



CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Learners' and Teachers' Perspective

Perception is how someone thinks about something they have learned to gauge how they feel about applying it, regardless of whether they agree or disagree with the approach or the learned material (Hong, K.-S. 2003).

Perception is one of the terminology used in psychological science to describe how information from observations is processed. A psychological process called perception begins with a sensation and continues with the act of grouping, organizing, interpreting, and connecting various stimuli at simultaneously. After being received and arranged in this manner, stimuli are interpreted to take on a personal, subjective meaning. Prior to the brain interpreting the data it has received from the sensory organs, there is sensation. All living things, including humans, have sense organs. They can sense stimuli with their eyes, ears, skin, nose, and tongue. The ability of the other sense organs will rise if one of them is limited in function or, worse, not functioning at all (Santrock, 2005).

Based on their function, the sensory organs with sensory receptor cells use their ability to detect sensory messages—often referred to as stimuli—to identify them. Anything that the sense organs are able to detect is referred to as a stimulus. For instance, the eyes can detect light, the nose can detect scent, the ears can hear sound, the tongue can detect taste, and the skin can detect heat (Lahey, 2009). The transduction process occurs from the sensory organ to the brain following the detection of stimuli by the sensory organ. The brain actively and creatively organizes, interprets, and forms the stimuli it receives to become the full information. It will identify the significant patterns in the sensory data. We call this process perception.

To get information from our surroundings, humans possess sense organs such as the nose, ears, and eyes. Every sense organ is a component of a sensory system that feeds sensory data to the brain and receives sensory inputs.

Explaining the mechanism by which the physical energy received by sense organs becomes the basis of perceptual experience is a special challenge for psychologists.

Somehow, sensory inputs are transformed into sensations of automobiles, planes, buildings, desks, and computers; into sights, sounds, smells, tastes, and touches.

How much perception depends directly on information in the stimuli is a significant theoretical question that divides psychologists. According to some, perception is not a direct process; rather, it depends on the perceiver's prior knowledge and expectations in addition to the information included in the stimulus itself (Leoad, 2007). Psychologists differentiate between two categories of perceptual processes: top-down and bottom-up. Bottom-up processing, sometimes referred to as data-driven processing, starts with the stimulus since perception starts there. From the retina to the visual cortex, processing proceeds in a single direction, with each step of the visual pathway analyzing the data in ever-more-complex ways.

Pattern recognition using contextual information is known as top-down processing. For instance, reading entire phrases makes it easier to grasp difficult handwriting than reading single, isolated words. This is so that understanding is aided by the context that the words around it have.

According to psychologist Richard Gregory, top-down processing is necessary for perception to be a productive process. Gregory (1970) defined perception as a theory.

According to Gregory (1970), perception is drawing conclusions about what we perceive and attempting to estimate. He maintained that past experiences and prior knowledge are important for perception. We form a perceptual hypothesis based on past information when we observe something. The theories we formulate are almost always true. Perceptual theories, however, are occasionally refuted by the information we see.

Perception is malleable and subject to change. The initial process of transformation impacted by the nervous system's psychological mechanisms in the human senses. The response to a stimulus will get progressively weaker due to adaptation and habituation if the stimulus remains unchanged. After a large amount of stimulation, habituation tended to cause psychology from receptors that be less sensitive. While if the stimulus was presented repeatedly, adaptation would be less of an issue. Regularly occurring stimuli are easier to adjust to than ones that arise sporadically.

A psychological mechanism is the second alteration. the shift in perceptual psychology, among other factors involved in the development and evolution of attitudes. An

attitude is an answer. In psychology, the process of forming and changing an attitude is typically referred to as a learning process or a process of consciousness (cognition). While the focus of the learning process was on the existence of external stimuli, the primary driving force behind cognition is the individual's own will.

Something might have different meanings depending on how it is interpreted by different people. This is due to the fact that perceptions of the world around us are not always accurate representations of reality. The comprehension of those who view things and circumstances in their environment. The individual performing the activity or engaging in particular behaviors does so based on their perception of or interpretation of what is perceived by their five senses.

The meaning of perception has changed. According to Marr (1982), perception serves the function of defining information from the outside environment. The idea that vision is a means by which organisms might increase their chances of surviving is rooted in the evolutionary worldview.

A creature must possess the ability to sense and respond appropriately and on its own. In actuality, each organism reacts to stimuli differently and interprets them in a way that makes sense to them depending on their experiences. They are able to distinguish between "positive" and "negative" stimuli and will react accordingly.

Viewpoints are a person's reaction to what they observe in an object and influence their state of mind (Syafi'i, 2020). According to Teladan (2020), perspectives are the result of integrating messages or information with personal experiences, feelings, and thoughts within the human brain.

Variations in experience, variations in sensory capacity, and variations in attitudes, values, and beliefs will all influence how each individual perceives the world differently from others (Mulatsih, 2020). Perception starts with perception. Sensing is the process by which a person receives a stimulus through a receiver, mainly their senses, and then organizes and interprets what they have received to create a meaningful perception (Waree, 2019).

A person's behavior is determined by his or her perception, according to psychology, a study that studies mental processes. As a result, there are three steps involved in expressing an opinion: selection, interpretation, and the sense that the statement is a reaction. Selection is the process by which the senses filter away impulses that come from outside the person and

come in a multitude of forms, intensities, and numbers. Classifying information so that it makes sense to one's body and mind is the process of interpretation.

The stages of the natural or physical process, the physiological process, the psychological process, and the stage of the outcomes from the viewpoints process are where the process of developing perspectives begins. We refer to this process as a natural (physical) process. (2020, Salam). The sensory nerves carry the stimulation that the sense organs receive all the way to the brain. We refer to this process as a physiological process. The brain then goes through a process that allows people to understand what the receptor experiences as a result of the stimuli it is exposed to. Physiological processes are those that take place in the brain or in the center of consciousness. As a result, the awareness of what is perceived by the senses or receptors represents the final stage of the perspectives process (Azmy & Bahing, 2020).

According to professional opinion, perspectives are the result of an individual's internal process regarding an object or environment that is experienced through the five senses. The response that follows may vary from person to person. Perspectives are the impressions that a person gets from their five senses and then interprets, analyzes, and evaluates them to help them understand meaning.

2.2 English Learning

The learning process is an organized endeavor by educators to ensure that the process proceeds smoothly, beginning with preparation, carrying out, and assessing the process (Perrotta et al., 2020). Learning is fundamentally an educator's attempt to assist students in carrying out learning activities because it is something that students do, not something that is manufactured for students (Ballance, 2020). According to Inoue & Population (2018), learning is an intentional process of teaching and learning that is defined by a purpose, a planned procedure, the cultivation of particular material, activity, a teacher who serves as a guide and demands discipline, a deadline for completing tasks, and an assessment activity. Students in chemistry courses learn using a constructivist method in which they create their own mental models. According to Al-Marouf & Al-Emran (2018), this method allows students to create their own meaning based on their experiences, backgrounds, attitudes, and talents before, during, and after the learning process.

2.3 Storytelling Strategy

Since the beginning of time, people have utilized storytelling as a communication technique. Tales evoke enchantment and awe for the world. Narratives impart knowledge about life, human nature, and other people. Students can get a deeper understanding, respect, and appreciation of many cultures through the unique medium of storytelling. Telling stories is an activity that can be summed up in one word: storytelling. Humans typically share their stories with others. People share with others their thoughts, feelings, opinions, and even personal anecdotes. Telling someone a tale is as easy as sharing what's on your mind. Wilson (2002) said.

Storytelling is an activity where students read or listen, recall what they heard, and then use both speech and writing to retell what they understood (Morrow, 1989). This method is one of the best for helping pupils become more proficient speakers, especially when it comes to encouraging them to do so in front of an audience. It is a technique for helping students overcome their speaking nervousness (quoted in Morrow, 1996).

Miller and Penny Cuff (2008) state that one strategy for enhancing spoken language in the classroom is storytelling. To this end, Pellowski (quoted in Eliwarti, 2013) claims that storytelling is an art form that involves narrating stories in both rhyme and prose. Additionally, according to him, storytelling is a useful teaching technique for improving both skilled and less proficient students' comprehension (Pellowski, in Eliwarti, 2013). This implies that telling stories is a part of authentic evaluation that can be included once students show that they can recognize important plot points. As a result, storytelling can be a significant factor in evaluating speaking part performance.

The aforementioned definitions lead to the conclusion that the storytelling technique is a suitable and advantageous teaching method for enhancing students' oral language comprehension or speaking abilities from the material they have read and heard. Students can also gain understanding of specific informational components.

2.4 Procedures of Story Telling

Storytelling is a procedure that enables students to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

There are three steps of teaching by using storytelling technique adapted from (Morrow, 1986), they are :

1) Pre storytelling.

Teacher begins the class with an introduction to the lesson objective and the contents that students must study each lesson and students try to think about storytelling. Teachers should familiarize students with storytelling introduction, how to focus on the main idea and how to support students. Then, teacher asks the students to read a simple narrative text and also ask them to think about the story they read.

2) Guideline storytelling or while storytelling.

Students will learn story structures which consisted of plot, point of view, setting, characteristic, and ending. Teachers also provide students with the questions for guideline. At last in guideline storytelling, discussion (sharing ideas) is needed to supports the ability of storytelling by doing the previous and post discussion from stories.

3) After storytelling or post storytelling.

Students retell the stories independently in class and teacher give feedback to the students after they finish storytelling the story.

2.5 Benefits of Storytelling

From an early age, it is important for young children to both tell and listen to stories, as stated by Ellis and Brewster (2002). These formative years are crucial to a child's growth. Children go through a period of mental, physical, and emotional development during which they also develop self-perceptions that may last the rest of their lives. Furthermore, as kids become older, their own inventiveness starts to shine through. According to Stephanie (1991), children undergo the greatest amount of change during these years. According to Kortner (1988), in order to ensure that early children are engaged in activities that will benefit them in the future, parents of small children and their teachers must make the most of these critical years. He believes that one of these might be storytelling. As a result, reading to young children or telling them stories will aid in their development :

- A confident feeling about learning.
- Creativity to make up their own stories.

- The ability to tell, write, listen and act stories from their picture books.

Chen (2008) discovered that, in this aspect, storytelling increases students' self-confidence in their ability to learn English and also fosters their independence in the classroom. When using storytelling at this level, certain considerations need to be made. According to Malkina (1995), using storytelling as a communication tool aims to promote cultural literacy in the following ways :

- Storytelling as written text.
- Storytelling to understand.
- Storytelling as a way of coding and decoding.

According to Garvie (1990), effective storytelling can occur when both the teacher and the student utilize language appropriately. She also stresses the significance of the various forms of language awareness, including discourse, cognitive and semantic, linguistic, strategic, sociolinguistic, and communicative awareness. A young student has to create a mental environment in order to increase their capacity to speak and listen in the framework of storytelling before they can start using language effectively. Storytelling is intrinsically enriched with both language and life experience. A child can feel and experience a new kind of existence through stories that make a different world real for them. According to Rixon (1992), storytelling provides kids with experiences similar to those of play. He reasoned that the way they visualized the story enabled them to immerse themselves in it, getting to know the characters and staying engaged throughout. Shirley (2005) said that students might apply the lessons they have learnt from stories to their own life through the medium of storytelling.

Telling stories is more of a one-on-one than a group activity. Every narrative has cultural significance. Many old societies have fairy tales in their folklore, but contemporary stories focus on individuals and their immediate environment (Malkina, 1995). According to Mallan (1991) and Eela (2016), acquiring a foreign language might enable a learner to develop a whole new worldview. Thus, storytelling is a particularly effective method for teaching languages.

According to Garvie (1990), the following structure is significant since it takes a recognizable path. Research has also been done on content structure. The sentence structure makes up the text's outside structure, while the original meanings create its interior structure.

The story's approach, structure, and other components all work together to shape how the reader understands the narrative. Both Chang (2004) and Lucarevschi (2016) observed that learners' vocabulary and sentence structure improve when they are told stories.

Malkina (1995) believed that the audience's comprehension of narrative is akin to their ability to understand written material. A portion of the data might already be known to you from photographs or past experiences. For the listener to understand a story, it must always have a structure—or maybe a new one.

2.6 Storytelling in the Classroom

Folklore and storytelling combined have produced a unique and sensible foundation for education. Oral tradition is still a common way for adults and children to learn, just as it has been since ancient times. As usual, we talk about commonplace events and our connections with one another through oral and auditory communication.

Dyson (1988) noted the significance of narrative for the development of spoken language. He discovered proof to back up the idea that when kids worked together to hone their language skills, their comprehension of the story also got better. Telling stories in the classroom helps students become more aware of other people's cultures and perspectives. Chongruksa, Prinyapol, Wadeng, and Padungpong (2010) discovered that storytelling aided in students' cooperative learning and multicultural comprehension in this aspect. Stories carry the hearts and souls of the people who first told them because they have been passed down through time (Hendrickson, 1992). They serve as a reminder of the past (Zabel, 1991).

Since it is well established that a child's oral development plays a significant role in their literacy and that reading and writing can be enjoyable, teachers must assist young children in developing their speaking skills (Ryan, 1993 cited Zayed, 2003).

In New York, Mary A. Jenson (1985) teaches early childhood education. According to her, young toddlers start to develop a sense of narrative when they :

- (1) Remember important information more and more as they talk about a story that has already been read.
- (2) Take the roles they know when they recount a story once again.
- (3) Put the story's events in their correct order.

(4) Use ordinary storytelling language when retelling a story.

2.7 Definition of Narrative Text

An key component of learning English is reading texts. Information is intended to be conveyed through text in accordance with its purpose and context. There are many different kinds of texts, including narrative, expository, persuasive, and descriptive texts. Every text has a variety of purposes, depending on its genre, such as describing an object, outlining procedures, entertaining readers with imaginative stories, and many more (Jeffrey, 2016).

One sort of text that will be covered in relation to this subject is narrative text. The purpose of a narrative text is to narrate a story to the reader. Moreover, narrative texts present a perspective on the world that once delighted and delighted readers (Dirgeyasa, 2016). Furthermore, narrative texts can be fictional or true stories that tell a story through a sequence of events, with the way the context is provided serving as a component of the story's development (Barwick, Targeting Text, 2006).

In a practical sense, narrative itself focuses on studying a person by gathering information through the stories of the main character, telling the stories, and helping the readers understand the significance of the stories (Creswell, 2012). As Clouse has previously said, writing conveys stories with moral lessons for readers, therefore narrative texts are not always about amusement (Clouse, *The Student Writer: Editor and Critic*, 2006, p. 186). The moral of the stories—to treat family members, friends, and strangers with kindness—is clear to the readers. As a result, the lessons contained in the story will be retained and learned by the readers. According to the description given above, a narrative text is one that tells a tale and follows conventions with the intention of entertaining the reader.

2.8 The Function of Narrative Text

Reconstructing past events or even experiences is one of the functions of narrative texts (Rakhmi, 2012, p. 8). Typically, the narrative text uses the past tense to describe the story of a previous event. Moreover, every human life has been impacted by story presence in actuality. Children use narrative in their learning materials long before they can read, and adults continue to use narrative in a variety of media, including books and magazines. Additionally, storytelling serves as the inspiration for numerous other fantastic films that the public sees (Wagner & Baskerville, 2000). Furthermore, Wagner and Baskerville claimed that the narrative's goals are to enlighten the reader, emotionally manipulate the reader,

persuade the reader to accept the author's point of view, and connect the human experience with their opinions about society (Wagner & Baskerville, 2000).

2.9 Generic Structure of Narrative Text

Every narrative has a proper framework with a beginning, middle, and end, as Aristotle famously noted (Whitmarsh, 2011). Character introductions, setting descriptions, storyline summaries, conflict, action, and resolution are all included in the narration. Using these structures, the author can use creativity and imagination to create the novel. Put differently, the orientation, complication, and the order in which the events occur, as well as the resolution, reorientation, or coda, comprise the narrative structure (Wagner & Baskerville, 2000, pp. 8–9). Each structure serves a certain purpose. People find it easier to understand a text or tale when it has a well-organized narrative structure. The following are five common narrative text structures (Barwick, Targeting Text, 2006, pp. 4-6):

a. Orientation

The initial structure of a narrative text is called orientation. The essential details about the story, including the location, setting, mood, and time period, are presented in this section. Stated otherwise, the author provides the readers with information about the story's protagonist, setting, and events. This portion is explained succinctly and clearly. This section is included in order to strengthen the reader's comprehension of the context. This stage also aims to make the reader's comprehension of the story's backdrop easier.

b. Complication

It's time to discuss the story's intricacy or conflicts after providing the orientation. This section describes how the characters' lives are complicated by their troubles. In addition, the complexity serves as the story's catalyst and development. One or more of the characters will be impacted by the sequence of events. These incidents may escalate to the point where the main characters must act heroically to preserve everything, or they may lead to further issues that destroy the story's reality.

c. Sequence of the Events

The author describes the expected and surprising responses to that problem that the characters take in this section. It accepts the emotional state and actions of the characters.

The narrative can present the events in chronological order or as flashbacks. In addition, the writer's perspective is conveyed to the reader.

d. Resolution

Following the account of the events, the author discusses how the problems that arose were resolved. To avoid the tragedy from happening, the characters must take action and find a satisfying solution to the problem. It indicates that the issue or complexity has been resolved, whether it be a joyful or sad ending.

e. Coda

The final typical narrative text form is the coda, in which the author imparts a moral lesson or value that the reader can take away and apply. The coda is optional and is not always stated clearly by the author.

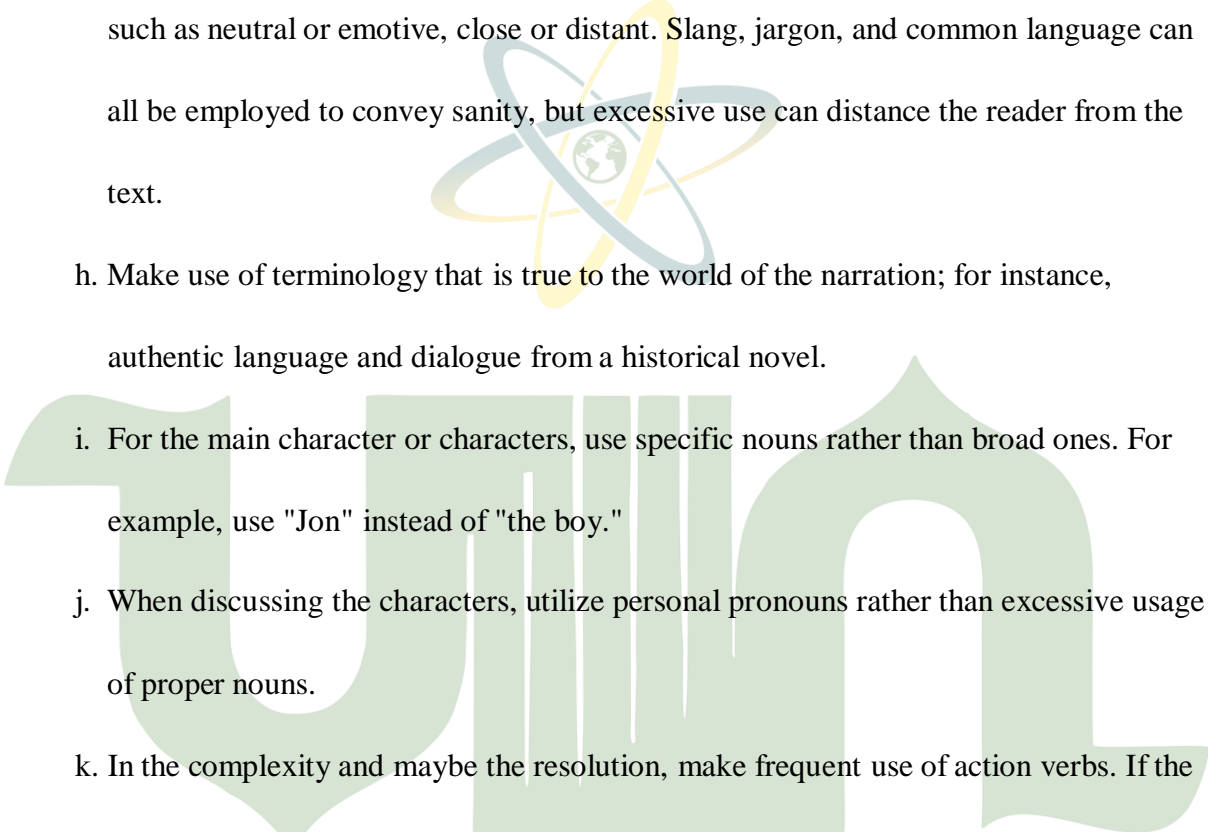
It is evident that the typical narrative text structure consists of an introduction that introduces the story's character, a list of problems that serve as the story's builder, and a final conclusion that marks the ending of the tale.

2.10 Language Features of Narrative Text

Some linguistic characteristics of narrative texts are as follows (Wagner & Baskerville, 2000, pp. 8–9) :

- a. The narrative text can be written in both the past and current tenses, but it must remain consistent.
- b. There are differences in sentence length.
- c. Make use of basic, complicated, and compound sentences.
- d. Employ a range of sentence openers.
- e. There is no fundamental usage of topic sentences.
- f. Make use of non-standard paragraph lengths. To create a dramatic effect in a narration, a single sentence can function as a paragraph.
- g. Use language that is related to the story's subject matter and the author's writing style,

such as neutral or emotive, close or distant. Slang, jargon, and common language can all be employed to convey sanity, but excessive use can distance the reader from the text.

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- h. Make use of terminology that is true to the world of the narration; for instance, authentic language and dialogue from a historical novel.
- i. For the main character or characters, use specific nouns rather than broad ones. For example, use "Jon" instead of "the boy."
- j. When discussing the characters, utilize personal pronouns rather than excessive usage of proper nouns.
- k. In the complexity and maybe the resolution, make frequent use of action verbs. If the author has thrown the reader right into the action, they could also be included in the introduction.
- l. Connect the components by using linking verbs, particularly when introducing the characters to the scene.
- m. Since it conveys more excitement, the active voice is typically preferred over the passive:
- "the man broke the vase" as opposed to "the vase was broken by the man."
- n. To convey the thoughts of the characters, use thinking verbs.
- o. Make use of precise, illustrative adverbs and adjectives.
- p. Prepositions are used to indicate how, where, and when.
- q. For example, using the conjunctions after and since.
- r. Employing proper punctuation.

2.11 Example of Narrative Text

The Crying Stone

Once upon a time, lived a poor old widow in a small village. She lived with her daughter. Her daughter was very beautiful but also very lazy and arrogant. She never helped her mother and didn't want to know what problem her mother had. Everyday, she make-up and wears her best clothes. She always wanted to look rich and beautiful.

One day, the mother and her daughter went to the market to buy some food. At the first, the daughter refused to accompany her mother, but finally she agreed. "I'll go with you, but you must walk behind me," said her daughter. She didn't want to walk side by side with her mother. Although her mother was very sad, she agreed to walk behind her daughter.

On the way to the market, everybody admired the girl's beauty. But they were also curious. Behind the beautiful girl, there was an old woman with a simple dress. The girl and her mother looked very different. "Hello, beautiful girl. Who is the old woman behind you? Is she your mother?" they asked. "No. She is not my mother. She is my servant," the girl answered. Her mother was very sad to hear that, but she didn't say anything. She could understand that her daughter was ashamed.

The girl and the mother met other people. Again they asked who the woman behind the beautiful girl. And again the girl answered that her mother is her servant. She always said that her mother is her servant every time people asked.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. Suddenly, the girl's leg turned into stone. Slowly, the process continued to the upper part of the girl's body. The girl was in panic. "Mother, please forgive me! Mother!" she cried and asked her mother to forgive her. But it's already too late. Her whole body finally became a big stone. Until now, people can still see tears falling down from the stone. People then call it Batu Menangis (it means Crying Stone).