USING STORYTELLLING TO ENHANCE STUDENTS' INTERESTS IN READING
(A Case Study at Tenth Grade Students of a Vocational School in a Regency)

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ABSTRACT

This research explores the use of storytelling to enhance students interests in reading. It was argued that the use of storytelling would provide students with the powerful tool used in the classroom. A case study methodology was used in this research and this research was conducted at the tenth grade of Vocational School in A Regency. It took an English Teacher who teaches reading class and 35 students as samples who were chosen by purposive sampling. The conclusion of the study shows that the implementation of storytelling is conducted by practice storytelling and teacher's perception and students' responses shows that storytelling can enhance students' reading in classroom. Based on these research findings, it is recommended that the teacher can use storytelling in teaching reading to Senior High School students. Furthermore, the storytelling enhances students in reading.

INTRODUCTION

English as foreign language (EFL) is usually learned in environment where the community exists. It is not enough in the school. EFL teachers have the difficult task of finding access to provide English models for their students. Enhancing means to improve the quality, amount, or strength of something. Enhancing students interests in reading can make them recognize something and the story can intensify students in reading.

Storytelling is one of the most fitting methods to attract students' interest in reading a story. Storytelling makes the story able to be live and warm. Some of the characters in the story, that some storytellings students demonstrate, can be an entertainment, messager and an impression of life. According to Zaro & Salaberri (1995), "Storytelling is seen as the teaching aid of foreign languages targeting to intermediate level learners relating to translation or text analysis". According to Anderson (2005, p. 81), "stories provides children realizing themselves and others so that they aware of the being to cope with the psychological problem for their growth". According to Pravamayee (2014), "storytelling, as an original form of teaching, is potential to foster children emotional intelligence as well as assisting them to obtain insight into the way the human behave". Storytelling has become one of the parts of human life since long time ago. People use storytelling as an effective media to communicate and spread the information.

Reading is one of the positive activities. It can increase knowledge. Reading can create creative ideas and innovations. Reading a story book and retelling the story in front of class room can improve thinking patterns and increase awareness of students or learners.

Nation & Wang (1999) suggest that learners' need of reading many books has the purpose of gaining control of the high frequency of English and the rate of students' preferences on reading graded every one or two weeks. Several techniques and procedures are used to motivate learners and keep a record of their reading; for example, storytelling which has become one of the parts of human life since long time ago. People use storytelling as an effective media to communicate and spread the information.

Interest refers to "want" to learn or hear more about it. If someone is interest in something, you she/ he can enjoy doing something that makes her/ him interested in

something, can attracts her/ his attention resulting in the eagerness to learn, hear, and continue doing it; for example, motivating or persuading someone to buy or do similar thing can be considered as trying to interest them in it due to its benefit in some ways. Hidi & Renninger (2006) recently depicts a model of interest development delineating the conditions at which situational interest can be changed overtime into individual interest.Thus, interest is used to refer to groups of people who might have power to benefit themselves.

Interest has been involved in many aspect of language learning skills, such as reading. One of strategy in enhancing students' interest is storytelling. Interest is often defined as a provision of contribution process to learning and achievement. According to Hidi (1990), "being interests in a topic is a mental resource that enhance learning, which then results in better performance and achievement". Interest influences or raises the desire for attention (heed etc.) and happy feeling (likes, wants, and so on) when someone does something.

Meanwhile, reading is one of the positive activities. It can increase knowledge. Reading can create creative ideas and innovations. Reading a story book and retelling the story in front of class room can improve thinking patterns and increase awareness of students or learners. According to Lynch (2006), "making a central in reading support the individual to meet her/his needs of required additional reading skills".

In reading process, the learners need to interact with in order the text to be perceived and understood deeply. It is strongly related to the term of comprehension for the major target of all instructional reading to build learners ability in comprehending different sorts of passage. In addition, reading is a cognitive activity because there is a conversation between the readers and the author through the text. Therefore, reading strategies which are considered as one of the features of cognitive psychology are essential for a successful comprehension (May, 2001; Walker, 2000 in Otman & Zare, 2013; Zare, 2013).

In the activity of reading comprehension, the reader can understand the written word, the content, and the construction of meanings of the text. The reason is that reading comprehension, as a process of constructing meaning employing the written language through figuring out textual information in the light of prior knowledge and experiences utilizing suitable and efficient comprehension strategies. According to Duke (2003) in Narjous (2016), "reading comprehension refers to a process of readers'

making meaning through interacting with text by combining the prior knowledge experience, information in the text, and the readers' point of view related to the text".

Based on the aforementioned definitions, the researcher elaborates that reading skill is a process of transferring the knowledge from a person who has comprehended in the certain knowledge to other people to apply the skill in front of other people. Reading academic texts is published by those disciplinary experts allowing students to cover the culture of the discipline and to provide the facilitates to learn its conventions, discourse, skills, and knowledge (Erickson, Peters, & Strommer, 2006, p.122) in Hermida (2009).

This study is expected to give significance in order to enhance reading skill of students through storytelling. Besides that, this study motivate the teachers to their reading and speaking skills in teaching learning process. However, the previous studies only explain what is reading comprehension and storytelling, how to be a good storyteller and what a good story. Not much researcher explain how to motivate students if the students are low in reading and to give the best way to make students interests to read many stories. To fill this gap, this study is conducted to focus on Using Storytelling to Enhance Students' Interests in Reading (A Case Study at Tenth Grade Students' of A Vocational School in A Regency).

METHOD

In this research, the researcher used a qualitative study with the type of case study to carry out the detail information concerning the teacher and students' activities in the classroom and developing " an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals", as suggested by Creswell (2014, p. 43). This study involved one class of the tenth grade students of X.AK 1 which consistsed of 35 students because they had been using storytelling in their learning process. The participants were selected randomly as proposed by Fraenkel et.al (2006, p. 94) who said that sample chosen randomly is derived from the population with equal and independent chance to be selected. The researcher used purposive sampling because the researcher took participants without criteria.

To collect the data, the researcher used triangulation. Data collection methods was triangulated in which many methods are combined consisting of, for example, data sources, theory, or investigators (Johansson, 2003, p. 14). Triangulation is a method

used in qualitative research to examine and determine validity by analyzing from various perspectives. Triangulation is to test the validity of the data by matching or comparing it with something else (outside the data to test its validity). According to Flick, 2006 " The triangulation of qualitative and quantitative methods are highly useful both for the research process and for the epistemological development of a research questions".

The utilization of multiple instruments was intended to apply a triangulation technique that provided the researcher an important way of ensuring the validity of case study (Yaremko et al 1982, p. 245). The instrument validity was conducted by surveying questions that measured the identified dimension or construct of interest (Ruane, 2005, p.4), and determined by a body of research demonstrating "the relationship between the test or and the attitude or behavior it is intended to measure" (Johansson, 2003 ,p .16).

The use of three instruments was purposed to get the validity of the data such as observation, interview, and questionnaire. The type of non-participant observer was administered in this study because the researcher only observed the events and did not participated in this activity (Creswell (2012, p. 214). The researcher also gathered the data by means of interview to the teacher using unstructured interviews to permit the participant to talk deeply, selecting their own words to assist the researcher developing a real sense of person's understanding towards situation. The last, questionnaire was used with the purpose of returning to the researcher what the population have studied and completed (Creswell (2012, p.328). A closed-ended questionnaire in Likert Scale was employed because it allowed the respondents to selected optional agreement choice from " strongly agree" to "strongly disagree" (Dornyei, 2002, pp. 36-37).

Regarding the data analysis, the result of observation were classified and described, interpreted, concluded and verified. The interview result was also analysed as suggested by Creswell (2012, p. 220-221), i.e. reduction, data display and conclusion drawing. Finally, the data from the questionnaire was analyzed by three steps: identifying response rate and response bias, describing and identifying general trends, presenting the descriptive results statistically (p. 399), describing the frequency and percentage tables. In calculating the percentage, the following formula was taken from Hatch and Larazation (1991, p. 136) :

$$\text{Population} = \frac{\text{Number of frequency}}{\text{Total}} \times 100$$

Notes :

P = Percentage

F = Frequency of answer

N = Total respondent

FINDINGS AND DISCUSSION

As previously mentioned, this study was aimed at answering the the research questions. The first research questions is "How does the teacher implements storytelling to enhance students' interests in reading?" The data had been taken by the researcher through observation. In this lesson the teacher explains Storytelling which can engage someone's thinking, emotions, and even resulting in the creativity of mental imagery (Green & Brock, 2000). Then, the teacher gave the students the genre of the text, allocated the topics to be discussed ,and shared idea based on their own story.

The researcher used interview as the second instrument in this study. The researcher used semi structured interview to get the data from an English teacher. The researcher conducted the interview in order to strengthen the data from questionnaire. The researcher took an English teacher as interviewee. The researcher conducted the interview in English language.

The third research question was emphasized on students responses on the use of storytelling to enhance students interests in reading, "*What does the students' responses on storytelling to enhance students interests in reading ?"*. Focusing on the research question, the researcher collected the data using a brief rating scales questionnaire (Strongly agree, Agree, Neutral, Disagree, or Strongly disagree) to ask the students perceive toward teacher's strategy in implementing Storytelling.

All of the questionnaire items were administered to 35 respondents (samples) and the description of the data can be seen in following Table 1:

Table 1 Responses of the questionnaire item

No	Statement	SA	A	N	D	SD	Total
1	Saya merasa senang belajar bahasa Inggris melalui penggunaan *storytelling*. (*I feel happy to learn English trough storytelling*).	10	17	8	0	0	35
2	Penggunaan *storytelling* membuat saya jenuh mengikuti pembelajaran bahasa Inggris (*The Use of storytelling makes me bored to follow of learning English).*	0	0	10	8	17	35
3	SayatidaksukabelajarbahasaInggrisdenganmenggunakan*storytelling*. (*I don't*	0	2	12	8	13	35

	like to learn English with storytelling).						
4	Mendongeng membantusayauntuk denganmudah mengkomunikasikan danmempraktikkanbahasaInggrisdalammembaca. *(Storytelling helped me to easily communicate and practice English in reading).*	7	21	7	0	0	35
5	Sayatidakmengertimateri yang diajarkan guru denganmenggunakan*storytelling.* *(I do not understand the material being taught teachers using storytelling).*	0	6	12	8	9	35
6	Penggunaan *storytelling* dapat meningkatkan interaksi dengan guru dantemansekelasdanmembuatsayatertarikuntukmembacaceritalebihbanyaklagi. *(The use of storytelling can enhance interaction with teachers and classmates and make me interests to read many stories).*	9	14	12	0	0	35
7	Penggunaan*storytelling*membuatsayapercayadiriuntukberbicarabahasaInggris di kelasdandapatmeningkatkanketertarikansayadalammembaca*storytelling*. *(Use of the storytelling makes me confidence to speak English in classand can enhance my interested in read storytelling).*	4	18	11	2	0	35
8	Saya mengalamikesulitanmembaca bahasaInggris sambil belajar melalui *storytelling*. *(I'm having trouble reading English while learning through storytelling).*	1	7	10	5	12	35

(Adapted and Modified from Clason and Dormody, 1994)

Based on the research questions and the purpose of the study, the researcher collected the data using a likert scale a questionnaire to find out the students' responses on storytelling to enhance students interests in reading.

Based on the research findings, it was found that the teacher implemented storytelling by practicing the storytelling. It as in line with Lordly (2007, p.33) who mentioned that storytelling technique relied strongly on the ability of both the teacher and learners to apply many aspects such as body language, gestures, tone of voice, and movement. The finding also revealed that storytelling was fun but students still find reading in English difficult and their confidence was still low. Simmons (2001) indicates that using storytelling in the classroom is built upon the "learn by doing" to increase confidence and flexibility.

In addition, it was found that most of students agreed that storytelling helped students in developing their thinking and communicating with their friends, and storytelling could enhance their interests in reading. According to Lockett (2011 ,p. 1), storytelling is a useful tool in education and in helping people to communicative.

Based on the findings based on the problems statement that were presented by the researcher, it was found that the teacher used storytelling in teaching and learning

process, particularly, in the reading class. According to Davies (2007,p.5), "storytelling is important in the classroom and it is essential for educational development and it can be used to complement the curriculum". The findings came out with the evidence that the storytelling was needed to be thought in the classroom as a strategy to invite the students in practicing English reading. Furthermore, most of the students followed all the activities in the reading class well. They enjoyed the class by following the strategy which was used by teacher in teaching reading. Referring to the first until the last meeting of reading class through Storytelling, it was found that there was significant enhancement on students interests in reading. Most of students seemed to be self-confident and had a good work when they were in discussion.

The data found by the researcher across whole observation showed that it was able to propose Storytelling to enhance students' interests in reading. It could be seen from the teacher in AK.1 who used Storytelling in his teaching reading that Storytelling could improve students in reading. Meanwhile, based on the research findings from the students' questionnaire, several conclusion can be drawn as follows. Firstly, all of students at AK.1 enjoyed learning reading by Storytelling. They did it by following the teacher's instruction based on the strategy of creating Storytelling. Those strategies which was used by the teacher in teaching reading by using Storytelling made them more motivated to join reading class. From the result of the questionnaire, it was found that almost all of students expressed the agreement towards this strategy. It linked to Eder (2007) who describes utilization of the oral tradition of storytelling as a powerful strategy for setting patterns of meaning. The finding indicated that events had a tendency to be the most memorable and engaging related to heightened emotion. This could be implied that language used by teachers during delivering Storytelling showed teachers' better oral participation in classroom.

Secondly, almost of the students agreed that learning reading by using Storytelling performance was fun and they could enjoyed it. This strategy not only enhanced their reading skill, but also it was covered students' fluency, vocabulary and pronunciation at which finally they were able to follow the activity until the end of the lesson. Haven (2007, pp.75-79) defines storytelling as a detailed narration of a character's struggles in solving a problem and reaching an ultimate goal. Accordingly, it was asserted that there are five core information narrative elements which are critical to story and those are presented in order for the mind. They were identified as character,

intent, actions, struggles, and details. In addition, 28 out of 35 students gave positive response. There were more than 80% students who perceived that they enjoyed in following teacher's instruction with the strategies implemented by the teacher. They felt that Storytelling helps them interested in reading and self-confidence for practicing reading until they became an active learner.

Finally, the researcher summed up that the result of the strategies used by the teacher in the use of Storytelling in teaching reading was very effective to engage the students' motivation in practicing reading because those strategies allow them to enjoy and feel happy in joining the class while exploring ideas and practicing reading. These varieties strategies were to make the teaching and learning process more effective and interactive, especially in teaching reading. The strenghts of reading using Storytelling made the students feeling free in practicing reading, so that they were able to practice their reading well. According to Marton and Saljo (1976), by reading the text, some students just found out some isolated facts explained in the text, at which they realized that the researchers would asked them for during the interview, and then memorized facts aforementioned. Besides, the students felt easy to understand the meaning of the story being told than reading a story because Storytelling could improve students motivation, response, and fluency. However, Storytelling also has weakness when it was applied in teaching reading in that there were some students who get difficulty in pronuncing and reading English Language. In creating Storytelling, there were also many the students who found reading English Language difficult, in particular, in pronunciation and getting the result of Storytelling creation in more understandable way. Meanwhile, in using Storytelling, the storyteller must be able to create the situation more happy and fun.

The researcher concluded that Storytelling can be used by the teacher in teaching learning process, especially in teaching reading narrative text. Besides, Storytelling can make students more interested in the writing process because the students can learn the material on their own way and also they can discuss each other to deepen the material. The finding of observation showed that the teacher implemented the storytelling by practicing the storytelling. Meanwhile, the finding of the interview showed that the teacher said that storytelling makes fun but the students have difficulty to read in English and to increase their confidence. Moreover, this present study was also sustained by several previous studies. The previous studies were taken by Pinzón

(2016). She designs a study entitled "Storytelling & Story-Reading: A Way To Enhance EFL Students" Literacies ". The second previous study is done by. Green (2004) the entitled " Storytelling in Teaching". The third previous study is carried out by Miller and Cuff (2008). They designs a study entitled "The Power of Story: Using Storytelling to Improve Literacy Learning". The result on the first previous study described the effects of storytelling and storyreading on the improvement of reading comprehension and written production. The second previous study explained the story in teaching, the story in class, the stories creating interest and the overall about teaching and telling stories in class, and the third previous study is the power of storytelling to improve the students' academic performance in the areas of reading and writing, to enhance the arts in education, and to provide the children a motivation to connect with students' learning. The result of the first research question was similar to the previous study entitled " Storytelling in Teaching". This study focused on investigating teaching storytelling in class at which the teacher explained the storytelling. The results showed that the students participation were most likely to use storytelling and tell the story in class.

The writer found that most of students agreed that storytelling helped students in developing their thinking and communicate with their friends, and storytelling could enhance their interests in reading.

CONCLUSIONS

It has been discussed several related points providing the answers to the research questions. The results were based upon the data from classroom observation, questionnaire, and interviewThis study investigated the power of storytelling to enhance students' interests in reading. In responding the research questions, the researcher found some data related to the purposes of this study that would be presented in the following description below based on the research finding in order to draw the conclusions.

It was found that the students were interested in reading using storytelling because it made the learning fun as well as more effective, and strengthened the power of more appropriately created stories and instructional environments.The steps conducted by teacher is to 1) give the students a copy of a narrative text; 2) assignd the students to read the story silently; 3) discuss the text together with topic and the difficult words; 4) questiond about the story discussing the vocabulary grammar items or

language features to the students; 5) provide the students with a copy of the hard word related the story; 6) identify and analyze all aspect of the narrative text together with the students; and 7) discuss the message from the story or social and moral value from the story.

It could also be concluded that storytelling has the power attract the students to participate actively in learning process. It also can enhance the students in reading and memorize something new such as moral value and vocabulary because the students learn storytelling while watching teacher explain about storytelling, listening the teacher, and working together to get the mean of the story. Finally, the last conclusion was regarding students' interests in reading. In this sense, it could be concluded that students felt happy and understood the materials contained in storytelling which means that the storytelling can enhance students' interest in reading.

Based on the preceding section, the researcher gives suggestion to the teacher, students, and further researcher. The first suggestion is intended to the teacher who teaches English and also for the students who study English. They are reccomended to use storytelling because it can be helpful for them studentsto create smooth conversation. Secondly, it is suggested for other researchers to necessarily conduct the study in other level of education in order to gain the more specific result relating to the reason of using storytelling. Also, it is recommended for the future researcher to conduct the same research in longer period to get more accurate and rationale research.

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