

Chapter Four

Finding and Discussion

This chapter reveals and discusses the findings or the results of this study. The research aimed to identify the challenges that students face in practicing storytelling in their extracurricular and to investigate the strategy to overcome the problem in practicing storytelling in their extracurricular. By this point, the researcher gets several points or findings which are about the challenges that students face. Besides, in this part, the researcher also reports some strategies to solving the problem. Last, the researcher supports the findings using relevant explanation from some experts.

Challenges that students face in practicing storytelling in their extracurricular

At this point, the researcher found several findings related to the first question about “What are the challenges that students face in practicing storytelling in their extracurricular?”. The researcher collected the data from three students at one of the junior high school at Panggang. It means that all information are from these three participants.

Finding 1. Forgetting the story. From the data obtained, there are three participants or students who stated that they often forgot the story. it means that one of the biggest problems in doing storytelling is forgetting the story. The data was supported by the participants. Firstly, Mawar stated, “The problem is I often forgot when I did storytelling; suddenly I forgot the next story”. Mawar also added, “I was confused what to say when I practiced the storytelling”. Dahlia contended, “Sometime

the problem is I forgot the story, because sometime I get long story that make me difficult to memorize”. Melati also echoed, “I feel difficult in memorizing”.

From the data above, it can be concluded that the first problems in practicing the storytelling in their extracurricular is that the students often forget the story. This case made the students become confused about what to say because they forgot what to say. This finding is in line with Adams (1999) who states that the amnesia happens to students especially when they are telling the story, and amnesia happens sometimes to the students who do not focus or they concern to another object. This was also in line with Callahan (2014) who stated that being confused about what to say is related to the capacity of memorizing. This case impacts the quality or the success of involving the emotion between the storyteller and the audience. Callahan states that when the storyteller gets difficulty in memorizing, it frequently makes the storyteller becomes confused about what to say while telling the story. Besides, Callahan adds that memorizing is the hardest things to do for being a storyteller. It takes times to memorize the story especially long story.

Finding 2. Expressing the character of the story. Another problem in doing storytelling that the students faced is expressing the story. There was also only one student who found this problem, and she said. “But I feel more difficult in expressing the story” (Melati). Mawar also added “expressing the character of the story is difficult because there are some characters in one story. Every character has differences. So we must remember every characters, for example character A have big voice, B have little voice, and A have mad or sad.”

Based on the point above, it can be concluded that the fourth problem is about the difficulty in expressing the story. According to Mokhtar, Halim, and Kamarulzaman (2011), storytelling is conveying events in words, sound, image, often by improvisation of expression from storyteller. Kamarulzaman also adds that this case which makes the storyteller fail so often because sometimes the storyteller's expression is not suitable with what the storyteller want to share. That was why this case became one of the challenges that the storyteller faced.

Finding 3. Being nervous. Feeling nervous was something that can be faced by someone when they perform or tell something to other people. In practicing storytelling in extracurricular, this challenge was found only by one student. Student's answer about feeling nervous was stated by Melati. Melati stated, "Moreover from the beginning of doing storytelling I felt nervous".

Based on the explanation above, the researcher concludes that the last problem in practicing storytelling in extracurricular is feeling nervous. Besides, on the data collected, it showed that there was only one student who contended feeling nervous is one of the problems that student faced in performing storytelling. According to Adams (1999), Students' confidence is needed for the storyteller to become successful storyteller. If the students get nervous and they are not confident, it will make the quality of the intonation and the gesture (move) will be interfered. It can be concluded that this case was the last problem that the students faced in performing a storytelling.

In conclusion, from the first research question about 'What are the challenges that students face in practicing storytelling in their extracurricular', three findings

gotten. These were forgetting the story, expressing difficulty, and being nervous. After presenting the challenges in performing or practicing the storytelling in their extracurricular, the researcher presented several strategies that the students used to solve the challenges mentioned previously.

Strategies to solving the challenges in practicing storytelling in the extracurricular

In this point, the researcher reported some results related to second question about “What are the strategies to overcoming the problem in practicing storytelling in their extracurricular?”. The researcher collected the data from three students at one of the junior high school in Panggang. By this point, it shows that all data were from these participants.

Finding 1. Asking friend. The first strategy that the students used to overcoming the challenges in performing storytelling was asking friend. There was one student who used “asking friend” as the strategy to solving the problem. The explanation about this strategy is mentioned by Mawar, “when I did storytelling I ask my friend to tell me the next word of the story, for example “then”. Mawar added “when I perform, actually others friends read the story. So when I forget the story, I ask my friend. Then my friend tell me the next word, for example “then” or “and” so I can remember the next story”.

From the point above, it can be said that the first strategy to solve student’s challenge in practicing storytelling in extracurricular activity is asking help from friends this strategy can solve the challenge when the students forget the story . It also could be said that there was only one student who contended that asking friend is the first strategy that she used to solve the problems in performing storytelling. Hub (2013)

contended that social strategy is one of the strategies that can be implemented when the students do not know the answers. Social strategies refers to asking for a clue to teachers, students or the people around the students. This strategy was often used by the students especially when they forgot the story. When the students forgot the story when they performed, they often asked help from their teacher or their friends.

Finding 2. Learning to memorize. The second strategy that students used to solve the challenge in performing storytelling is learning to memorize. In this strategy, there were three students who used this strategy to solving the challenge in doing storytelling in their extracurricular. It means that this strategy is mostly used by the students while performing storytelling and this strategy is clearly stated by Mawar, “Maybe, to make me remember the story, I often do memorizing”. This statement is added by another participant, “I learn to memorize the story” (Melati), and followed by Dahlia, “but I cannot always look at my mini note so I still must to learn how to memorize the story”.

From the data above, it can be seen that learning to memorize is frequently implemented by the students when they perform storytelling in their extracurricular. Learning to memorizing is strategy to solve a challenge when the students forgetting the story. Based on the above finding, there were three students who used learning to memorizing as their strategy to solve the problems in doing storytelling. Callahan (2014) states that when the students get difficulty in memorizing, the best thing to do is to learn memorizing everyday, so it will ease the students in memorizing particular

thing. This strategy was often implemented by the students in order to solve the first problem which was about forgetting the story.

Finding 3. Doing more practice. The third strategy that students implemented is doing more practice. There was only one student who implemented this strategy to overcome the problem in doing storytelling. Melati said “my teacher said that I have to practice more”.

From the above explanation, it can be concluded that the third strategy that the student used to overcome the challenges in doing storytelling is about practicing more. Doing more practice can solve students’ challenge when the students forget the story and when the students feel difficulty in expressing the character of the story. It also could be stated that there was only one student who used practicing more as the strategy to solve the problems in performing storytelling. This strategy is supported by Altman (2012) who states that practice makes perfect, so practicing could be used before doing storytelling or performing another task. The students used this strategy to solve the problem about forgetting the story and being nervous. The students would be more confident if the students felt that they could perform well. The students could perform well when they had practiced a lot.

Finding 4. Learning to express the character of the story. Another strategy that the students applied to overcome the challenges in doing storytelling in their extracurricular is learning to express the character of the story. There was only one student who stated this strategy. As Melati stated, “Learning how to express the character of the story”. Melati added “first I try to understand the story and then I

identify the character, for example there is a character who mad or sad, then I try how to express anger or sadness.

From the data above, it can be concluded that the next strategy that students apply to overcome the challenges in doing storytelling is learning to express the character of the story. This strategy is to solve the challenge when the students feel difficulty in expressing the character of the story. Mokhtar, Halim, and Kamarulzaman (2011) contend that learning to expressing the story is the strategy that storyteller can use to solve the problems in doing storytelling. Mokhtar, Halim, and Kamarulzaman add that learning every expression is a must for storyteller because the storyteller' face and eyes should speak like what the expression of the story should be.

Finding 5. Using mini notes. The last strategy that the students used to overcome the barriers in practicing storytelling in their extracurricular is using mini notes. There was only one student who used this strategy. Dahlia said, "The strategy to solve when I forget is sometimes I bring mini note".

From this point, it can be stated that the last strategy that students implemented to solve the challenge is by using mini note. This strategy is to solve the students challenge when the students forget the story. There was only one student who said that using mini note is one of the strategies that the students use to solving the problems in doing storytelling. This is an interesting finding of the research because this finding is not mentioned in many resources. Thus, it can be said that this finding becomes the uniqueness of this study. In addition, this finding is to solve the problem about forgetting the story.

In conclusion, based on the findings above, there were five strategies that the students used to solve the challenges in practicing the storytelling in the students' extracurricular. These were asking friend for the next word, memorizing the story more, doing practice more, learning to express the character of the story, and the last is using mini notes. Every finding or strategy was explained by the researcher about to what problem it could be used.