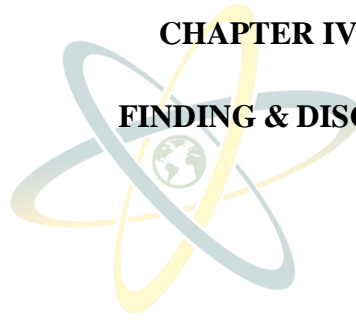


## CHAPTER IV

### FINDING & DISCUSSION



#### 4.1 Finding

In this chapter, we unveil the discoveries and engage in insightful discussions emanating from our exploration into students' perspectives on peer feedback in narrative writing. The culmination of meticulous analyses involving questionnaires, in-depth interviews, and documentation unfolds, revealing a comprehensive understanding of the subject matter. Employing descriptive statistics analysis, we illuminate the students' perceptions in assessing their peer feedback on narrative text. Additionally, a thematic content analysis sheds light on the impact of storytelling strategy on students' writing performance, ultimately guiding us to articulate a nuanced conclusion regarding their preferences. Subsequently, the ensuing discussion meticulously correlates and compares our findings with established theories and relevant references, providing a robust framework for understanding the intricacies of students' preferences and practices in the realm of storytelling strategy in narrative writing.

##### 4.1.1 Analysis of The First Question (The Learners' Questionnaire Data)

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

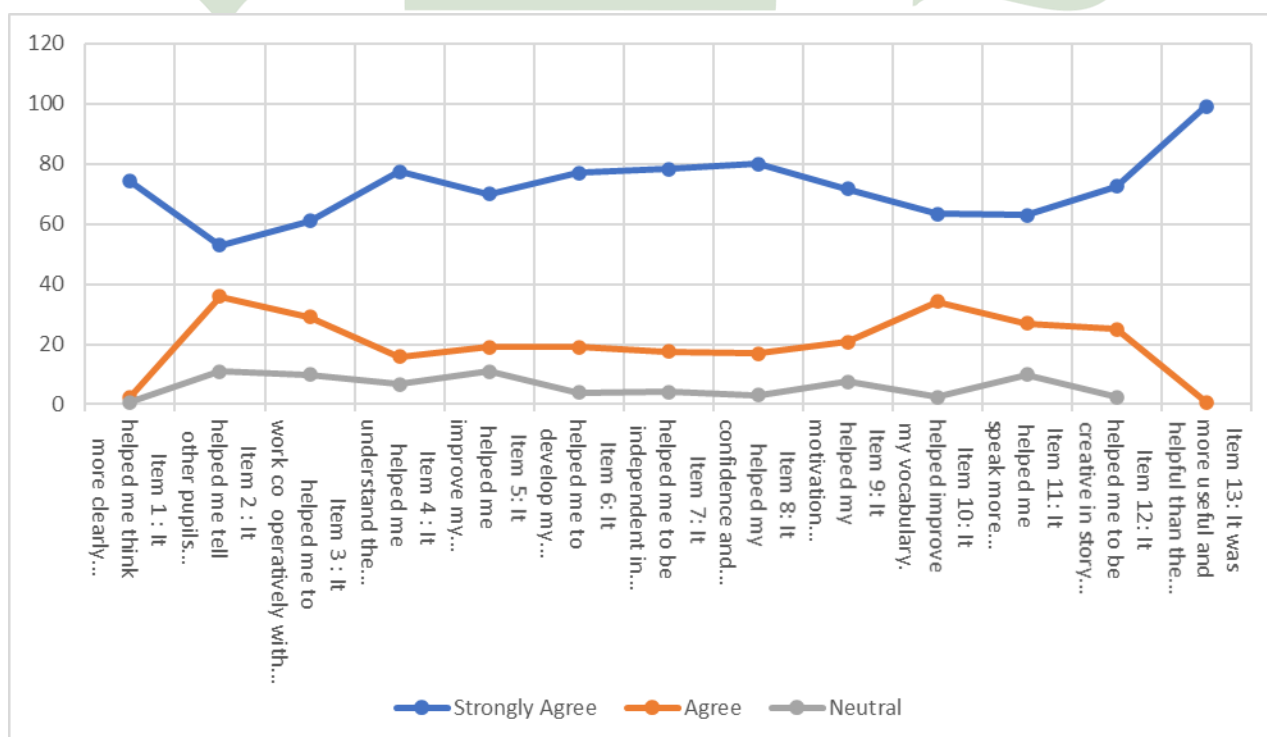
<b>Table 1. Information About The Learners' Responses</b>		
<b>Gender</b>	<b>Percentage (%)</b>	
Male	30	50
Female	30	50
<b>Nationality</b>		
Indonesian	60	100

#### 4.1.1.1 Learners' questionnaire

The questionnaire (see Appendix A) was initiated in order to obtain feedback on their views about the strategy from learners. The learners' comments were analysed in order to give support to the research findings. The demographics of the 60 learners were demonstrated in Table 2.

This questionnaire was administrated to the learners (N = 60) after the strategy was completed in order to investigate the learners' views about their experience of the storytelling strategy. All analysed responses were used for reporting the learners' perceptions in order to provide support to the research findings. Overall, as a result of using the storytelling strategy, most of the learners felt excited when writing their stories.

**Figure 1. Questionnaire responses, Section 1. learners' opinion regarding the storytelling strategy.**



As seen in Figure 1, 93.4% of students reported using this method to their advantage. Nonetheless, it was reasonable to conclude that 94.4% of respondents felt it was helpful and had a positive view of the narrative strategy exercises as a whole. They said, for instance, that the technique made it easier for them to think more clearly about the components, structure,

and features of a tale. Additionally, they said that this tactic helped them write better in general and narrative writing in particular. One of those students said, "I believed that I know enough story structures to write a story," to the researcher when he distributed the questionnaire. Additionally, all respondents (100%) thought the tactic was more beneficial than the writing instruction approach that is typically used.

Additionally, the students verbally stated during the questionnaire's administration that they had found the story map helpful since it allowed them to create a story using just the pieces of the story. Students could visualize the elements and the structure of a story map (Daqili, 2000).

It is especially beneficial for helping readers get a feeling of the narrative and recognize how the setting, actions, moral, plot, conflict, and resolution of the story are all connected. Because story maps are visually appealing, they can also be used by students as a tool for planning their narrative writing. 92.5% of respondents thought the technique was interesting and enjoyable. They were also 90% more driven because they enjoyed collaborating with one another. A variety of linguistic skills, including group work and communication skills, can be linked to storytelling (Mello, 2001).

Additionally, 89% of the students said that this method had improved their writing in general, and 96% said that it would have improved their English performance. According to Campbell and Hlusek (2009), storytelling had a positive influence on students' motivation and engagement, which inspired them to keep honing their writing abilities.

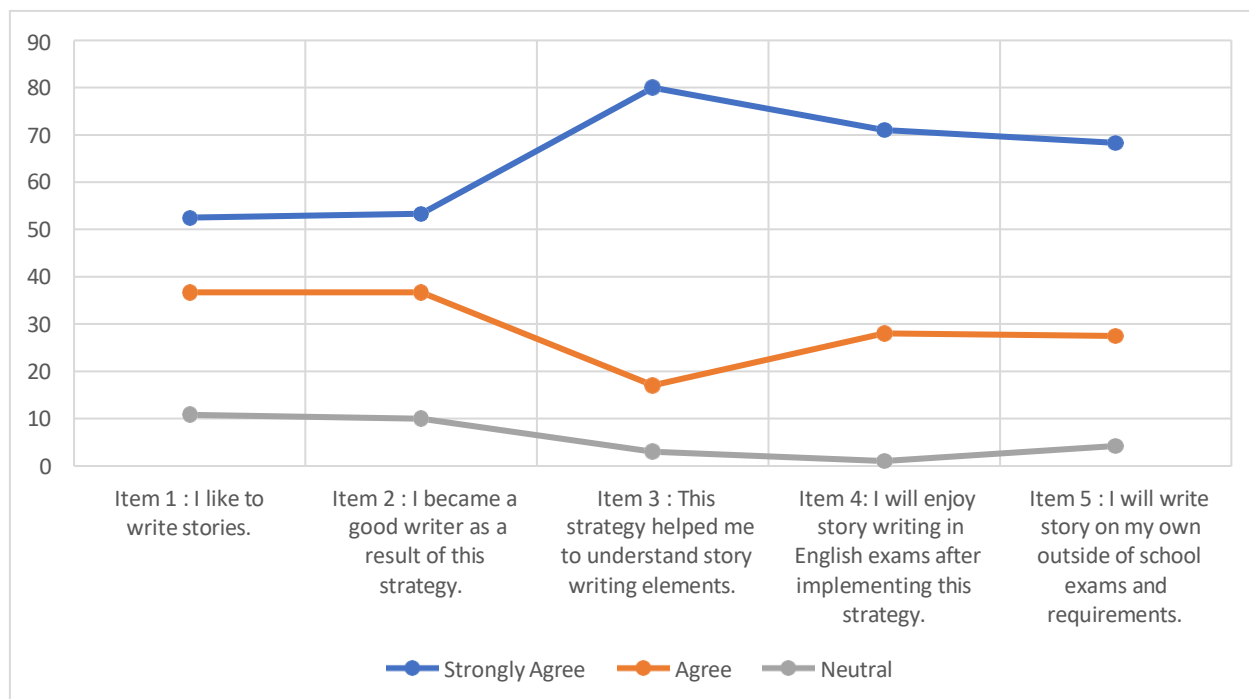
Additionally, 90% of students indicated in this section that the storytelling technique helped them speak more clearly, and 89% of them shared with other students what they had been imagining while the narrative was being told. No matter how the narrative is told, Egan (2005) had already conceded that the importance of story instruction is in how students respond in terms of having their emotions and imaginations piqued. There are a lot of benefits to storytelling. It might enhance vocabulary and aid in verbal expression by presenting new terms that were understandable in context. As one's comprehension of the story schema develops, it enhanced communication abilities both in writing and speaking (Colon-Vila, 1997). As it puts the imagination into motion, storytelling demonstrates how distinctive each person's imagination is (Hamilton & Weiss, 2011; Hana, 2010).

Furthermore, 97% of the students reported feeling comfortable writing in English and began utilizing written preparation. This increased their motivation to write a captivating narrative (Houston, Goolrick, & Tate, 1991).

The majority of students, or 97.5%, reported that as they understood word meanings in context, the narrative had expanded their vocabulary. It enhanced writing, recollection, vocabulary acquisition, and fluency (Farrell & Nessell, 1982). Language proficiency increased in tandem with the storytelling, including vocabulary, understanding, sequencing, and tale recall.

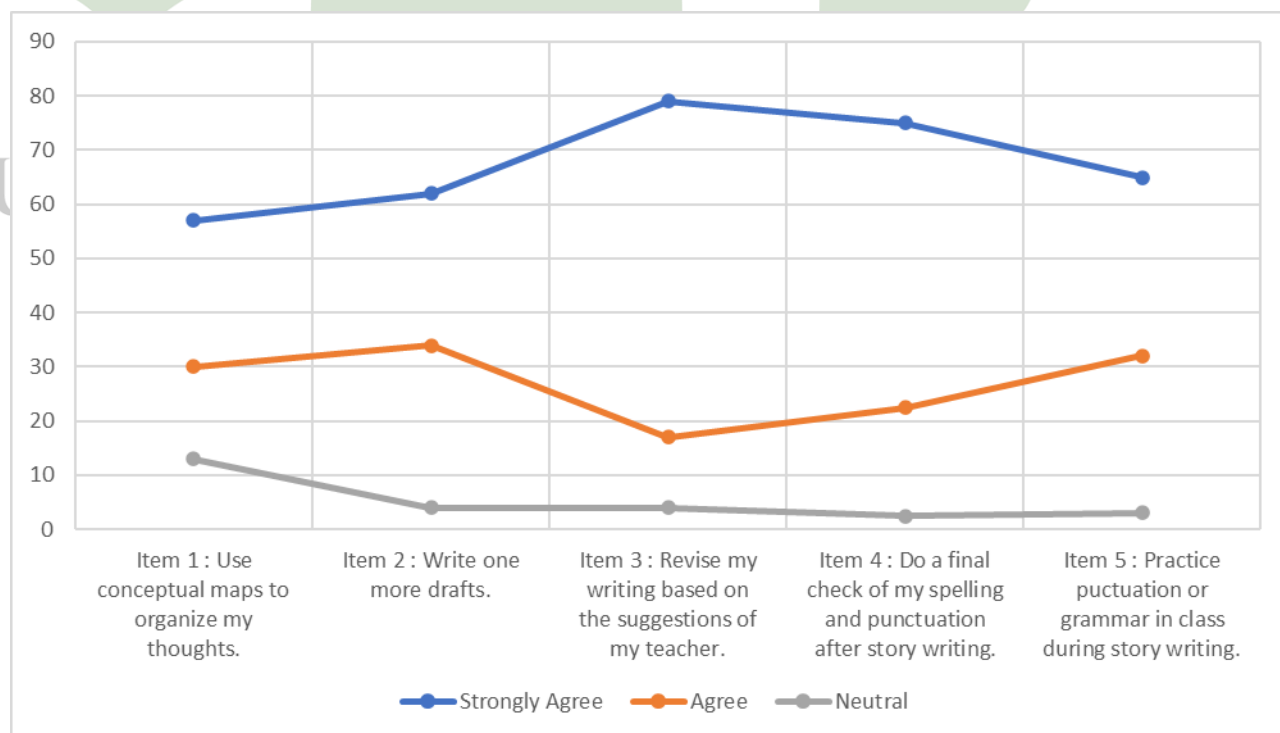
A whopping 96.6% of the students said that storytelling encouraged them to write more creatively and autonomously in addition to being more independent writers. In addition to common, guided, interactive, and shared writing, students' autonomous writing should also be closely observed (Kowski, 2001). Language classes provided students with an additional platform for storytelling and a more imaginative classroom exercise. Storytelling is a two-way communication style that fosters co-creation because thoughts lead to other ideas (Roney, 1996).

Every participant believed that the narrative technique was more beneficial than the established practices.



**Figure 2. Questionnaire responses, Section 2. learners in story writing.**

The results in Figure 2 shows that 92% of the experimental group's learners like this technique and are able to produce stories at home and at school using its components. 97% of the students said that the technique had improved their understanding of story writing aspects, and 89.6% of them had high enough expectations that using this strategy will help them write better and enjoy the process of creating stories. In actuality, writing stories and free writing are the two composition areas that are typically the main focus of English exams in Indonesian schools. Unfortunately, because it is easier for many of them to write about, the students typically selected option number two. After using this method, over 99% of the students said they would start to enjoy writing stories for English tests, something they had never done before. They contended that because the assigned topic is never easy to write about, they always choose the free writing option to get the best grades. Furthermore, 95.7 percent of the students stated that they would continue to write stories at home in addition to in class. This showed that the method had a positive influence on their narrative writing, making students eager to write for purposes other than school (Figure 3).



**Figure 3. Questionnaire responses, Section 3. Learners' preparation before story writing in the classroom and at home.**

In general, 92.4% of the students in this area concurred regarding the prerequisites needed to advance their narrative writing abilities at home or in the classroom. Eighty-seven percent of the students said that they would use conceptual maps to organize their thoughts

while writing a narrative in class, and ninety-six percent said they preferred to write multiple drafts of their stories. In this instance, it can be generally stated that 96% of the students agreed that they revised their writing after receiving feedback from their teacher when they were writing a tale. Moreover, when writing stories in class, 97.2% of them checked their grammar and punctuation. Furthermore, the students revealed that a comparable proportion of them checked their spelling and grammar one last time after finishing the story writing process. According to Daqili (2000), a writer must master a number of language rules before they can even begin to consider writing, including spelling, vocabulary, grammar, capitalization, punctuation, and handwriting.

**Table 2. Information About Schools**

School Name	Gender	Public/Private	Students Number
SMPS IT Ad Durrah Medan	Male	Private	30
	Female		30

Eighty percent of the students in public schools responded that they had to write a tale once a week when asked how often they had to complete story writing assignments. This outcome depended on the teacher at each school assigning the students' story writing assignments. This was due to the fact that there were fewer grade nine classrooms in private schools than there were in public schools, and there were also less students enrolled in private school classes than there were in public school classes. Because of this, teachers at private schools typically assign story writing assignments to their students more frequently than in public schools. Furthermore, this is exceptional in comparison to the pre-strategy practice, where students were limited to one semester of writing.

#### **4.2 Synopsis of analysis data from learner's questionnaire of school**

The learners of this school were asked after the intervention to complete a questionnaire. Around 95.5% (n = 60) of the participants indicated that they benefited from this strategy and it helped their motivation towards learning. Moreover, 94% (n = 60) of them indicated that they would enjoy story writing in English exams after implementing this strategy. In terms of learners' perceptions regarding writing a story in the classroom and at home, 97% (n = 60) of them expressed that they prepared when they wrote a story such as

organise their ideas and thoughts using conceptual maps. All of these learners stated that they wrote a story more than once per week for homework during the strategy was employed.

### 4.3 Analysis of The Second Question (The Teachers' Questionnaire and Teachers' Interviews Data)

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

#### 4.3.1 Teachers' Questionnaire

The teachers' questionnaire (see Appendix B) was administered to the three teachers who employed the study's strategy in order to explore their perceptions about the benefits they thought they had obtained from the storytelling strategy. The questionnaire centres around the five-point scales: strongly agree, agree, neutral, disagree and strongly disagree. Together with these (19) closed-ended statements, the questionnaire had two open-ended questions. The results obtained from the three teachers were displayed in Table 4.

Table 3. Information about the teachers' responses			
Participants	Gender	Teaching experience (years)	Qualification
Participant 1	Male	7	Bachelor in Education + Master's Degree
Participant 2	Female	5	Bachelor in Education + Master's Degree
Participant 3	Female	5	Bachelor in Education

Comparing the storytelling strategy to the method in the teacher's guide, all three teachers overwhelmingly felt that they had benefited from it and that it was a successful teaching strategy. The majority of the statements—1, 2, 3, 4, 5, 7, 8, 11, 13, 15, 16, 17, 18, and 19—were firmly agreed upon by them. As an illustration, participant 2 stated, "Fortunately, I know how to teach story writing lessons," when giving the research team the questionnaire. One participant stated, "It is a really brilliant strategy," and another, "It is a really useful teaching method."

Out of five teachers, two stated that the technique improved their general social contact (items 6, 9, 10, 12, and 14) by helping them speak fluently with others. The technique

did not have any additional good social influence on the teacher's personal traits, but it did help her acquire more vocabulary items, according to the lone teacher who disagreed.

The three educators were happy that the storytelling opportunity allowed their students to practice crafting narratives. Prior to writing, students start by rehearsing their stories aloud to other students who are paying attention (Davis, 2000). Using storytelling as a communication tool, teachers could educate their students new skills, values, and information. According to Garvie (1990), storytelling is a method for communication that can be used by both the instructor and the student. Storytelling was undoubtedly a successful teaching tool for teachers. Furthermore, students found that studying was more enjoyable in a setting they liked and that they could relate to real-world situations (Marzano, 2001). When information is given in the correct setting, storytelling inspires students to write and respect the opinions and social and cultural norms of others.

The fact that storytelling inspired teachers in a way that was connected to their personal qualities thrilled most of them (80%). When comparing their personal traits before and after implementing the technique, every teacher agreed that the former was significantly better than the latter.

Two open-ended questions at the end of the questionnaire inquired as to the reasons behind the strategy's usefulness and requested any more ideas for improving it. The three professors indicated in these questions that they found the technique helpful in instructing students on story aspects throughout their story writing classes. They believed that it pushed students to participate more actively and to be more competitive when responding to the various questions. They added that by using this technique, the students' creativity, understanding, and critical thinking about the plot of the novel had all grown. Regretfully, the teachers did not receive any unfavorable comments regarding the tactic. As a result, the researcher conducted interviews with these educators and followed up with eight further inquiries regarding the tactic.

#### **4.4 Teachers' interview**

During and following the intervention, all three educators attested to the narrative strategy's efficacy. They all realized, in reality, that they had profited from this tactic. Regarding the tactic, one of the attendees said :



*The strategy was excellent since it greatly increased the learners' motivation and sense of interaction. Because I can teach English through a variety of engaging activities in the storytelling class, the storytelling increases my interest in the language.*

*(Teacher 2)*

The three interviews provided seven themes. Themes from the instructors' interviews about the storytelling technique were shown in Table 5 (refer to Appendix C).

**Table 4. Teachers' perceptions about the storytelling strategy**

Themes	Teacher (3)
Teachers' experience of storytelling	All teachers had adequate experience to teach the storytelling strategy
	Two teachers suggested that the strategy encouraged motivation and learning among learners.
	All teachers helped the learners with the story style
Challenges of storytelling	Two teachers thought that the strategy included too many questions
	To all teachers, the strategy had a large number of lessons
Useful aspects of the strategy	One teacher used role playing
	Two teachers used drawing activities
	Three teachers liked and used stimulating questions in the strategy
	All teachers used the stories' pictures
	Only one teacher incorporated cooperative

	learning
Teachers' feelings towards the strategy	All teachers seemed comfortable in teaching the strategy on their own
Changes in the strategy	Two teachers suggested decreasing the number of activities
	One teacher preferred making the stories shorter
	Only one teacher opted for deleting the drawing component while teaching the strategy
Need more teacher training on new methods	All teachers expressed a need for more training in new methods, especially story writing skills
Learners' interaction	All teachers stated having witnessed an effective interaction among learners and with the teachers
	All teachers pointed out that their lessons became more interesting and engaging

#### 4.4.1 Theme One: Teachers' experience of using storytelling

By using the storytelling technique, all of the teachers acknowledged that they had developed new skills in presenting stories. Additionally, it inspired and motivated students to learn. One of the attendees brought up this point :

*This tactic proved to be highly advantageous in contrast to the standard procedure. It directs students toward studying and boosts their motivation. My goal is to include this tactic into the English curriculum. Mr. Syafri, I had sufficient experience using this tactic this semester.*

*(Teacher 1)*

#### 4.4.2 Theme Two: Challenges of storytelling

The three educators encountered certain administrative obstacles when implementing the technique. For instance, two of the five teachers who were questioned said that the strategy needed to include fewer questions because there were too many of them. Nonetheless, they felt that after closely examining each story's questions, they were discovered to be really important and helpful for crafting the narrative. With the use of these queries, students might come up with concepts, terms, and expressions for their narrative writing. The teachers recommended lowering these questions as well because of the lesson's time constraints and the syllabus. As an illustration, one participant said :

*Even though the learners found the questions valuable, one drawback of teaching the method was its abundance. The school lesson structure is insufficient, yet these questions forced them to draw conclusions about the story's events before crafting a narrative.*

*(Teacher 2)*

Furthermore, the three participants mentioned that the strategy's high lesson load (sixty lessons per month) presented another difficulty. Seeing this motif, someone made the following observation :

*Okay, so there were a few difficulties we encountered with the instructional approach. For example, since there were only two composition sessions per month, the syllabus plan does not account for the technique of teaching in three lessons.*

*(Teacher 1)*

All three of the teachers handled these difficulties in a suitable way overall. After the method was put into practice, they realized that the composition lessons had enhanced the writing skills of their students, so they proposed to the Ministry of Education to increase the amount of composition lessons in the English syllabus plan.

#### 4.4.3 Theme Three: Useful strategy aspects

The teachers stated that the illustrations in the stories were a great help with the method. As an example, an instructor said that :

*Because they saw the artist in the stories, the learners found the pictures to be the most helpful aspect of the storytelling.*

*(Teacher 3)*

Another educator also noted this :

*"I believe that the learners found the story's illustrations to be highly engaging, as they were able to vividly envision the story's scenarios and occurrences, as well as its coherent flow." As a result, they provided accurate answers to the story's inquiries.*

*(Teacher 1)*

Using graphics when narrating a story can help students visualize the events and alter the information that is included in their mental images. The researcher also found that students frequently only focused on the tale pictures for extended periods of time. Some students were allowed to visualize very distinct scenes and were given permission to do so. Students can share their thoughts, opinions, and let their imaginations run wild as they write stories. Composing a story can be enjoyable for the writer in addition to being a means of entertaining others. Thus, learners may find interest in stories of any kind.

Furthermore, the majority of educators reported that the strategy benefited from role-playing, acting, and sketching exercises. Participants included the following :

*"Mr. Syafril, I noticed that role-playing and acting were very important aspects in teaching storytelling because the learners at this level need to imagine the story's events and act it cooperatively." It's appropriate given their age.*

*(Teacher 3)*

Furthermore, one instructor out of three said that the method worked well with thought-provoking questions. One of these teachers made the following observation :

*"I think the stimulating questions were the second most helpful aspect of this strategy." By asking these questions, students were able to infer the lessons of the story, which improved the quality of their story writing. Additionally, these questions promoted brainstorming among students, which is a positive thing.*

*(Teacher 3)*

Asking thought-provoking questions could encourage each student to participate more actively and actively with the story's events. In addition, these questions might help the students come up with additional characters, stories, plots, endings, locations, events, and conflicts for their stories, which would inspire them to produce original stories.

During the strategy's instruction, two of the three teachers mentioned that cooperative learning was a helpful component of the approach. Two teachers expounded on this point :

*Given that the Ministry of Education encourages cooperative learning in the classroom, I believe it was the most beneficial aspect of this technique.*

*(Teacher 1)*

*Cooperative learning proved to be another beneficial component of the approach. This might be a fruitful exchange between students.*

*(Teacher 3)*

Most people agreed that cooperative learning was a useful teaching strategy (Ellis, 1992), which allows students to share new terminology and discuss ideas with one another. The researcher was adamant that it was crucial for providing instruction that was meaningful and aiding students in understanding. Furthermore, the Ministry of Education (2004) had suggested that students in the middle school system should be taught using a variety of methodologies, with cooperative learning being one of the most highly recommended approaches Educators employed it to enable students to engage with their classmates while they were learning and providing and getting support from one another. It was well known that cooperative learning aided students in grade nine in developing their narrative writing abilities.

#### **4.4.4 Theme Four: Teachers' Feelings towards the Strategy**

Each teacher who taught the approach independently reported feeling more at ease and self-assured. Throughout the intervention, the researcher saw that the three teachers gradually grew more at ease using the method independently after becoming accustomed to it after the second introduction lesson. As an example, one of the participants said :

*Yes, I had sufficient training in this tactic, and I feel comfortable doing it on my own now. Should I decide to carry it out alone, I would feel secure and at ease.*

*(Teacher 3)*

Additionally, another said :

*"Mr. Syafril, I exceeded the lesson's objectives with this strategy, so I felt comfortable using it on my own in the future."*

*(Teacher 2)*

#### **4.4.5 Theme Five: Changes in the strategy**

The educators suggested a few adjustments for future application of the tactic. Two educators proposed reducing the number of activities in the plan. For instance, one participant said :

*"We would like to remove some activities and align the entire strategy with the lesson's time in the future."*

*(Teacher 1)*

A teacher expressed a preference for condensing the stories. Some noted that although some stories were really engaging, some were a little bit lengthy. One of the instructors said :

*"I like to shorten stories to fit the lesson's time."*

*(Teacher 1)*

The tale elements served as the foundation for the stories the researchers wrote. There was usually a structure that one followed when composing a narrative. No matter how long they were, all well-written stories have a beginning, a middle, and an end. The moral, the characters, and the conflict that drove the plot were typically introduced at the beginning. The narrative advanced through a sequence of incidents in the middle section. Either a peak or the conflict's resolution (often referred to as the denouement) marked the conclusion. When writing a story, it's crucial to always keep the structure in mind. Only one instructor chose to teach the approach without include the drawing component. With respect to this matter, one of the attendees said :

*Since some students were unable to draw, and this varies on the students' drawing ability, I would like to remove the sketching portion.*

*(Teacher 2)*

Since some of the students in her class were unable to draw or believed they were incapable of doing so, she felt that the ability of the individual students determined how well they could draw. Since the majority of the students were able to draw and many of them found it enjoyable, we were unable to generalize from this. The aforementioned modifications that the teachers suggested should work with both the lesson's duration and the syllabus outline.

#### **4.4.6 Theme Six: Need for more teacher training on new methods**

Workshops on innovative teaching strategies are needed, especially for story writing. This tactic was not previously used in schools and was thought to be a novel approach in Omani education.

*We mandated that training courses on teaching story writing be introduced by the Ministry of Education.*

*(Teacher 2)*

All of the participants in this survey agreed that additional training was needed in new techniques, especially narrative writing skills, and that there were not enough courses on teaching methods in general. In addition, the Ministry of Education's teacher training workshops encountered a variety of difficulties, such as the trainers' outdated approaches. Furthermore, there weren't enough qualified trainers on hand to lead seminars for teacher development. Every respondent emphasized that middle school English teachers should receive training in this technique. It goes without saying that the English curriculum was evolving, but there were still very few, if any, training programs in this area. Instructors must be up to date on the newest techniques for teaching, particularly when it comes to developing writing skills.

#### **4.4.7 Theme Seven: Learners' interaction**

The three teachers all felt that there was a clear increase in student interest in the storytelling lessons as a result of interaction between students and between teachers.

During the storytelling, there was a different dynamic between the students and the lecturers. Some of these instructors said, for example :

*"I was surprised how my story writing class became interactive and engaging with this new strategy. Story writing lessons were very boring in the past." Even the weakest students took part in the question-answering process.*

*(Teacher 1)*

The teachers felt that there was a friendly and relaxed exchange between the students and the teacher in the storytelling strategy lesson. In a storytelling class, the teacher's function was not one of authority, as the researcher noted. He or she was merely there to narrate the tale and facilitate the learners' understanding of its essential ideas. Young audiences may be drawn in by a story's inherent attractiveness, but the storyteller must make the narrative come to life in their delivery. The researcher observed that educators employed a variety of props in addition to verbal and nonverbal cues. Their use of various voices, gestures, and eye contact, together with their body language, had a significant influence on how the story was interpreted by the students. In conclusion, the dynamic communication in storytelling harmonises the relationship between learners and teacher and promotes learners' enjoyment and learning because it differs from the authoritative tone of traditional teaching. Thus, it had become clear that improved teaching and learning might result from the beneficial interactions that occur when teachers and students engage in storytelling.

#### **4.5 Discussion**

While using narrative in composition classes is a good idea, there are other effective teaching tactics that concentrate on teaching vocabulary in order to give students a wider vocabulary. For students who require a greater vocabulary, combining this method with storytelling may be beneficial. The researchers propose that the Ministry of Education incorporate textbook stories into written composition sessions and raise knowledge of the storytelling technique, which offers a more diversified use of words.

Teachers should start writing-process-focused activities and make sure students have adequate time to complete them. Written composition classes need to emphasize that the writing process includes all stages: planning, drafting, revising, and editing. However, the teacher's guidebook mentions relatively few written composition courses, and one session is



insufficient to cover all the writing tasks. Thus, it is advised that written writing courses include the different literary genres and their forms. After becoming acquainted with every type of writing, students are free to express themselves however they see fit. Some students frequently write letters, essays, and stories, especially in the second cycle. The teacher's guide needs to be updated annually in order to draw students to written composition classes. This is because new techniques for each distinct writing form should be the foundation of the guide. When teaching middle school students, especially those in the seventh grade, how to write stories, it could be a good idea to first have them think and create an outline before letting them write their first draft the following time. In this manner, youngsters won't become bored or feel pressured to finish writing their novel in a single sitting.

According to the researcher, there should be several approaches taken in developing training programs. For example, the majority of teachers stated that they had never received the hands-on instruction required to effectively teach and learn a certain skill. Additionally, in order to teach various English teaching techniques and skills, they require particle examples. If implemented, each of these recommendations would aid in raising teachers' effectiveness. Thirdly, in order to support students in going beyond what is required by the official curriculum, practitioners might benefit from utilizing certain writing formats. Therefore, in order to teach students how to use their imagination and develop their writing skills so they can generate a variety of genres, teachers should expose them to a wide range of genres, learning opportunities, and resources.

The information base on teaching narrative technique in story writing classes is expanded by this study. First of all, it provides academics with concrete and useful knowledge regarding how English story writing is taught by drawing on an exceptionally diverse bank of data to support its assertions. Second, despite the fact that story writing is crucial for students' development on both an academic and social level, storytelling has historically received little attention, especially in Speaking English.