

CHAPTER I

INTRODUCTION

This chapter describes the introduction of this research. It includes research background, problem identification, problem limitations, research problems, research objectives, and research significances.

1.1 Research Background

Nowadays the world is in difficult condition because of the emergence of a new virus that has caused the emergence of a new disease that is dangerous for humans. The virus is named Corona virus and the disease caused by the virus is named Coronavirus disease (Covid-19). Covid-19 has even become a pandemic in the world. Covid-19 pandemic does not only affect health but it also has a big impact on the development of one of the important sectors in the world, such as the education sector. In Indonesia, many schools and universities have implemented home learning systems through an online network to reduce and prevent the spread of Corona virus. Various face to face activities at schools and campuses have to be replaced with activities that are carried out online. In Indonesia, home learning system has been going more than one year so it forces the educators and the learners to adapt by finding and applying other learning methods which are suitable to be used in current situations.

Various activities that are done through this online network have gradually created bored feelings because the activities that involve interaction

and communication between a person and another person have begun to decrease. This is realized by one of the English Language Education lecturers named Mrs. Kadek Sonia Piscayanti, S.Pd., M.Pd. who teaches at one of the universities in Indonesia, namely Ganesha University of Education (Undiksha). She thought of creating an activity which was able to involve people to interact and communicate again but it was still done safely through an online network. Finally, she created an activity program called “Mendongeng dari Rumah”. This "Mendongeng dari Rumah" activity was not only addressed to lecturers and students, but it was also addressed to general public so that anyone was allowed to tell stories and watch these activities. This activity was done by telling a story to other people but it was still carried out from home through live video in facebook application. Therefore, interaction and communication between storytellers as speakers and audience as listeners could be done through this storytelling activity.

In Indonesia, the art of storytelling has grown to become a tradition since centuries ago. Storytelling is able to provide a description of life in the form of ideas, beliefs, personal experiences, or life learning through the stories that are told (Oliver, 2008: ii). Storytellers express the beliefs, desires, and hopes that contain in the stories as effort to explain and understand each other (Greene, 1996: 1). Listening to stories also helps listeners understand about the meaning of life and how humans relate to each other (Raines and Isbell, 2002: vii). Nowadays storytelling activities have been computerized in order to combine them with technological advancements. Storytelling begins to squirm in classrooms and even it is able to penetrate the world of internet. It is evidenced

by the existence of internet sites that provide storytelling books. It indicates that the role of storytelling as a medium to communicate with others has begun to be developed along with the development of technology.

One of the important things that is synonymous with storytelling activities is the use of language in telling stories. According to Wardhaugh (1986), language is a communication tool used by humans to communicate and build relationships with others. Language has a very important role as a communication medium in human life in society so language and society have close ties (Chaika, 1982: 1). A language itself is in the form of sound symbols which can be expressed in the form of alphabets or numbers. In its application, language can be used everywhere and every time when humans interact directly and indirectly with others. Language itself can also be conveyed in oral and written forms.

Language has a term in it called language style. When people communicate with others in the form of oral or written language, they usually use language style based on the goal, situation, and condition they face at that time. Language style here refers to the selection of linguistic forms to convey information, idea, opinion or feeling in an elegant manner (Chaika, 1982: 29). A language style can determine how a speaker speaks to convey something and how a listener can catch and understand what other people say to him/her. The influence of the use of language style when a person conducts an activity such as storytelling is very important because it relates to his/her choices in communicating that are adapted to the circumstances at that time (Wardhaugh and Fuller, 2015: 52). The similar statement is also supported by Haqqo (2016:

8) who states that the uses of different language styles when someone communicates with others are influenced by the context and topic being discussed at that time.

In the context of oral activity such as storytelling, the use of language styles are certainly different from the use of language styles in other contexts such as education or business. It is important to avoid any incompatibility from the use of language styles to the activities being done in certain contexts. For example, in the education context, a teacher must use a formal and polite language style called *formal style* while teaching his/her students because basically a teaching and learning activity in schools is indeed formal. Another example is in the context of business field such as advertising business. An advertising company sometimes promotes its products by using the service of spokespersons who have great reputations in the eyes of many people. This language style in advertising is called *the spokesperson*. If such language styles are used in storytelling activities, of course they are not appropriate because storytelling activities do not always use formal language and also they are not only done by the spokespersons, but they can be done by everyone.

This research was important to be conducted to know language styles used in a type of oral activity carried out online through facebook application, in this case was storytelling. The important parts of language styles such as the kinds and the functions of language styles used in storytelling activity are important to be known by the readers. It is because the kinds and the functions of language styles used in storytelling activity are not always suitable if they are used in other oral activities and even written activities. Therefore, this research

is able to be a suitable reference for readers in giving additional knowledge about language styles (the kinds and the functions of language styles) used in storytelling activity.

1.2 Problem Identifications

Covid-19 pandemic which is still happening until now has reduced people's freedom in interacting and communicating directly with others. Kadek Sonia Piscayanti, S.Pd., M.Pd. who is an English Language Education lecturer from one of the universities in Indonesia named Ganesha University of Education (Undiksha) realized that problem. In order to keep people were still able to interact and communicate with others safely, Mrs. Kadek Sonia Piscayanti, S.Pd., M.Pd. finally made a storytelling activity program called "Mendongeng dari Rumah" conducted through facebook application. It was done because the situation caused by the Covid-19 pandemic was not possible to conduct storytelling activities directly or face to face. From the storytelling activities carried out by the storytellers in the "Mendongeng dari Rumah" activity program, the uses of language styles became the important thing to be paid attention. It was because there were some problems related to the uses of language styles by several storytellers in their storytelling activities. Some problems were found such as the uses of sentences that were too long without a pause, the choices of words which were not appropriate to the kind of story being told, and the uses of language that were sometimes too complex. Therefore, the problems about the uses of language styles found in those

storytelling activities had motivated the researcher to conduct this research in order to know other possible problems found in the uses of language styles.

1.3 Problem Limitations

From the problems identified previously in the problem identifications, this research focused on the kinds of language styles and the functions of language styles used by the lecturers of English Language Education of Ganesha University of Education (Undiksha) who conducted the storytelling activities through facebook live videos.

1.4 Research Problems

Based on the research background previously explained, the problems of this research can be stated as follows:

- a. What kinds of language styles are used by the lecturers of English Language Education of Ganesha University of Education (Undiksha) while storytelling through their facebook live videos?
- b. What are the functions of language styles used by the lecturers of English Language Education of Ganesha University of Education (Undiksha) while storytelling through their facebook live videos?

1.5 Research Objectives

Based on the research problems previously mentioned, the objectives of this research can be stated as follows:

- a. To analyze the kinds of language styles used by the lecturers of English Language Education of Ganesha University of Education (Undiksha) while storytelling through their facebook live videos.
- b. To analyze the functions of language styles used by the lecturers of English Language Education of Ganesha University of Education (Undiksha) while storytelling through their facebook live videos.

1.6 Research Significances

This research is expected to be able to give additional information and understanding to readers about language styles used in an oral activity, such as storytelling. The results of this research are expected to be able to give various benefits for:

- a. English Language Education Students

The result of this research is expected to be able to expand English Language Education students' insight and knowledge about language styles used in oral activity, such as storytelling.

- b. English teachers

The result of this research is expected to be able to be used as a reference for English teachers and help them in preparing the material for their course in school. It is because storytelling is included in one of many topics which are taught to students.

- c. Other researchers

This research is expected to be able to inspire and become a reference for other researchers who want to conduct similar researches or even develop the result of this research in their prospective researches.

