



REPUBLIK INDONESIA
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

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Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

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Jenis Ciptaan : Karya Ilmiah
Judul Ciptaan : **Storytelling Techniques For Teaching Speaking In EFL Setting**
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Storytelling Techniques for Teaching Speaking in EFL Setting

Design by
Iskandar

The following are storytelling techniques that can be used in teaching speaking in English as a Foreign Language (EFL) classroom setting.

1. *Content-supplied story*

This technique is named 'content-supplied story' since the content of the story the students will tell is provided by teachers. Teachers provide the story by writing their own story, or modifying existing stories to suit to students' level. The students' part is telling one or two sentences of the story until the story is told completely. The preparation should take two or three days. Provide stories for students to read and learn at home. Use either short stories, fable, or folktale as resources. Explain that they are about to retell the stories in the next meeting that will take approximately 15 minutes.

The telling procedure is as in the following:

Let the students have a final reading of the story (approximately 5 minutes)

Call out a student to begin the story. If possible, ask who will be the pioneer

Have other students paying attention to ensure they know exactly in what part the one who has the turn ends his/her story.

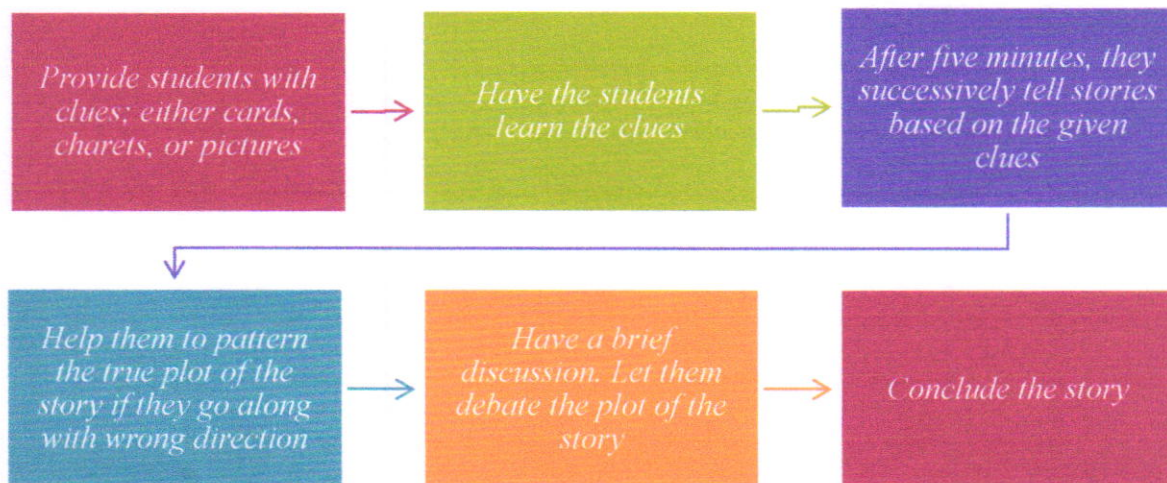
Have other students, one by one, continue the story until finished. If anyone get stuck, let him/her finish his/her turn.

When the story is finished (approximately 10 minutes), have a five-minute discussion as reinforcement.

2. *Clued Story*

This technique is enacted by providing clues to students to tell a story. The clues can be some words, phrases, pictures, or charts. In other words, we have to set the scene of the story. Teachers may include the characters involved in the story. If possible, have students prepare cards with various characters, setting, and plot. The cards are put in boxes labelled with 'character', 'setting', and 'plot'. After that, students choose a card from each box and make up a story by incorporating various ideas. Preparation time is five minutes. Clues can be made in the form of story map, cue cards, or pictorial outline.

Details of the teaching procedure is as shown in the following:

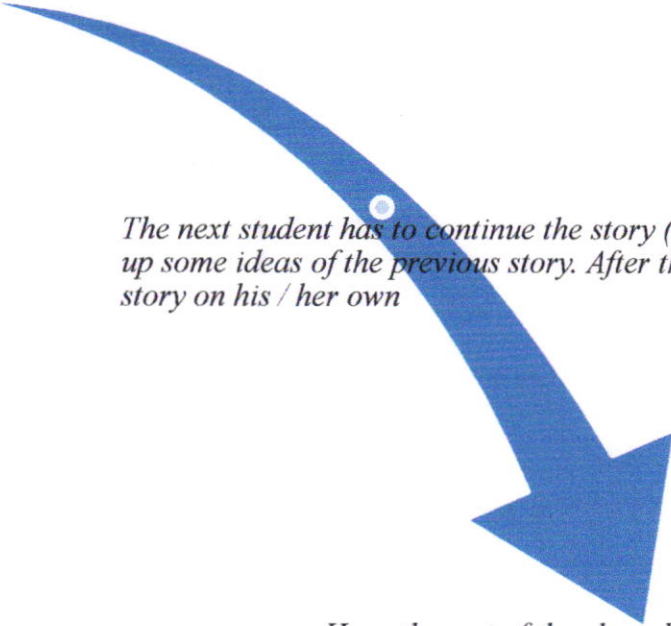


3. *Endless Story*

This technique allows students to tell stories to whatever direction they prefer. The procedure is simple. First, point out a student to begin his/her story. After that, he or she may point out another student to continue the story. It is mandatory that this student begin his/her story by continuing the story told by the first student. After certain extent, he/she may direct the story on his/her own. This procedure is going on until all students (if possible) get their turn. No preparation time is necessary for this technique.

Details of the teaching procedure is as shown in the following:

Have a student to tell his/her own story



The next student has to continue the story (This is in terms of picking up some ideas of the previous story. After that he/she may lead the story on his / her own

Have the rest of the class do the same procedure

4. Collaborative story

This technique requires students to work together in a group or in pair to produce their own story. Allow them to prepare their story in two or three days. Then they successively present it in front of the class. Each student within a group, for example, has his/her own part to tell to the class, or they may have one of them to present the story.

Details of the procedure are as follows:

