

# Story Telling



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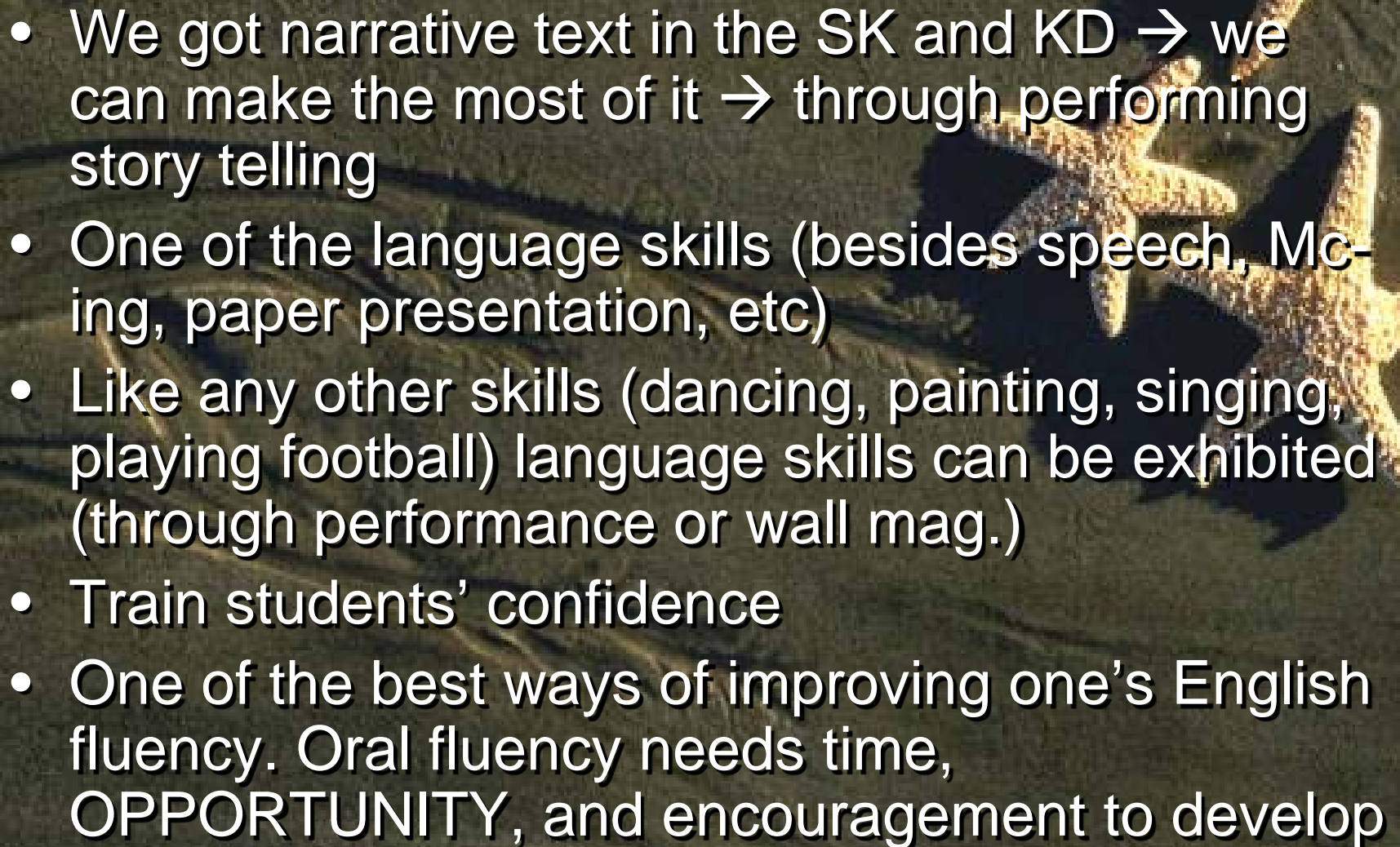
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**Pelatihan Guru-guru  
Bahasa Inggris SMP dan SMA  
se Kabupaten Sleman**

**PBI, FBS-UNY  
December 16, 2009**

# WHY?



- 
- We got narrative text in the SK and KD → we can make the most of it → through performing story telling
  - One of the language skills (besides speech, Mc-ing, paper presentation, etc)
  - Like any other skills (dancing, painting, singing, playing football) language skills can be exhibited (through performance or wall mag.)
  - Train students' confidence
  - One of the best ways of improving one's English fluency. Oral fluency needs time, OPPORTUNITY, and encouragement to develop

# HOW?



A photograph of two children walking on a beach at sunset. The children are silhouetted against the bright, low sun, which creates a strong lens flare. They are walking away from the camera towards the ocean. The child on the left is slightly taller and is holding the hand of the child on the right. The waves are visible in the background, and the sand is wet, reflecting the light.

**Is it Telling  
or  
Reading Aloud a  
Story?**

# Reading aloud

## Good points:

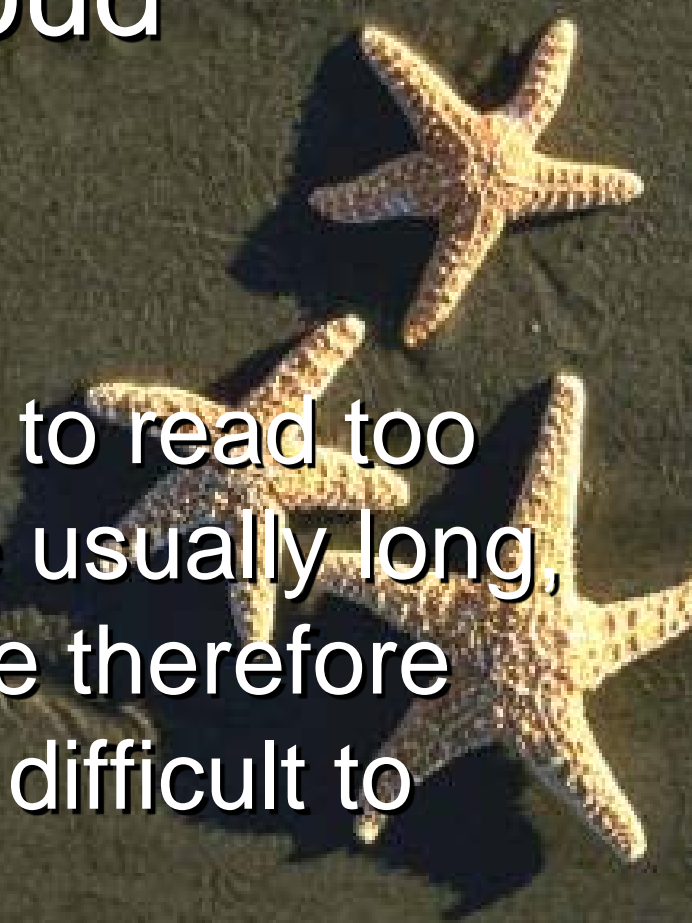
- You don't have to learn the story
- You don't have to worry about making mistakes in English
- If you read a story, students will hear exactly the same text and this will help them to predict what is to come
- It demonstrates that books are sources of interesting ideas, hence encourage reading
- Pictures in the books help students' understanding



# Reading aloud

Not so good points:

- You must be careful not to read too quickly, written texts are usually long, complicated, unrepitative therefore listening to them is a bit difficult to understand
- It is too easy to bury yourself in the book, and not paying attention to the listener



# Telling Story

## Telling a story

### Good points:

- Listeners feel like they are given something personal → the story is yours, not coming out of the book.
- It is easier to understand a story being told than one which is read aloud:
  - it is natural to repeat oneself when speaking;
  - you can see the listeners' faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns more readily;
  - You can make use of your body more effectively to heighten meaning;
  - You can use the language you know the students know





# Telling Story

Not so good points:

- You must learn the story well enough to tell it without the book
- You **MIGHT** make some mistakes in your English.



# Remembering a story

- Read the story or listen to it several times, then try to retell it on to a tape or to a friend
- Explicitly select the key points, write them down
- See the story as a film in your imagination and let the story be guided by that inner vision.
- Remember the personalities of the characters and this will remind you of the story

# Making the most of you

The background of the slide is a photograph of three starfish on a sandy beach. The starfish are light-colored with darker spots and are arranged in a loose cluster on the right side of the frame. The sand is dark and textured.

## Manner:

- Tell the story in your own way, and that way should be a part of you
- Give yourself totally to your story and to your listeners

## Voice:

- Use the variety of pitch, volume, rhythm, softness/harshness, pace, and pause depend on the story. e.g.:
  - *Sssshh....be quite and listen.*
  - *Then he heard something. ROWR! There was a tiger!*
  - *In a dark dark town There is a dark dark road*



# Making the most of you



## Voice:

- Speak loudly and clearly enough.
- Adapt different voice for the narrator and the characters, e.g.:
  - *What does a cat say? It says, Miaow! Miaow!*
  - *What does a frog say? It says, Croak! Croak!*  
(*Mr. Page's Pet Shop*)
  - *Father bear said, 'Someone has been eating my porridge!'*
  - *Mother bear said, someone has been eating my porridge!*
  - *And baby bear said, Someone's been eating my porridge and has eaten it all up!*  
(*Goldilocks*)
- Don't forget to put the stresses in the English words!

# Making the most of you

## The language:

- Be sure of the pronunciation of some key words
- Speak slowly and enjoy the sounds of the words you produce

## Body and Face:

- Vary the body movement; you can move quickly or slowly, jerkily or smoothly, with grand gesture, or with minor movement of the eyebrows.

# Making the most of you

- Act out the action as stated in the stories. e.g.:
  - *Little red riding hood picks up the flowers on her way to grandma's.*
  - *Cinderella's step sister tries the glass slippers.*
  - *Puss in boot takes off his hat, kneels down and says...*
  - *He listened....*
  - *Mouse dear jumped onto the crocodile's back. "One." He jumped onto the next crocodile, "two". Onto the next crocodile he jumped and said, "three". Mouse dear kept jumping until he jumped off on the other side of the river.*

# Practice

- [The Little Indian Boy.doc](#)

