ABSTRACT

THE IMPLEMENTATION OF STORYTELLING IN TEACHING SPEAKING AT THE SECOND YEAR OF SMAN 3 BANDAR LAMPUNG

By
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In the pre-observation at SMAN 3 Bandar Lampung in class XI IPA 1, the writer found that the students had difficulties in comprehending simple expressions and producing sentences. The teacher did not emphasized in teaching the students how to comprehend and to produce the language. For that reason, the students were not good at producing the sentences for oral communication and the result was they had low ability in speaking. Storytelling was considered as an interesting and motivating technique, it might encourage the students to talk and become more confident to express creatively.

This Classroom Action Research was conducted to find out how the implementation of storytelling could improve the students' speaking ability and teacher's performance in speaking class. The research was conducted at SMAN 3 Bandar Lampung. The population of this research was the students of class XI IPA 1 at that school. The research lasted from October 28th until November 12th 2010. In this classroom action research, the researcher acted as the observer, and the teacher of SMAN 3 Bandar Lampung taught his own students. There were 2 cycles done in this research. Each cycle was comprised of planning, action, observation and interpretation, analysis and reflection. The instruments used in collecting the data were the speaking test and observation sheets.

The result of the research indicated that storytelling was applicable in teaching speaking class. The indicator of the research are concerned on the learning product and learning process. The indicator of the learning product is at least 70% of students' scores can reach 65 or more for the speaking test while the learning process. for the students' involvement is 80% of the students were actively involved in 80% of the activities during the teaching learning process. And for the teacher's performance. the indicator is the teacher gets score 70. For the learning product, there were 16 students (50%) who got score 65 or more in cycle

1, while in cycle 2 there were 26 students (81.25%) who got score 65 or more. The average of students' score in cycle 1 was 63 and in cycle 2 was 67.8. For the learning process, in teacher performance, in cycle 1 the teacher got score 71 and in cycle 2, the teacher got score 75. And for student's involvement, in cycle 1 there were 17 students (53.125%) who did the activities, while in cycle 2, there were 29 students (90.625%) were actively involved. The result of this research showed the improvement between cycle 1 and cycle 2. Based on the data, the researcher concludes that the implementation of that storytelling can improve the students' speaking ability and teacher performance in teaching learning process.