

CHAPTER I

INTRODUCTION

A. Background

In the past three years, I have been taking children's literature class in the fourth semester. In the first meeting of the class I was asked to write a poem by the lecturer as the first step to familiarize with children's literature and other creative task we would have during the class. In my experience learning about children's literature, I have found that doing creative tasks can be used not only to give lots of ideas to teach English, but also to develop sense of self to know what potential we could explore in ourselves. This is done by turning over creative tasks in children's literature class such as writing poems, designing my own notes journal, and writing short stories. In my case, writing short stories became my turning point of my own positive achievements both in my university environment and also outside university environment that turned me to be story teller.

Starting by writing short stories as task to complete the demand of academic assessment, the lecturer gave me and my friend chance to present the stories we made in front of the class. At that time, I was surprised that my original story was voted as one of the best among of all. It was actually unexpected moment but then I realized that my story did not end up at the end of the class. It flew to next stages of my life when I was invited to perform my own stories in huge public occasion at ELT conference in 2017. It was not easy to tell story in front of others, to be a

storyteller needed courage and deep understanding to produce a worth-while story to tell to the audiences. It had lot to do with self-understanding by doing so, thus I could explore my identity as a storyteller which help me to shape who I am.

At the same time, research about identity has been conducted and found that identity can be constructed through stories (Kehily, 1995). It is said personal narratives of storytelling have taken the role in identity and identities construction process. Kehily's work on storytelling has driven a gender and sexuality framework to help her identify her personal narrative in the process of her identity construction which helped her to shape her identity as a woman, daughter and student in her past life. However, Kehily's works (1995) more focus on gender identity. Thus, to fulfill this gap in this present study I aim to identify what identity constructions are represented through storytelling performance that helps me to shape my identity.

B. Formulation of Problem

In this study I addressed the following question, "What identity constructions are represented through storytelling?"

C. Operational Definition

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

1. Self-Identity : The recognition of one's potential qualities as an individual, especially in social

context.

2. Story telling : The social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment.

D. Aim of the study

The present study aims to identify what identity constructions are represented through storytelling performances.

E. Significances of the study

1. Theoretical : This study will expand the pedagogic approach that provides the reader about the development of identity in order to encourage students in doing storytelling.
2. Practical : This study boosts students' creative way in presenting a story.
3. Empirical : This study will provide empirical insight into how storytelling provides the identity construction.