



UNIVERSITI TEKNOLOGI MARA

**STORYTELLING IN TEACHING LISTENING
COMPREHENSION
IN YEAR 4**

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**This graduate study is hereby submitted in partial fulfilment of the
requirements for the degree of Teaching of English as a Second Language
(TESL) (Hons.)**

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October 2005

Abstract

Comprehension is a process whereby a listener takes in raw speech and holds it in the short-term memory. The listener will then identify the context and its syntax functions. Before the message can be stored in the long-term memory, it has to be converted into meaningful comprehensible messages. Unable to master listening comprehension one will not be able to comprehend messages and obstruct communication.

Listening comprehension is an important language skill and should be in many interactive means. Language teachers should be able to manipulate adapts and adopts several measures so that listening skills can be further developed. Story-telling offers an alternative means to achieve these objectives. It creates a lively, creative and effective comprehensible input thus promotes effective language teaching and learning. In the long run story-telling methods inculcate reading habits; promote educational, moral and social values and the love for literature.

Story-telling offers second language learners the opportunity to develop communicative competence, language awareness and the ability to use language skills with accuracy and appropriateness.

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CHAPTER 1

BACKGROUND OF THE STUDY

1.0 INTRODUCTION

Story telling is one of the oldest folk art. Historically all literature develop from story telling. Today story telling is generally considered one of the most effective ways to introduce children to literature. Story telling and oral language activities expand children's language skills significantly. The experiences with story telling help many youngsters learn to love literature and may lead to a lifetime habit of reading.

The Ministry of Education now realised that the importance of literature at creating awareness that literature is an important vehicle for students to know the culture and heritage of the country. Children love stories, to hear, to be involved, to know more, to inquire and in the long run reading habit can be inculcated.

At the initial stage, storytelling plays an important agent in building up student to listen, not just mere hearing, later acquire and ease the learning of the target language. It is also an effective media to materialise moral, social and other educational values. When used in primary school setting, storytelling strategies have added advantage over other methods of teaching. It creates the awareness of moral values and other aspects of mankind. It contributes feeling and emotions that escape the devices of written language.

Chapter 2

LITERATURE REVIEW

2.0 INTRODUCTION

Listening to stories plays an important and essential part in the life of many children all over the world. Words with literary skills and beauty are used by the authors to promote educational values. Stories are also one of the greatest means to promote language skills.

Stories having literature values provide experience and discovery. The language lessons should be flexible enough to meet the needs and abilities of all children and stimulating enough to promote their growth in literary taste and appreciation. Such aim can be accomplished by having storytelling method in short stories, poem, songs, dramatisation and plays. Comprehension comes alive with the use of story telling method. Stories selected are told to children with great care and interest can further develop the child's social and moral development. The storyteller's task is to set a conducive atmosphere before a story is told.

Many children and also adults' do not listen and appreciate literature is that they never learn how. Listening is increasing in importance as one of the major awareness of language learning. It takes practice to really hear. We may not hear too many of the important sounds around us because we have not learned to listen to them.