"In Storytelling, We See the Performance More from the Personality": The Goals and Self-Regulation on Storytellers of Other-Language

Gigih Widy Merbawani[1], Slamet Setiawan[2], Syafi'ul Anam[3]

[1] Universitas Negeri Surabaya, Indonesia; gigih.20027@mhs.unesa.ac.id
[2] Universitas Negeri Surabaya, Indonesia; slametsetiawan@unesa.ac.id
[3] Universitas Negeri Surabaya, Indonesia; syafiul.anam@unesa.ac.id

ARTICLE INFO	ABSTRACT
	Research on the Storytelling perspectives of the storyteller is not quite new, however, further discussion is done by seeking the educational implications of Storytelling used. Therefore, this study investigates the cases of three active storytellers under the learning community in students' activity at University. The findings suggest that the teacher candidates subjectively position themselves during the learning process of becoming a good storyteller in the Storytelling Community in three ways; (a) they positioned themselves as a storyteller through self-management and self-discipline in advancing their knowledge to be a good Storytelling Performer, (b) they engaged in professional interaction with the audience and other storytellers in community, (c) as the other storytellers inside the community capitalized on their simultaneous storytelling experience as a valuable resource in the storytelling-learning community

Corresponding Author:
Gigih Widy Merbawani
Universitas Negeri Surabaya, Indonesia; gigih.20027@mhs.unesa.ac.id

1. INTRODUCTION

Storytelling is one of the activities that is known to help others to share experiences. Some people got the extraordinary ability to tell stories in a good way. While some others still need to observe how to compelling a well-constructed narrative (Zak, 2014). Storytelling can also be known as the systematic construction of emotion and selected words that produce a new experience and atmosphere for its audience. Other than its purpose to entertain, the arrangement of the narration evolves as a sequence of impressive patterns related to some serious circumstances (Lugmayr et al., 2017). Another important part of storytelling that needed to be paid attention to is the plot. It commonly involves characters and their conflicts and experiences, purposes disputed questions or problems, it also offers resolutions and moral guidance (Fischer, 2019). Storytellers usually put other impersonations to entertain the audience. Other than the satisfaction performance, the feedback from audiences in the form of full eye-contact and engagement is something that storytellers are looking for.

As a storyteller, some goals are needed to be set up as a guide to understanding their urgency of doing storytelling. There is this term where "our brain loves a good story"(Zak, 2014). Relate it to the goals of some storytellers, the ability to create and perform a good story is the compass for them to

follow in the journey of storytelling. However, some others think that self-improvement is the dynamic goals they need to achieve to keep telling a story. Storytellers from other mother languages tend to keep this dynamic goal as the improvement of their language ability (Mitchell & Clark, 2020). Storytellers who have experienced telling a story for years show specific language skills improvement such as vocabulary, comprehension, sequencing, and story recall. They also advanced in their communicative skills such as transferring information and using non-verbal language (Mokhtar et al., 2011). The goal set up at the beginning of the storytellers' journey could lead to the set up of behavior as well. This behavior leads them to achieve their goals systematically.

Leading to the present research seeing storytelling as a tool to help each share their story in life, most of each research is done by the medical helper. Some storytelling activity has done in the medical world are in the form of revealing. This program is usually provided by the organization that enables them to share about themselves, and how it happens is rarely an accident (Mitchell & Clark, 2020). There are lots of forms used in terms of storytelling. The fact that its function change in each context proves to see that storytelling and narratives are a design of human existence, a social practice in and through which humans develop, enact, reflect, interpret, and communicate knowledge of themselves and the world they inhabit (Küpers et al., 2013). The ability to communicate and interact with each human being is seeing as the whole form of storytelling. Moreover, it has a huge correlation to narratives themselves (Prusak, 2012). One specialty that creates storytelling seen as an extraordinary activity is the personal behavior and act each storyteller has in telling the story.

Storytellers need to have self-regulation to maintain the improvement of their skills and keeping up their goals. Self-regulated learning fits well with the main features of cognitive theories of learning where students are actively seeking and processing the information that contributes a lot to their learning goals, learners as well need to exercise control over goal attainment (ZIMMERMAN, 2013). This is to say, the storytellers' way of learning any aspect of storytelling act is revealed in this research.

Storytelling in general form is the activity in which it included several aspects; plot, characters, conflict, characters, settings, theme, act/play. The combination of each and the performance by the storyteller is a great creation that could amuse any audience who enjoy their performances. An oral storytelling performance conducted by a professional storyteller in an institution in contemporary society is treated as developing the story (i.e. content elements such as events, characters, time, and location) and the storytelling discourse (i.e. expressive features employed by a storyteller during a storytelling process)(Marlar Lwin, 2010). Moreover, storyteller characteristics in telling the story have become a great intrinsic that could entertain audiences. Storytelling is among the most common forms of discourse in human communication(De Fina, 2016). By its unique style and characteristics of the storyteller, listening to its improvised story is a new experience for the audience.

Many aspects and context might need storytelling activity. Some examples of the use of Storytelling is explained; it is much used in a medical context to help patients and medical workers to share untold stories. For example, the before-mentioned storytelling activity could help doctors and medical workers to discover how patients feel about their disease and what they have been through. Projects such as MindReading have explored overlaps between clinicians, humanities experts, and experts by experience (Barrett et al., 2020). Other than that, in the educational context, storytelling could be the best tool to enlarge a Pre-K student's knowledge through narratives stories. It can also trigger students' other skills such as listening-speaking (Walker, 2018). Storytelling has many functions depends on its institution that uses this term, other than that they are allowed to improvise its use, whether to help to reveal the untold story or helping young learners broaden up their knowledge.

Having its function to entertain others by the narratives construction stories, storytelling usually contains many fictional aspects "The king died, then the queen died of grief". This aspect could trigger audiences' imagination, a central feature of narrative learning (Gabriel, 2013). The use of historical storytelling creates a temporal conflict between the story and the listener/reader that

stimulates their imagination and response and enables them to gain rich insights that can be applied to the present (Wood, 2014). The work of storytelling is perhaps a little too complicated to follow, yet it turns out to be one of the best ways to entertain and educate the audience. Furthermore, a storyteller can change things. Still in correlation to audience imagination, "Storytelling changes things" - by the time we realize it, we already enmeshed in the world of the stories (Langellier & Peterson,2004). In other words, Storytelling and Storytellers have their way of hypnotized the audience to get into their world.

Some people take storytelling very seriously. Thinking that storytelling can help others in their way. Many storytellers have taken years in developing their skills and genres of doing storytelling just to perform well in front of the audience (Gabriel, 2013). Meeting other storytellers and shares their story experience is considered to be one of the ways to improve their ability (D'Cruz et al., 2020). Not only waiting for other storytellers feedback on their performances, but storytellers are also competing in a competition. Many of them who has experience storytelling for more than 6 years admitted that there are more than 20 competitions that have joined. Frankly speaking, some of the storytellers have a great sense to improve their ability. Some of them also acknowledge that their self-regulation has led them to be better in this field.

There are many genres in storytelling. Started from very well-known genres like sci-fi and fairy tale to the least popular slice-of-life. However, despite the identified value of story for language and literacy learning, there are still debates remains about what makes a good story as well as how to best help teachers to recognize and value the diverse forms that stories can take in children's earliest classrooms (Flynn, 2018). Some storytellers get the opportunity to learn many genres and style of telling a story. Also getting the privilege to improve their knowledge. For storytellers who tell stories, not in their mother language, they are still struggling to find a good way to deliver their story as well as practicing their literature. This might be the biggest problem that storytellers from other languages have ever face during their journey of recognizing their talent (Suttrisno, 2023). Not many of the storytellers dare to enlarge their ability even more and overcome this problem. By reflecting on their journey in getting what they want to achieve, the use of self-reflection could be the best guide to keep them on track and focus to reach their goal (Neal et al., 2017). In this way, storytellers are allowed to take control of their time management and some resources that will help them improve.

As storytelling is one of the interesting topics to be discussed, and as there is much research done in terms of storytelling and the effect from the circumstances in which storytelling is being used, the present study aimed to gain such information from the storyteller itself. there will be much discussion about storytellers' self-regulation in maintaining the learning to be a better storyteller as well as revealing their goals in learning storytelling. Therefore the research question is formulated as follows: (1) What are Storytellers' goals in learning storytelling? (2) How does self-regulation help them improve their ability?

2.   METHODS

This paper reports on a qualitative study examine self-regulated learning and the goals of three active university students under students' activities organization -Darren, Anna, Diania- (all name are pseudonyms) during their active participation in the Storytelling regular practice after class at one of the State University in Malang, East Java, Indonesia. In order to gain the data, the researcher did 45-60 minutes of the interview for each participant. Each of the respondents has experienced Storytelling for more than 6 years(started from when they were in Junior High School) and has joined more than 20 competitions during their journey of telling a story. They also have been learning many styles and genres of storytelling. At the time this research was conducted, they have become active storytellers under the Organization for more than 2 years. During their time of learning in these students' activities organization, they get much knowledge related to the structure of a good story plot as well as the good way to perform a story through a weekly practice held by the Public Speaking division. The participants have joined most of the weekly practice and have been developing their ability in

storytelling in many aspects. The participants were interviewed and given open-ended questions related to their self-regulated learning and their goals for doing storytelling. The researcher also gave questions related to their experience in enhancing their knowledge of styles and genres as well as the ability to perform a good story.

3. FINDINGS AND DISCUSSION

The data analysis pointed to the interpretation of Darren, Anna, and Diania subjectively position themselves during the learning process of becoming a good storyteller in the Storytelling Community in three ways; (a) they positioned themselves as a storyteller through self-management and self-discipline in advancing their knowledge to be a good Storytelling Performer, (b) they engaged in professional interaction with the audience and other storytellers in community, (c) as the other storytellers inside the community capitalized on their simultaneous storytelling experience as a valuable resource in the storytelling-learning community. Each of these findings will be explained in this section.

a. Self-positioning as a storyteller

Darren: "*in storytelling we see the performence more from the personality of the storyteller itself*"

Darren, Anna, and Diania have emphasized more in their self-positioned as a storyteller through learning a different style of storytelling and different genres of stories. Based on the interview, some other storytellers have defined themselves in terms of whom they perform to, therefore there are many things that value the performance of storytellers. Storytellers tend to try and find many ways of storytelling to keep the focus on their service to perform for different audiences with certain characteristics.

Darren, Anna and Diania emphasized more about the different styles of storytelling: "*in storytelling we see the performence more from the personality of the storyteller itself. There are different style of telling a story, some like to perform in a very attractive way, for example, like me, I am this type of storyteller that keep asking the audience about what happened next to make them keep paying attention to my story, but some like to have a very challenging plot that we can never guess how's the ending*" (Darren, interview 1 26/12/2020).

Darren's explanation illustrates the condition where the personality of the storyteller has defined their way of telling a story. Darren also pointed out that storytellers count heavily on their creativity to create a good performance and heavily try to impress the audience by their delivery. His self-positioned as a storyteller has led him to observe the diversity of personality storytellers have. His sight and intuition have led him to gain more knowledge and rich himself with various genres by seeing other storytelling performance. This experience of seeing others performing for him is the rare situation where he can actually value others' different culture that leads to their unique way of delivering a story, the distinctive plot as the key performance, and interactive language expressions of the story that performer used to describe the settings of the story. "*some storytellers are very flexible, as there are so many styles of storytelling. For example, there this storyteller who mostly pay attention to plot structure, there is a storyteller that emphasizing the story through body language and mimic, a storyteller who does an impersonation of each character, and many more. Some storytellers are very fast learners and have great self-management, so when they met a new storyteller with a unique style, so this style came from their own personality as a person, right? when they saw them performing once or twice they could easily adapt the new style of the other storyteller.*" (Anna, interview 1 26/12/2020).

Moreover, seeing Anna's explanation she also positioned herself as a storyteller who keeps her style as a unique and interesting style of performing. She managed her own way of telling a story by having self-discipline and self-reflection towards her performance. This can be seen by how she did not easily get affected by others' style of telling a story. She believes that each of the storytellers is unique in their own way, therefore by not simply copying others style and keep enlarging own style and personality is what keep her special in performance. "*most of the time I develop the ability by myself,*

ability such as language structure and how to build up a good story plot. As a storyteller of other languages, for example, I need to be more creative in choosing the words to make it more imaginative for kids, or I need to choose a word that sounds serious enough to fit with the adult audience. So, the enlargement of language knowledge is also important. Other than that, In terms of creating a good story plot, I need to manage myself to find good resources right? like any storybooks or movies that I could adapt to build up my story, yea, that things are somehow hard to maintain, keeping myself motivated and willing to find a resource and implement it to my story plot is sometimes quite hard" (Diania, interview 1 26/12/2020).

Different from Darren and Anna, Diania self-positioned herself as a storyteller through her self-management and self-discipline in enlarging her knowledge related to the linguistics form. She emphasized her way of learning storytelling by not only learning the performance but also her improvisation of a plot that suits particular ages of the audience. Other than that, the differences in ages have helped her to enlarge her knowledge related to language skills. Sho pointed out more in choosing different phrases that will suit the particular ages of the audience. By having this self-positioned during her journey of Storytelling, she could manage her own way of learning and create self-regulation to help her gain more knowledge.

b.   Professional interaction with audience and other storyteller in community (goal arrangement)

Darren: "*being around with the other people who willing to learn the same thing with you is actually the biggest exposure. 'we are in the same boat' is the real implementation for my community in storytelling right now*"

As storytellers who have been joined the community for quite a long time Darren, Anna, and Diania have learned to build up more interaction and engagement communication with others. By joining a community not only getting more knowledge to help them grow, but they also get to learn a communicative way of the storyteller usually interact with others or even with the audience. Darren explains how big the audience feedback could influence their performance, help them creating such goals, and giving a memorable experience of performance. Moreover, Diania shares more about being sensitive in delivering a story to a particular audience. Another important pointed out by Anna, inside the community being comfortable to share each others' beliefs and concepts or emotions is one of the ways to build engagement between storytellers. "*being around with the other people who willing to learn the same thing with you is actually the biggest exposure. 'we are in the same boat' is the real implementation for my community in storytelling right now. Also, storytelling is all about the performance of someone right? so, by getting the feedback as simple as clap, is actually very helpful to make us realize why are we doing it in the very first place, 'oohh .. they are clapping' their clap, their appreciation is what makes us happy*" (Darren, Interview 1, 26/12/2020).

Darren's explanation means a lot in terms of the interaction that builds up during the performance of a storyteller. He illustrated the situation where the emotion of a storyteller could be accepted by the audience. The illustration of feedback he emphasized is what the storytellers wanted to get in terms of experience to tell a good story. It can also be seen from his explanation that self-satisfaction could emerge by getting positive feedback from the audience. His experience of getting feedback is not always in a positive way, once he started learning storytelling positive feedback did not come that easy. Many years of learning to perform and creating good stories, as well as having the opportunity to share his thought about storytelling performance to the community have helped him grow much. "*so, to be honest in storytelling we need to know the audience who do we tell the story to, if we get ids audiences then we need to prepare a full of the moral value story, then if the story is for adult we need to tell the slice-of-life genre of story, its also different when you get a young-adult audience, so, the work of storytelling is harder when you need to tell an imaginative or fictional story and relate it to our daily life while using the English expression in a correct mimic and body language, its actually lot of work. that's why I want to let others know how to tell a story in a good way.*" (Diania, Interview 1, 26/12/2020).

Professionalism as a storyteller is explained clearly by Diania. She emphasized more in the process of choosing words and genres of storytelling that might work with a particular audience.

Diania implied that during her journey of learning to perform a story has led her to find a final goal. Her realization of how complicated the job of telling the story is has made her even more sure that storytelling has an even bigger function than just entertaining others with an amusing story. The existence of many genres of a story such as sci-fi, fairy-tale, tragedy, comedy, satire, and romance has triggered her to learn more. Some of these genres are storytelling representatives that orientate more in audiences as well as provoke the story being told[1]. The more experience in creating a story plot she gets, the more constructive goal she builds up to help others tell a story. "*in storytelling, we have no strict theory of how to perform. It's all back to the person, the Storyteller, what makes it special is what surprises do storyteller gave in delivering their story, right? So, it all depends on them, but we do have lots of rules about how to perform, such as; where should we face when delivering the story, or how the eye contact should be, the footwork, hand gesture, and many more. but other than that we are mostly in the circumstances where we share our experience. For example, when we can create a good story, how does it construct, the process of how we learn it, and many more. We are mostly getting the opportunity to share our experience in such a way in our community.*" (Anna, Interview 1, 26/12/2020).

Finally, Anna shows us that during her presence in the community, Anna framed herself as a storyteller who reflects on her way of building up a story plot when discussing with the fellow storyteller. Through her participation and the help of others twirling around the issue inside the storytelling community, Anna came to confirm her knowledge and beliefs or creating a new shape of it through dialog with others

c. **Positioned as experts of Storytelling and Public Speaking**
    Darren: "*for me, the existence of storytelling competition is a great idea. because it feels like we can get feedback from the experts which is the adjudicator, getting the audience to show pleasing reaction during our performance, and we get a chance to see many storytellers with different style and personality, it's like a win-win solution for everybody*".

Darren, Anna, and Diania had become a storyteller for more than 6 years this circumstance has led them to be considered as the experts for their juniors in the community who has not reached many years experience in doing storytelling. As they have also experienced a lot of competition and experiences in performing many styles and genres of storytelling their ability to give feedback based on their experience is much more valuable. Being consulted and positioned as the experts has also built up their self-esteem. However, as storytelling uniqueness of performance and story creation yet depends on each individual, therefore they are still willing to learn a new style that emerges in between their time of becoming an active storyteller. "*for me, the existence of storytelling competition is a great idea. because it feels like we can get feedback from the experts which is the adjudicator, getting the audience to show pleasing reaction during our performance, and we get a chance to see many storytellers with different style and personality, it's like a win-win solution for everybody, this term actually explain the phrase 'experience is the best teacher', by knowing other fellows storyteller, see them performing and even get feedback from who we call the experts, let's say senior of the senior, we as the active learner of storytelling get much exposure and a demo that perhaps we can try in ourself*" (Darren, interview 1 26/12/2020)

Darren pointed out that they get to engage with the storytelling performance through seeing other performances and getting feedback from the experts. He also explains more that during his time of developing his ability, not a few beginner storytellers approached him and asked for his feedback and tips related to their performance. Furthermore, he also pointed out his experience in doing storytelling for more than five years has led him to be a go-to person for his juniors to get more feedback or to just simply becoming their first-audience and gave feedback. "*well in terms of experience it actually depends on the storyteller himself to join a competition or not, some of them having the ability to amuse people with their own style of performing. However, some others thought gaining much knowledge of performance is needed to please each of different type of audience, therefore each storyteller had their own goals, some focus on the enjoyment they have during performing, and some focus more not only in enjoying a*

performance but also gaining more knowledge. That's why frankly speaking there are some storytellers who stick and have been known for their unique style". (Anna, interview 1 26/12/2020).

Anna well explained the experimental knowledge storytellers might get in joining the competition. She also pointed out that experimental knowledge is widely provided during competition by watching and exploring other performers, yet she also marked that self-regulation has taken control in this part. To get a larger knowledge and broader style of telling a story, they also need to be ready and willingly open-up their mind to any other styles of storytelling. Accepting the existence of other styles of storytelling is by mean to except a particular personality in the community. *"The biggest goal I want to achieve in my storytelling journey is seeing the pleasing response from my audience as a symbol that I have entertained them with my story. In my way of achieving the goals, I get a lot of feedback from my seniors. In my case, it is about language structure. As we tell a story, not in our mother-language, we tell a story in English right? some of the seniors encourage us to learn better in language and sentence structure as well as in choosing the best phrases to use in our story"* (Anna, interview 1 26/12/2020).

She put some more detail into her own experience of learning. Feedback from experts has a huge role in the betterment of each storyteller. Seeing how much she developed her skills, other fellows and the audience has influenced her the most during her journey. *"I think if the people who have zero knowledge about storytelling could enjoy my performance then the other fellow storyteller or even experts could also find my performance quite enjoyable"* (Diania, interview 1 26/12/2020)

Diania shares with us how she thought of the audience. She had a belief that the point of telling a story is mainly to entertain. Getting recognition by non-storyteller people and being praised for the performance and well-structured stories is the other level of satisfaction for her. Considering herself as an expert she is taken her ability to be very impactful for society. The biggest goal that a storyteller has ever constructed to achieve what they need in terms of getting a more diverse audience and having a bigger community to try out her various style of storytelling, she wanted to create her own community that focuses on community service, giving free yet educated entertainment for many ages. *"but for me, I take goals of learning this thing more personal, I want to bring this ability to actually give an impact to the society. I want to build or create a community that will do a movement of introducing storytelling to society, it feels more like a 'community service', where we can play a short performance of storytelling on Sunday afternoon at the central park, maybe introducing storytelling as a new way to educate children, or even reminding adult about the moral message through the story we perform. That way I could directly feel the impact of storytelling itself and that is my biggest goal"*

Discussion

Based on the findings, the three Storyteller have positioned themselves by the other storyteller and audience in the community during learning to be a good storytelling performer. During the journey of their storytelling development, the three storytellers have explained that the existence of self-regulation and self-discipline has helped them to achieve significant measurement. Structural Equation Modeling analyses showed that both students' Self-Regulation and Self-Discipline have helped students to achieve significantly (Zimmerman & Kitsantas, 2014). Moreover, storytellers have their own ways to communicate through the interaction with the audience. The existence of intelligent agents in human affective behavior has been developed to transform human complex interaction in scenarios (Barros et al., 2019). The use of many styles of delivery performance and genres in storytelling has created a significant impact both for the audience and the storyteller.

The chosen language used by the storyteller in delivering their story has a big impact on getting the attention of the audience. As different ages giving different responses, the use of Interactive and Educational language is needed to be paid attention to. The need to communicate triggers both the occurrence and the development of a language and this need arises and becomes stronger and stronger when one has someone else to communicate with, i.e. where there is a society (Sirbu, 2015). It is then can be seen that language has a significant role in society.

Another ability that a storyteller needs to have in terms of performing is getting the attention of others. Storytelling is an activity that needed an audience or other people to give feedback so, in terms of engagement as a storyteller the ability to use skills in performance is important. Most storytelling activities that done face-to-face a huge impact and correlation to the engagement of their surrounding (Brady et al., 2010). Moreover, the use of interaction has helped storytellers to build up social settings to help listeners get into their imaginative explanation and play with their imaginative settings towards the story.

The interview findings from one of the interviewees have pointed out that experience is the best teacher. Getting used in any types of social interaction or community storyteller get into, the terms experience remain very important. Participants' stories can provide insights into their backgrounds and experiences, giving a greater understanding of them in context(East et al., 2010). In the work of medical circumstances, the use of storytelling experience is being emphasized from the perspectives of the patient. By telling a story of his journey fighting a particular disease has created a new term of sharing the untold pain. It is reported from research that combining digital storytelling with cancer education supported their learning and was a culturally respectful way to provide health messages (Cueva et al., 2013). By this particular result of storytelling experience, it is proven that storytelling can be used in any aspects as its main function is to tell a story and get engage by its surrounding.

Storytelling in a certain community could help them to perform better as they get any feedback from other fellows. Other than that, as the control of storytellers imagination itself that needed to be brought out, storytellers remain needed the existence of community to share their belief, thought, and emotion during a journey of developing skills. By evolving students' families or relatives, the students' stories were being revised and getting more elaborate with the help of the learning community (Coskie et al., 2010). The work of learning communities is even more complex as it requires the help of others inside the community. The term 'professional learning community' suggests that the focus is not only on individual teachers' learning but also on collective professional learning within the context (Brodie, 2013). To be more emphasizing a group also works with an ethic of interpersonal care, which permeates the life of teachers, students, and school leaders.

Having a correlation with the feedback, validation, and recognition from others, each storyteller must have their personal way to react to such feedback. Research is done by Kuhlen & Brennan (2010) related to Speakers' Expectations and Addressees' Feedback Influence Storytelling has pointed out that there are differences between Attentive addressees and distracted addressees. Speakers with attentive addressees told the stories -in her research, jokes- with more expressive details than those with distracted addressees. Moreover, speakers with distracted addressees put less time into the task -in her research telling jokes- than did those with attentive addressees. This research more or less implies that other than paying attention to the whole construction performance that focuses more on the storytellers themselves, they need to pay attention to the listener or the person that the storyteller addresses their story to.

Implication in Education for Language Learners

The study findings provide implications of the language learner focus on storytelling language practice. First, this study suggests that the storyteller has to have an identity to keep them on track of developing their skills. The finding has also emphasized that the use of language in terms of communication is pointed out more for the storyteller of other languages. Although most of the storytellers that get into storytelling have experience more in the storytelling community for more than 5 years, the different structure of another language still becoming huge boundaries and spectrum for the storyteller themselves. As a language learner, the implication can be very beneficial for English language learners to seek others' help in the terms of enlarging their knowledge of language structure. Storytelling can be used to teach not only English but also history and science since storytelling develops imagination as well as oral and written communication skills encourages the art of listening and helps expand knowledge of story schema (Colon-Vila, 1997). As learning

language means a lot more than learning its structure, language learners can also use storytelling to get engaged with the audience by introducing other cultures through their stories.

Second, the professional engagement that builds between storytellers, audience, and community has led them to get more beneficial feedback in terms of experience in storytelling performance (Suttrisno, 2022). That not only feedback which focuses on the performance but also getting a particular person or even community has help Storyteller of other languages to learn many new expressions of language from others. Having a go-to community that can encourage each personal storyteller in enhancing their oral communication is one of the biggest implications that language-learner need to have. Addressing how society has influenced the students' motivation to learn English, we found that the students' motivational intensity, desire to learn English, and attitude toward learning English is correlated with guarding encouragement (Daniel et al., 2018). Moreover, finding a good community that will help to learn is considered to be needed.

Third, storytellers' experience of gaining much knowledge during their betterment should create opportunities to share their knowledge with other communities. Some storytellers and language learners have spent many years developing their abilities. Moreover, they have construct goals either at the beginning of their journey or along by the time they enlarge their knowledge. As an active storyteller that have gained many knowledge and strategies to tell a story, they can bring up their ability to society and creating a social experiment on how culture, moral values, and peoples' characteristic could be delivered epictly in storytelling. Storytelling can also be used in secondary and post-secondary classrooms as a means of combining content-area knowledge with social awareness (Robin, 2016). In other words, having storytelling as a medium to tell a story while it could contain many pieces of knowledge that can be delivered implicitly.

4. CONCLUSION

This study generated significant insight into the three Storytellers who actively participate in the learning community of storytelling. Over their learning experience in enhancing the related knowledge about storytelling, the three storytellers have shared with us how they subjectively position themselves during the learning process of becoming a good storyteller in the Storytelling Community. First, they positioned themselves as a storyteller through self-management and self-discipline in advancing their knowledge to be a good Storytelling Performer. Second, they engaged in professional interaction with the audience and other storytellers in the community., Third, the other storytellers inside the community capitalized on their simultaneous storytelling experience as a valuable resource in the storytelling-learning community. Each of these findings has a correlation on how it implies in educational coursework.

This study suggests the storytellers use their knowledge and ability to keep participating in storytelling in any form. To bring up a new innovation of creating a learning community in a society that had a mission to have a social service can be one big step that will change anything. Storytellers' self-management and discipline show the growth of further experience inside storytellers is possible. Moreover, for the next researcher, it is suggested to bring this research into an advanced discussion about the other form of storytelling (i.e. digital storytelling). Any other research on a relatable topic is opened in order for this field research betterment.

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