

I. INTRODUCTION

1.1 Background of the Problem

Speaking is one of the difficult skills required by the students when learning a language. Speaking is categorized as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998: 13). However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, the students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to School Based Curriculum (KTSP) and the objectives of Indonesian High School Curriculum in teaching English are to make students able to communicate in English orally and written form. Teaching English involves four skills: listening, speaking, reading, and writing. Of the four language skills, speaking is the most important skill, because it is one of the abilities to carry out conversation in the language. Speaking is an interactive process of constructing meaning that involves producing, reserving and processing information. Many of English teachers try to gain that as the main goal of learning English. Besides, the students are expected to use the target language well in a daily conversation. SMA School Based Curriculum (KTSP 2006) has been conducted in most of schools.

Based on KTSP 2006, the objective of teaching speaking for SMA is that the students must be able to mention the meaning of monologue in daily living context and to access of the science, accurately and fluently in the form of *report*, *narrative*, and *analytical exposition*.

Speaking skill is one of the difficult subjects that the writer faced during her teaching experience at SMAN 10 Bandar Lampung. She found that students still have difficulties in expressing their ideas and communicating in spoken English. It can be seen in their daily performances at school. There were some problems that can be caused; first students could not express their ideas well because they did not know how to say it in their own words. Second, students had difficulties in understanding tenses and miss-pronounced some vocabularies. The second problem happened because they were still confused about the use of tenses to tell about their daily activity.

The causes of the problems were seen in the pre-observation period. It could be seen that the students did not get used to speak English in their daily English class performance. The teacher also did not remind the students not to use their native language. The teacher also explained the material in native language, then it caused the students did not get used to speak English. As the result, the students still found difficulties in delivering their own ideas during the process of teaching and learning. The teacher did not let the students use the target language as the vehicle of classroom communication. Besides those problems, the teacher did not give any time to their students to participate in the classroom interaction. As the result, the students did not pay attention fully to the lesson explained. Therefore there are many techniques appropriate to teach English skills for solving those

problems. They all depend on the teacher's choice of what technique would be suitable with the lesson the teacher is going to teach, although, each technique has each strength and weakness.

Based on the data found during teaching and learning process (see appendix 1, p.102), it was found that 26 out of 38 students failed in speaking test. It means that only 31.58 % students who were able to pass and the rest 68.42 % of the students failed to pass the Minimum Standard Score (KKM), which was 74. The indicator of the successful process of teaching and learning is also not achieved. The process is regarded successful if 75% of the students passed the test. But in this research, there were only 31.58 % who passed the test. The students mostly failed because they still have obvious weaknesses, which are mostly not well motivated and less vocabulary. As the result, they were unenthusiastic, for example, when the teacher begins a lesson and ask them about kinds of job; only a few students are able to answer it fluently.

Unfortunately, the aim of using English well has not been satisfactory yet. In accordance with the English teacher of SMAN 10 Bandar Lampung, the performance of the second year of that school in speaking is far away from the expectation of the curriculum. The students' final test result shows that the average result is still far from the target aimed as the Minimum Standard Score (KKM – 74) and the average score of final test result was just 65.87. Obviously, it can be seen that the English score is very low; generally almost all the scores of the English skills are still far from the target.

The fact above is also supported by the result of the teaching learning process done by the researcher when she observed on class XI IPS 4. At that time, the teacher asked the students to tell a narrative story in front of the class. At first, the teacher assumed that the students must be able to do that because the students had practiced speaking when they were at their first year, such as presenting an issue, describing something, and telling a narrative story. Unfortunately, there were only 31.58 % students (12 of 38 students) who could speak fluently in front of the class.

The main problem faced by learner is to comprehend the simple expression and producing sentences. From the process of teaching and learning done by the researcher, she assumed that, one of the causes of that problem is the inappropriateness of teaching method used by the teacher in teaching speaking. Teacher's tendency to stress on teaching form of language rather than on the use of language caused most students lack of practice in using the language. She ignored teaching the students how to comprehend and produce the language, whereas, if the teacher wants the students to learn to speak English, each of them has many opportunities to speak during the lessons (Paul, 2003: 71). For that reason, the students are not good at producing the sentences for oral communication and the result is the low ability of students in speaking.

Besides that, because of the inappropriateness of teaching method used by the teacher, 20 of 38 students were not involved in the teaching learning process actively. When the teacher was explaining the lesson, they did not concentrate on the lesson. Those who kept concentrating were only the students who sat near the teacher, meanwhile, the rest were busy with their activities which were not

relevant to the learning material. In addition, when the teacher asked the students for example, asking them to tell the sentences in certain tenses, the students who answered it only the clever ones. Others only kept silent and became good viewers without participating at all. They could not deliver and share ideas to the class well because they were afraid of making mistakes.

By seeing that fact, the researcher thought that the teacher must provide an activity that makes all students involved in the teaching and learning process, especially the activity that can stimulate the students to speak English. Teacher should also encourage the students; therefore the students' participation would rise as well.

In order to solve the problem happened to the second year of SMAN 10 Bandar Lampung which is caused by the inappropriateness of teaching method used by the teacher, the researcher will conduct a classroom action research (CAR) in which the Communicative Language Teaching (CLT) method will be implemented to improve the students' speaking ability. A classroom action research that will be done is a way for the instructor in this case the English teacher to discover what works best in her own classroom situation, thus allowing informed decisions about teaching (Mettetal, 2003).

CLT is regarded more as an approach since the aims of CLT are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986:66). A strong point of the CLT is that it focuses on the student's ability to

transmit ones ideas in the target language. There are some classroom activities that are used in CLT: Role play, interview, information gap, games, language exchange, surveys, dialogue, and storytelling.

In this research, chained-pictures storytelling is going to be used to show the real life situation and also to see the students' use of tenses when they are speaking. By doing chained-pictures storytelling in the CLT classroom activities, communicative interaction and cooperative relationship are encouraged in fun way. Such occasions give students an opportunity to work on negotiating meaning or trying to make them understood. They thus learn to communicate by communicating (Larsen-Freeman; 1990: 41).

There has been a related technique conducted by previous researcher Rida Afrilyasanti (2009). She found that implementing digital storytelling can make the students able to produce communicative and understandable story that is shown by early planned point of view purpose, coherence plot, communicative images, correct structure of sentences, and correct dictions, eloquent fluency, clear conversational style, and understandable pronunciation. The techniques used also have to be able to make students produce good stories that can communicate what students actually mean to the audiences well.

From the idea above, the writer would like to propose Communicative Language Teaching as one of the techniques/methods in teaching speaking at the second year of Senior High School. The writer, therefore, proposes the title of this research as follows:

“Improving Students’ Speaking Ability through Communicative Language Teaching at XI IPS 4 of SMAN 10 Bandar Lampung.”

1.2 Research Questions

Based on the background previously presented, the research question of this research is formulated as follows:

1. How can Communicative Language Teaching improve the students' speaking ability at XI IPS 4 of SMAN 10 Bandar Lampung?
2. How can Communicative Language Teaching improve the students' participation at XI IPS 4 of SMAN 10 Bandar Lampung?

1.3 Objectives of the Research

The objectives of the research are:

1. To find out how Communicative Language Teaching can improve the students' speaking ability at XI IPS 4 of SMAN 10 Bandar Lampung.
2. To find out how Communicative Language Teaching can improve the students' participation at XI IPS 4 of SMAN 10 Bandar Lampung.

1.4 Uses of the Research

This research will be hopefully useful both practically and theoretically:

1. Practically, this research will be useful for English teachers to implement this method to improve their students' speaking ability.
2. Theoretically, this research will be useful for supporting the theory about the implementation of Communicative Language Teaching used to improve students' speaking ability.

1.5 Scope of the Research

This classroom action research focused on the improvement of students' speaking ability through Communicative Language Teaching. It focused both on the

improvement in learning product and learning process. The material employed in the research was functional text of narrative in form of chained-pictures story; this was one of the texts taught in first semester of the second year of senior high school according to School Based Curriculum. Then, the aspects of speaking used in the research were: pronunciation, fluency and comprehension. The researcher then used the three components of speaking integratedly. The test was done by asking the students to speak in front of the class based on the selected topic or material in their own words. The test was conducted orally and the students' voice was recorded. Both researcher and collaborator took the score of the students' performances.

1.6 Definition of Key Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

1. Speaking Ability is defined as the ability to express oneself in a life situation or ability to converse a sequence of ideas fluently. (Lado, 1976: 240).
2. Communicative Language Teaching is that the grammar and vocabulary the students learn from the function, situational context, and the roles of the interlocutors (Larsen-Freeman, 1986: 130).