

THE OBSTACLES FACED BY THE ENGLISH TEACHER IN ASSISTING STUDENTS TO WIN STORYTELLING CONTEST AT METHODIST SENIOR HIGH SCHOOL, BANDA ACEH

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ABSTRACT

The aims of this research were to find out the teacher's obstacles in preparing their students to win storytelling contest. This study was designed using the descriptive qualitative method. The results of the study were collected through interviewing the teacher in Methodist Senior High School who was purposely selected by their achievement in preparing the students in some storytelling contests. The conclusion of the study that the teacher's obstacles in preparing students for storytelling those obstacles are students' lack of vocabulary and mispronunciation, lack of motivation, lack of time, lack of discipline and the challenge to the diversity of students' personality. Moreover, the solutions to those problems are also presented.

Keywords: *obstacles, storytelling, contest.*

INTRODUCTION

Storytelling as the classical ability of learning and teaching from the ancestor is inherited along with the culture and tradition (Eades, 2006, p. 1). It was also stated by Lipman (2005, p. 23) that the existence of storytelling was is in line with the existence of human. So, it can be interpreted that since humans' first walk on the earth they have told stories, before even the written word or oral language through cave drawings and over fires.

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The concept of storytelling is presented in various aspects, such as vocalization, gesture, physical movement and other forms of kinesthetic imagery. According to Eades (2006, p. 34), storytelling has been attached to vocalization, physical movement and gesture to depict the images of a story to particular, live audiences. However, it can be understood that the essentiality of storytelling in daily interaction could not be denied because it does not only send the visual imaginary and the detail of the story which can contribute to the listener's comprehension but also involves the priceless form of human expression that should correspond with the delivered story.

The fluency and the ability to tell a story is one of the ways to determine how far a learner understands the target language. In fact, the student can show his understanding of the target language in many ways, one of them is by having contest either in internal or external school. That is why the application of the storytelling techniques in education is not limited in the use of it as a teaching technique in the classroom but it has grown into a form of contests.

Methodist senior high school Banda Aceh has an English extracurricular group that that is responsible in building the students' English storytelling skill which is called BEAMS. BEAMS which stands for Broad English Association of Methodist Students is the official English students community in Banda Aceh Methodist School that was established since 2013 as a media for students to improve skill and experience for the pride of the school. BEAMS has achieved many awards in the scope of English speaking, specifically in story telling contest not only among schools in Banda Aceh but also around schools in Sumatra island and national level. Since the first generation BEAMS has been achieving many variety of trophies trophies and the new regeneration also managed to retain the awards even better from year to year such as 3rd winner Story Telling English Festival 2013, 1st winner Story Telling SEDC 2014, 2nd winner Story Telling ESA Contest 7 2013, and many other unwritten trophies.

These glamour accomplishments inspired the researcher to conduct further investigations on the obstacles of teachers in Methodist senior high school in assisting students to win storytelling contest. Hence, the researcher decided to conduct a research entitled "The Obstacles Faced by The English Teacher in Assisting Students to Win Storytelling Contest at Methodist Senior High School".

The purpose of the study is to identify the various obstacles that found by the teacher in assisting student to win storytelling contest in

Methodist Senior High School using interview guide. While the subject of this research is a Methodist English teacher namely Suprijal, S.Pd who is in charge in coaching and preparing students for storytelling contest.

LITERATURE REVIEW

Storytelling

The researcher needs to expose the meaning of a story. According to Glebas (2009, p. 41), a story is the telling of a series of events about a character that is willing to do something or to achieve some particular goals in the story.

According to Eades (2006, p. 31), there are some essential elements in the story such as plot, exposition, setting, protagonist, antagonist, conflict, complication events, and climax. The existence of those elements is mandatory in every kind of story. According to Munn (1999, p. 5), one of the powers of the story is to lead the listeners or readers to discover new worlds. That is why the elements of the story are important to help the listeners or readers to understand it and or to remember it. Moreover, the stories of the divine which always have to do with what we cannot see with our naked eyes are hard to believe and to understand. By the help of the elements, the aim of the story will be easily achieved that is bringing the real world into words and to bring the phrase into real imagination.

The word of telling is a gerund form of the verb "tell" that has a wide meaning in the dictionaries. According to Hornby (2000, p. 1391), this word simply means an action to show that something existed or happened. These definitions indicate that storytelling is an action in which to demonstrate the series of events about certain characters and its elements to the listeners.

According to Norrick (2000, p. 4), storytelling is an interactive performance art form. The most valuable element of this storytelling is an interaction between the teller and audience. The action and the words of the teller brings a comprehensible message to the public. To ensure the messages are delivered without a biased view, the story should be completed by a little demonstration. Some of the human brains are more comprehensive to the visualization or demonstration rather that vocalization or words which are mostly used in a story. The storytelling should combine both of words and visual demonstrations in order to widen the audiences' understanding to the story that storytellers try to communicate.

Additionally, storytelling is purposed to be equipped with proper tones, wording, pace, gestures and facial expression. It is in line with the statement of Eades (2006, p. 20) that differs storytelling from reciting that recalls a story word for words; she states that storytelling is more like scaffolding for the rest of the story.

In addition, As (2016) found that the storytelling technique has a big contribution to students' achievement. This indicated that storytelling in the area of education is one of techniques that could be highly recommended.

The statements above can be concluded that storytelling is the interactive form of delivering a sequence of events using the proper techniques such as theatrics, embellishment, and improvisation which could be considered as a technique in educational field. The storytelling does not only deal with sending the message to the audiences but also tends to acquire the audience's attention.

Obstacles in Coaching Storytelling

The obstacles in coaching storytelling is vary. According to Lipman (2006) there are four types of obstacles in coaching storytelling they are needing information, needing experience, misdirected effort, emotional block.

Needing information is such the common problem faced by the coaching storytelling process in which the story is not successfully deliver the message to the audience (Lipman, 2006) however, Lipman (2006) proposed to ensure the contextuality, memorability and clearness of the story before proceeding to the storytelling performance.

As the second problems in coaching storytelling stated by Lipman (2006) is the need of experience. According to Lipman (2006), the content of the story need to be aimed by enough experience and this problem could be solved by conducting as many practices as possible in the scope of storytelling performance.

While the third obstacle is misdirected effort. According to Lipman (2006), misdirected effort is the attempion of improving the capability in doing it so, the storyteller had hindered himself/herself from achieving his/her goal. Lipman (2006) stated that the solution to this problem, a coached need to conduct a direct settlement to the problem by the time the coach found this problem.

The last obstacle is emotional block. According to Lipman (2006), it is a psychological barrier in storytelling such as emotional distress and external problem. Lipman (2006) stated that the most effective way to

overcome this problem is by healing the emotional hurt before the coaching started and noticing the present reality.

RESEARCH METHODOLOGY

Research Design

The methodology of this study was qualitative where qualitative research focuses on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. It means that the research finding of the qualitative study should be critically analyzed based on the phenomenon or situation or event that comes from a deep research.

The design of the research was a case study in which the result of this investigation is provided in the form of words and sentences rather than tabulations and numbers. The researcher described the teachers' strategies in assisting students to win storytelling contest and the teachers' obstacles in coaching students for storytelling contest.

To support the data collection, the researcher used interview guide as the instrument of this study. It helped the researcher find the teachers' obstacles in coaching students for storytelling contest.

RESULTS AND DISCUSSION

The data regarding the coaching obstacles were revealed by a question of what the obstacles that the teacher find during the coaching process were.

The teacher in Methodist Senior High School stated that the problems found during the coaching process were the tightness of students' schedule. This problem was raised since the storytellers took many other courses in the afternoon that resulted in the students' lack of time to conduct storytelling practice.

P. kendala nya itu kadang-kadang ketika kita melatih anak-anak. Itu prosesnya dia untuk menguasai itu sangat lambat. Dan kita ga bisa paksakan. Karena apa. Karena waktunya juga kurang. Anak-anak disini kan banyak les diluar.

the obstacle was when we were coaching the storyteller, they were to slow to master it. And we could not force them because they did not have much time. They got plenty of courses outside'

Moreover, the teacher in Methodist Senior High School also stated that the common problems found during the coaching process was the lack of students' vocabulary which could lead to the students' difficulty in pronouncing the words correctly.

P. *kadang-kadang pronunciation storyteller nya masih jauh dari yang diharapkan. Dikarenakan kan, kata-kata itu baru bagi mereka jadi mereka susah mengetahui makna dan juga cara pengucapan katanya dengan baik dan benar.*

'sometimes the storytellers' pronunciation was still far from perfection, it was because the words were somehow new to them so it was hard for them to identify the meaning as well as the correct pronunciation'

In addition, the teacher in Methodist Senior High School also stated that the common obstacles found by the teacher during the coaching process were the diversity of students' personality. It was hard for the teacher to underwent the coaching process with the varsity of students' physiological approach.

P. *Kendala. bukan ini ya. Karena Beda anak beda watak nya beda psikologi nya juga. ya itu, agak sedikit masalah...*

'obstacles. That is... because of the different students' personality psychology. That it is... it is a bit hard...'

P. *jadi kendala nya kadang disitu, jadi. Mengendalikan, apa ya. Menyesuaikan cara pelatihan dengan karakter anak. Beda beda...*

'... so that is the obstacles. So, controlling, what we call it? adjusting the treatment to each students' characters. It is different...'

Moreover, the teacher also emphasized that some students were hardly motivated to participate in storytelling contest

P. *banyak dari mereka itu berhenti ditengah jalan. Ga tau apa masalahnya, kayaknya sih mereka kurang termotivasi gitu.*

'Many of them (storyteller) stop coming to the practice. I don't know exactly what the problem was but I think that they are not motivated enough'

While the teacher in MAN Model stated that the obstacles that she found during the coaching process were the time management, lack of resources and the discipline.

P. *ada juga kadang-kadang kalau anak-anak itu kurang membaca, kurang referensi dia*

`there were some cases where the students had fewer references´

P. *biasanya kendalanya selalu di disiplin. Kalau terlambat sudah pasti tidak saya ambil karena kita juga sibuk...*

`Most of the obstacles in coaching is students´ discipline. If they are late, they would be surely disqualified because we were also busy...´

In conclusion, the teacher in Methodist Senior High School Banda Aceh stated that the most common problems found during the students´ preparation for storytelling contest were lack of time, lack of vocabulary, psychological varsity, lack of motivation, lack of reference and students´ discipline issue.

However, the teacher suggested to undergo some strategies to resolve those problems that had been found by the English Teacher in Methodist Senior High School during students´ preparation for storytelling contest.

The teacher from Methodist Senior High School stated that the most solution to the problem of students´ lack of time was by consulting the school principal to decide a specific schedule for storytelling practices in order to avoid any miscommunication among teachers who had different classes with the same students.

P. *Alhamdulillah bisa kita selesaikan. Dengan cara koordinasi dengan kepala sekolah. Kepala sekolah akan memberikan waktu khusus ketika lomba itu diumumkan. Oh, ada lomba nih, gitu kan. Kemudian lapor ke kepala sekolah tolong diberikan waktu khusus untuk kita melatih.*

`Alhadulillah we can solve it by having coordination and consultation with the school principal. The school principal will allow us to allocate special time after the contest was announced. Oh, there is a contest, then we let the principal know and ask them to give the schedule to us for coaching´

Moreover, to overcome the problems of students´ lack of vocabulary and students´ mis-pronunciation, the teacher underwent the reading aloud before practicing the storytelling performance on the stage. However, this kind of treatment was successfully overcoming the lack of vocabulary and pronunciation error in the scope of the story.

P. *Memang susah kalau ini, karena kan kita ga punya waktu untuk ngajarin vocabulary yang banyak ke mereka dalam beberapa kali latihan aja. Jadinya y acara yang paling simple ya dengan cara menyuruh mereka banyak dengan keras*

sehingga mereka ingat kata-katanya dan juga langsung koreksi kata nya saja jika kita dapati ada pronounciationnya yang salah ucap di saat baca itu.

`it is indeed hard for the teacher to overcome it since the teacher did not have enough time to teach students to be able to master all vocabulary in only few training quantity, so the simplest way to overcome it is by asking the teller to read the story aloud until they could remember the meaning of the complex words in the story and the teacher should directly revise the incorrect pronunciation of students while this reading session`

Moreover, the teacher stated that the way to overcome the mentioned problem is by adjusting the proper way to motivate and to coach storyteller to their personal character. It was not effective if the teacher generalizes every student in one giving-feedback technique.

P. *Mengendalikan, apa ya. Menyesuaikan cara pelatihan dengan karakter anak. Beda beda, misalnya kalau anak yang mungkin dia emang gimana, saya pun ngomongnya ga bisa ngomongnya yang langsung tap tap tap itu saya ga bisa. Saya ngomongnya pelan, lebih lembut ke dia....*

`controlling..., adjusting the way of coaching to the students' characters. It was different. For example, some children who are indeed just like that (weak), I would not be able to tell his/her mistakes and weaknesses immediately. I had to talk slowly and softly...`

As the solution to the lack of motivation problem which she faced by teacher in Methodist Senior High School Banda Aceh was by showing the successful storytellers in their career after they had graduated from Senior High School. The saying of the teacher regarding this data was shown below.

P. *Saya sering, kita coba aja dulu, kita coba, kalau tidak bisa nanti ya sudah. Itu obstacles yang paling besar dari anak-anak ini. Bisa tapi ga mau. Jadi motivasi dengan cara tadi. Lihat tuh ko Wilson. Memang kalau it comes from their hearth.*

`I used to, we just tried it first, we tried if it was not successful we let it just like that. That was the biggest obstacles from these storytellers. they had skill but they did not want to participate. So, the way how to motivate them was by doing the what I have told you. Look at your brothers Wilson (the

name of the successful storyteller). It indeed comes from their heart´

Regarding the problems in storytelling coaching process which was mentioned by the teacher in Methodist Senior High School Banda Aceh, the teacher suggested two solutions. For lack of student's resources problem the teacher suggested being engaged in finding the resources. The teacher needs to involve in video or other material searching phase.

P3. *Kita sama sama cari, suruh cari sama anaknya. Karena dengan perkembangan sekarang kan. Boleh di youtube, boleh di mana-mana. Ga kayak dulu. Kalau dulu ia, kalau sekarang itu mudah.*

´we find it together, we also asked the students to find it. Because due to today development, right. It might be on YouTube, it might be anywhere else. It was not like years ago. It was hard to find the sources, but now. We can easily find it´

However, the second problem found in storytelling coaching process in Methodist Senior High School Banda Aceh was the lack of discipline. The teacher used the hard approach to deal with this obstacle by eliminating the storyteller who was not disciplined enough with the time schedule that had been agreed by both parties.

P. *Pinterpun sekali kalau dia tidak bisa menghargai waktu tidak bisa kita pakai.*

´no matter how smart he/she was, if she could not respect the time (discipline) we would not deploy him as the storyteller (disqualified)´

Those presented data showed that the obstacles that faced by teacher in assisting students to win storytelling could be divided into two criteria they are linguistic and non-linguistic aspects.

Discussion

In the linguistic aspects the obstacles that faced by teacher in only about the mis-pronunciation and lack of vocabulary that could be possibly overcome by having a session of reading aloud before performing the storytelling practice on the stage. The teacher recommended to directly revise the incorrect pronunciation right away.

While in non-linguistic aspects, the teacher found five different obstacles that need to be solved with different approaches during the students' preparation for storytelling contest in Methodist Senior High School Banda Aceh.

The first problem mentioned was lack of time. Most of the students who were selected as the storyteller had many activities in the school. This phenomenon would likely consume the opportunity for the storyteller to have a storytelling practice as the preparation for the contest. The teacher suggested overcoming this problem by consulting the school principal to find a specific schedule for storytelling practices in order to avoid any miscommunication among teachers who had different classes with the same students.

Moreover, to solve the problem of psychological variety in Methodist Senior High School the teacher underwent the background check on their study-behavior and the teacher was demanded to adjust the appropriate approach to the storyteller based on their psychological variety.

The storytelling was not something exclusive to the students in senior high school. The tendency of students to participate in storytelling competition was still low, that is why it needs special trick on how to motivate the students to participate in a storytelling contest. This obstacle was found by the teacher during preparing students in storytelling contest when the students who have the capability in storytelling but reluctant to participate even in storytelling class.

The problem was solved by the teacher by emphasizing the benefit of storytelling and showing the proof by inviting the students who had success in his/her workplace because of this storytelling skill. It would open their perspective regarding storytelling contest and why they need to participate in it.

In many cases, the teachers found the discipline problems during the coaching process. Some students were late many times. Consequently, the coaching duration would be wasted. Since the storytelling process had limited hours to practice, this phenomenon would result in the ineffectiveness of the coaching process.

The teacher applied a strict rule to deal with this problem such as disqualification. Because the students who had discipline problems will affect other students' opportunity to learn more during the coaching process. This solution reduced the number of problems in storytelling preparation.

CONCLUSION

Meanwhile, the teachers' obstacles during the preparation were concluded in five basic obstacles that they faced during the coaching.

The teachers are challenged to deal students with lack of vocabulary and mis-pronunciation that mostly uttered by the storyteller. Moreover, the students' motivation to participate in storytelling contest is still lacking. Additionally, the teacher faced the students' lack of time and discipline issue during the coaching process. Another obstacle faced by the teacher in storytelling contest preparation is the diversity of students' personality which require teacher to assimilate it.

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