

**STUDENTS' FEELING IN USING STORYTELLING FOR  
LEARNING ENGLISH IN JUNIOR HIGH SCHOOL :  
NARRATIVE INQUIRY**

**A THESIS**

Submitted in Partial Fulfill of the Requirement for the Degree of  
Sarjana Pendidikan in English Education



**By :**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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*Assalamu'alaikum Wr. Wb.*

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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**MOTTO**

*"HUMAN HURTS YOU, BUT ALLAH NEVER"*

*"INDEED AFTER HARDSHIP COMES CASE"*

*(QS.AL INSYIRAH: 6-7)*

*"THE BEST WAY TO SUCCESS IS TO POSTPONE MOMENTARY  
PLEASURES"*

*-Ajú Artupas*

*"KEEP IT UP! IT'S NEVER TOO LATE TO START CREATING THE  
LIFE YOU WANT"*

**~Raihan Hanif**

## **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui perasaan siswa menggunakan storytelling untuk pembelajaran Bahasa Inggris di Sekolah Menengah Pertama. Peneliti menggunakan pendekatan kualitatif. Narrative inquiry di pilih sebagai desain penelitian untuk mengungkap perasaan siswa saat menggunakan storytelling dalam pembelajaran Bahasa Inggris. Dalam mwngumpullkan data, peneliti menggunakan teknik wawancara. Data yang terkumpul dianalisis dengan model analisis dari Miles dan Huberman. Penelitian ini mengguankan teori dari Max Schelers dalam membahas perasaan siswa. Partisipan penelitian ini adalah lima siswa SMP di sebuah desa di Petarukan. Hasil dari penelitian ini menunjukkan bahwa siswa memiliki rasa percaya diri yang berbeda dimana dari sebagian besar pernyataan mereka, mereka mengalami kegugupan saat storytelling untuk belajar bahasa Inggris di depan banyak orang tetapi ada juga siswa yang merasa senang dan tertarik untuk bercerita. Penelitian ini di harapkan dapat menjadi bahan evaluasi dari berbagai pihak dalam menyelenggarakan pembelajaran Bahasa Inggris khususnya dalam menggunakan storytelling. Penelitian ini juga di harapkan menjadi bahan bagi peneliti lain dalam menganalisis dan mengembangkan perasaan siswa dalam mengikuti pembelajaran Bahasa Inggris.

***Kata Kunci : Perasaan Siswa, Storytelling, Pembelajaran Bahasa Inggris.***



## **ABSTRACT**

*This research aims to find out the feelings of students using storytelling for learning English in junior high school. Researchers use a qualitative approach. Narrative inquiry was chosen as a research design to reveal students' feelings when using storytelling in learning English. In collecting data, researchers used interview techniques. The collected data were analyzed using the analytical model of Miles and Huberman. This study uses the theory from Max Schelers in discussing Students' Feeling. The participants in this study were five junior high school students in a village in Petarukan. The results of this study show that students have different self-confidence which from most of their statements, they experience nervousness when storytelling for learning English in front of them but there are also students who feel happy and interested in storytelling. It is hoped that this research can be an evaluation material for various parties in conducting English learning, especially in using storytelling. This research is also expected to be material for other researchers in analyzing and developing students' feelings in participating in learning English.*

***Keywords : Students' Feelings, Storytelling, Learning English.***

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The Writer

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## **ENCLOSURE LIST**

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English has a very important influence on students both as communication tools with foreign speakers also have a very important role to support students in studying other fields of study. Therefore, the curriculum being developed now aims to be able to prepare students to have needs that are able to reflect their own experiences and other people's experiences, conveying other people's ideas and culture (Depdiknas:2004). From the first year of junior high school until Senior High School, English is taught as a required subject in Indonesia. However, English is now taught at elementary schools in addition to junior high and senior high schools. Along with learning the language, students are also taught how to improve their communication skills in English. Understanding English for the beginners not easy, Because English is a foreign language spoken all over the world, it contains norms and patterns that make it difficult for beginners to understand.

The difficulties and emotions that come with learning a new language are due to the fact that the learners must adjust to its rules. Junior high school (SMP) level students are required to take English as a formal subject, with the aim of enhancing their four English abilities. According to Hammil (1981), difficulties in learning English are various forms of real difficulties in listening, speaking, reading, and writing.

Stricly speaking, English is typically taught as a foreign language as one of the school topics in Indonesia with the goal of teaching students the four language skills of speaking, listening, reading, and writing. On speaking skills students can develop material that fosters an interesting learning feeling, examples of difficulties in learning speaking are not confident because they are afraid or embarrassed to make mistakes when expressing sentences, mispronunciation, grammatical errors, mental problems. Therefore, several techniques are needed in learning English, especially in speaking. There are many techniques that can be applied in speaking such as, playing games, singing songs, role playing, discussions, debates and storytelling. By using the storytelling in learning English, students can familiarize themselves with what and how they learn English.

A crucial factor in good language learning is experience. According to (Kolb,1984) an educational orientation which aims at integrating theoretical and practical elements of learning for a whole person approach, emphasizing, the significance of experience. In this study means that, experience provides a change in the way learning is used experience as a significant method. Learning student involves a variety of experiences that each person interprets as reality. In this situation, the experiences of the students may contain various types of things and events that occurred at a specific time and location.

As we move through our daily lives, students' feeling events during learning activities. One of the junior high school student shared his feeling with the researcher that when they learned English using storytelling they felt



nervous, afraid and there were also friends who felt happy when storytelling in Learning English. Students' attitudes can be included in language learning because it can affect their performance in acquiring the target language. Students' attitudes, namely feelings, likes, dislikes, must be considered, because their attitudes affect language learning. Therefore, this study looks into the concept of students' feelings as one of the main affective factors for success in learning a foreign language. Kolb (1984) stated that learning is “a process whereby concepts are derived from and continuously modified by experience”. It means that there is a process whereby students feel, think about, and perceive something and the result will be changing based on the experience. In other words, students will remember the outcome of what they learned.

Based on the above background, the researcher wants to know more about the other students' to explore detailed information about students' feeling in using storytelling for Learning English in Junior High School.

## **1.2 Formulation of the Problem**

Based on the background of study above, the researcher tries to answer the following question:

- 1.2.1 How is the students' activity when using storytelling for Learning English?
- 1.2.2 How is the students' feeling when using storytelling for Learning English?

### **1.3 Operational Definition**

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

#### **1.3.1 Learning English**

Learning English is important for many aspects of daily life. According to O'Brien (2006), there are more people learning English because English has an important role for human's life in communication. The purpose of learning English is to help the ability of students to communicate with others in a foreign language in everyday situations. Additionally, learning English is necessary for the current generation to adapt to international literature, media, and employment in the present and the future (Richards, 2015).

#### **1.3.2 Storytelling**

Storytelling has a use in the primary education of children, that storytelling provides a conceptual framework for thinking that causes children to form experiences into a whole that they can understand (Collin Isbell, et al., 2004). One of the uses of storytelling is to improve language skills in students which include the ability to communicate, write to understand the storyline.

#### **1.3.3 Students' Feeling**

According to Hukstra (2009) Feelings are a statement of the soul, which is more or less characteristic subjective, to feel happy or unhappy and independent to stimulus and sense organs. Feelings are always

subjective because there is an element of judgment usually creates a will in one's individual consciousness. Feeling is a state in individual consciousness which because of the influence of knowledge is assessed as a positive and negative state (Patty F, 1982). That will can be positive, meaning that the individual wants to get what feels something that gives enjoyment to the individual, or it can also be negative, meaning that the individual wants to avoid things that feels are things that will bring unpleasant feeling. These feelings are present in every human being. Man who has the ability to process his feelings will not cause negative reactions, whereas if feelings are left without any management it will result in emotional outbursts.

#### **1.4 Purpose of the Study**

Based on the research questions, this particular study aimed at finding out:

- 1.4.1 To Investigate the activity students' when using storytelling in Learning English
- 1.4.2 To investigate students' feeling in using storytelling for Learning English

#### **1.5 Significances of the Study**

##### 1.5.1 Practical

This study is hoped to provide information that can be used to identify emotional feelings related to students' feeling in using storytelling for Learning English.

### 1.5.2 Theoretical

This study will contribute to Max Schalers's theory and support theories related to feelings.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Finding**

In this chapter the researcher presents the conclusion of this study.

Based on the finding and discussion above, it was concluded :

1. Students' activity in using storytelling for learning English, students participate in English lessons using storytelling properly according to the teacher's directions from the early stages to the final stage and the findings is also discovered that there are students who still feel confused about the stages in storytelling.
2. The result Students' feeling showed that learning English by using storytelling students feel some things related to the individual as a whole. Students have different self-confidence which from most of their statements, they experience nervousness when storytelling for learning English in front of them but there are also students who feel happy and interested in storytelling. So of the four levels of feeling according to Max Schelers (1994) most of them feel a psycho feeling which is when they feel nervousness and pleasure when telling a story in front of the class.

#### **5.2 Recommendation**

Based on the conclusion above, the researcher wants to make some of recommendation, as follows:

1. In conducting research, further researchers need to use more than one method, not only interviews but also need to use observations or questionnaires to get more valid data about students' activity and students' feeling.
2. It is desirable to increase the level of the research framework and to increase the validity and reliability of the findings, as well as a larger sample size with a longer period of time.

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