

Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points mentioned in this chapter. This chapter presents several aspects related to the topic of this research such as background of the research, identification of the problem, limitation of the problem, research question, research objective, and research significance. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

To be able to improve literary skills for all students, pedagogical strategies need to be applied. According to Freire (2005), pedagogy is an act of teaching. Freire (2005) added that the pedagogy identifies the students as agents and teachers as facilitators. The pedagogy adopted by the teacher shapes the actions, judgments, and other teaching strategies by considering learning theory, students' understanding and their needs, and the background and interests of each student. Storytelling is one of the pedagogical strategies which the teachers can use as one of the learning strategies. Using storytelling in class is one way to overcome the development of English with spoken repetition language, reading comprehension, and writing. The statement mentioned was supported by Peck (2018) who stated that the storytelling in the classroom activity can promote and also develop the expressive language in spoken and written composition. Besides, it can also develop reading and listening comprehension.

In addition, using storytelling as a strategy in teaching offers two different learning situations for the students. With the teacher as a storyteller, the students can develop effective and critical listening skill. With students as tellers, opportunities are given for the development of oral and written expressions (Peck, 2018). He added that in the last situation when students

listen to each other telling the stories, they will get the experience to tell from the point of view towards the teller and listener. By listening to various tellers, the students will learn to distinguish and evaluate storytelling styles, story genres, and their strengths and weaknesses. The effective listeners will provide the feedback needed for the tellers. Likewise, the students can gain sensitivity to the value of the feedback given by sharing their observations with the tellers. From the statement mentioned, it is in line with Palmer, Harsbarger, and Koch (2001) who said that the storytelling comes as an active process which can facilitate imagination, creative thinking, language skills, and cooperative learning.

Students who actively build their own understanding can build on their current knowledge and cooperate with others (social interaction) as meaningful tasks which can enhance their learning. Palmer, Harsbarger, and Koch (2001) also said that after telling the story, the teacher might ask the students to identify a segment which they like. Moreover, a discussion of what makes the segments to be really attractive signifies the strength of the story itself and in the creator's special presentation style. Hence, this feedback can guide the tellers in developing styles which are even more effective. Overall, the story telling consists of the structure, methods and elements which make the way of the story to be understood (Lucarevschi, 2016). She also added that storytelling improves the learners' vocabulary and sentence structure in the English context.

Literary Appreciation (LA) class as one of elective courses is currently offered as one of the subjects in English Language Education Department (ELED) at an Islamic private university in Yogyakarta. Besides, storytelling is one of the activities conducted in LA class. Incorporating storytelling as a literary work, it is taught or practiced in this class which is the storytelling itself as the name "telling" done orally from time-to-time with the main value of

moral value and culture. In this case, the storytelling includes in the activities of the students so that they are unconsciously aware that they can get the moral values taught through the stories. All students who take LA class are required to be able to do the storytelling activities by using English language stories through their respective imagination and creativity without using text when they are in front of the class which aims to improve their English mastery.

In this case, there is an interesting phenomenon which the researcher can find when the students conducts the storytelling. For example, the students can explore their ideas and creativity in front of the class, so they can use their creativity by using some properties such as dolls, chairs, gloves, and others. Also, they do the storytelling through the acting so that they can make the story to be more alive and interesting. In addition, the students cannot only tell stories but also they can listen the stories from other students, so they can learn from each other such as pronunciation, volume, expression, and acting.

Furthermore, based on the researcher' experience, there will be differences in the results of each student to tell the stories. In addition, the students will get better grades if they make good and maximum preparation because preparation is really important for the students to do. When the students have good preparation, it is able to develop the students' calmness when telling stories, and the stories which can be delivered well will build the students' confidence. The statement mentioned is supported by Peck (2018) who asserted that the students will feel calmer when they prepare storytelling to the fullest and help to build the students' self-esteem when they can tell the stories well. By having good preparation, the students not only can prepare the story to tell but also they can use their creativity to use the property in order to make the story to be more interesting. Thus, it will be different from the students who do not make maximum preparation so that they will get not optimal grades. For the reason, based on the experience of

researcher, many students still feel confused about the story being conveyed, embarrassed, and lack of confidence so that they cannot tell the story well.

Furthermore, the storytelling provides a meaningful purpose for oral expression which extends the intent of simple retellings by noting the tone, volume, time, and use of silence and movement. The statement mentioned is supported by Peck (2018) who argued that active participation in storytelling can improve fluency and expression in spoken language. That way, the researcher believes that storytelling comes as a good learning method for the students because it can improve fluency and oral expression. Besides, the storytelling can encourage the students to stimulate ideas and creativity in their minds, and they automatically will be forced to learn. Following this, they can learn and get a lot of knowledge such as new vocabulary and how to say the right words in English. In addition, the students can also get knowledge from literature. For instance, the students can track the aspects contained in the story, the conflicts which exist in the story, and the characters in the story. Therefore, from the phenomena mentioned, the researcher is interested in conducting the study on finding out how storytelling is implemented in the Literary Appreciation class and the advantages of storytelling in relation to the students' English language.

Identification of the Problem

The researcher believes that every student has different abilities especially for the students who are in the LA class. For the reason, not all students who take this elective course are those who have high literary abilities, and one of which is in storytelling activities conducted in the class. In the storytelling activities, the students are required to be able to understand a story and retell the story with imagination, expression, and appreciation.

Based on the experience of the researcher in the LA class, the storytelling was done verbally. There were several problems faced by some students including those who had not been able to bring the story well because some of them were still nervous when telling stories in front of the class. In addition, it was difficult for the students to memorize texts, lack of expression and acting, lack of correct pronunciation, lack of voice when telling stories so that listeners felt less to listen clearly and lack of confidence when telling stories in front of the class. This statement supported by Isbell, Sobol, Lindauer, and Lowrance (2004), storytellers tend to use more repetition, sounds, and gestures of a person reading a story merely. They also suggested that storytelling requires a greater use of visual imagination than story reading as there are no pictures to share in storytelling.

In addition, shame and lack of confidence will greatly affect the students' mentality because it will make students feel nervous when telling stories in front of the class. From the statements mentioned, it can affect the students' fluency in telling the story so that most of them forget about the storyline which will be conveyed. With the existence of phenomena in this class, the storytelling is one of the less interesting activities owing to the fact that it requires the students to tell stories using expressions and acting. Additionally, if storytelling is not delivered at the appropriate language level, it can cause the students to become stressful, frustrated, and less interested in storytelling activities (Kim, 2010).

Regarding the obstacles faced by some students in storytelling activities, there are also some advantages obtained by some other students. For example, with this storytelling activity, it can actually make some students be able to train their confidence, pronunciation, and fluency in speaking in English. Besides, they also get knowledge about some aspects which must be considered in storytelling. From the statement mentioned, it is supported by Kim (2010) who

demonstrated that storytelling may play an important role in helping the students to improve their language skills in L2. Furthermore, Mello (2001) showed that through stories, it involves the imagination, stimulates sympathetic responses, and causes participants to think more deeply about their social world. Mello (2001) also added, storytelling activities have the impact on the participants' interpersonal relationships, empathy, and a sense of "connectedness" in the classroom activity. Therefore, telling stories out loud without the help of books, multimedia presentations, or other devices needs to be prioritized in class. These advantages can overcome the students' problems, but researcher wants to focus on how the benefits of storytelling for the students' English is implemented in LA class.

Delimitation of the Problem

To make this discussion to be more focused, the researcher limits the problem. Firstly, the researcher wants to know how storytelling is implemented in the LA class. Secondly, the researcher also wants to know what the advantages of storytelling role to the students' English language.

Research Questions

To conduct this study, two research questions are used as the guidelines, and those are:

1. How is the implementation of storytelling in Literary Appreciation class?
2. What are the advantages of storytelling in relation to the students' English language learning?

Objectives of the Research

The purposes or objective of this study seek to find out the answers to the questions. The answers to the questions will be about:

1. to know the implementation of storytelling in Literary Appreciation class.
2. to investigate the advantages of storytelling in relation to student's English language learning.

Significances of the Research

The research has several advantages and positive contributions for some parties such as the teachers, the students, and other researchers.

For the teachers. The existence of this research is expected to help the teachers to gain knowledge about the advantages of storytelling for the students. Then, the teachers can imitate the application of storytelling as one of the learning media which is beneficial for the students. Besides, this research can be useful for the teachers as a reflection to their teaching. Moreover, this research can be an evaluation for the teachers on how they should teach and introduce a storytelling in a Literary Appreciation class to the students.

For the students. The existence of this research is expected to help the students gain knowledge about the advantages of storytelling for the students. Besides, from this research, the students can consider storytelling as a way to improve their English skill. Additionally, the information of this research can be an evaluation for the students to avoid the problems in storytelling and the recommendation to improve their speaking as well.

For other researchers. Conducting this research, other researchers can know the implementation and advantages in storytelling in a Literary Appreciation Class. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

Organization of the Research

This research is divided into five chapters. Chapter one discusses about introduction which consists of background of the research, identification of the problem, delimitation of the

problem, research question, the objective of the research, and significances of the research.

Besides, chapter two discusses the literature reviews related to the use of literature in education, definition of storytelling, storytelling in education, implementation of storytelling in classroom, advantages of storytelling, review of related studies and conceptual framework. In chapter three, it discusses the research design, research setting, research participant, data collection procedure, data analysis, and trustworthiness. In addition, chapter four discusses about the findings and discussion of the research. Therefore, in the last chapter of this research, it presents the conclusion and the recommendation of the research.