ANALYSIS ON CHILDREN ENTHUSIASM TOWARD STORYTELLING ACTIVITIES IN RUMAH BACA HARAPAN BULUKUMBA

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Abstract. This research discussed about children enthusiasm which aimed to describe children enthusiasm and to find out the levels of enthusiasm in storytelling that has the most frequent occurrence made by Children in Rumah Baca Harapan Bulukumba. This research applied Collin’s theory about his idea about the eight dimensions of enthusiasm awareness. This research was descriptive qualitative method. The research used observation sheet as the instrument in order to get valid data. the findings showed that the children expressed three levels of enthusiasm, there were: low, medium and high enthusiasm. The researcher concluded that the children have high enthusiasm toward storytelling activities in Rumah Baca Harapan Bulukumba.

Keywords: Enthusiasm, Storytelling, Enthusiasm levels.

INTRODUCTION

People of all ages love stories and children are great fans of stories and love to listen them. Rahim & Dinia (2012: 455), explain that storytelling is a way of passing on a culture’s history, a way of teaching values to young and old generations, and it is a form of entertainment. There are two kinds of stories such as happy ending and sad ending, but a happy ending is one of the most favorite stories for children.

Children who have desire to tell a story is the best indication of how much they enjoy it. According to Khasanah (2011: 3), storytelling can help children to play their imagination based on the word and picture. It also makes children more active in the classroom, they supposition what is the part of story. Stoyle (2003) as sited her article states “Children have an innate love of stories. Stories create magic and sense of wonder at the world. Stories teach us about life, ourselves and others. Storytelling is a unique way for children to develop an understanding, respect and appreciation for other culture and can promote a positive attitude to people from different lands, races, and religions.”

Nowadays, storytelling is so rare to find. Parents rarely to do storytelling for her children before going bed. Kartikawati (2012) as sited in her article states just 33% of parents who still do storytelling for their children. Furthermore, it is supported by the survey which is conducted by Disney in England. The survey is followed by 1000 parents with children under 6 years. The survey reveals only ¹⁄₃ parents in England who still have time to read the story to their children. 47 % of parents also know that their children love to read a story by their parents.

Safdarian (2012:213) states that people know that stories have always attracted people and have been source of inspirations and enthusiasm. Fristiara (2015:5) describes that enthusiasm becomes the source of a powerful motivation in learning and it will be the cause of participation of the students in learning activities. Humans need spirit and enthusiasm not only in work, but also for gaining the happiness. Enthusiasm will make a difference to other people, especially to face the challenges of life. Enthusiasm is a happy, interest and a fun feeling of
something. When people feel enthusiast, they will give more attention to the subject. People will focus on doing something.

Translation of the Hadits:

Be eager for what benefits you, seek help from Allah, and do not be frustrated. (Sahih Muslim: 2664)

This hadits contains the command to pursue the causes of religion as well as the world even within it contains the command to be earnest in doing something, clearing the intention, making a determination, manifesting, and arranging as well as possible. Anyone who is excited, then they ask for helping of Allah SWT, then Allah will help them, bless their knowledge and bless the path that they take.

There is a place in Bulukumba regency called Rumah Baca Harapan, it is located in Kalumeme, Bulukumba Regency. It is a place for learning and developing the creativity for children. Rumah Baca Harapan has some programs such as ESW (Edu Sport Warrior), handicraft, farm and storytelling. Children are interested and enthusiastic in storytelling. Storytelling activity is done at least 2 weeks. There are some opinions about the important of storytelling activity in Rumah Baca Harapan Bulukumba. The first, Akkas as storyteller, he says that the importance of storytelling activities in Rumah Baca is to maintain good character to the children through the story, other than that the storytelling activity can be a power of children to come to the Rumah Baca. He says the storytelling method is interesting for children. The second opinion is from Ihfa as the general coordinator in the Rumah Baca Bulukumba. She says that, storytelling trains children’s intelligence and regulates the emotions of children. Moreover, storytelling is very important because the siblings read to be passionate and children can build interactions between children. Storytelling can eliminate the boredom of students who are having monotonous way in learning at school.

Every time Rumah Baca Harapan conducts storytelling, many children come to join the activity. They are so enthusiastic to listen the storytelling. However, when there is storytelling activity in Rumah Baca Harapan, the children are so interested, fun, and happy. The amount of children will be increasing more than the normal day, when the volunteer announces about the storytelling activity. Based on the explanation above and some statements from the volunteers in Rumah Baca about the important of storytelling activity, the researcher wants to conduct a thesis under the title “Analysis on Children Enthusiasm toward Storytelling Activities in Rumah Baca Harapan Bulukumba”.

LITERATURE REVIEW

Toom (2015) in her thesis “Students-Enthusiasts in Online Classes: Their Contribution to the Educational Process” aims to find how students-enthusiasts differ from classmates in their communication style(s) reflected in group discussions on the Discussion Board (DB). The research methodology included graphical and statistical analysis of students’ discussions. It was found that, students-enthusiasts: consolidated their group, transforming it from a disorganized mass without common interests to a team capable of collaboration; stimulated discussions by helping their classmates to develop "a sense of community"; unlike others, also competent as learners and computer users, the enthusiasts shared information with their less knowledgeable classmates concerning various aspects of the online study. Statistical analysis was done for quantitative evaluation of discussions, and the graphical representation of data was devised as the most meaningful visualized form of students’ communication styles.

Collins (1976) in his thesis “The Effects of Training for Enthusiasm on the Enthusiasm Displayed by Preservice Elementary Teachers”. Twenty preservice teachers were randomly assigned
to either an experimental training group or to a control group. The experimental group was trained to increase their level of teacher enthusiasm through class discussions, peer teaching, and microteaching with public school children. Eight teacher behaviors were identified as descriptors of teacher enthusiasm: (1) vocal delivery; (2) eyes; (3) gestures; (4) movements; (5) facial expression; (6) word selection; (7) acceptance of ideas and feelings and (8) overall energy. Data were gathered on the eight teacher characteristics by videotaping the experimental-and-control groups before and three weeks after the training intervention. Analysis of the data indicates that the overall performance of the experimental group significantly increased after training and that each of the variables contributed significantly to this increase. Therefore, the result was supporting the theory that it was possible to train a preservice teacher to increase his level of enthusiasm as described by the eight variables.

From the previous findings above, it is concluded that there are similarities and differences between the previous findings and researcher’s study. The similarity from the first previous finding is using students’ enthusiasm. The researcher also used children enthusiasm to become the center of each discussion where they participated. Otherwise, the difference comes from the object, that is online classes while researcher used storytelling activities as object in her research. The similarities from the second previous findings are using Collins’ theory, using observation and videotaping to collect the data. The difference comes from the subject which is teachers’ enthusiasm, but in this research, the researcher used children’s enthusiasm.

RESEARCH METHOD

The researcher used descriptive qualitative method to analyze the data. According to Creswell (2007:36), qualitative method is a descriptive when the researcher is interested in process, meaning and understanding gained through word or pictures. Videos of storytelling activities can be classified into qualitative data because points to the meaning and descriptions of things, children enthusiasm. This research used observation sheet in collecting the data as the main data by using camera to take video. Besides, the researcher gave explanation of the data in observation sheet. It is used to find out how children enthusiasm toward in storytelling activities in Rumah Baca Harapan Bulukumba.

RESULT AND DISCUSSION

In this part, the researcher presents the data taken from the observation sheet. The observation was done in the six storytelling which the title Ladana and The Buffalo (Ladana dan Kerbau), The Lion King of The Savana (Singa Raja Padang Rumput), Dewi Ajeng’s Envy (Iri Hati Dewi Ajeng), The Deer and The Monkey (Si Kancil dan Si Monyet), The Monkey and The Striped of Zebra (Si Monyet dan Belang Zebra), and Touching Blue Whale (Paus Biru Terharu). There are three levels of enthusiasm by Collins’ theory: low enthusiasm, medium enthusiasm and high enthusiasm. It is used in order to answer the research question it is, how the children enthusiasm toward storytelling activities in Rumah Baca Harapan Bulukumba.

Low Enthusiasm

Collins’ (1976:13) says that eye contact is essential to all communication that goes on in the learning and environment, as well as elsewhere. The children who have low enthusiasm showed there was eye contact which unfocused, blank stare, dull or bored. The researcher found that there was low enthusiasm from the first child who was included in storytelling activities for two weeks. Data 1 showed of the eye contact of her. She indicated her eyes looked dull, bored and unfocused in the first storytelling. Her eyes always showed blank stare until the storytelling done. She looked tired. It is suitable with what Collins’ said that eye contact from people who are low enthusiasm indicated unfocused, blank stare, dull or bored.

The researcher found that there was low enthusiasm from the first child who was included all
the storytelling activities. The first storytelling she just looked the storyteller, her face looked confused. When her friends were laughing, she just smiled. Her lips just smiled for a while. After that her expressions turned to be as usual. It can be seen from datum 8. It shows that low enthusiasm of facial expression is suitable with Collin’s theory (1976:14) says that facial expression includes avoids eye contact, unfocused gaze, looked dull or bored: Seldom opened eyes wide or raise eye-brows. So, the researcher concluded the first child had low facial expressions because they were expressionless, deadpan or frowned, little smiling and closed lips.

Based on datum 15, the researcher found that only the first child indicated low enthusiasm in gesture is the first storytelling showed she keep holding the knee until the story end. It is suitable with the Collin’s theory (1976:13) says that gesture includes movement of the hands, arms, or head that accompany verbal messages. So, the researcher concluded that the first had low gesture showed that there were gesture arms kept at sides or folded, rigid, infrequent use of arms.

Collin’s (1976:13) says that body movement includes both instructional motions and personal motions. They have low body movement because standing or sitting, seldom moves from one spot. The researcher found that there are two children who indicated low enthusiasm in the first storytelling activity. The first child showed simple expression like holding the knee. She only paid attention a little to see the storyteller and it was not a quite long time as the datum 22. Then the fourth child showed low enthusiasm too in the first storytelling. Data 190 he sat neatly with his hands on. Once he only moved and played his hands. The data are suitable with the theory said that those who have low enthusiasm of the body movement showed simple expression.

Based on data 29, 30, 31, 33, 85, until 90, 14, 142, 143, 146, 200until 205, 258 until 262, 314, and 316 until 318. The researcher found that all children indicated low enthusiasm in word selection. In the first until sixth storytelling, children just used simple words such as 1, 2 or more words. It is proven in the first child showed in data 29, 30, 31 and 33. Data 85 until 90 of the second child. The third child showed in data 141, until 143 and 146. Data 200 until 205 of the fourth child. Then, data 258 until 262 showed by the fifth child. While the sixth child showed in data 314, 316 until 218. The second child said “Masuk lolos di hutan”. The way he uses the word is not correct or he uses wrong diction. Actually, he wants to say “Lolos masuk di hutan” or “Masuk di hutan dan lolos”. Then, the third child said “dusss” (imitating the sound of thunder). Then, the sixth child said “kakekku mi itu”. In this case he uses code mixing. Actually he want to say “dia adalah kakekku”. As Collin’s theory (1976:14) says that word selection includes a few descriptors or adjectives; simple expressions; no use of simile or metaphor. So, the researcher concluded that they have low word selection because few descriptor or adjectives, simple expressions, no use of simile or metaphor.

Collins’ (1976:13) says that vocal delivery includes the pitch, rate, pace, volume, articulation and tone of verbal presentation. They who have low vocal delivery is monotone, minimum inflection, poor articulation, little variation, reads from notes or book. The researcher found that the first child showed low enthusiasm in the first storytelling as shown in datum 36. While the fourth child indicated low enthusiasm in all storytelling from the data 207 until 211. They were just silent along the storytelling was done. Did not talk at all. It showed that the both children have low enthusiasm although Colons’ said low enthusiasm includes monotone, minimum inflection, poor articulation, little variation, reads from notes or book. In the scene, they did not sound at all. The result is not suitable with the existed theory.

In this research, the researcher found that the first child indicated low enthusiasm in the first storytelling. She was less responding to the storyteller. When their friends were laughing, broad smiling nevertheless she just little smiling. When the
storyteller asked to applause but he did it. It shows that he has little indicators of acceptance the ideas and feeling which is suitable with the theory. She showed in datum 43. It is suitable with Collin’s (1976:14) says that acceptance of ideas and feeling include ready to accept phrase, encourage or clarify in a non-threatening manner. So, the researcher concluded that she has low acceptance of the ideas and feeling because little indication of acceptance or encouragement. May ignore students’ feelings and ideas.

Based on datum 50, the researcher found that there is only one child showed inactive, dull, tired or sleepy when listening the story. It can be seen in datum 50, the first child was sleepy many times by closing her mouth. She was also inactive. When her friends were busy to answer the questions from the storytellers, she was just silent and it is suitable with Collins’ theory says that energy level include gesture, eye contact, vocal delivery and animation. So, the researcher concluded that she has low energy level because lethargic, inactive, dull or sluggish, appears tired or sleepy

**Medium Enthusiasm**

Medium enthusiasm really happens in *Rumah Baca Harapan*. It was shown in the first storytelling until sixth storytelling. Collin’s (1976:13) says that the children who have medium enthusiasm in eye contact is appearing interested and occasionally lighting up. In this research the researcher found that the first and third children illustrated medium enthusiasm of eye contact in the third until fifth storytelling. The first child in data 3, 4, and 5, while data 115 until 117 from the third child. They did eye contact for many times with the storytellers. He always paid attention to the storyteller although he sometimes played his hands but he still did eye contact by lighting up eyes but she sometimes unfocused too, he sometimes saw or seek to another place. The second, fourth, and fifth children in the third storytelling. Data 59, 171, and 230, they showed eye contact although the place was so shiny. His eyes looked like disturbed when he saw the storyteller. The sixth child, he has good eye contact but he sometimes saw to another place rather than to the storyteller. He showed in datum 286 and 288 (the first and third storytelling). It shows that the result got by the researcher in the field is suitable with the theory.

The researcher found that the first child showed medium enthusiasm in the third until fifth storytelling. Data 10 until 12, it can be seen she was smiling while holding her chin and she laughed. The second and fifth children in the third storytelling showed in data 67 and 237. They laughed many times, their mouth and teeth were opened. The third child in data 120 and 122, the fourth child in data 176 and 178 and the sixth child in data 286 and 288 from the first and third storytelling. They also showed smiling and laughing many times. All the data show that they have medium enthusiasm based on Collins’ theory (1976:14) says that facial expression include smile, frowns, winces, grimaces, squinting, wrinkling one’s forehead or nose. So, the researcher concluded that they who have medium facial expression is agreeable, smiles frequently, looks pleased, happy, and sad when being called for.

Based on data 71, 73, 127, 128, 129, 183, 244, 300 and 302, the researcher found medium gesture hat the second, third and sixth children in the first and third storytelling. It can be proven in the second child illustrated in data 71 and 73, the third child showed in data 128 and 129, then the sixth child showed in data 300 and 302. They raised their hand many times to answer the questions from the storytellers, clapping hands and touching the chin as shown in datum 302. The fourth child in datum 183. While the fifth child in the third storytelling datum 244. It can be seen they raised their hand and clapped hands. They showed pointed occasionally sweeping movements as the existed theory. As Collin’s theory (1976:13) says that children who have medium
gesture is steady pace of appropriate gestures, pointed occasionally sweeping movements.

Collin’s (1976:13) says that body movement includes both instructional motions and personal motions. They have medium body movement because of move freely, steadily but slowly, sometimes paces’ uses frequent instructional motions. The researcher found that the first and fourth children in the third storytelling showed medium enthusiasm. The first child illustrated in data 24 and the fourth child in data 192. They moved fast to their friends who were talking and answering questions, they also changed their seat position as usual and held the chin. The fourth child changed the seat from back to the front. Then, the second child in the first and the third storytelling in data 78 and 80 while the third child illustrated medium enthusiasm in the first storytelling in datum 134. They changed the seat which was sturdy then suddenly leaning to the front, so that they could be able to pay attention to the storyteller. The fifth and sixth children showed medium in the first until third storytelling. The fifth child in data 251 until 253 and then the sixth child in data 307 until 309. They changed their seat position and moved forward to pay attention to the storyteller and sometime turned head to their friends who were answering the questions from the storyteller. All the data show that they can move freely, steadily but slowly as the theory utterances.

Based on data 32, 34, 144, 145, 263 and 315 the researcher found that there were children indicated medium enthusiasm in word selection. The first child in the fourth and sixth storytelling. It can be seen on datum 32, she said “tidak boleh berbohong” and data 34 she said “sulap-sulap, bim salabim”. Then, third child in the fourth and fifth storytelling. He showed in data 144 “tidak boleh berbohong” and data 145 “si monyet dan belang zebra”. The fifth child showed in the sixth storytelling datum 263 “karena terkena ombak besar”. The sixth child indicated in the second storytelling datum 315 “selalu melindungi bayinya”. It shows that they were able to choose and use words well although they did not use simile and metaphor as the theory. As Collin’s theory (1976:14) says that children who have medium word selection is moderate use of descriptors, simile and metaphor bur tends to be repetitive.

The researcher found that children showed medium enthusiasm in first until sixth storytelling. The first child showed in the second, third and fifth storytelling. She has good articulation, able to be listened clearly, and the voice volume was louder. She illustrated in data 37, 38, and 40. Then the second, third and fifth children in the first until fifth storytelling. The second child showed in data 92 until 96, then the third child showed in data 148 until 153 while the fifth child showed in data 265 until 269. The fourth child illustrated in the sixth storytelling datum 212. Then the sixth child in the first until sixth storytelling expect in the third storytelling. Data 312 until 326 showed medium enthusiasm. They have good articulation, clear voice and good articulation. The data are based on Collins’ theory (1976:13) said that vocal delivery showed medium enthusiasm includes volume, tone, good articulation, good integration of notes and instructional materials. Furthermore, the vocal delivery includes the pitch, rate, pace, volume, articulation and tone of verbal presentation. So, the researcher concluded that they have medium vocal delivery is variations in pitch, tone, cadence, and volume, good articulation, good integration of notes and instructional materials.

Collin’s (1976:14) says that the medium of acceptance of ideas and feeling is some variations in response but frequently repeats same ones. They accept ideas and feelings, praises or clarifies. The researcher found that there were three children showed medium enthusiasm in acceptance the ideas and feeling. They illustrated medium enthusiasm in the third storytelling. The fourth child indicated in data 216 then the fifth child in data. 247 and the sixth child showed in data 330. They were fast and able to receive story well. They were able to answer the questions and follow the instruction from the
storytellers. The finding is suitable with the theory said that many variations in response but frequently repeats same ones. Like “camera rolling action”, when storyteller said “adik-adikku.” they answer “Iye' kakak Enal”.

Based on datum 52, 108, 164, 223, 281, and 337, the researcher found that the children illustrated medium of energy level in the first until sixth children indicated medium in the third storytelling. It can be proven in the first child in datum 52. Then, the second child in datum 108. Datum 164 of the third child. Then the fourth child showed in datum 223. While the fifth child showed in datum 281. Then datum 337 showed by sixth child. It is same with the Collin’s theory (1976:14) says that energy level includes indicators of enthusiasm. So, the researcher concluded that they who have medium energy level because of maintains an even and moderate level of energy, occasional bursts of energy.

**High Enthusiasm**

High enthusiasm really happens in *Rumah Baca Harapan*. It was shown in the first storytelling until sixth storytelling. Collin’s (1976:13) says that who have eye contact is essential to all communication that goes on in the learning and environment, as well as elsewhere. The children who have high enthusiasm in eye contact is staring, shinning, wide opened eyes. The researcher found that the first child enthusiastic in the second and sixth storytelling. She showed in data 2 and 6. Then the second child indicated in the first, second, fourth, and sixth storytelling. He showed in data 57, 58, 60, and 62. The third child in data 113, 114, and 118 showed medium in the first, second and sixth storytelling. While the fourth, and fifth children showed high in all storytelling expect the third storytelling. Then the sixth child showed enthusiasm in the second until the sixth storytelling expect the third storytelling in data 287 until 291. The data were suitable with the theory said that eye contact of those who have high enthusiasm their eye contact is staring, shinning, wide opened eyes. The data above show that their eye contact is good, their eyes opened wider when doing eye contact.

The researcher found that children showed high enthusiasm in some storytelling activities. The first child showed in second and sixth storytelling. The second child showed in all storytelling expect in the third storytelling. The third, fourth, fifth, and sixth children indicated in the second, third until sixth storytelling. Based on the data found by the researcher, facial expressions of the children always change, sometimes laughing, smiling, and serious. When they are serious there are some mouth of the children unconsciously opened because of being so serious to listen the story. It is suitable with the theory, the sixth child showed in data 293 until 298 expect datum 295. Then the fifth child in data 235, 236, 238 until 240. Data 177, 179 until 181 of the fourth child. Then the third child showed in data 121, 123 until 125. While the second child showed high enthusiasm in 64, 65, 67 until 69 then the first child in the second and sixth storytelling data 9 and 13. All of them is suitable with the Collin’s theory (1976:14) says that facial expression include smile, frowns, winces, grimaces, squinting, wrinkling one’s forehead or nose. So, the researcher concluded that they have high facial expression because they demonstrative; exhibits many variations and frequent changes in expression; broad smile.

Based on data 16 until 20, 72, 74 until 76, 130 until 132, 184, 18 until 188, 242, 243, 245 until 247, 301, and 303 until 305, the researcher found that the first child showed high enthusiasm in the second until sixth storytelling. It can be seen that the first child indicated raising hands, clapping hands, and nodding head in data 16 until 20. Then the second and third children showed in the second, fourth until sixth storytelling too. The second child showed raising hands, clapping hands, and laughing while closing their mouth by hands. He indicated in data 72, 74 until 76. While the third child same with the second child clapping hands, raising hands, touching chin and giving example about how to push the whale. He
showed in data 130 until 132. Then the fourth and sixth children showed in second, fourth until sixth too. The fourth child showed thumbs up to storyteller in datum 186. Then, giving example about the thunder voice while raising their hands in datum 188. Then the sixth child pointed to the storyteller in datum 303, then raised the both hands as shown in datum 304. While the fifth child showed high enthusiasm in all storytelling expect the third storytelling. He also showed raising hands, clapping hands like in data 245 and 247. The data are based on the experts’ explanation from Collin’s theory (1976:13) says that gesture include movement of the hands, arms, or head that accompany verbal messages. So, the researcher concluded that they who have high gesture is quick and demonstrative movements; frequent and sweeping movements of hand, arms or head.

Collin’s (1976:13) says that body movement include both instructional motions and personal motions. They who have high body movement because of rapid, energetic and natural movements. The researcher found that the first, second, and fourth children showed high enthusiasm in the second, fourth until sixth storytelling. While the third child showed in the second until sixth storytelling. Then the fifth and sixth children showed in the fourth until sixth storytelling. Collins’ said that body movement was rapid, energetic and natural movements. It is same with the research in which the first child sometimes turned the head, lifted the body only to pay attention to the storyteller. She showed in data 25 and 26. Then the second child showed that he always lifted his body forward, sometimes touching the chin. He indicated in data 79 and 82. The third child showed that he followed storyteller, sometimes turned back and leaned the body as shown in data 137 and 139. While the fourth child showed that he sat neatly and opened the feet wider than before and stand a little just to see the storyteller. He indicated in data 191 and 194. Then the fifth and sixth children turned head, leaned the body to the right side to pay attention to the storyteller in datum 254 while the sixth child sat and then raised the body a little as in datum 312.

The researcher found that there was only one child who was able to show high enthusiasm. When her or his friends sang a song “Kalau kau suka hati” but the sixth child changed the lyric to be “kalau kau suka dongeng jangan ribut, hush!” The sentence are very good to the elementary children. Creative although it has not been suitable with the theory said that word selection which includes high enthusiasm is highly descriptive, great variety, excellent and frequent use of simile and metaphor. Nevertheless, the researcher categorized word selection of the sixth child was high enthusiasm. It is suitable with the theory by Collin’s (1976:14) says that word selection includes descriptive phrases, adjectives, positively stated combination, great variety and use of metaphor and simile contribute greatly to an enthusiastic delivery of content. So, the researcher concluded that the sixth child has high word selection is highly descriptive, great variety, excellent and frequent use of simile and metaphor.

Based on data 39, 41, 97, 153, and the researcher found that the first child showed high enthusiasm in the fourth and sixth storytelling in data 39 and 41. Then the second, third, and fifth children in sixth storytelling datum 97, datum 153, datum 270. Their voice sounds clear and the volume is also good. It is suitable with Collin’s theory (1976:13) says that vocal delivery includes the pitch, rate, pace, volume, articulation and tone of verbal presentation. So, the researcher concluded that they have high vocal delivery because of highly varied tone, pitch, volume and cadence, uplifting intonations; excellent articulation’ variations from rapid excited speech to a whisper.

Collin’s (1976:14) says that acceptance of ideas and feeling includes ready to accept phrase, encourage or clarify in a non-threatening manner. They who have high acceptance of the ideas and feeling is quick and ready to accept praise, encouragement or clarify. Many variations in
response. Vigorous nodding of head when agreeing. The researcher found that all the children showed high enthusiasm in acceptance the ideas and feeling. The first child indicated in the second until sixth storytelling. The second and third children showed high enthusiasm in all storytelling activities. While the fourth, fifth and sixth children showed high enthusiasm in the first, second, third until sixth storytelling. The children showed many variations in responses like the first child made her voice louder. She indicated in datum 45. Then the second child followed the instruction from storyteller like “camera rolling action”, he followed it by raising his hand so that it could be looked like camera in datum 104. The third child was also like that; it could be seen in datum 160. While the fourth child showed plucking fingers in datum 218. The same case was also done by the fifth and sixth child that always followed the storyteller’s instruction. All of them shows how the children acceptance response was different. The result is suitable with the theory which was used before.

After analyzing data, the researcher found that the activities of storytelling in Rumah Baca Harapan followed by the six children have high enthusiasm. They felt very happy and excited when they were listening and following the storytelling. It was proved that the children still love to listen a story and storytelling activities that can increase their knowledge. Furthermore, the number of the children was always increased when there were in storytelling activities in Rumah Baca.

The researcher also found that the children rather like fable than legend story because of the story about fable always make them interested. For example, like Dewi Ajeng Envy’s story in third storytelling. The fables story like The Lion King of Savana, The Deer and The Monkey, The Monkey and The Striped of Zebra, and Touching Blue Whale.

Besides, in this research the researcher did not use all indicators in the eight dimensions of enthusiasm awareness. The children just listened the story and they only used word selection if they wanted to answer the questions. They just used simple word, one word, two words and more words in a sentence. They did not use simile and metaphor based on Collin’s theory. Word selection in this theory was highly descriptive, great variety, excellent and frequent used metaphor. The children just used a simple word as the first child said “tidak boleh berbohong”, the fifth child said “Zebra di dorong si Monyet”, “Mendorong paus kelautan”, and the sixth child said “selalu melindungi bayinya”, “kakekku itu”, “Kenapa itu kerbau bisa mati?” or they just repeated what the storytellers had said like “camera, rolling, action”, “selamat menyaksikan”, “Si monyet dan si kancil”, “Si monyet and si belang zebra”, “paus biru terdampar”, “iri hati Dewi Ajeng”, “Sulawesi Selatan”.

CONCLUSION

After analyzing the data on the findings and discussions, the researcher concludes that the children showed high enthusiasm toward storytelling as follows:

The first, the children have high enthusiasm toward storytelling activities in Rumah Baca Harapan Bulukumba. They are so interested and excited to follow the storytelling. They show that by having storytelling their enthusiasm was increased. The children’s enthusiasm was even bigger to understand the content of the story which was told by the storytellers. They can understand the story and answer the questions well and followed the direction of the storytellers.

The second, the storytelling method was very able to improve the children enthusiasm to come to Rumah Baca Harapan and listen to stories, because amount of the children in every storytelling activities was always increased based on the first until the sixth storytelling. This case proved that the children showed high enthusiasm in storytelling activities in Rumah Baca Harapan. Although in this research the researcher used two storytellers. They were still high spirit, happy and active in the activities.
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