TEACHING LISTENING THROUGH STORYTELLING

(A Case Study in the First Year Class of Junior High School of Paramarta, Jombang)

A Skripsi

Presented to the Faculty of Tarbiya and Teacher's Training in Partial of Fulfillment of the Requirement for the Degree of Strata 1 (Bachelor of Arts) in English Language Education

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The Examination Committee of the Faculty of Tarbiya and Teachers’ Training Certifies that the "Skripsi" (Scientific Paper) entitled "Teaching Listening Through Storytelling (An Experiment Study at the First Year of Junior High School of Paramarta, Jombang)". Written by Dewi Yanti, Student’s Registration Number 103014027036 was Examined by the Committee on August 25, 2008, and Declared to have passed and therefore, Fulfilled one of the Requirements for the Academic title of 'S.Pd.' (Bachelor of Arts) in English Language Education at the Department of English Education.

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Assalamu’alaikum Wr. Wb.

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Menyatakan bahwa skripsi yang saya susun dengan judul “Teaching Listening Through Story Telling (A Case Study in the First Year Class of Junior High School of Paramarta Jombang) dan telah dinyatakan lulus dalam munaqosah pada tanggal 25 Agustus 2008 di hadapan para penguji adalah benar-benar hasil karya sendiri bukan hasil karya orang lain atau hasil plagiat karya orang lain. Demikianlah surat pernyataan saya buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Wassalamu’alaikum Wr. Wb.

Jakarta, 26 Agustus 2008
Penulis,

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Praise be to Allah, The Lord of the world, who gives the writer guidance and strength, so she could finish this paper. Peace and blessing be upon our prophet Muhammad SAW, his family, his companions and his followers.

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Finally, the writer admits that her writing is still far from being perfect, therefore, she hopes some suggestions and critics from the readers for this simple paper and it will have some values for her and for a better thing in the future.

Jakarta, ...........

The writer
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CHAPTER I
INTRODUCTION

A. Background of study

The world always changes from time to time. English has become more famous among people from children to adult, although English is just as a foreign language. People feel that if they want to follow the changes, one of the ways is by mastering English.

In this global era, English has an important position related to social, economic, or political development and especially in educational setting in which most scientific books are written in English being aware of the importance of the English language. The Indonesian government takes it as a subject taught in the formal education from the Primary School up to university.

Listening, speaking, reading and writing are the basic language skills especially in teaching English as a foreign language at schools, courses or other education places which are formal or informal. But in many situations among the four basic language skills, listening is the first skill that should be mastered by a student of English at any levels, because there are many topics being talked when people interact one to another. “Listening is more than just hearing, to listen is to hear, to understand, and to evaluate,” so that the communication can be understood and meaningful.

Listening is simply considered as an adjunct of speaking. Tape programs contain models for repetition, cues for spoken drills and recordings of reading selection.

“Teaching of listening involves the setting of proper conditions so listening can take place. These conditions maybe natural ones. Natural experiences are those where the condition present themselves, where the teacher makes almost no preparation, because the motivation is so high that the students

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1 Roy O Billet, Ph.D, Teaching in Junior and Senior High Schools (Boston: Littlefield Adams and co., 1963) p. 189
all listen immediately. Condition on the other hands, may be contrived ones where
the teacher plans, constructs or utilizes materials, situations or gimmicks to
motivate students for the purpose of teaching listening skills.”

Most of the students of junior high school especially in the first year often
find some problems in learning listening, because they are not trained to and most
learners seem to lack the ability to get the meaning or misunderstanding when
listening to foreign language.

“From time to time, the teacher should give the students practice hearing
stories in the foreign language. Although the students will not understand much of
what they hear, they will catch a few words here and there, and they will be
getting a feel for the foreign language.”

Students enjoy listening to short dialogue, stories and song by their
classmates or teacher. Storytelling is the ancient art of conveying event in word,
images, and sounds. Stories have probably been shared in every culture and in
every land as a means of entertainment, education, preservation of culture and to
instill knowledge and values or morals.

Teachers are ideally telling stories which in turn provide excellent
listening materials. Telling stories give the student a pleasure. It increases the
students’ interest in reading and enlarges their back ground experiences.

As Augusta Baker and Ellin Greene (1997: 17) assert:

“Storytelling brings to the listeners heightened awareness, a sense of
wonder, of mystery, of reverence for life. This nurturing of the spirit-self
comes first. It is the primary purpose of storytelling and all other uses and
affects are secondary.”

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2 James A. Smith, Creative Teaching of the Language Arts ( Boston : Allyn and Bacon,
1967 ) p. 66
3 Edward David Allen & Rebecca M. Valette, Classroom Techniques: Foreign
1975) p. 195
5 E. Martin Pedersen, Storytelling and the art of Teaching, English Teaching Forum, Vol
33 November 1 ( January 1995 ) p. 2
The instrument that the writer chooses in this research to help the teacher in teaching listening is storytelling, why? because story, which rely so much on words, after a major and constant source of language experience for students, stories are motivating, rich in language experience and inexpensive. Stories can also help the teacher to make the class more active and lively, so the students have a lot of fun during the lesson.

Based on that background above, the writer would like to take a research under the title "TEACHING LISTENING THROUGH STORYTELLING " to the first year of Junior High School of Paramarta, Jombang.

B. Statement of study

The writer would like to formulate the problem as follows:
1. How is teaching listening through storytelling conducted in the school?
2. How far do the students understand in what they listen to?

C. Objective of the study

The object of the study is teaching listening through storytelling to arouse students' motivation in learning English as an input of the study in order the lesson more enjoyable and for the teacher to develop her knowledge. Beside that, this paper is expected to be a great help to the writer and to other English teacher.

D. Method of the study

In this research, the writer takes two ways in collecting data: library research and field research. In library research the writer read some books, textbooks, magazines, newspapers and browsing to the internet to get the theories and any information related to the study. In the field research, the writer doing the observation and experiment to the class by teaching listening through storytelling.
CHAPTER II
THEORETICAL FRAMEWORK

A. LISTENING

1. Definition of listening

According to Fan Yagan: "Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, grammar and vocabulary, and grasping his meaning."

Murcia asserts that listening can be defined broadly as "everything that impinges on the human processing which mediates between sound and the construction of meaning."

Listening involves more than just hearing or paying attention. Effective listening requires active and conscious attention to sounds in order to gain meaning from them.

Lundsteen (1979) defined listening refers to the process by which spoken language is converted to meaning in the mind. She then warns about defining a complex process in the sentence.

“For instructional purpose, however, it is convenient to think of the listening process as having four steps: (1) hearing (2) understanding (3) evaluating (4) responding. First, hears a series of sounds, the actual words and sentences. Second, understand the meaning of these words and sentences in the context in which have heard them. Third, evaluate the meanings and accept or reject the total communication. Finally, respond to what have heard with further thought.”

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1 Fan yagan, Listening: Problems and Solutions, English Teaching Forum Vol: 31 Number 1 (January: 1993 ) p. 16
2 Marriane Celce-Murcia, Teaching English as a Second or Foreign Language ( Los Angeles : Heinle &Heinle Publisher, 1991) p. 88
From definition above, it can be summed up that listening is the process of hearing the sounds components and recognizing these components in sequence that have meaning and requires responses from the listener to show the understanding.

2. Extensive and intensive listening

Listening activities can be divided into extensive and intensive listening.

a) Extensive Listening

"Extensive listening where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement.

Extensive listening will usually take place outside the classroom, in the students' home, car, or on personal stereos as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to.

Material for extensive can be found from a number of sources. A lot of simplified readers are now published with an audio version on tape. These provide ideal listening materials. Many students will enjoy reading and listening at the same time using both the reader and tape."^4

The keenest students will want to listen to English tapes outside the classroom anyway and will need little encouragement to do so. Many others, however, will profit from having the teacher give them reasons to make use of resources available. The teacher needs to explain the benefits of listening extensively, and come to some kind of agreement about how much and what kind of listening they should do.

In order to encourage extensive listening, the teacher can have students perform a number of tasks. They can record their responses to

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what they have heard in a personal journal, or fill in report form which the
teacher has prepared asking them to list the topic, assess the level of
difficulty, and summarize the content of a tape. The purpose of these is to
give students more and more reasons to listen. If they can share their
information with colleagues they will feel they have contributed to the
progress of the whole group.\footnote{Jeremy Harmer, The Practice of English Language Teaching, p. 228}

b) Intensive Listening

1. Intensive listening using tape material

Many teachers use tape materials. The tape has come to be
invaluable aid to then language learners and teacher, and after the
blackboard, is probably one of the most commonly used pieces of
equipment in the classroom,\footnote{Petter Hubbard, A Training Course for TEFL (Oxford : Oxford University Press, 1983 ) p. 122} when they want their students to practice
listening skills.

One of the main reasons for getting students to listen to spoken
English language is to let them hear different varieties and accents—rather
than just the voice of the teacher with its own idiosyncrasies. It gives them
an opportunity to ‘meet’ a range of different characters especially where
real people are talking, but even when tapes contain written dialogue or
extracts from plays, they offer a wide variety of situations and voices.

It is certainly true that extracting general or specific information
from one listening is an important skill, so that the kind of task the teacher
gives students for the first time they hear a tape is absolutely critical in
gradually training them to listen effectively. However, teacher may also
want to consider the fact that in face-to-face conversation frequently has a
chance to ask clarification and repetition.

If students are to get the maximum benefit from a listening then
teacher should replay the tape two or more times. Since with it each
listening they may feel more secure, and with each listening they will
understand more than they did previously. As the researcher John Field (
1998) suggests, "students get far more benefits from a lot of listening than they do from a long pre-listening phase followed by only one or two exposure to the listening text."

Listen to appropriate tape provides such exposure and students get visual information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch, and stress.  

Besides advantages, the tape recorder brings also many disadvantages into the classroom. In the first place it is not always a very good machine and the tapes are sometimes less than totally clear. People speaking on tape cannot be seen, and yet much of what can hear in real life takes place with the speaker being present. A speaker on a tape cannot be interrupted (although he can be stopped) to ask for clarification, and the tape continues to run at a steady speed not chosen by individual student. In big classroom with poor acoustic the audibility of tape often gives cause for concern. It is often difficult to ensure that all students in a room can hear equally well. It is perhaps this relentlessness of tape material which accounts for the feeling of panic which many students experience during listening activities. If they fail to recognize a word or phrase they haven't understood they stop to think about it they often miss the next part of the tape and are soon falling behind in terms of comprehension. In other words, understanding tape material is very difficult! But tapes are still the best means of letting the students hear the spoken language.

There are several principles about tape material in teaching listening, there are:

1. "The tape recorder is just as important as the tape.

   However good the tape is, it will be useless if the tape recorder has a poor speaker or if the motor speed keeps changing and the tape goes faster

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7 Jeremy Harmer, The Practice of English Language Teaching. p. 230

8 Jeremy Harmer, How to Teach English. An Introduction to the Practice of English Language Teaching. (Cambridge: Longman 1998) p. 97
or slower. It needs to be sure that the tape recorder can be heard all around the classroom.

2. Preparation is vital
   
   Teacher and students need to be prepared for listening.
   
   Teacher needs to listen to the tape all the way through before they take it into the class. That way, she will be prepared for any problems, noises, accents, etc., that come up. That way, she can judge whether students will be able to cope with the tape and the tasks that go with it.
   
   Students need to be made ready to listen. It means that they will need to look at the pictures, discuss the topic, or read the questions first, for examples, to be in a position to predict what is coming. Teacher will do the best to get students engaged with the topic and the task so that they really want to listen.

3. Once will not be enough.
   
   There are almost no occasions when the teacher will play a tape only once. Students will want to hear it again to pick up the things they missed the first time. The first listening is often used just to give students an idea of what the listening material sounds like so that subsequent listening are easier for students. Once students have listened to a tape two or three times, however, they will probably not want to hear it to many times more.

4. Students should be encouraged to respond to the content of a listening, not just to the language.
   
   As with reading, the most important part of listening practice is to draw out the meaning, what is intended, what impression it makes on the students.

5. Different listening stages demand different listening tasks.
   
   Because there are different things teacher wants to do with a listening text, she needs to set different tasks for different listening stages. This means that, for a first listening, the task needs to be fairly straightforward and general. That way, the students’ general understanding
and response can be successful – and the stress associated with listening can be neutralized.

Later listening, however, may focus in on detail – of information, language use, pronunciation etc.

6. Good teachers exploit listening texts to the full.

If teacher asks students to invest time and emotional energy in a listening task – and if they themselves have spent time choosing and preparing the listening – then it makes sense to use the tape for as many different applications as possible. Thus, after an initial play of a tape, the teacher can play it again for various kinds of study before using the subject matter, situation or typescript for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.\(^9\)

2. **Intensive listening: live listening**

"In principle, the objective of listening comprehension practice in the classroom that students should learn to function successfully in real life listening situation."\(^{10}\) A popular way of ensuring genuine communication is live listening where the teacher and/or visitors to the class talks to the students. This has obvious advantages since students can interrupt speakers and ask for clarification. They can, by their expressions and demeanour, indicated if the speaker is going too slowly or too fast. Above all they can see who they are listening to.\(^{11}\) As with all activities, for listening the teacher needs to be active in creating students engagement through the way she sets up tasks. The teacher needs to build up student’s

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\(^9\) Jeremy Harmer, *How to Teach English. An Introduction to the Practice of English Language Teaching*, p. 97


\(^{11}\) Jeremy Harmer, *The Practice of English Language Teaching*, p. 230
confidence by helping them listen better rather than by testing their listening abilities.\textsuperscript{12}

Live listening can take the following forms:

a. Reading aloud

An enjoyable activity, when done with the conviction and style, is the teacher reading loud to a class. Reading aloud provides the teacher and the students with many opportunities to develop skills in listening comprehension. This allows them to hear a clear spoken version of written text, and can be extremely enjoyable if the teacher is prepared to make big thing of it. The teacher can also read/act out dialogues either by playing two parts or by inviting a colleague into the classroom.

b. Interview

One of the most motivating listening activities is the line interview, especially where students themselves dream up the questions. In such situations, students really listen for answers they themselves have asked for, rather than adopting other people's questions. Where possible, teacher can bring strangers into the class to talk to the students or be interviewed by them. The teacher takes the visitor into the classroom without telling the students who the visitor is. In pairs and groups they try to guess as much as they can about the visitor. Based on their guesses about who has come into the room they write questions that they wish to ask. The visitor is now interviewed with the questions the students have written. As the interview proceeds, the teacher encourages them to seek clarification where thing are said that they do not understand.\textsuperscript{13}

c. Conversation

This activity blends ideas related to information gap and read-and-lock-up activities as well as to personal space and physical movements. It

\textsuperscript{12} Jeremy Harmer, \textit{The Practice of English Language Teaching}, p. 231

\textsuperscript{13} Jeremy Harmer, \textit{The Practice of English Language Teaching}, p. 233
allows students to listen to conversation with a large number of classmates and to have to remember, rehearse privately, reflect on and make decision about what they will say and hear.

E.g., the teacher can persuade one of the students to come to the class to hold the conversation about English or other subject, other students then have the chance to watch the interaction as well as listen to.

d. Storytelling

Teachers are ideally to tell stories which, in turn, provide excellent listening material.\textsuperscript{14}

"Storytelling is an act of sharing- an even more intimate one than reading to another person or to a group. It must be an enjoyable for both teller and listener. Thus, the teachers should not attempt to tell stories that they do not enjoy or do not know very well. Effective storytelling requires careful preparation and practice. Under no circumstances should the storyteller attempt memorize to entire story; however, if certain words or phrases are repeated throughout the story or if specific wording is important to the teacher should carefully learn them."\textsuperscript{15}

To teach storytelling to students successfully, a teacher must have a real love of stories and some ability to tell them. The teacher is the model, and if she takes pleasure in telling and listening to stories, the students will acquire this feeling.\textsuperscript{16} Furthermore, it will be discussed in next page.

3. Stages in listening activities

There are three stages in listening activities:

a. Pre-listening activities

In this stage, the listeners prepare for what they are going to hear. The principal function of these, activities, which are now common in

\textsuperscript{14} Jeremy Harmer, The Practice of English Language Teaching, p. 231
\textsuperscript{15} Walter T. Petty and Julie M. Jensen, Developing Children's Language p.144
\textsuperscript{16} Walter T. Petty and Julie M. Jensen, Developing Children's Language p.322
teaching materials, is to establish a framework for listening so that learners do not approach the listening practice with no points of reference.  

In this stage, the teacher can do one of the activities as called warming-up exercises as follows:

   b. To encourage students to exchange ideas about the topic

   b. Expressing hypotheses about the content of the passage, based on previous knowledge, by writing notes down.

   b. For training in basic listening skills

4. Guiding question : Teacher asks/writes questions that help students exploit passages.  
   b. While-listening activities

   This activity is to help the students understand the text. The teacher should not expect the students to try to understand every word. The teacher should give and explain the instruction clearly by explaining the activities.

The activities that the teacher can be done in this stage are:

1. "Comparing : To compare passage with prediction in pre-listening

2. Obeying instruction : Students are given instruction and show comprehension by physical movement,

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18 Fan yagan, *Listening: Problems and Solutions*, p.18
finishing a task, etc.

3. Filling in gaps: e.g., students hear the utterances of only one of the participants and are asked to reconstruct those of the others.

4. Repetition: Students are asked to repeat short phrases or complete utterances recorded.

5. Detecting mistakes: Students listen to passages, responding only when they come across something different or wrong.

6. Ticking off items: Students listen to a list of word and tick off or Categories them as they hear them.

7. Information transfer: Maps/plans/grids/forms/pictures, etc.

8. Paraphrase: Students are asked to focus on certain sentences and paraphrase them.

9. Sequencing: E.g., students are asked to give the right order for a series of pictures.

10. Information search: Students listen to a passage and take notes on the segments that answer a particular question.

11. Filling in blanks: Students are given the transcript of a passage with some word missing and must fill in the blanks while listening.

12. Matching: e.g., students are asked to match items that have same meaning as those they hear.\textsuperscript{20}

c. Post-listening activities

This stage is to help the learners connect what they have heard with their own ideas and experience. The activities that the teachers can be done in this stage are:

\textsuperscript{20} Fan yagan, Listening: Problems and Solutions, p.18
1. "Answering to show comprehension of messages": e.g., multiple-choice or true/false question

2. Problem solving: Students hear all the information relevant to a particular problem and then set themselves to solve it

3. Summarizing: Students are given several possible summary-sentences and asked to say which of them fits a recorded text

4. Jigsaw listening: Different groups of students listen to different but connected passage, each of which supplies some parts of what they need to know. Then they come together to exchange information in order to complete a story or perform a task, e.g., debate/interview/discussion/role play/dramatization, etc., associated with the passages heard.

5. Speaking as follow-up listening activities

B. STORYTELLING

1. Definition of storytelling

"Everyone loves story. Stories are used in contemporary ESL material to promote communication and expression in the classroom."

Stories are an effective tool for early language teaching. They meet the emotional, cognitive and psychological demands of students: they need to belong; to share; to feel protected, etc. stories and fairy tales are inherently interesting to students.

Storytelling is traditional in almost all cultures. It is the technique that holds' students' attention best, as well as the one they enjoy most. Although some teachers are better telling stories than others. Students naturally like to

21 Fan yagan, Listening: Problems and Solutions, p.18.
22 Marianne Celce-Murcia & Sharon Hilles, Technique and Resources in Teaching Grammar
listen to stories, and most are remembered long after the lesson is over. It one of the few kinds of talk done by the teacher that offers experiences with rich, complex, vivid language. This is especially important in developing complexity of language and acquiring a wide vocabulary.

Storytelling is the ancient art of conveying events in words, images and sounds. It is the interactive art of using words and actions to reveal the elements and image of a story while encouraging the listener’s imagination.

According to definition above, it can be summed up that storytelling is a living art of a sharing enjoyable experience for both teller and listener based on words and imagination.

2. Storytelling Media

The teacher or storyteller can use media to make the story more effective and to offer variety. Generally, the kinds of media used by the teacher in storytelling are: books, pictures, puppets or dolls, flannelboard, etc. these aids help storyteller to remember the story, establish rapport with the audience, and gain confidence in their storytelling ability and also help the students to understand the story easily.

Books are main idea in storytelling; “the teacher can hold the book in front and slightly to the side, always at the eye level of the students. Using the book in this way enables the student to see the pictures while the story is being told and helps to hold their attention.”

Flannelboard is effective also. A flannelboard permits the storyteller to show more than one characters and to show a simple setting in addition to characters in a story. Figures that represent the characters in the story are cut

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23 Marriane Celce-Murcia & Sharon Hilles, *Technique and Resources in Teaching Grammar* p. 59
26 Walter T. Petty and Julie M. Jensen, *Developing Children’s Language* p.326
out of felt, flannel or paper. With the flannelboard set up and a picture given to the student, the teacher explains to the students what they will do as she tells the story, each student listens for her to mention the picture he has. When he does, he takes it up to flannelboard and processes it onto the board. "The teacher uses a flannelboard or live drawings as an aid in telling a familiar story, such as "Goldilocks and the three bears" in the foreign language."  

The teacher can use the sequence of events through pictures in telling the story. Pictures add a visual dimension to story sharing, in a picture of this kind; several episodes are the portrayed the same figure in repeated appearance in the same or different setting. The teacher selects a number of pictures she has saved from magazines and stacks the pictures into an order that might suggest a story sequence then the teacher can show it to the students as illustration of a series of events. However, once the idea catches on, the students will enjoy elaborating on the details in the pictures and the action they can imagine. Pictures are very important for heighten a messages from story, providing a mental reminder of thought to be presented by teacher.

Some teachers enjoy puppet play to help in storytelling. The puppets have the clear characteristic that will help the students to understand the story easily and it’s more interesting than others. She can make the puppets by herself. Puppets can be made and used in classroom at any grade level. This form of dramatization is especially helpful in gaining the participation of students. There are several types of puppets: finger puppets, push puppets, hand puppets, shadow puppets, etc. It can be made of paper sacks, socks, vegetables or cut outs on a stick.

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32 Betty Lark-Horovitz et al. *Understanding Children’s arts for Better Teaching* p. 240-241
3. The Use and Purpose of storytelling

"Storytelling should be viewed as an essential part of early language teaching. It gives a student rich and versatile experience with language and culture. Through storytelling, students acquire cultural literacy to make their language meaningful."\(^{33}\)

"Some of the values in storytelling are so important that teachers should make the effort to become able to tell stories, as well as to read them aloud, perhaps the main value in storytelling is in developing student’s desire to learn to read for themselves because through storytelling the teacher introduces them to many kinds of literature."\(^{34}\)

While listening to stories, students develop a sense of structure that will later help them to understand the more complex stories of literature. Although the content of the story may vary from generation to generation, the use of storytelling to entertain, to teach and to develop appreciation of literature continues to be an important art, offers opportunities for developing skills in the language arts, learn to keep in mind a sequence of the students’ ideas, increase their vocabulary,\(^{35}\) to increase students’ knowledge or to improve ethical values, to develop growth in understanding of the spoken word, to develop the sense of humor and to develop appreciation of myth, legends, fables, parables, fairy tales or ballads.\(^{36}\)

Besides the following above, there are some uses and purposes of storytelling, such as:

a. "Storytelling as communication

E. Garvie (1990) sees communication succeeding if both the students and the storyteller are good language users. Since the young learner is unlikely to be a good language user, teachers should provide a classroom environment that will stimulate thought and feeling while cultivating listening and speaking

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\(^{34}\) Carrol J. fisher and C. Ann Terry, *Children’s Language and the Language Arts* p. 162

\(^{35}\) Sarah Hammound Leeper, et. al., *Good School for Young Children*, p. 214

\(^{36}\) Paul C Burns, et. Al., *The Language Arts in Childhood Education* (Chicago : Rand McNally and company, 1966) p. 124
skills. Stories contribute to establishing that kind of environment. Storytelling is experience. This is both life experience and linguistic experience. The story mirrors the surrounding world and construct a reality of its own, meeting the cognitive, psychological and emotional needs of the students.

b. Storytelling as comprehension

Personal observation of classroom routines has given new appreciation for the role of listening comprehension. Comprehension can be described as that process which enables the receiver to make meaning from verbal and non-verbal information.

Non-verbal information may include background knowledge based on past experience or visual information. To understand how students comprehend aural text, the teacher must discover what ‘clues’ they pick up in the flow of speech to form a mental representation of the story. If there is no construction or rather reconstruction of meaning on the part of the students the story will make no sense.

The point is to teach students "how to mean" in a foreign language. They can’t construct or reconstruct meaning without prior experience with life and language, and they need language to cope with this new experience. With storytelling the teacher must teach strategies for text comprehension.

c. Storytelling as a coding-decoding process

This raises the concept of storytelling as a coding-decoding process. Comprehension occurs if the text organized to enable the listener to decode it in the same way that speaker-storyteller encoding the story. (O. Kopylenko : 1975). In other hands, students can take some messages derived from the story.

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37 Natasha Malkina, *Storytelling in Early Language Teaching*, p. 38
CHAPTER III

USING STORYTELLING IN TEACHING LISTENING

A. Place and Time of the study

1. School profile

The research of this study was held at junior high school of Paramarta, located at jl. Raya Jombang Gg. Taqwa no. 70 A, Kecamatan Ciputat, Kabupaten Tangerang – Banten. Phone number (021) 74634750.

Paramarta Junior High School is one of the private school on Jombang and it belongs to Paramarta Educational Foundation which was built on July 14th 2001 by Drs. Sukardianto, Hefi Hefiasih Hasanah S.H, Drs. Kusman, Dra. R. Hiliiasih and Hj. Yulniati. It was built on the area which is about 2600 m² wide in the building which is about 1700 m² wide.

Paramarta Junior High School was operated on July 14th 2001, and Drs. Kusman as the head of this school with Eti Kustiawati B.A as assistant headmaster.

It provides many facilities, such as: the headmaster’s office and the assistant, staff room, teachers’ room, classroom, English laboratory, computer science room, library, organization’s room, clinic, administration’s office, canteen, toilet for teacher, toilet for male and female students, sport field, art stage, studio band, mosque, and security house.

It has 12 classrooms, each class consists of 40-45 students. The study time divided into 2 times, first, in the morning (06.40 – 12.15) covers of first grade and third grade, second, in the afternoon (12.45 – 17.30) covers of second grade. It uses the curriculum from national education (Diknas) for materials: English language, Indonesian language, mathematic, computer, economy, religious education, civic education, history, biology, physical exercise, art, geography and physics. It also uses the curriculum from school itself for local content, such as: basic mathematic, English conversation, and
applied biology. The student also can join the extracurricular activities such as, basket ball, soccer, futsal, paskibra, volley ball and band.

On January 28th 2005, junior high school of Paramarta got the accreditation of school from local government which was graduated the smart students. It caused of the operational of this school is priority of discipline toward students. In teaching-learning process, there are also ceremonial flag, sudden inspection, home visit, study course (for third class) to improve the student’s achievement in their study.

Year-by-year, the number of students who apply in this school are always increasing. In fact, in the first year operated, it had 45 students and in the next year it had 160 students, and now it has 272 students.

There are 33 teaching stuffs who work on this school. They consist of 6 Staff College and 27 teachers which involve:

a) 5 teachers for English language
b) 5 teachers for mathematic
c) 2 teachers for Indonesian language
d) 2 teachers for computer
e) 2 teachers for economy
f) 1 teacher for religious education
g) 2 teachers for civic education
h) 1 teacher for history
i) 2 teachers for biology
j) 2 teachers for physical exercise
k) 1 teacher for art
l) 1 teacher for geography
m) 1 teacher for physics

2. Time of study

The writer conducted this research from April 8th up to May 3rd, 2008.
B. Population and Sample

In this research, the writer took the population of the first year students of Junior High School of Paramarta, Jombang. She took 1 class from 6 class and the total population is about 42 students.

C. Procedures in teaching listening through storytelling.

1. Greeting
   - Teacher enters the class and greets the students. Teacher says “Good morning students how are you today”.
   - Teacher checks the attendance list by calling the students’ name one by one.

2. Lead in
   - Teacher elicits students’ prediction, arouses students’ motivation and familiarized students with the topic of the lesson by asking pre-listening questions to students that have relationship with the story.
   - Teacher asks the students to guess what the title of the story by giving some clues related to the story.
   - Teacher tells the students the objectives of the lesson.

3. Main Activities
   - Teacher asks the students to make the circle and then asks the students to listen to the story carefully, make prediction of the story, set purposes and write down the vocabulary that they do not understand.
   - Teacher starts to tell the story with the aloud voice.
   - The students listen to the story carefully and do the teacher’s instruction.
   - After the teacher finishes telling the story, she asks the students about the vocabulary they do not understand and discuss it with the students.
4. Follow-up activities

- Teacher asks students to make small group. Each group consist of 5-6 students, the teacher gives the tasks and explains what the students should do. The teacher gives clear instruction about the tasks and selects one leader for each group. In this exercise, students should answer several question related to the story and discuss it in group.
- Teacher asks the students to do the exercise as quickly as possible to see how far students understand and remember the story.
- Teacher checks students understanding of the instruction. Teacher makes sure that students know what they are going to do in this exercise.
- Students do the task by answering the questions and discuss it in group.

5. Teacher direct feedback.

- Teacher asks students to stop working, teacher says “I think time is over, stop working please, let’s check our job”.
- Teacher checks students’ working by asking the leader of each group to read out their answer one by one. There are eight questions and each leader gets one question to answer.

6. The last activities ( review )

- Teacher concludes the lesson, teacher asks the students to tell the difficulties they faced as long as teaching learning process. Teacher says “so, what do you get from our lesson today? Do you enjoy your listening today? Etc.,
- Teacher close the lesson, teacher says, “that’s it for today; see you next day, bye”.
On the table, it can draws:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting</td>
<td>• Entering the class and greets the students.</td>
<td>• Reply the greeting and say “good morning Miss. Dewi, I’m fine, thanks”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Good morning students, how are you today?”</td>
<td>• Reply and say “present”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Checking the attendance list by calling the students’ name one by one.</td>
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<td></td>
<td></td>
<td>E.g. Andi, Arya.....etc.</td>
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</tr>
<tr>
<td>2</td>
<td>Lead-in</td>
<td>• Asking pre-listening question about the title of the story by giving some clues related to it.</td>
<td>• Guessing what the title of the story based on the clues given by the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Giving instruction to the students to listen to story carefully, make prediction, set purposes and write down the difficult words.</td>
<td>• Doing the teacher’s instruction</td>
</tr>
<tr>
<td>3</td>
<td>Main activities</td>
<td>• Telling the story with aloud voice.</td>
<td>• Listening to the story carefully</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussing the difficult words</td>
<td>• Discussing the difficult words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asking students to make the small group which consist of 5-6 students each group.</td>
<td>• Doing the teacher’s instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Giving the tasks to each</td>
<td>• Answering the</td>
</tr>
<tr>
<td>Feedback</td>
<td>Review</td>
<td></td>
<td></td>
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<tr>
<td>----------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td></td>
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</tr>
</tbody>
</table>

**Feedback**

- Asking students to stop working and says “I think time is over, stop working please, let’s check our job“.
- Checking student’s working and asks one of the leaders from each group to answer the question by read out the answer.

**Review**

- Concluding the lesson and asks the students to tell the difficulties they faced as long as teaching learning process.
- Closing the lesson today and says “that’s it for today; see you next day, bye”.
- Stopping to work
- Reading out the answer for each group
- Telling the difficulties as long as teaching learning process.
- Reply and say “see you Miss. Dewi, bye“.
D. Problems in teaching listening through storytelling

The using of storytelling in teaching listening, both teacher and students often find some problems. Here are some problems faced by the teacher and the students:

- Problems for teacher:
  1. Selection of story which is appropriate for the students.

   It is important to choose the story an appropriate for the students. Selecting material for storytelling depends mainly on two factors; a story should have relatively simple plot, sequence of events, clear characterization and make the students will understand well enough to enjoy it. Teacher should not select frightening stories or to built up unnecessary suspense or fear through their dramatization.

  2. The teacher’s voices.

   In storytelling, teacher should use out aloud voice in order students can hear the story clearly, not only it, but she should also use her voice change to create the various characters and help the students differentiate between them. These are the difficulties part in storytelling, especially for female teacher. Sometimes, she feels ashamed to use aloud voice or to change her voice for different characters then she is just telling the story with monotonous voice.

  3. Control the time

   One of the important things in storytelling is control the time. Teacher who for the first time telling the story often face this problem. Sometimes teacher spend many times in control the students before telling the story, whereas not all of the students easy to control. Moreover, when teacher tells the story, most of the students do not understand or difficult to keep up the story very well. Sometimes they ask teacher to repeat to tell the story once again and it can waste the time. Therefore, teacher should be able to control the time while telling the story, such as: how she chooses the story with no long passage, how she controls the classroom while telling the story and the time she gives the tasks for students as follow up activities.
4. **Students not paying attention**

When teacher tells the story, most of the students do not paying attention, it caused of the large number of students which make the teacher difficult to control them.

- **Problems for students**
  1. **Trouble with sounds**
     Confusing of sounds seems to be a significant part of the problem in storytelling. When teacher tells story to the students, most of them have trouble with the sounds. The problem is they do not hear clearly what teacher are saying, although they hear sounds but they unable to differentiate it into words or meaning. It makes them difficult to understand the story very well.
  2. **Have to understand every word**
     In storytelling, however, most of the students try to understand every word said by the teacher in order they can *enjoy* the story very well, but the limitation of vocabulary become the main obstruction for them to understand it.
  3. **Need to hear things more than once.**
     Trouble with the sounds makes the students difficult to understand the story, for consequence, they ask teacher to repeat telling the story once again to complete the words they missed. And it can spend a lot of times.
  4. **Find difficult to keep up**
     Trouble with the sounds and the limitation of vocabulary make students difficult to understand the story. The unable to understand the story make them difficult to keep up the story. When teacher asks one of them to re-tell the story, he cannot do it.
  5. **Get bored**
     Unfamiliar story, indifferent style from teacher while telling the story and monotonous voice of teacher make the students do not enjoy listening to the story. These can make them lost desire to listen to the story and feel bored.
Therefore, to avoid these problems, there are several steps that teacher should do in teaching storytelling. These steps cover:

1) **Selection the story**
   a) Read the story

   Although learning stories directly from other storytellers is the traditional method, teacher must learn most stories from books. Wide reading gives authority to telling. Read all types of traditional stories and literary fairy tales, modern tales, romances, fantasies, juvenile fiction, nonfiction and biographies, etc. read different version of the same stories.

   b) Choose stories teachers' like.

   Teacher can only effectively tell the stories that she feels comfortable with and which have meaning for her. Choose stories that she can enjoy to tell. If the teacher enjoys telling the story, the students will usually enjoy listening.

   c) Choose stories appropriate for the students.

   Find stories they will like, and that match their age and language level. Only worthwhile story should be told. Folktales are especially good for telling because it has the simple structure and language.

   d) Choose stories with a simple structure.

   A simple structure of the language from the story can help students understand the story easily. Avoid stories with long explanations or descriptions, flashback, subplots, etc.

   e) Choose stories with positive values.

   Prefer to tell stories that implicitly excess joy, compassion, humor, and other positive aspects of human nature. On the other hand, do not tell the story with concern about violence, fear, anger, hatred, etc., in stories.
f) Study the stories background.

The background of the story must be authentic. Know something of the cultural, social and historical background of the story and the country of its origin.

g) Test the selection.

Final selection done through the trial, ultimately through the positive or negative reactions from the audience.

Preparation (prevents forgetting and flopping)

a) Learn the story.

The teacher must know the story well enough to be able to tell it. In order to tell the story well, teacher must have full knowledge of the events, situations, and content of the story. Read it from beginning to the end several times, master the structure of the story: the beginning, the body, and the climax.

b) Control the story’s length.

Choose story which have simple plot and easy to understand. Avoid the long story because it can spend a lot of times to tell.

c) Control the story’s vocabulary.

A rich vocabulary, with carefully chosen adjectives and adverbs, gives color and texture to tell. However, teacher needs to be comfortable with the use of language and not try too hard to get thing ‘right’ or the story will come out flat and nervous. Don’t worry if the students do not already know every word; guessing is part of language learning.

d) Refine the storytelling style.

Tell the story aloud to listen to the voice- instrument- which can exercise, train and even change. A pause and dropped voice are often more effective than shouting.

e) Relax before telling.

Warm up as the situation allows with breathing, stretching, and vocal exercise.
3) **Presentation**

a) Start on the right foot.

The beginning introduces the characters, sets the scene, establishes the mood, defines the conflict or predicament of the protagonist, and arouses pleasurable anticipation. It is the essential comprehension before beginning a tale, to make some background comments on new or difficult vocabulary or the cultural assumptions and setting of the story.

b) Be her best self.

Express enthusiasm, spontaneity, creativity, and enjoyment. Teacher must create a mood through physical appearance and mannerism. Do not rush or ramble. Do not be condescending or phony. Do not reveal nervousness or embarrassment.

c) Concentrate on the voice.

The students absolutely must hear everything loudly and clearly! Teacher has to try for a pleasant, intimate, smooth, low-pitched tone of voice.

d) Maintain eye contact.

Eye contact is of the utmost importance as it not only holds the student’s attention and involves the students in the story, but it checks understanding and gives instant feedback.

e) Help with hands and body.

The hands also create. Use only gestures that come naturally. Facial expression and movement are also vital aids. Some teachers use very limited movement; others almost mime a story.

f) Use props sparingly.

Teacher is strongly use of any objects like puppets or pictures to help her in storytelling and also can help students to understand the story easily.
4) Follow-up activities
   a) Ask comprehension questions carefully.
      After a tale, the teacher can give several questions to the students related to the story to make sure that they understand well enough the story.
   b) Do oral activity.
      After a tale, students can demonstrate comprehension by re-tell the story. Unlike other listening activities, stories are often repeated, but never in exactly the same words.

E. Advantages and Disadvantages using storytelling in teaching listening.

- The advantages of using storytelling in teaching listening.
  1. The students become more familiar with the culture of the race.
  2. The students can learn some of the values that are permanent in society.
  3. Develop appreciation of literature.
  4. Improve vocabulary of the students.
  5. Add to fund of information and gain vicarious experiences.
  6. Get a closer grip on things of the spirit.
  7. Develop students' imagination.
  8. Derive pleasure.
  9. Increase students' interest in listening.

- The disadvantages of using storytelling in teaching listening.
  1. The students have problem with the meaning of vocabulary.
  2. Too many characters can confusing the students.
  3. The long story can waste the time.
  4. The story contains lengthily descriptive passage which might cause the students to lose interest.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research above that the writer did in the school, she can draw the conclusion that using storytelling in teaching listening is an interesting method that should be applied in the school, especially, for the school that never used this method before, because storytelling can arouse the students’ motivation in learning English.

Storytelling can encourage the active imagination of the students; the students enjoy the illusion that the students are actually witnessing the character or events described in the story. They can also take some messages derived from the story.

Teaching by using storytelling, sometimes both teacher and students have some problems which can hinder the teaching-learning process. The problem is the language of the story itself; because most of the students do not understand the story very well caused by the limitation of vocabulary. To solve this problem, teacher usually uses some media to help the students understand the story. It can also get the students attention in order to students do not feel bored easily as long as teaching-learning process and they can enjoy the story very well.

B. Suggestion

Based on the research, the writer purposes some suggestions, there are:

1. Teacher should increase the students’ motivation and interest in learning English by using some media.

2. Teacher has to try to find new method in teaching listening and apply it in the school because in this research the writer only uses the storytelling.
3. In teaching listening through storytelling, teacher expected more creative in order students do not get bored as long as the teaching-learning process.
BIBLIOGRAPHY


Billet, Roy O, Ph.D, *Teaching in Junior and Senior High Schools* Boston: Littlefield Adams and co., 1963


RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Paramarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / II
Tema : Story
Pertemuan Ke : I
Waktu : 2 x 40 Menit

MENDENGARKAN

1. STANDAR KOMPETENSI
Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai, dengan lancar dan akurat dalam wacana interaksional dan / atau monolog pendek terutama yang berbentuk naratif, deskriptif, recount dan anekdot.

2. KOMPETENSI DASAR
Memahami wacana Interaksional dan interpersonal ringan, serta monolog lisan pendek yang berbentuk naratif, deskriptif, dan recount.

3. INDIKATOR
1. Siswa dapat memahami isi cerita
2. Siswa dapat mengambil kesimpulan dari cerita tersebut.

4. STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN.
1. Strategi : Two ways communication
2. Model : Face to face
3. Pendekatan : Communication
4. Metode : Group and individual.
5. **SKENARIO PEMBELAJARAN**

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kegiatan Awal Meliputi:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greeting, guru mengucapkan salam dan menyapa siswa dengan menanyakan kabar. Contoh : good morning students, how are you today ?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Check attendance list, guru mengabsen siswa satu persatu dan siswa menjawab dengan jawaban “present “.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Giving motivation, guru memberikan motivasi kepada siswa dengan menunjukan beberapa gambar kepada siswa yang berhubungan dengan topic.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kegiatan Inti Meliputi :</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru menceritakan sebuah cerita, dan meminta siswa mendengarkan cerita tersebut dengan seksama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Guru meminta siwa untuk menarik kesimpulan dari cerita tersebut kemudian memintanya untuk menceritakan kembali cerita tersebut dan siswa yang lain mendengarkan dengan seksama.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Kegiatan akhir meliputi :</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa diberi kesempatan oleh guru untuk mengungkapkan hambatan yang dialami selama proses belajar mengajar berlangsung.</td>
<td></td>
</tr>
</tbody>
</table>

6. **SUMBER PEMBELAJARAN**

Sumber bahan : Andrew wright, Storytelling with Children, New York: Oxford University press, 2002

Media : a. Realia ( boneka, mangkuk, bangku )
       d. Papan tulis
       e. Spidol
7. **ASPEK PENILAIAN**

1. **Prosedur**
   
   1) Penilaian proses / penilaian kemajuan belajar dilakukan selama kegiatan belajar mengajar berlangsung melalui tugas-tugas yang dikerjakan siswa.

2. **Alat Penilaian (Instrument Penilaian)**
   
   - Tugas-tugas.

---

**Ciputat, 16 April 2008**

Mengetahui
Guru Praktikan

( Dewi Yanti )
NIM: 103014027036

Kepala Sekolah
SMP Paramarta

( Drs. Kusman )
Goldilocks and the Three Bears

Once upon a time there were three bears: a big Father bear, a middle-sized Mother bear, and the little Baby bear. The bears lived in a house in the middle of a wood.

One morning they made porridge for breakfast. Father bear poured the hot porridge into three bowls: a small bowl for Baby bear, a middle-sized bowl for Mother Bear, and a big bowl for himself. But the porridge was too hot and the bears couldn’t eat it. So they went for a walk in the woods while the porridge was cooling.

Just then a little girl called Goldilocks went into the bears’ house. Goldilocks saw the three bowls of porridge. She tasted the porridge in the big bowl but that was too hot. She tasted the porridge in the middle-size bowl and that was too cold. But when Goldilocks tasted the porridge in the little bowl it was just right, and she ate it all up.

Then Goldilocks saw three comfortable chairs. She sat on the big chair but that was too high. She sat on the middle-sized chair but that was too low. She sat on the little chair that was just right but it broke into a hundred pieces!

Next Goldilocks walked into the bedroom. She saw three beds in a row. She lay down on the big bed, but that was too hard. She lay down on the middle-sized bed, but that was too soft. She lay down on the little bed, and it was just right. Goldilocks felt fast asleep.

When three bears came home to have breakfast, Father Bear said: “Someone has been eating my porridge!” Mother bear said: “Someone has been eating my Porridge!” And Baby bear said: “Someone has been eating my porridge and has eaten it all up!”

Then the three bears saw their chair. Father bear said: “Someone has been sitting in my chair!” Mother bear said: “Someone has been sitting in my chair!” And Baby bear said: “Someone has been sitting in my chair and it’s all broken!”

When the three bears went upstairs and saw their beds, Father Bear said:
sleeping in my bed!” And Baby bear said: “Someone has been sleeping in my bed, and she’s still there!”

The bears’ voices woke up Goldilocks. She surprised and jumped out of bed and ran down the stairs and out of the front door as fast as she could. And Goldilocks never went back to the three bears’ house again.
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<td>c. Giving motivation, guru memberikan motivasi kepada siswa dengan menunjukan beberapa gambar kepada siswa yang berhubungan dengan topic.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kegiatan Inti Meliputi:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru menceritakan sebuah cerita, dan meminta siswa mendengarkan cerita tersebut dengan seksama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Guru meminta siswa untuk membentuk beberapa kelompok yang terdiri dari 6-7 orang setiap kelompok, kemudian guru memberikan beberapa gambar yang berhubungan dengan cerita, kemudian gambar tersebut harus disusun oleh siswa dari awal hingga akhir.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Guru bersama-sama siswa membahas tugas tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Guru meminta siwa untuk menarik kesimpulan dari cerita tersebut kemudian memintanya untuk menceritakan kembali cerita tersebut dan siswa yang lain mendengarkan dengan seksama.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Kegiatan akhir meliputi:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Siswa diberi kesempatan oleh guru untuk mengungkapkan hambatan yang dialami selama proses belajar mengajar berlangsung.</td>
<td></td>
</tr>
</tbody>
</table>
6. SUMBER PEMBELAJARAN

Sumber bahan : Andrew Wright, Storytelling with Children, New York:

   Oxford University press, 2002

Media :

   a. Gambar
   b. Papan tulis
   c. Spidol

7. ASPEK PENILAIAN

1. Prosedur

   1) Penilaian proses / penilaian kemajuan belajar dilakukan selama kegiatan belajar mengajar berlangsung melalui tugas-tugas yang dikerjakan siswa.

2. Alat Penilaian ( Instrument Penilaian )

   • Tugas-tugas

Ciputat, 23 April 2008

Mengetahui

Guru Praktikan

Kepala Sekolah

SMP Paramarta

(Dewi Yanti)

NIM : 103014027036

(Drs. Kusman)
Little Red Riding Hood

Little Red Riding Hood’s mother says, ‘Little Red Riding Hood, come here. Take this basket to your grandmother. There are sandwiches and there is a cake in the basket. Be careful! There is a wolf in the forest and he is very dangerous.’

Little Red Riding Hood walks in the forest. There are many big trees and beautiful flowers in the forest and the birds are singing. Little Red Riding Hood likes flowers and she picks them. She doesn’t see the wolf hiding behind the tree.

The wolf meets Little Red Riding Hood. He says, ‘Hello’.

‘Hello’, says Little Red Riding Hood.
‘Where are you going?’ asks the wolf.
‘I’m going to my grandmother’s cottage.’
‘Oh! Where does she live?’
‘She lives in a cottage in the forest.’
‘That’s nice. Ok, Goodbye, see you later.’
‘Bye-Bye!’
‘Bye-Bye!’

The wolf runs to grandmother’s cottage. He knocks on the door.

‘Who’s that?’ Says Grandmother.
‘It’s me!’
‘Who’s me?’
‘Come in, dear!’

The wolf goes into the cottage and eats Grandmother’s. The wolf gets into bed. He waits for Little Red Riding Hood. He is hungry!

Little Red Riding Hood dances and sings in the forest. At last she comes to her grandmother’s cottage. She knocks on the door. ‘Who’s that?’ says the wolf.

‘It’s me!
‘Who’s me?’
‘Come in, dear!’
‘It’s Little Red Riding Hood,’ says Little Red Riding Hood.
‘Come in, dear!’
Little Red Riding Hood goes into the cottage. She looks at the wolf in bed.

'What big ears you've got, Grandmother!'

'I want to hear you, my dear,' says the wolf.

'What big eyes you've got, Grandmother!

'I want to see you, my dear.'

'What big teeth you've got, Grandmother!'

'I want to eat you, my dear!'

The wolf jumps out of bed and eats Little Red Riding Hood.

A man comes. He has an axe. He kills the wolf. Grandmother and Little Red Riding Hood jump out of the wolf.
Little Red Riding Hood comes to her Grandmother’s cottage.

She looks at the wolf in bed.

The wolf runs to the Grandmother’s cottage.

The wolf meets Little Red Riding Hood.

The wolf gets into bed.
Little Red Riding Hood

1. Little Red Riding Hood’s mother says, ‘Little Red Riding Hood, come here. Take this basket to your grandmother. There are sandwiches and there is a cake in the basket. Be careful! There is a wolf in the forest and he is very dangerous.’

2. Little Red Riding Hood walks in the forest. There are many big trees and beautiful flowers in the forest and the birds are singing. Little Red Riding Hood likes flowers and she picks them. She doesn’t see the wolf hiding behind the tree.

3. The wolf meets Little Red Riding Hood. He says, ‘Hello’.
   ‘Hello’, says Little Red Riding Hood.
   ‘Where are you going?’ asks the wolf.
   ‘I’m going to my grandmother’s cottage.’
   ‘Oh! Where does she live?’
   ‘She lives in a cottage in the forest.’
   ‘That’s nice. Ok, Goodbye, see you later.’
   ‘Bye-Bye!’
   ‘Bye-Bye!’

4. The wolf runs to grandmother’s cottage. He knocks on the door.
   ‘Who’s that?’ Says Grandmother.
   ‘It’s me!
   ‘Who’s me?’
   ‘Come in, dear!’

5. The wolf goes into the cottage and eats Grandmother’s. the wolf gets into bed. He waits for Little Red Riding Hood. He is hungry!

6. Little Red Riding Hood dances and sings in the forest. At last she comes to her grandmother’s cottage.
   She knocks on the door. ‘Who’s that?’ say the wolf.
   ‘It’s me!’
‘Come in, dear!’

‘It’s Little Red Riding Hood,’ says Little Red Riding Hood.

‘Come in, dear!’

Little Red Riding Hood goes into the cottage.

7. She looks at the wolf in bed. ‘What big ears you’ve got, Grandmother!.

‘I want to hear you, my dear,’ says the wolf.

‘What big eyes you’ve got, Grandmother!’

‘I want to see you, my dear.’

‘What big teeth you’ve got, Grandmother!’

‘I want to eat you, my dear!’

The wolf jumps out of bed and eats Little Red Riding Hood.

8. A man comes. He has an axe. He kills the wolf. Grandmother and Little Red Riding Hood jump out of the wolf.
RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Paramarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / II
Tema : Story
Pertemuan Ke : III
Waktu : 2 x 40 Menit

MENDENGARKAN

1. STANDAR KOMPETENSI
Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai, dengan lancar dan akurat dalam wacana interaksional dan / atau monolog pendek terutama yang berbentuk naratif, deskriptif, recount dan anekdot.

2. KOMPETENSI DASAR
Memahami wacana Interaksional dan interpersonal ringan, serta monolog lisan pendek yang berbentuk naratif, deskriptif, dan recount.

3. INDIKATOR
1. Siswa dapat memahami isi cerita
2. Siswa dapat menjawab pertanyaan-pertanyaan yang berhubungan dengan cerita tersebut.
3. Siswa dapat mengambil pesan yang disampaikan cerita tersebut.

4. STRATEGI, MODEL, PENDEKATAN DAN METODE PEMBELAJARAN.
1. Strategi : Two ways communication
2. Model : Face to face
4. **Metode**: Group and individual.

5. **SKENARIO PEMBELAJARAN**

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan Awal Meliputi:</th>
<th>Waktu</th>
</tr>
</thead>
</table>
| 1  | a. Greeting, guru mengucapkan salam dan menyapa siswa dengan menanyakan kabar. Contoh: good morning students, how are you today?  
    b. Check attendance list, guru mengabsen siswa satu persatu dan siswa menjawab dengan jawaban “present”.  
    c. Giving motivation, guru memberikan motivasi kepada siswa dengan memberikan beberapa clue mengenai cerita tersebut kemudian meminta siswa untuk menebak judul dari cerita tersebut. | 10 menit |
| 2  | a. Guru meminta siswa membentuk sebuah lingkaran, kemudian guru mulai menceritakan sebuah cerita dan siswa mendengarkan dengan seksama.  
    b. Setelah bercerita, guru meminta siswa membentuk beberapa kelompok, setiap kelompok berisi 4-5 orang dan menunjuk seorang pemimpin pada setiap kelompok.  
    c. Guru memberikan beberapa pertanyaan yang berhubungan dengan cerita dan meminta siswa untuk menjawab pertanyaan-pertanyaan tersebut.  
    d. Guru bersama-sama siswa membahas tugas tersebut. | 60 menit |
| 3  | Kegiatan akhir meliputi:  
    Siswa diberi kesempatan oleh guru untuk mengungkapkan hambatan yang dialami selama proses belajar mengajar berlangsung. | 10 menit |
6. SUMBER PEMBELAJARAN

Sumber bahan : Nina Bates, Real Time, An Interactive English Course for
Junior High School Students Year VII Jakarta : PT Phibetha Aneka Gama, 2005

Media : a. Gambar
f. Papan tulis
g. Spidol

7. ASPEK PENILAIAN

1. Prosedur
   1) Penilaian proses / penilaian kemajuan belajar dilakukan selama
      kegiatan belajar mengajar berlangsung melalui tugas-tugas yang
      dikerjakan siswa.

   2. Alat Penilaian (Instrument Penilaian)
      - Tugas-tugas.

   Instrument soal terlampir

Ciputat, 30 April 2008

Mengetahui
Guru Praktikan

( Dewi Yanti )
NIM : 103014027036

Kepala Sekolah
SMP Paramarta

( Drs. Kusman )
Loro Jonggrang

One upon time, there was a king named Bondowoso. He was famous for his powerful weapon called Bandung. Therefore Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with beautiful princess, Loro Jonggrang. He wanted to marry her. Loro Jonggrang was afraid to refuse his proposal because bandung Bondowoso would destroy her kingdom if she refused.

To make thing difficult for bandung Bondowoso to marry her, Loro Jonggrang gave some requirements. She asked him to build her one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without a doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso built one thousand temples. It was amazing how fast Bandung Bondowoso and his allies built the temples.

At four o’clock in the morning, Bandung Bondowoso had only five more temples to build. Loro Jonggrang panicked because she knew he would complete the task.

Suddenly, loro Jonggrang had an idea. She called all the women in the kingdom and asked them to pond rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Loro Jonggrang had done to him. He cursed Loro Jonggrang and turned her into a statue.

If you visit Prambanan temple in Yogyakarta, you will see a statue of a beautiful woman inside one of the temples. That is Loro Jonggrang.
Questions

• Answer these questions related to the story!
1. Who were the main characters in the story? What do we know about them?
2. Did Loro Jonggrang accept the proposal from Bandung Bondowoso? Why?
3. What did the requirements given by Loro Jonggrang?
4. Who was helped Bandung Bondowoso to build the temples?
5. What did Loro Jonggrang do to stop the work?
6. What did Bandung Bondowoso do to Loro Jonggrang after he knew what she had done?
7. Where is Prambanan Temple located?
8. What we can be learnt from the story?
1. Bandung Bondowoso and Loro Jonggrang
   Bandung Bondowoso was a strong man, he had a powerful weapon called Bandung, he also was very mean.
   Loro Jonggrang was a beautiful and smart princess.
2. Yes, she did, because she was afraid Bandung Bondowoso would destroy her kingdom if she refused.
3. Bandung Bondowoso should build one thousand temples within one night.
4. Genies and spirits helped Bandung Bondowoso to build the temples.
5. She called the women in the kingdom and asked them to pound rice and asked the men to burn a lot of wood at the east of the kingdom.
6. He cursed Loro Jonggrang and turned her into a statue.
7. It is located at Jogyakarta.
8. Do not break an appointment.
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nomor 95, Ciputat 15412, Indonesia

Telp. : (62-21) 7443328, 7401925, Fax. (62-21) 7443328
Email : uinjkt@cabi.net.id

Nomor Lamp. Hal.

: Un.01/FI/TL022/2/2007
: Abstraksi/Outline
: BIMBINGAN SKRIPSI

Jakarta, 11 Februari 2008

Kepada Yth.
Drs. Nasrun Mahmud, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Dewi Yanti
NIM : 103014027036
Jurusan : Pendidikan Bahasa Inggris
Semester : X
Judul Skripsi : Teaching Listening Through Story Telling


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Dekan
Sya Jurusan Bahasa Inggris.

[Nasrun Mahmud, M.Pd
NIP. 150 041 070]

Tembusan:
1. Dekan FITK
2. Mahasiswa Ybs
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nomor : Un.01/1/TL022/ /f / X /2007
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 4 Oktober 2007

Kepada Yth: Kepala SMP Paramarta
Di: JL. Raya Jombang Gg. Taqwa No. 70 Ciputat Jombang

Assalamu’alaikum wr. wb.

Dengan hormat kami sampaikan bahwa,

Nama : Dewi Yanti
NIM : 103014027036
Jurusan : Pendidikan Bahasa Inggris
Semester : X
Judul Skripsi : Teaching Listening Through Storytelling

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian di instansi/sekolah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Tata Usaha

Atas Darwis
NIP. 1939236356

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
Kepada Yth:
Kepala SMP Pal
Di
Jl. Raya Jombor Taqwa No. 70 Ciputat Jombang

Assalamu 'alai w. wb.

Dengan hormat, saya sampaikan bahwa,

Nama : Dewi Yanti
NIM : 103014027036
Jurusan : Pendidikan Bahasa Inggris
Semester : X
Judul Skripsi : Teaching Listening Through Storytelling

adalah mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyelesaikan skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah yang Saya pimpin.

Untuk itu, saya meminta bantuan Saudara terhadap mahasiswa tersebut dalam melaksanakan penelitian dimaksud.

Atas perjanjian dan bantuan Saudara, kami ucapkan terima kasih.

Wassala’alaikum w. wb.

Tambahan:
1. Dekan FITK
2. Pembantu Deputi Bidang Akademik
3. Mahasiswa yang bersangkutan.
SURAT KETERANGAN
Nomor : 553/ S. Ket/ IV/ 2008

Drs. Kusman
Grobogan, 30 Juni 1967
S 1 Sejarah
Kepala Sekolah
Jl. Raya Jombang Gg Taqwa No 70

Dewi Yanti
103014027036
Pendidikan Bahasa Inggris
X
Ilmu Tarbiyah dan Keguruan
Teaching Listening Through Story Telling
(A Case Study at First Year of SMP Paramartha, Jombang Ciputat)

...peran benar sebagai mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang telah
...adakan penelitian di SMP Paramarta Jombang Ciputat Tangerang yaitu pada tanggal 8 April
...Mei 2008

...keterangan kami agar dapat dipergunakan bagaimana mestinya.

Kepala SMP Paramartha

16 April 2008