

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher writes some essential studies from the previous research, books and journal articles related to this research. The topic composes of the use of literature in education, definition of storytelling, storytelling in education, implementation of storytelling in classroom, advantages of storytelling, and review of related studies. In the last of chapter two, the researcher also puts the conceptual framework.

#### **The Use of Literature in Education**

Literature in English language teaching has been re-assessed as effective stimulation for students to express themselves in other language and as a potential source of motivation. Literature of EFL enhances the four English skills such as listening, reading, writing, and speaking. Thenmozhi and Gupta (2016) stated that teaching and reading different literary genre can contribute to enhance the students' creative writing. Thenmozhi and Gupta (2016) added that reading literature from different period adds to the understanding to human's experience and values. The statement mentioned is supported by Inderawati (2012) who argued that reading literary works does not only function at entertaining but also it gives moral values to influence the students' behavior and strengthen the establishment of character and personality. According to Kannan (2018), blending human's values and etiquette in teaching English language and literature is an energetic platform for the students to exchange their views and ideas.

Furthermore, according to Van (2009), there are several benefits of literature. Literature provides meaningful contexts, involves a profound range of vocabulary, dialogues and prose, appeals to imagination and enhances creativity, develops cultural awareness, and encourages critical thinking. Kannan (2018) stated that when the students are introduced to the literature,

they are able to understand the social aspects and human's values by reading some novels or short stories or poetry or dramas. Kannan added that at the same time, by reading literature, every student can improve their vocabulary, sentence construction, grammar, and critical thinking. Accordingly, the importance of learning English results the understanding of language directly and indirectly, and the moral values are needed for the present education system.

### **Storytelling in Education**

Mostly, the researchers believe that storytelling is an effective strategy used in education context because it is often used by the students in the earlier grades. However, there is an evidence to indicate that the story telling is used as a teaching aid in teaching and learning process. A good amount of research has been done regarding the effects of storytelling in education, and one of which is stated by Locket (2011) who stated that storytelling has demonstrable, measurable, positive, and irreplaceable value in teaching. He also added that the stories can help to enhance recall, retention, and application of concepts in new situations.

Miller and Pennycuff (2008) said that storytelling is an effective strategy owing to the fact that it can improve the students' academic achievement in the field of reading and writing. The storytelling can also improve art in education and motivate the students to connect with their learning. From the statement mentioned, it is supported by McDrury and Alterio (2003) who maintained that storytelling in education is a very thoughtful learning activity equating to experiences in life. Besides, they indicated that storytelling is a learning theory because of the deep thought which provokes the new information bringing to the fore. Furthermore, Haven and Ducey (2007) also stated that storytelling is the most effective educational tool for the least amount of effort. Following this, it employs the skills which the people have already possessed and put them into good use.

In addition, according to Abdulla (2012), storytelling is one of techniques or activities to help the students learn different vocabulary, rules of grammar, and oral discussion. Craig et al. (2015) stated that storytelling helps the teachers do teaching and learning process by encouraging the students to use spoken language and building their awareness of cultural variations in the way of the story being told. Besides, they also added that storytelling comes as a great way to bridge apparent “cultural divides” by encouraging many interpretations of the core story which the teacher tells about. Storytelling helps the students connect the prior knowledge and experience with the larger world of text. Likewise, the storytelling offers a rich opportunity to learn more about the narrative style and story grammar of the students that are used to. Furthermore, Mello (2001) said that Storytelling is an important teaching methodology for the teachers especially in reading and literacy-based programs. Mello added that the stories are conveyed by the students containing worldviews, and storytelling can help the students build language theory and fluency.

### **Definition of Storytelling**

Storytelling is used to retell the story read or heard by using the storytellers’ own words based on the people’s understanding about the story. According to Palmer (2001), storytelling is a rich interactive process which facilitates imagination, creative thinking, language abilities and cooperative learning. Haven and Ducey (2007) said that storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific and live audience. The statement mentioned is also supported by Miller and Pennycuff (2008) who stated that storytelling is defined as relating a tale to one or more listeners through voice and gesture. They also added that storytelling activity is a way to motivate the

most reluctant reader or writer because storytelling relies on the listener and the teller. Likewise, this strategy utilizes the social element of language.

Remenyi (2005) reported that storytelling is a fundamental method for sharing knowledge among people as it allows participants to be transmitted to another time and place. Remenyi added that storytelling is also considered as more personal experience as the listener frequently has greater levels of eye contact with the teller compared to listening to a story read from a book. He also suggested that storytelling requires a greater use of the visual imagination than story reading as there are no pictures to share in storytelling.

In this case, Peck (2008) argued that storytelling is an oral interpretation of traditional stories, literary or personal experience. Lucarevschi (2016) stated that storytelling is one of the oldest forms of human communication being used for thr entertainment and promotion of education and cultural values. Furthermore, Mello (2001) said that storytelling is a constructed experience which involves both listener and teller in a highly interactive and creative process.

### **Implementation of Storytelling in Classroom**

In the implementation of storytelling in the classroom, the teachers have various ways which aim to improve the ability of each student. From the statement mentioned, it can be seen in several studies. According to Peck (2018), the storytelling can be done by the students being asked to tell stories based on their personal experiences to make stories accompanied by simple drawings in each initial, middle, and final sentence. Besides, the students are asked to tell stories which they have in front of the class, and the teacher will give the comments and suggestions to them. To increase the students' enthusiasm, the teacher will give a gift to the students who have successfully demonstrated their creativity in front of the class. Regarding the statement mentioned, it only aims to improve the students' speaking skill but also to train their creativity.

Besides, the students who are active in storytelling can improve the fluency and expression in spoken language. In this study, it has been found that the storytelling based on personal experience can ease the students feel to be sensitive to have facial expressions, body language, or verbal responses such as laughing, gasping, and sighing.

Another way to apply Storytelling in class is applied by Miller and Pennycuff (2008) where the focus is to improve the reading skill. The students are asked to read at least 5 different stories. Then, the students choose one of the stories which they want to convey. Following this, the students try to tell their friends, and they will return to the text to ensure that the important details have been included. Moreover, the students retell only by using 6 sentences each of the two for the beginning, middle, and end. Hence, the listeners will give positive feedback to the storytellers, and they give one suggestion which will make the better story to tell in front of the class as learning reflection or feedback.

Furthermore, the implementation of storytelling in class is applied by Abdulla (2012). The researcher gives the story books to each group entitled "Storytelling in the Class". This book is chosen because of its simple and familiar for the students when they have first read carried out the activities such as retelling, asking questions of student understanding, total physical response to activities, role playing, and reading pictures. From the statement mentioned, it is important for researcher to mention before reading the story, and the researcher himself shows the pictures to the students and asks the students to guess what the story is and who the main character is. By using pictures from the books, the stories are read and told to the students using pantomime, movement and facial expressions.

In this case, the students are asked to participate in actions during the story presentation by making several movements related to the subject of the story. In fact, the story is retold by the

researcher with the students together. Then, each group of students in the class is divided into two groups, and the researcher asks them to retell the story from their own style and explain their ideas about the character of the story. Additionally, they will discuss their opinions along with the repetition process which comes as an important aspect in telling stories to help the students who have lost several different parts of the story. In addition, there are various tones and volume of tellers for each character to give the desired meaning and make the story to be interesting and fun for the students. At the end of the lesson, the students are asked to play roles and act several scenes from the story using character masks, their clothes, their style, and others.

In the application of storytelling which has been done by several researchers, there are several differences. In this case there are different participants involved by the researchers in this research such as the students from junior high school, senior high school senior, and collages. However, it can also be ascertained which this research has similarity in researching the context of the class and EFL students.

### **Advantages of Storytelling**

Storytelling in the classroom can be used by the teachers as a strategy to make the students to be more active because storytelling activity not only can help students to communicate and improve students ability but also it can be a way to enhance the students' creativity. According to Mokhtar, Halim, and Kamarulzaman (2011), storytelling is effective teaching tool to help the students in enhancing the students' communication skill and develop their vocabulary mastery.

In the teaching activity, using storytelling technique not only can be very helpful but also the teachers can also encourage students' participation. The statement mentioned is supported by Davies (2007) who asserted that storytelling can help listening and speaking skills, and the

students will learn the importance of listening on how to communicate ideas and interact with others. Furthermore, storytelling can stretch the imagination, and it encourages the students to escape fantasy world and can support the daydreams which have positive benefit and clarity leaving them better to be able to cope with day to day situations (Davies, 2007).

Moreover, Parkinson (2010) stated that using storytelling in classroom can help the students to continue their experiences, develop language skills to train and use imagination, and enhance their confidence, communication, and creativity. Parkinson also added that storytelling can indeed be important catalysts in developing critical and analytical thinking skills as well.

According to Palmer et al. (2001), storytelling can create the active students to build their own understanding and current knowledge. Furthermore, the storytelling helps the students in developing the sense of the story by incorporating the use of essential story elements. These elements include the points of view, plot, style, character, arrangement, and theme (Haven & Ducey, 2007). They also added that when the students become the storytellers, they are given oral development. Hence, oral language is a strong factor in the development of literacy.

Mello (2001) asserted that the literature shows that the storytelling process can help the listeners and tellers to gain the understanding of language, culture, understanding, humor, and logical thinking skills. Mello (2001) added that telling stories can improve the students' literacy in the process of telling stories to provide meaningful goals for oral expression. Following this, it broadens the meaning of oral expression by paying attention to the tone, volume, time and use of silence and the movement of academic fields of fluency, vocabulary mastery, writing, and remembering.

Furthermore, Palmer et al., (2001) argued that storytelling also functions to increase self-awareness, visual image, and cultural knowledge. Besides, storytelling offers unlimited

opportunities to develop caring which can be more authentic, and the students can respect other students with a background in language and culture. Keshta (2013) also stated that storytelling provides natural connection between events and concepts and the way of telling stories through images. Also, it is often conceptualized as a getaway of encouraging the students' English language to be actively participating in the process of learning foreign language.

### **Review of Related Studies**

There are many studies related to this research, but researcher only takes two studies related to this study. The first research was conducted by Karlsson (2012). The purpose of this study was specifically to determine how storytelling might be adapted as a communicatively focused teaching strategy to help the adolescents in the ninth and tenth grades of Icelandic lower secondary school and improve their English writing and speaking skills as reflected in the 2007's Icelandic National Curriculum. Therefore, this purpose met the basic criteria of action research which required in addressing specific and practical problems in order to obtain the solutions in learning English.

This study was conducted in junior high school in Iceland. To collect data, this research used action research as the stage of investigation where the researcher knew what happened on the observation. In writing skill, the researcher gave two questionnaires to the students after each lesson. The purpose of the questionnaire was to identify the students' interest in writing stories, their attitude towards writing in general, and their writing weaknesses. The further questionnaire helped the teacher to find out what assistance or what resources to bring to each individual were.

In another way, researcher collected through observation. The researcher observed the courage of students to tell their stories during the story time and the social ways which they argued about the topic of the story. The researcher also looked at ways of empathy where the



students helped one another (especially those who were too shy to speak in front of the class and those who were not good at speaking English) and the enthusiasm to present their stories in groups.

The results of this study proved that storytelling as a language class teaching strategy enhanced the communicative teaching. In improving writing skill, not only telling stories made the writing process motivating, educating, challenging and creative but also it helped the students to identify their strengths and weaknesses which turned to help the teachers to provide the appropriate assistance for the students to reach their potential as English students. Storytelling also promoted learning which took place in a more natural, meaningful and interactive context, motivated the students to connect with their learning, and created the opportunities for them to use English in the classroom to express themselves appropriately regarding the situation. Above all, storytelling enhanced the students' confidence to face challenges and bring their inner imagination and creativity to the forefront.

The second study related to this research was conducted by Laili and Sudartini (2016). The aim of this study was to improve the students' listening comprehension of grade X in SMA Muhammadiyah 1 Yogyakarta using English storytelling techniques in the academic year 2015/2016. This research was conducted at SMA Muhammadiyah 1 Yogyakarta. To collect the data, this research adopted the reconnaissance, planning, action and observation, and reflection. The data were taken through the qualitative and quantitative research.

The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the students, and holding discussions with the English teacher. In the quantitative, the data were obtained from pre-test and post-test. The data were in the form of field notes, interview transcripts, and documentation. The qualitative data

were analyzed by assembling, coding, comparing, building interpretations, and reporting the outcome. Meanwhile, the quantitative data were analyzed by calculating the mean scores of the pre-test and the post-test. The mean score of both tests were compared.

The findings of the study showed that the use of English storytelling techniques were proved to be effective to improve the students' listening comprehension. Besides, they became interested in the English listening class, and they felt that the lesson did not make them feel bored. The findings were supported by the means of the students' listening scores which had improved from 8.2 in the pretest to 8.5 in the post-test. It could be concluded that the first strength in the first study towards the storytelling was an effective teaching strategy to encourage CLT. Besides, it was interesting to note that storytelling could motivate, educate and stimulate their creativity. When children developed the competencies to think clearly and creatively, they could plan and apply their plans and express their understanding in various ways because the students should be given a set of tools to think and create.

Furthermore, in the second study, this study showed that storytelling could improve the students' listening comprehension. It was shown when the actions were implemented. The scores also showed that the students' listening comprehension improved as the scores of post-test which were higher than those of pre-tests. In the class observation, when the actions were taken, and the interview was conducted with students and English teachers. In this case, it proved that the action was successful to increase the students' listening comprehension as expected which was in line to this research.

To sum up, the strength of the first study conveyed that storytelling is an effective teaching strategy to encourage the students' English skill. The strength of the second study showed that the storytelling can help the students to improve listening comprehension. That way,

the results of these two studies can contribute to this research because they have differences and similarities. The similarities of the two studies with this study are to look for the advantages of storytelling. The differences in the two studies with this research are the participants of the research. Both of these studies have examined the students of the secondary school and students of junior high school while this research examines the college students. Therefore, this research is important to conduct because storytelling has been widely used for young children so that the researcher wants to investigate the use of storytelling for college students.

### **Conceptual Framework**

The title of this research is “Storytelling as a Means to Learn English Language”. Based on the research title, the researcher aims to investigate a study related to the research. The research questions of this research will find out on how to implement the storytelling in a Literary Appreciation class and the advantages of storytelling in relation to the students’ learning English language. Therefore, by conducting this study, the researcher focuses only on investigating the implementation of storytelling in a Literary Appreciation class and the advantages of storytelling in relation to students’ learning English language.

In addition, the storytelling is the process of interaction through narrative text because the students can express their ideas using their stories such as the stories about social and cultural activities from sharing stories, sometimes with improvisations, plays, or decorations. At the present, storytelling is used as one of the media applied in learning process which aims to provide the benefits to the students. The following chart is to simplify the concept of the research.

Figure 1

*Conceptual Framework*

