story. Two participants mentioned that when telling stories we can also convey moral values that can be taken from the story so that it can benefit the listener. As Lulu “When finished, I convey the moral values contained in the story”.(P3.12). As Lili said, “The students greet and introduce their own self, and they mention the title and story. Then, they convey the moral values contained in the story (P2.18)”.

Post performance

In this case, there are still activities carried out in the Literary Appreciation class, we can see from the three participants who have done the activities after doing storytelling in between ;

Giving the comments and scores. After the participants' performance in the storytelling, each student also got a score and feedback from other students. Lala said "The audience is given the task to pay the attention and take a note in order to assess the performance of each student who tells in front of the class (P1.8)". Furthermore, Lili also stated "Storytelling is conducted individually to advance in front of the class, and other students are given the task to judge. Then, those who get the most polls will get prizes (P2.9)". In addition, the comments given from the audience could also affect the score which were obtained because the students got the good comments, and the obtained scores were not expected, so they should do the remedial. As she mentioned, "The students had less score in storytelling activities and exceed the specified duration limit, and they get the remedial" (P2.10). In this case, other research does not tell the activities after storytelling. However, this study tells the events that existed in the class after the storytelling activity, so this research has differences that can provide information and increase knowledge of the reader so that readers can apply in the storytelling activities.

Advantages of Storytelling in Students' English language Learning

In this part, it answered the second research question about the advantages of storytelling in relation to the students in learning English language. The researcher found three findings about the advantages of storytelling in relation to the students in learning English language such as getting knowledge about language differences, improving the students' speaking skill, improving students' vocabulary mastery.

Getting knowledge about language differences. Based on the result of the interview, the researcher found that storytelling could help the students to distinguish language of literary and colloquial language. Lili said "Storytelling can add the students' insights to distinguish literary expression from colloquial language (P2.19)". In general, a colloquialism is any informal

word or expression used aptly in conversation among ordinary or educated people (Nofalli, 2012). Lili added that literary language was different from the language which they used in everyday conversation because in the language of literary, there was the figurative language . Keraf (2006) asserted that figurative is a style of literary language works which is delivered in an honest, polite, and interesting manner. Additionally, Aminuddin (2001) defined that figurative is the style of language used in a literary work with the aim of providing certain effects as to make the literary work to be more lively.

Improving the students' speaking skill. In this research, two of the participants said that storytelling could help in increasing their speaking skills. Lala mentioned that from the storytelling, she got the insights about short stories, increased self-confidence, and improved the speaking skill. As she mentioned, “ I get the insights about short stories, increase self-confidence, and can improve speaking skill (P1.14)”. Following this, Lala explained that storytelling was done using English and monologue. That way, she needed more time to practice speaking. As the reason, if the participants often practiced the speaking in English, it could automatically help them to improve their speaking skill well. Furthermore, Lili also said that storytelling could develop the students' speaking skill. As she said, “Storytelling is able to help the students' speaking skill (P2.18)”. Regarding the cases mentioned, it was in line with Davies (2007) who stated that storytelling can develop the students' listening and speaking skills. Besides, the students will learn the importance of listening on how to communicate ideas and interact with others. Rafiudin (2011) also argued that teaching storytelling is appropriate technique to improve the students' speaking skill in order to be the active learners.

Improving student's vocabulary mastery. In this case, one of the participants said that storytelling could help the students to enhance their vocabulary mastery and improve the

pronunciation skill. Lulu said “Storytelling can improve my vocabulary mastery and pronunciation better (P3.14)”. Lulu added that by having good vocabulary and pronunciation mastery, those could improve the students’ communication skill. Besides, Mokhtar, Halim, and Kamarulzaman (2011) stated that the storytelling is effective teaching aid to improve the students’ communication skill and develop their vocabulary mastery.