CHAPTER I

INTRODUCTION

1.1 Background of the Study

Storytelling continues to play a significant role in communication and entertainment, and it is ingrained in all human institutions, including families, religions of all stripes, schools, and universities (Abrahamson, 1998). There are many different types of stories available on television, movies, email, magazines, books, and the press, to name a few media. Individuals can converse with each other by sharing tales from their daily lives, offering counsel, or warning kids about the consequences of misbehaving. Furthermore, studies have discovered that storytelling is making a comeback as a method for instruction and learning in both enterprises and education (Douglas, 2005). In addition, the number of national and worldwide storytelling guilds is rising, which means that oral storytelling will eventually spread to more domains, such as politics and culture.

Stories assist students remember new vocabulary words, which is beneficial for those studying English as a second language (ESL) or as a foreign language (EFL) (Collins, 2010; Elley, 1989, 1991; Kirsch, 2012; Lwin, 2016; Mason & Krashen, 2004). Using a corpus-based approach, Hsieh, Wang, and Lee (2011) found that storybooks used for four years were considerably more content-rich than textbooks used for the six years of elementary school instruction in the English class of a primary after-school program in Taiwan. Stated differently, storybooks provide more vocabulary to EFL children who are not exposed to the target language much.

In 2011, the Taipei Division of Education in Taiwan increased the weekly length of all English classes from 80 to 120 minutes. This action provided instructors greater opportunities to include children's literature in their syllabi and was taken in acknowledgment of the vital role that English plays in communication and education. The Curriculum Guidelines of Elementary English Language Teaching and Learning (DOE, Taipei City), published following the introduction of the policy, state that children's literature should be included in the curriculum to encourage children's interest in reading and to enhance their reading abilities. In an attempt to maximize the impact of storytelling, educators have

experimented with a range of storytelling approaches, including pure storytelling and storytelling mixed with additional activities.

Additional activities after storytelling, such as dramatization (role-playing and puppet theater), hand craft books (to present ideas and facts), and output practice (using the target words in appropriate contexts, checking comprehension, or singing songs), can help strengthen the language skills that children are learning (Amiryousefie & Kassaian, 2010; Biegler, 1998, among other studies). However, other research indicates that the extra activities were not as effective as expected (e.g. Manson & Krashen, 2004; Mason et al., 2009; Smith, 2011). In fact, these results repeatedly shown that students may enhance their vocabulary by merely listening to stories; these gains did not require follow-up exercises, feedback, review, or response checking. Studies included English, German, and Japanese as target languages.

Given the conflicting findings of studies on the benefits of storytelling, foreign language learners and teachers must make the most of their class time. Furthermore, instructional time in language classrooms is usually limited. Thus, the purpose of this research was to ascertain whether or not three distinct approaches to storytelling—word focus storytelling, storytelling alone, and storytelling combined with extra activities—are more effective in assisting English as a foreign language (EFL) students in expanding their vocabulary and becoming more responsive in class discussions, where they are able to relate personal experiences or prior knowledge when interacting with peers and the teacher. When comparing these three approaches, I was particularly interested in word growth, word retention, and efficiency rate.

Many types of business organizations increasingly view storytelling as a leadership tool and a means of facilitating organizational change (Denning, 2005). Furthermore, Kouzes and Posner (2003) contend that organizational stories are essential to the advancement of organizations because they instill a feeling of personal responsibility in workers and provide an example of how to accomplish a task rather than just advocating for its completion. Storytelling, according to Denning (2005), could very well be that sixth discipline. The novel characteristics that Peter Senge (2006) envisioned alludes to more expansive thought patterns and a means of exchanging hopes during the continuous learning process.

1.2 Research Novelty

International research has been conducted on the use of the narrative technique in English language instruction in a number of studies (Fatma AlKaaf & Al- Bulushi, 2017; Ya-Ling Gao, Fei-Yu Wang & Sy-Ying Lee, 2020). The researchers concluded from all of these investigations that prior research had not improved students' perceptions of the use of the storytelling method, particularly when learning English.

However, there are a number of national studies that have been conducted on the use of the storytelling strategy in English learning, with a focus on the development of story writing abilities (Aurik Gustomo, Hary Febriansyah, Henndy Ginting, and Imelia Martinovita Santoso, 2019; James Bury, 2019). But the participants in their study were either college students or pupils at a higher level, specifically high school students. Previous researches have found that respondents' impressions of learning English through the use of the narrative technique have generally been good.

This study is new in that it aims to investigate junior high school English language learners' perspectives on how they apply the storytelling technique. According to a temporary survey that the researcher conducted, a lot of parents expressed dissatisfaction with the storytelling approach used in English language instruction. This is because junior high school students typically lack independence in their learning, meaning that their parents are still in charge of everything related to the English language learning process. However, not all parents are aware of the best ways to teach English, particularly when it comes to implementing the narrative technique, which required access to technological media like a laptop or smartphone. Junior high school students' perceptions will be impacted by this, and they can differ from university students' perceptions.

1.3 Research Questions

The researcher develops the following research questions in accordance with the study's background :

1. What are the perceptions of learners about the storytelling strategy?
2. What are the perceptions of teachers about the storytelling strategy?

1.4 The Objective of the Study

Since this study will examine objectivity in the field of science and positive consequences in the long run, the researcher would like to outline the following four research objectives :

1. To describe the perceptions of learners about the storytelling strategy.
2. To describe the perceptions of teachers about the storytelling strategy.

1.5 Significance of the Study

The investigator aspires for this study to have theoretical and practical applications. The following are some advantages of this research :

1.5.1 Theoretically

Theoretically, this research project will increase instructors' knowledge of the storytelling technique in English language instruction and may inspire them to consider using it in their classes rather than the traditional approach.

1.5.2 Practically

a. For teachers; it is anticipated that it will be helpful in creating awareness among English teachers on the significance of employing storytelling to enhance the narrative writing process, as well as in refining the learning process and teaching quality.

b. Policy makers; It is anticipated that it will be able to offer feedback and assessment, serve as an example for organizations bringing attention to the fact that storytelling is appropriate for both our students' needs and our practice as English teachers.

c. Researcher; Gaining understanding about how to draw English instructors' attention to the value of storytelling as a tool for improving communication skills and practical experiences that help researchers examine a problem is anticipated.