

# **STORY - TELLING AS A TECHNIQUE OF TEACHING SPEAKING TO SMA STUDENTS**

## **A THESIS**

In Partial Fulfilment of the Requirements  
for the Sarjana Pendidikan Degree in  
English Language Teaching



By

**LILY BINUI**  
IG. 1213086037

No. / Th.	147 / 94
Tgl. Peng.	16 - 4 - 93
No. / Th.	FK-ig Bin S-1
Kor.	101213086037

**Universitas Katolik Widya Mandala Surabaya**  
**Fakultas Keguruan dan Ilmu Pendidikan**  
**Jurusan Pendidikan Bahasa dan Seni**  
**Program Study Pendidikan Bahasa Inggris**  
**December, 1992**

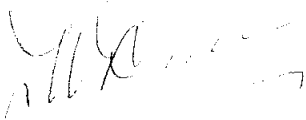
APPROVAL SHEET

( 1 )

This thesis entitled STORY-TELLING AS A TECHNIQUE OF  
TEACHING SPEAKING TO SMA STUDENTS .....

.....  
.....

prepared and submitted by LILY BINUI has been approved and  
accepted as partial fulfillment of the requirements for  
the Sarjana Pendidikan degree in English Language Teaching  
by the following advisors:



DR. Wagiman, MA  
-----  
First Advisor

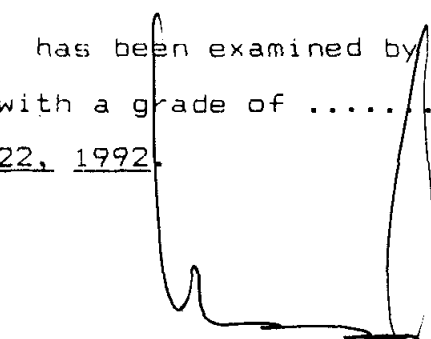


Drs. Ignatius Harjanto, M.Pd.  
-----  
Second Advisor

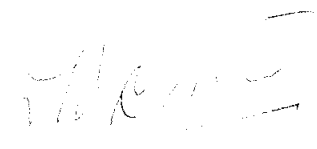
APPROVAL SHEET

( 2 )


This thesis has been examined by the committee on Oral Examination with a grade of ..... B .....  
on December 22, 1992.



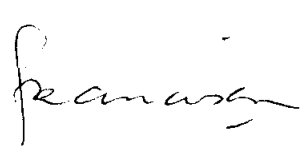
\_\_\_\_\_  
Drs. M.P. Soetrisno, MA  
\_\_\_\_\_  
Chairman




\_\_\_\_\_  
DR. Wagiman, MA  
\_\_\_\_\_  
Member



\_\_\_\_\_  
Drs. Ignatius Harjanto, M.Pd.  
\_\_\_\_\_  
Member




\_\_\_\_\_  
Dra. Maria Francisca, M.Pd.  
\_\_\_\_\_  
Member




\_\_\_\_\_  
Drs. V. Luluk Prijambodo  
\_\_\_\_\_  
Member

Approved by



\_\_\_\_\_  
Drs. A. Gurito  
\_\_\_\_\_  
Dean of The Teacher  
Training College



\_\_\_\_\_  
Drs. S. Laga Tukan  
\_\_\_\_\_  
Head of English  
Department

## ACKNOWLEDGEMENTS

First of all, the writer would like to thank the Almighty God for His blessing and grace that have enabled her to accomplish this thesis.

On this occasion, she also wishes to extend her sincere appreciation and deepest gratitude to all of her lecturers, especially DR. Wagiman, MA, her first advisor, and Drs. Ignatius Harjanto, M.Pd., her second advisor, for their patient guidance and assistance, valuable suggestions and corrections in finishing this thesis.

Her special thanks go to all persons, especially her family and friends who have encouraged her by giving their support which enables her to accomplish her thesis.

Finally, the writer is very relieved that this thesis comes to the end.



the writer

## TABLE OF CONTENTS

	page
APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
ABSTRACT	vii
 CHAPTER I : INTRODUCTION	 1
1.1 The Background of the Study	1
1.2 The Statement of the Problem	5
1.3 The Objective of the Study	5
1.4 The Significance of the Study	5
1.5 The Definition of Key Terms	6
1.6 The Scope and Limitation	7
1.7 The Methodology of the Study	7
1.8 The Organization of the Thesis	8
 CHAPTER II : THE NATURE OF SPEAKING AND TEACHING	
SPEAKING	9
2.1 Communication	11
2.2 Communicative Competence	14
2.3 Speaking Activity	19
2.4 The Teaching of Speaking	20

2.4.1	Some Important Aspects ✓	
	Needed in Teaching Speaking	21
2.4.1.1	Target Language	22
2.4.1.2	Body Language	22
	2.4.1.2.1 Mannerism	22
	2.4.4.2.2 Facial	
	Expression	23
	2.4.1.2.3 Posture and	
	Carriage	23
2.4.1.3	Intonation	23
2.4.1.4	Voice	24
2.4.1.5	Pronunciation	25
2.4.1.6	Materials	25
2.4.2	The Basic Concept of Teaching	
	Speaking ✓	27
2.4.3	The Communicative Approach	
	in Teaching Speaking	28
2.4.4	Some Important Considerations	
	in Teaching Speaking	34
2.5	The Problems Encountered in Learning	
	Speaking	36

CHAPTER III : THE NATURE OF STORY-TELLING	39
3.1 Story-Telling	39
3.2 The Advantages of Story-Telling	41
3.3 Choosing A Story	43
3.4 Some Important Considerations in Presenting Story-Telling Activity	45
3.4.1 Materials	45
3.4.2 Presentation	46
3.4.2.1 The Teacher's Activities	47
3.4.2.2 The Students', Activities	47
CHAPTER IV : THE PROCEDURES OF "STORY-TELLING" ACTIVITY	49
4.1 The Preparation	49
4.2 The Presentation	49
4.2.1 The Steps	50
4.2.2 The Materials	51
CHAPTER V : CONCLUSION	54
5.1 Summary	54
5.2 Suggestion	56
BIBLIOGRAPHY	58
APPENDICES	60

## ABSTRACT

Most of the SMA graduates in Indonesia cannot speak English fairly well, although they have learned it since they were at SMP. It happens because the teaching of speaking does not get the same attention as that of teaching of grammar and reading. The teaching of speaking gets less time than the teaching of grammar and reading since the objective of teaching English to SMA students stresses more on reading than on speaking.

Furthermore, if the teachers teach speaking, they only give dialogues as the materials to the students and ask them to perform the dialogues through memorization. Everything the students say is all concerned with the written dialogues. The students, here, focus their minds on memorization, not on how to express their thoughts. In memorization, they are afraid of making mistakes that can ruin the whole memory. This can cause the students to be reluctant to participate in a speaking class. As a result, the speaking skill is insufficiently mastered by most of the students.

Due to the above reason, the teachers are supposed to choose the appropriate materials that provide opportunities for the students to express their thoughts well. So that, the students can really learn their lessons.

One of the techniques which is suitable for teaching speaking is telling stories because this technique enables the students to express their feelings, ideas, thoughts, etc. There are many stories to tell and the teachers are supposed to choose the easiest ones which the students know well. If the students know a story well, it will facilitate them to tell the story. The stories which fulfill such requirements are personal stories. They can easily tell about their everyday's life, families, friends, schools, pets, hobbies, and so on. In this study, the writer takes the stories which could be conducted to the first year of SMA students. Finally, the writer hopes that this technique may be used by the English teachers in order to develop their students' speaking skill and to achieve one of the objectives of learning English, that is, to be able to speak in English.