
Students' Challenges In Performing Story Telling Extracurricular Activities

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Abstract

Storytelling is one scheme that can be implemented to reinforce EFL learners' speaking skills. Through storytelling, EFL learners can elevate their English. Unfortunately, EFL learners faced some challenges in demonstrating storytelling. Therefore, this study is conducted to describe the obstacles EFL learners face in demonstrating extracurricular storytelling activities at SMPN 1 Kelumpang Hilir. In this study, the analyst analyzed the data by using a qualitative approach. The instruments implemented in collecting data were a questionnaire to get the data from respondents about what they feel, observation to observe the process of EFL learners' storytelling demonstration, and interview to ask directly about EFL learners' challenges in demonstrating storytelling. The results show that EFL learners have their challenge in demonstrating storytelling. The questionnaire data show that every EFL learner is answering the assertion by their experience in presenting storytelling. From the observation, it transpired that some EFL learners often feel anxious against the spectator. The interview occurred that most EFL learners' challenges in demonstrating storytelling were nervous, forgetting component of the story, and expressing difficulty. Predicated on the result above, it is suggested that: (1) the EFL learners must increase confidence to reinforce their demonstration in storytelling. EFL learners need to practice more to reinforce their speaking ability. (2) the instructor should build motivation for EFL learners to encourage for EFL pupils to learn English.

Keywords: Challenges, Extracurricular, Story Telling, Demonstrating.

INTRODUCTION

Background of the Study

Good speaking skill is crucial to ensure other people understand what we are talking about and minimize misunderstanding. To achieve good communication, people will need selection of English words known as vocabulary. According to Huyen and Nga cited in Kaosar (2012, p. 5), vocabulary plays a crucial role in language learning. Therefore, it is crucial for the L2 (English) learners to master vocabulary as the core competence since it is a base to master the initial language (Cameron, 2001, p. 72).

Speaking is one English skill mostly implemented to communicate with others. Hence, EFL learners must be more alert of its usage. There are reasons about why speaking skill is crucial. First, it is to interact with people. Efrizal (2012, p. 15) stated that speaking skill is implemented for people to communicate to other people in an oral form. Second, it is to deliver information to other people. Cameron as cited in Khoiriyah (2011, p. 9) said that in language, speaking skill is implemented actively to show a fact so as to be understood by people. That is way the analyst found speaking skill is crucial and someone must have skill and capability to deliver information to others to ensure a conversation reaches the goals. Speaking is one factor that influences someone's ability in giving information orally.

However, sometimes EFL learners face some problems in their speaking, either when they wish to communicate in public or speak with others. According to Inayah (2015, p. 50), four problems usually occur in speaking, namely nothing to say, Inhibition, uneven or low participation, and mother tongue use. The first problem is Inhibition. EFL learners are often inhibited when they wish to try to speak in

Indonesian EFL classroom. When this happens, they are afraid to make a mistake and shy to speak. The second problem is that they have nothing to say.

The third problem is low or uneven participation. When communication is happening, sometimes there is one person who dominates the communication, while the other speakers talk only a little or do not talk at all. The last problem is the implementation of the mother tongue. This happens because all EFL learners share the same mother tongue so they feel unnatural to speak in English. The problems mentioned above can make EFL learners lack speaking practice, less exposed to English, and less prompted in speaking English.

There are some approaches to be implemented to solve EFL learners' speaking problems. The approaches to be implemented are making conversation with their friends every day, learning and memorizing vocabulary, joining some courses and storytelling. According to Samantaray (2014, p. 32) storytelling is meaningful for speaking because storytelling builds vocabulary and comprehension. Storytelling can increase speaking ability and also it can help reinforce vocabulary because from it EFL learners can learn how to speak fluently and memorize vocabulary. From reading a certain text the EFL learners can solve their problem of the flaw of speaking. It is meant that storytelling can solve EFL learner's problem in speaking because storytelling using reading text technique. According to Akhyak as well as Indramawan (2013, p. 45) by using storytelling, EFL learners can reinforce their fluency, grammar mastery, pronunciation, vocabulary, and content knowledge. Cameron (2001, p. 68) says that storytelling is a pleasurable instrument to be implemented as a scheme to teach Indonesian EFL learners' speaking as well as listening skill. It means that EFL learners can learn how to speak English fluently and remember English vocabulary easier by using storytelling. Therefore, storytelling can be a scheme that the teacher implemented to reinforce the EFL learners speaking skills.

Predicated on the researchers' observation in SMPN 1 Kelumpang Hilir school, it transpired that the EFL learners got problems in learning English, especially vocabulary, to demonstrating storytelling. The EFL learners had difficulty comprehending vocabulary learned in EFL class was boring and not pleasurable since their teacher implemented techniques such as vocabulary memorization or translation, which is conventional. Hence, appropriate methods, as well as creativities and varieties for choosing activities are required in teaching vocabularies. Harmer (2007, p. 89) mentioned that it was crucial for English for Young Learners (EYL) teachers to dedicate their time to understand how their EYL members think and operate. Hence, it is deemed important to master the skill to pick up EFL learners' current interests; therefore, they can implement those to prompt the Indonesian EFL learners. Thereby, thinking creatively in delivering vocabulary topic is a challenge to be subdued.

EFL learners prefer to learn in a fun and pleasurable situation, since it is easier for them to grasp and catch the material. Referring to the assertions above, the implement of alternative activities is needed, and storytelling is one activity that can be implemented in vocabulary teaching for Young Learners (YL). Cameron (2001, p. 159) states that stories propose imaginary world fully constructed from the Target Language (TL), in this case English, which let YL get into it and enjoy the language learning. Therefore, we can infer that storytelling should be an pleasurable experience for YL especially.

Storytelling became one of the crucial aspects to support EFL learners speaking skills in SMPN 1 Kelumpang Hilir. As the researcher's observation not many schools have storytelling in their extracurricular. Therefore, the researcher wants to study SMPN 1 Kelumpang Hilir because the analyst was a graduate from this school and has joined storytelling extracurricular activities. Therefore, the analyst is interested in investigating the possible challenges that EFL learners might face in demonstrating storytelling extracurricular activities.

Research Question

This study was conducted to solve the problem "What are the challenges the EFL learners face in demonstrating storytelling extracurricular activities at SMPN 1 Kelumpang Hilir?"

The Study Objective

To analyse the challenges that EFL learners face in demonstrating storytelling in their extracurricular activities.

RELATED LITERATURE

Speaking

According to Siahaan (2008, p. 95) speaking is a productive language skill. We can exclaim that speaking is a person's capability to produce sound that has a meaning and have understood by other people to create a good communication. Harmer (2007, p. 54) asserted that speaking is the capability for knowledge of TL features and the capability to process information in said language "on the spot". Thus, speaking skill lexically could be defined as one's ability to produce sounds to communicate vocally or converse with others.

Extracurricular activity

Extracurricular activities are an activity in outside class time that can develop EFL learners' interest and ability. According to Susilowati (2017, p. 28), extracurricular activities can serve as a forum for EFL learners interested in the event. Extracurricular activities are a vehicle for EFL learners' development through various activities, both directly and indirectly related to curriculum material, as an inseparable component of the school's institutional goals. Extracurricular activities exist from elementary school education to high levels with the aim that EFL learners can develop their talents, interest, and potential. Besides, this also aims that EFL learners have activities outside class time and can avoid negative activities.

We could define extracurricular activities as a way to actualize the creative potential of EFL learners. During this time learning in the classroom emphasizes more on cognitive abilities so that EFL learners do not bring up ideas or creativity. With extracurricular activities, affective and psychomotor development will be taught and developed as well. In extracurricular activities, educators provide a variety of activities. Besides, it is expected that this extracurricular activity can stimulate EFL learners' ways of thinking so EFL learners can be more creative. One of the schools that has succeeded in developing EFL learners' English abilities through extracurricular activities is SMPN 1 Kelumpang Hilir. This extracurricular activity is storytelling.

Predicated on the analyst interview to Yuli Rohmawati, S.Pd, an extracurricular storytelling teacher, this extracurricular was given to EFL learners in grades VII to IX. With storytelling, it is hoped that EFL learners, especially for beginners, will be proficient in English. This story telling is a form of debriefing from the teacher to EFL learners for their future, with the aim that children are able to interact with English with these skills. Extracurricular activities held by school give EFL learners a chance to reinforce their English and time in learning English, because they do not get extra time in regular class. The storytelling activities can also help the EFL learners reinforce the EFL learners' ability in English.

The extracurricular storytelling activities at SMPN 1 Kelumpang Hilir was held once a week on Saturday. The duration of the activities was an hour starting from 4PM until 5PM. Usually, the EFL learners' activities practiced the story with their friends while overseered by the instructor. Then they demonstrate one by one in front the class and witnessed by the instructor and their friends.

Storytelling

Storytelling has been implemented to communicate since ancient times where it taught about life, ourselves, etc. Stories can say as fiction. According to Rusmanayanti (2019, p. 5), As EFL learners, English fiction is a good source to reinforce EFL learners' ability to use English. Storytelling is an exceptional means for EFL pupils to increase their other cultures' respect, understanding, and appreciation. Storytelling can increase EFL learners' ability to share social experiences. Storytelling is not only pleasurable, but can build up confidence, as well as encourage the emotional and social development of EFL learners. Storytelling will stimulate the learners to imitate speaking, intensive speaking as the preparation before they demonstrate the storytelling. Then, the learners will be prompted to response the story as the audience. Furthermore, storytelling will give many good impacts for the learners' speaking skills, since storytelling makes the learners comprehend how to speak with the good gesture and intonation. It is useful for the learners to continue to the extensive speaking.

There are some approaches to be implemented to reinforce EFL learners' speaking skill. One of them is by using storytelling. Nurainingsih (2012, p. 19) argues that storytelling is one amongst many strategies to teach and it was implemented for thousands of years as a mean of handling down man's history from one to another generation. Then, Akbar (2014, p. 51) adds that from reading a certain text the EFL learners can solve their problem of the flaw of speaking. Rusmanayanti (2019, p. 7) also exclaimed that through reading more fiction, Indonesian EFL learners can gain benefits either direct or indirect toward their English, which means that storytelling can solve EFL learners' problem in speaking story telling using reading text technique. According to Akhyak as well as Indramawan (2013, p. 35), by using storytelling, EFL learners can reinforce their fluency, grammar mastery, pronunciation, vocabulary, and content knowledge.

Cameron (2001, p. 78) says that storytelling is a pleasurable instrument to be implemented as a scheme to teach Indonesian EFL learners' speaking as well as listening skill. Therefore, storytelling can transform into an effective scheme to reinforce EFL learners speaking skill.

The Concept of Storytelling

Storytelling means to assist sense of story development through incorporating the implement of essential story elements. Haven and Ducey, (2007, p. 39) exclaimed these elements include point of view, setting, plot, characters, style, as well as theme. It is focused on visualizing a story, hence the viewers could imagine as well as understand it. Furthermore, they could feel the situation conveyed by storyteller through looking as well listening to him. Therefore, to achieve those things a storyteller should demonstrate with support of explicit articulation, intonation, as well as good vocal.

Every EFL learner may implement their own way of telling or retelling a story from a certain source or their experiences. They can explore their speaking ability widely by this technique. One of the main means of speaking practice is through narration, since learners can implement narration to almost all types of texts and speaking activities. In recent years, encouraging learners to retell their own stories has been valued and recognized. In addition, there are many course books now include personalized narrating task, whether dialogic or monolog, as a matter of course.

Teaching Speaking through Storytelling

All of the teachers hope to be success in teaching-learning process. In behalf of this, the English teacher should try to present the material as well as possible. It means that a tendency of a variable exchange influence the other variable. From the assertion above, it indicates that a variable can influence other variable. The analyst means by variables are the story telling, symbolized by (X) and the EFL learner's speaking ability as variable (Y). The teacher should be creative in teaching English, using a certain technique to make the EFL learners interested and understand the lesson.

However, the technique has to be prepared by considering the advantages for the EFL learners, especially in speaking. The teacher should implement an appropriate technique to increase the EFL learners' ability. Oral telling is good to increase the EFL learners' creativity. They are required to prepare themselves before asserting with good structure and vocabulary. For instance, Indonesian speakers will face difficulty pronouncing English sounds, which do not belong to the Indonesian language or produce inappropriate English sounds similar to mother tongue sound. As we know Indonesian EFL learners also have difficulties in pronouncing English words as correctly as the native speaker do. Pronunciation teaching makes EFL learners aware of different sounds, also, can reinforce their speaking, listening, and reading. Pronunciation skills in a foreign language will both affect literacy and be assisted by literacy development.

Storytelling is a technique to increase the EFL learners' speaking ability. Speaking task is where the EFL learners are trying to implement all and any language they know provides feedback for both teacher and EFL learners. The teacher can see how well his/her class is doing and what language problems they are having, EFL learners can also see how easy they find a particular kind of speaking and what is deemed crucial to reinforce their skills. Speaking activities can give them enormous confidence and satisfaction, and with appropriate guidance from the teacher, can enlarge their knowledge about the lesson.

Storytelling is kind of EFL learners' activity that can be applied to increase self confidence in expressing mind by uttering their own words. The EFL learners are hoped to be succeed in telling a certain story predicated on their own comprehension, they are also trained to listen and understand it by listening the speaker. They can also tell their experiences and willingness, and the teacher may also give them a story to retell to their friends through their wordings. The EFL learners required to demonstrate their skill by considering the right grammar and pronunciation. Every person has a different way of speaking, so the teacher should be a good model by giving correct examples to avoid EFL learners' mistakes. Storytelling can make the EFL learners more active because they required to plan and formulate what they want to present.

Dujmovic (2006, p. 49) exclaimed that storytelling is also like living art. Like music and dance, it is brought to life in the demonstration. Stories can develop as well as motivate positive attitudes, especially towards the TL. Through stories, EFL learners can practice their imagination. EFL learners can be involved with the story they identify themselves as the character. This imaginative experience can helps the development of students' creative power. Listening to stories means to share social experience as well. While reading and writing are often considered individual activities, storytelling on the other hand triggers sadness, laughter, anticipation, and excitement, which is pleasurable and build up ones' confidence and encourage their emotional and social development.

The Procedures of Storytelling

Storytelling is the oldest way to deliver a message or to explain the world. There are some procedures in storytelling to make the storyteller easier to carry the job.

a. Read a story silently

EFL learners read a story silently until they really understand and memorize it. By read a story silently it will make EFL learners more understand and feel the story. It will make the storyteller mastering a story.

b. Read a story aloud

Since EFL learners have understood the story, they can practice by reading a story a loud to make them more memorize the story. Read a loud will help EFL learners remember a story.

c. Remembering a story

After EFL learners read a story very well, they can try to remember the story. Hence they can tell a story without a text. After EFL learners remember a story they can practice tell a story without a text and they can implement their expression

d. Express the story

EFL learners can express the story predicated on the story about or predicated on the characters on their story. It is very crucial to make the audience pay attention. And it will make a story more fun.

e. Try to take a stage

After the EFL learners can master the expression, they can try to take a stage it means EFL learners can move around the stage while telling a story to grasp the feeling in the story.

f. Communicate with the audience

Communication with the audience would trigger good atmosphere while EFL learners are telling a story. Communication is crucial to make EFL learners and audience understanding each other about the story.

Challenges in Storytelling

Storytelling does not provide benefits only. Storytelling also has some challenges that EFL learners face. According to Adams (2013), Callahan (2014), Mokhtar, Halim, and Kamarulzaman (2011) there are common challenges that commonly happen in doing storytelling. These challenges are about the challenge of forgetting the story and the problem EFL learners' self-esteem. These challenges are clearly stated below.

a. EFL learners' self-esteem

EFL learners' confidence also determines the success of being a storyteller. Confidence is crucial for EFL learners being a storyteller. If the EFL learners get nervous and are not confident, it will make the quality of the sounds, intonation, pronunciation, and gesture (move) interfered, which means the demonstration will be less maximum. If EFL learners feel not confident, the story will not deliver well. This problem will make their demonstration transform into not enjoyable.

b. Confused what to say

Some EFL learners often confuse what to say when they tell a story because they lack vocabulary and hard to memorize the story. According to Callahan (2014, p. 71), being confused about what to say is similar to memorizing difficulty. Callahan states that when the storyteller gets difficulty memorizing, it frequently makes the storyteller confused about what to say while demonstrating story telling.

c. Forgetting component of the story

Forgetting the story component happens to EFL learners, especially when they tell the story, Adams (2013, p. 57). EFL learners usually forget about some component of the story.

When the EFL learners get blank out, the story will not be delivered well because they do not know what they are required to say. It means that this case will not make the audiences not understand the story. When this case happens, this storytelling technique will be useless.

d. Memorizing difficulty

Sometimes some EFL learners difficulty memorizing the story and it can disturb their demonstration in doing storytelling. According to Callahan (2014, p. 47), memorizing is the hardest thing to do to be a storyteller. It takes times to memorize the story especially long story. Therefore, EFL learners need to practice more and learn to memorize the story so as to transform into a good storyteller.

e. Expressing difficulty

One of the problems that EFL learners face when they demonstrate story telling is that they feel difficulty expressing the story characters. Expressing the character is crucial part in story telling because it becomes a tool to deliver a story. EFL learners often feel shy and difficulty when they required to express the story characters. According to Mokhtar, Halim, and Kamarulzaman (2011, p. 49), storytelling conveys events in words, sound, and image, often by improvisation of expression from storyteller.

f. Nervous.

Nervous also transform into the problem that EFL learners face in demonstrating story telling. EFL learners often feel nervous because they don't accustom to demonstrate in many people. According to Adams (2013, p. 57), EFL learners' confidence is needed for the storyteller to transform into successful storyteller. If the EFL learners get nervous, and are not confident, it will make the intonation's quality and the gesture (move) will have interfered.

In conclusion, even though story telling is crucial for them to master particular language, it does not mean that the EFL learners do not face some challenges. There were several challenges that the EFL learners face in practicing story telling. These are the forgetting component of the story, EFL learners' self-esteem, confusion of what to say, memorizing difficulty, expressing difficulty, and nervousness.

Previous Study

Songbatumis' (2017) study shows that several challenges occurred from EFL learners, teachers, and from the school's facility. EFL learners are challenged by low concentration, low vocabulary numbers, boredom, lack of discipline, and speaking problem. On the other hand, teachers' challenges are from the shortage of teachers' training, limited mastery of teaching methodology, TL proficiency issues, lack of professional development, and unfamiliarity toward IT. Furthermore, facilities issues including inadequate resources and facilities, and time constraint.

A research by Gantini (2016) discovered that the pre-service teacher faced six challenges in managing classroom of TL speaking. The challenges were from EFL learners' low participation, EFL learners' speaking English skill, disrespectful attitude towards pre-service teacher, the limited amount of time, EFL learners' motivation and teacher's motivation and expectation.

STUDY METHOD

Study Design

This study is conducted by using qualitative study because the analyst thought that qualitative study was appropriate to achieve the objective, which is about EFL learners' challenges in demonstrating storytelling extracurricular. Another reason why the analyst chooses qualitative study was because it was in line with Creswell (2012, p. 61) who contends that qualitative study design is implemented because qualitative study is to collect, analyze, and interpret data by observing what people do say. Besides, Creswell (2012, p. 64) also states that qualitative study is an explorative study which is useful to know the problems and the phenomenon.

The analyst found a phenomenon at SMPN 1 Kelumpang Hilir, which was the teachers often implemented extracurricular storytelling activities to increase EFL learners' speaking skills. Another phenomenon was that SMPN 1 Kelumpang Hilir had a storytelling extracurricular for the EFL learners. However, not every EFL learner had good speaking skills, which meant that it was seen as a problem.

According to previous assertions, the analyst believed that qualitative study was appropriate for this research. The analyst implements descriptive qualitative for this study because it focuses on being

aware of Indonesian EFL learners' challenges in demonstrating storytelling in their extracurricular activities. Kothari (2004, p. 29) also argues that the descriptive qualitative describes the problems structurally and deeply to know some issues and trends. In this case, descriptive qualitative was the correct one that the analyst implemented to describe and explain the findings of this research deeply.

Subject of The Research

The analyst chooses EFL learners from grade seven and eight who join storytelling extracurricular activities as a subject. EFL learners entering the storytelling in seven grades are 7, and EFL learners who are joining storytelling in eight grades are 8. Then the total study subjects are 15 EFL learners.

Instrumentation

This study used a questionnaire, observation and interview as an instrument to collect the data. Predicated on the researchers' observation, a storytelling scheme was implemented at SMPN 1 Kelumpang Hilir. The school made the storytelling activity to be one of their extracurricular activities to support their EFL learners in learning English. The analyst implemented a questionnaire, observation, and interview as instruments for this study because it aimed to know EFL learners' challenges in demonstrating storytelling in their extracurricular activities. It meant that the data was about EFL learners' opinions, beliefs, and perspectives. Cohen, Manion, and Morrison (2011, p. 409) exclaimed that interview a data collection tool that is flexible since it enabled the user to implement multi-sensory channels, hence verbal or non-verbal.

Observation

To support the main data, the analyst also uses observation. Predicated on Fraenkel and Wallen (2006, p. 271), observation is a process of observing people conducting something and record it. In this research, observation is implemented to know the situation and the process of storytelling extracurricular demonstrating activities.

Interview

Interview is an oral questionnaire. Interview is implemented to obtain information concerning facts, beliefs, feelings, intention, and so on. In this research, interview is given to the EFL learners. The analyst will get information directly in knowing and analyzing about EFL learners' challenges in demonstrating storytelling extracurricular activities at SMPN 1 Kelumpang Hilir.

Questionnaire

The questionnaire is implemented to collect the data through a set of questions in the written form to be answered by the respondents. Fraenkel and Wallen (2006, p. 126) state that in questionnaire, the subject responds to the questions by writing or, more commonly by marking an answer sheet. The questionnaire consists of eighteen items about EFL learner's challenges in demonstrating extracurricular storytelling activities. The questionnaire is in the form of closed-ended questions. Analyst asks respondents determine their answer from the selection in the questionnaire sheet. The questionnaire uses likert scale with selection, sangat setuju (SS), setuju (S), netral (N), tidak setuju (TS), sangat tidak setuju (STS). Every answer relates with the assertion.

Instrument Validity

According to Fraenkel, et. al (2006, p. 155) validity guide the analyst to administer appropriate task to get relevant data. Ary, et. al (2010, p. 231) also states that validity guide the analyst to measure or score the data which are being measured accurately. From the explanation above, it can be concluded that validity is measurement to know about the instrument's truthfulness level.

The instrument is said to have content validity, if the instrument to measure a specific skill or study content. Therefore, the instrument can be said valid if it measures what is expected to measure. To get the valid data from the instrument in this study, expert validation is implemented by the researcher.

Data Collection

After finding the best way to approach the best data finding, the study takes action to do the observation, questionnaire, and interview to the subjects. The analyst distributed questionnaire to the EFL learners to get the supportive data about their challenges and advantages in joining storytelling activity. The analyst implemented Indonesian language in questionnaire and for interviewing the participants. The analyst implemented Indonesian language to make the participant easy to understand about the questions.

- a. Technique in collecting data from questionnaire
First, the analyst collected the data by using questionnaire for EFL learners. There are 18 assertions to be answered by the EFL learners to help the analyst reveals the challenges EFL learners get in storytelling activity.
- b. Technique in collecting data from observation
Analyst observed the process of storytelling to get information about the challenges EFL learners get in storytelling activity.
- c. Technique in collecting data from the interview
Analyst ask directly to the subjects so as to collect the specific data about the challenges that EFL learners faces in demonstrating storyteling.

Data Analysis

After collecting the data, the analyst will analyze the data. The data of this study analyzed qualitatively. Analyst conducted observation, questionnaire, as well as interview to describe the challenges EFL learners get from storytelling activity in SMPN 1 Kelumpang Hilir. Therefore, the analyst attempts to give description about challenges EFL learners get from storytelling activity. The analysis of the data in the study will take a qualitative method that describes narrative form about EFL learners' challenges from storytelling activity in SMPN 1 Kelumpang Hilir. Several steps are taken to analyse the data:

1. Describing EFL learners' answer of the questionnaire sheet.
2. Describing the result of observation.
3. Make a transcript of interview.
4. Synchronizing the data obtain from questionnaire, observation, and interview
5. Drawing a conclusion of observation, questionnaire, as well as interview data to written text.

STUDY FINDINGS

Description of Data

The study setting took place at SMPN 1 Kelumpang Hilir located JL. A. Yani km 294, Desa Tegalrejo, Kecamatan Kelumpang Hilir, Kabupaten Kotabaru, Provinsi Kalimantan Selatan (South Kalimantan). The study population was the EFL learners of SMPN 1 Kelumpang Hilir grade seven and eight who are joining storytelling extracurricular activities. There were 15 EFL learners of the population. 7 EFL learners from grade seven and 8 EFL learners from grade eight.

The analyst implemented three kinds of data collection procedure, there were questionnaire, observation and interview. Questionnaire was implemented to get the data from the respondents about what they feel. While observation was implemented to observe the process of EFL learners' storytelling demonstration. An interview was implemented to ask question directly about the EFL learners' challenge in demonstrating storytelling.

The study objective was to analyse the challenges that EFL learners face in demonstrating storytelling in their extracurricular activities at SMPN 1 Kelumpang Hilir. The analyst implemented purposive sampling as sample. There were a specific qualification for the sampling. The qualifications are EFL learners who joining extracurricular storytelling activities.

Study Findings

To find the research data, the analyst implemented three instruments: questionnaire, observation, and interview. The questionnaire session was held on Tuesday, June 25th 2019. The questionnaire was involve about eighteen questions about EFL learners' challenge in demonstrating storytelling extracurricular activities. The observation was held on Thursday, 27 June 2019. The analyst observed about the process of EFL learners' storytelling extracurricular activities. And the interview was held after the analyst doing the observation. The analyst interviewing by asking directly to the EFL learners about their challenges in demonstrating storytelling. The study finding was divided into three, which were observation, questionnaire, as well as interview.

Finding of Observation

The observation was conducted on Thursday, 27 June 2019 in VIII A class. The duration was around 2 x 45 minutes. The EFL learners has their own stories. The title of their stories are Saijaan and Todak Fish, Puti kemuning, Cinderella, and Rapunzel. The EFL learners demonstrate their stories by turn. During the observation in VIII A class, the analyst found that in the storytelling process, most participants feel nervous when they will begin to tell stories. They also seem anxious when they see their friend tell stories. When they begin to tell stories, some show their nervousness by laughing, shaking their bodies, and even scratching their heads. But these seen only at the beginning when they begin to tell stories. Then when they were tell stories, they did not seem nervous again. They tell stories smoothly although some of them seem confused about what they want to say. Some of them who seem confused they continuing the stories with their own sentences.

Most participants doing good in introduction and closing component of the story. They have they own style in doing them. They start the introduction by saying greeting like 'assalamualaikum', 'good morning', 'hi', 'hello', etc. Then they continuing by introduction their name and identity. However, by the middle part of the story, some participants often forget about the story content. They became silent by the middle part of the story since they forgot. In closing component of the story they usually saying 'wassalamualaikum', 'thank you', 'goodbye', etc. During the observation, only a few of the EFL learners that have difficulties in memorizing the story. Some of them have difficulties in mentioning and pronouncing vocabulary in the story.

In expressing the story characters, most participants understood on how to distinguish various character in the story. However some participants could not express the character in the story well. Some seem to be embarrassed and stiff when trying to express some characters, while the others showed flat expression when expressing something. It might happen due to they often feel anxious against

spectator. Their voices stammered and they transform into forgot the plot in the story because they were nervous.

Finding of Interview

The interview was conducted after the analyst finish doing the observation. The interview is implemented to discover directly about the EFL learners' challenges in demonstrating storytelling extracurricular activities. The analyst interviewing the EFL learners who are joining storytelling extracurricular. Predicated on the interview, it transpired that most of the EFL learners' challenges in demonstrating storytelling were nervous, forgetting component of the story, and expressing difficulty. The EFL learners often feel nervous when they begin to tell stories, they often forget about the story content, their voice transforms into stammered. They often continue the story with their own sentences. They have mastering in the express and distinguish various of character in the story. However, somehow they were not totality in expressing the character. They were often stiff, embarrassed, and showed flat expression when expressing some part of the story.

Finding of Questionnaire

1. EFL learners Self-esteem

a. When i see my friends tell stories, i feel unconfident

Predicated on the assertion above, it transpired that some EFL learners feel unconfident when their friend tell stories, it is because they afraid if they have a bad demonstration. When EFL learners see their friends tell stories it can influence their self-esteem. It can happen because if the EFL learners are not confident, it will make the quality of the sounds, intonation, pronunciation and the gesture (move) will have interfered. This means the demonstration will be less maximum. EFL learners self-esteem can effect the quality of the sound for example their voices stammered and tremble. And also it can affect their intonation and pronunciation. Their sound pressure may be inappropriate, they are unable to adjust the pitch of the sentences.

b. When start to tell stories, my confidence decreases

Predicated on the assertion above, it transpired that some EFL learners feel confidence decreases. It was because they see their friend tell stories before. When the EFL learners start to tell stories they showing their unconfident by laughing, shaking their body, even scratching their head. Decrease on confident can be determiner on the storyteller's performance. A storyteller should have a stable confidence. Means that they should carry it well from the first part of the story until the end.

c. When tell stories, i still feel unconfident

Predicated on the assertion above, it transpired that EFL learners doesn't feel unconfident because they already mastering and familiar with the story. When EFL learners tell stories they realized that they should to finish the story therefore they should to understand about the story. When they tell stories they already mastering the story therefore they already tell stories smoothly. As it said before that a storyteller's confidence should be stable to ensure a good demonstration. When EFL learners tell stories they already confident.

2. Confused what to say

a. When start to tell stories, i often confused about what i want to say

Predicated on the assertion above, it transpired that some EFL learners often feel confused about what they want to say when they start to tell stories. Sometimes when start to tell stories EFL learners don't remember if they should introduce them selves or even say greeting therefore they confused about what to say.

b. When tell stories, I often fall silent in the middle part of story because i'm confused

Predicated on the assertion above, some EFL learners fall silent in the middle part of story. They felt confused about what they want to say, especially when they do not remember the story, especially when they have a long story that was often happened to EFL learners.

c. When tell stories, I continuing with my own sentences because i'm confused.

Predicated on the statement above, some EFL learners continued the stories with their sentences when they were confused about what they say. It was because EFL learners have an understand about the story therefore they can implement their sentences to finish the story and the crucial thing is that the contents of the story are the same and don't change.

3. Forgetting Component of The Story

a. When start to tell stories, i often forget component of introduction

Predicated on the assertion above, it transpired that EFL learners never forgot about the introduction component in the story. It was because component of introduction is most crucial part in the story therefore EFL learner will not forget about it. When the EFL learners want to start to tell stories they always start with an introduction by mentioning their name, identity, etc.

b. When tell stories, i often forget about content of the story

Predicated on the assertion above, it transpired that some of EFL learners forgot about content of the story. It was because they often forgot about their story especially for they who have a long story. Although the EFL learners have understand about the story but it was a little possibility if they were forgot about the story content .

c. When i will end the stories, i foten forget component of closing

Predicated on the assertion above, it transpired that a few EFL learners often forgot about component of closing in the story. It was because when the EFL learners come to the end of the story, they seem hurriedly to finish the story therefore they often forget component of closing. When the EFL learners finish the story they were just let it go without saying any words like 'thank you' or 'see you again'.

4. Memorizing Difficulty

a. When tell stories, I have difficulties in memorizing the story

Based the assertion above, it transpired that a few of the EFL learners that have difficulties in memorizing the story. Usually it happen with EFL learners who have a long story therefore they should have an extra effort to memorizing their story.

b. When tell stories, I have difficulties to mention vocabulary in the story because I'm forgot

Predicated on the assertion above, some EFL learners have difficulty mentioning vocabulary in the story. It was because they were forgot about various vocabulary in the story so that they have difficulties to mention them.

c. When tell stories, i have difficulties to pronounce vocabulary in the story because I'm forgot

Predicated on the assertion above, some EFL learners have difficulties in pronouncing vocabulary in the story. In the story, there are may vocabulary and they were forgot how to pronounce correctly about various vocabulary in the story so that they have difficulties pronouncing them.

5. Expressing Difficulty

a. When tell stories,i have difficulties to express the character in the story because i feel embarrassed.

Predicated on the assertion above, it transpired that EFL learners didn't have difficulties to express the caracter in the story. It was because they have mastering the character in the story. When EFL learners tell stories, they must express the character in the story because it was one of the crucial aspects in storytelling.

b. When tell stories, i have difficulties to distinguish various character in the story because I'm confused.

Predicated on the assertion above, it transpired that EFL learners didn't have difficulties to distinguish various character in the story. Sometimes, a story have more than one character, therefore EFL learners should understand nature, role and character and how to distinguish them.

c. When telling stories, I'm not totality in expressing the character in the story.

Predicated on the assertion above, some EFL learners were not totality in expressing the character in the story. They seem embarrassed and stiff when trying to express something. Some even showed flat expression. When telling a story, a EFL learners should be total in expressing the character in the story to have a good demonstration.

6. Nervous

a. When tell stories, I often fell anxious against spectator

Predicated on the assertion above, it transpired that some EFL learners fell anxious against the spectator when they tell stories. When EFL learners demonstrate to tell stories there were always the audience there. This will be a challenge for EFL learners whether they can demonstrate well or not. If EFL learners didn't present a good story or their demonstration was bad, it would affect the audience. They may not be entertained with the EFL learners demonstration and may not understand the story because the EFL learners didn't deliver a story well.

b. When tell stories, my voices stammered because I'm nervous

Predicated on the assertion above, some EFL learners feel nervous when they tell stories so that their voice transforms into stammered. When EFL learners nervous, this is very influential on the quality of their storytelling. Their voice may stutter while telling stories and this also affects their demonstration.

c. When tell stories, i forgot the plot of the story because I'm nervous

Predicated on the assertion above, some EFL learners forgot the plot in the story when they tell stories. It was because they were nervous. As said before it will make the quality of their storytelling transform into poor. When EFL learners forgot about plot of the story, the story will not deliver properly. In conclusion if the storyteller was nervous it will affect their whole demonstration.

Discussion

Speaking is one of the four basic skills that EFL learners must acquire in learning a foreign language besides writing, reading, and listening. Yet, it is not an easy work for the EFL learners to communicate in English. The standards of that language are different from those of their own language, and they have not been familiar to the new standards. To reinforce EFL learners' speaking skill, there are some approaches to be used. One of them is by using storytelling. Nurainingsih (2012, p. 19) argues that storytelling is one of the strategies to teach and it was implemented for thousands of years as a medium of handling down man's history from one to another generation.

According to Akhyak and Indramawan (2013, p. 35), by using storytelling, EFL learners can reinforce their fluency, grammar mastery, pronunciation, vocabulary, and content knowledge. Cameron (2001, p. 78) says that storytelling is a pleasurable instrument to be implemented as a scheme to teach Indonesian EFL learners' speaking and listening skill. Therefore, storytelling can transform into an effective scheme to reinforce EFL learners speaking skill. As explained above, we could infer that storytelling is an act to share what ones' have in mind. There are many benefits, such as for education, entertainment, cultural preservation, and instilling moral values.

Storytelling does not provide the benefits only. Storytelling also has some challenges that EFL learners face. According to Adams (2013), Callahan (2014), Mokhtar, Halim, and Kamarulzaman

(2011) there are common challenges that commonly happen in doing storytelling. These challenges are about EFL learners' self-esteem, confusion of what to say, forgetting the story component, memorizing difficulty, expressing difficulty, and being nervous. Predicated on the questionnaire, observation and interview that analyst done, it transpired that EFL learners have their own challenge in demonstrating story telling. From the questionnaire it was showing the data of the EFL learners who answer the assertion. The data showing that every EFL learners answering the assertion by their experience in demonstrating story telling. From the observation, it transpired that some EFL learners often feel anxious against spectator. They show their nervousness by laughing, shaking their body, and stretching their head. They also seem confused about what they want to say. Some of them have difficulties in mentioning and pronouncing vocabulary in the story.

In expressing the character, most participants have mastered how to express character well. They have an understanding to distinguish various character in the story. However some of the EFL learners not totality in expressing the character in the story. But these all seen only at the beginning when they begin to tell stories. And from the interview it transpired that most of the EFL learners' challenges in demonstrating storytelling were nervous, forgetting component of the story, and expressing difficulty. The EFL learners often feel nervous when they begin to tell stories, they often forget about the story content , their voice transforms into stammered. They often continuing the story with their own sentences. They have mastering in express and distinguish various of character in the story. However, somehow they were not totality in expressing the character. They were often stiff, embarrassed, and showing flat expression when express the character.

CONCLUSION AND SUGGESTION

Conclusion

Predicated on the study question that analyst conduct, it can be concluded that the EFL learners' challenges in demonstrating extracurricular storytelling activities were EFL learners' self esteem, confused what to say, forgetting component of the story, memorizing difficulty, expressing difficulty, and nervous. EFL learners' self-esteem has decreased when they see their friend tell a story and begin the story, but it happened only initially. Most participants tell stories smoothly although some of them seem confused about what they want to say. Some of the EFL learners often forget about the story content. They became silent by the middle part of the story because they were forgotten. There were only a few of EFL learners that have difficulties in memorizing the story. Some of the EFL learners not totality in expressing the character in the story. They were stiff, embarrassed, and showing flat expressions when they express the character. Then some of the EFL learners often felt anxious against the spectator when they tell stories.

Suggestion

From the conclusion above, there are several suggestion proposed by the researcher. First, the EFL learners must increase confidence so as to reinforce their demonstrating in story telling. EFL learners need to have more practice to reinforce their speaking ability. Second, It is better for the instructor to build motivation for EFL learners to encourage EFL pupils to learn English. The instructor can give a new topic for EFL pupils to make EFL learners more interested to practice storytelling.

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