I. INTRODUCTION

1.1 Background of The Problem

Language is a means of communication. It makes the keeping of record and creation of knowledge possible. Finch (1969:1) states that since man first began to control his environment he found the need to communicate. It can be said that human being who needs to communicate with each other realizes that language is very important. According to School Based Curriculum (KTSP) and the objectives of Indonesian High School Curriculum in teaching English is 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 that carries out conversation in the language. Speaking is an interactive process of constructing meaning that involves producing, reserving and processing information. By mastering speaking skill, they can carry out conversation with others, give ideas and change the information with interlocutor. SMA School Based Unit 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

contexts and to access sciences, accurately and fluently in the form of *report,*

narrative and *analytical exposition.*

Unfortunately, the use of English had not been achieved. In accordance with the

English teacher of SMAN 3 Bandar Lampung, the performance of the second year

of that school in speaking was far from the expectation of the curriculum. The

students' speaking test result showed that the average result was still far from the

target aimed as the KKM (Kriteria Ketuntasan Minimal Sekolah - 65) and the

average score of speaking test result was just 56.58. Obviously it could be seen

that the English score was very low, generally almost all the scores of the English

skills were still far from the target.

The fact above was also supported by the result of the pre observation done by the

researcher when she observed one class XI IPA 1. At that time, the teacher asked

the students to tell a 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 the first year, such as presenting an issue, describing

something, and telling a story, unfortunately, there were only 25% students (8 of

32 students) who could tell their story fluently.

The main problem faced by the students was comprehending simple expressions

and producing sentences. From the pre observation, the researcher also assumed

that, one of the causes was the inappropriateness of the teaching method used by

the teacher in teaching speaking.

Teachers' tendency to stress his teaching form of language rather than on the use of language caused most students lack of practice in using the language. He ignored teaching the students how to comprehend and to produce the language, whereas, if the teacher wanted the students to learn to speak English, each of them must have many opportunities to speak during the lessons (Paul, 2003:71). 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.

Besides that, because of the inappropriateness of teaching method used by the teacher, 22 of 32 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, like drawing, chatting, day-dreaming etc.

In addition, when the teacher asked the students for example, asking them to tell the sentence in a certain tense, the students who answered it were only the clever ones. Others only kept silent and became good viewers without participating at all. By seeing that fact, the researcher thought that the teacher must provide an activity that makes all students involve in the teaching and learning process, especially the activity that can stimulate the students to speak English.

In order to solve the problem happened to the second year of SMAN 3 Bandar Lampung which is caused by the inappropriateness of teaching method used by the teacher, the researcher conducted a classroom action research in which the storytelling technique was implemented to improve the students' speaking ability.

The researcher intended to use the storytelling technique since some students in that class liked day dreaming and chatting when they were learning in the classroom. It was because the way the teacher taught was only explaining the same material which was all about grammar. In addition, the teacher often got angry easily when the students did not do what he asked to do, so that the students became afraid of him. Storytelling was recommended in teaching speaking because stories are motivating and immensely interesting, can best attract listeners and promote communication. "The excitement and drama of storytelling provide a context that holds students' attention." (Cooter, 1991; Bla, 1998).

Byrne (1982;1) says that our concern as language teacher is not to inform our students about the language but to develop their ability to use the language. The teacher has to be able to teach the students not only how to understand the language itself, but they also need to teach how to use the language effectively and speak well.

The techniques used by the teacher can influence the teaching learning process or activities in the class. Antony (in Allen, 1979;7) says, the technique is a particular trick, contrivance used to accomplish and immediate objective. The teacher should understand and think of an interesting and practical technique which gives challenge and opportunities for students to practice their English in classroom. Thus in order to improve their courage in speaking English, we can try in their courage in a small scope first. For example, implementing storytelling in teaching

speaking. It can provide students to express their ideas without being afraid of making mistake.

Actually before the researcher decided to conduct a Classroom Action Research on speaking in which storytelling technique would be used to improve the students' speaking ability, there had been some Classroom Action Researches on speaking which had proved that the techniques such as, role play and drama can improve the students' speaking ability. Meri Trivana's research (2008) proved that the informal drama technique could improve the students' speaking ability from 36% to 82%, so the improvement was approximately 46%. However, though it had proved that the technique can improve the students' speaking ability, the researcher tried to implement another way to improve the students' speaking ability, it was by using storytelling technique. The researcher assumed that implementing the storytelling technique in teaching speaking especially in comprehending and producing the simple expression can also improve the students' speaking ability.

Storytelling is one of the most powerful forms of art/communication known to humans and this explains why it possesses such great potential as a teaching-learning tool. By using storytelling as a technique in teaching speaking, it expected for students to be active, fun, cooperative, responsible, and independent learner because in storytelling has some segments fun that make students to be active learners of speaking class. According to The National Storytelling Association : "*Storytelling is the art of using language, vocalization, and/or*

physical movement and gesture to reveal the elements and images of a story to a specific, live audience."

There had 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. However, techniques in applying storytelling still need to be explored in order to make students participate more and be interested in learning speaking. The techniques used also have to be able to make students produce good sentences that can communicate what students actually mean to the audiences well.

Based on the background stated previously, the researcher focused her classroom action research on teaching speaking through storytelling. Therefore, the title of this classroom action research is "The Implementation storytelling in teaching speaking at The Second Year of SMAN 3 Bandar Lampung". Hopefully, this classroom action research can bring improvement not only on the students' speaking ability but also on the students' activities in the classroom.

1.2 Problems of the Research

1. How can storytelling be implemented in the second year of SMAN 3 Bandar Lampung to improve the students' speaking ability?

2. How can storytelling be implemented in the second year of SMAN 3 Bandar Lampung to improve the students' involvement?

3. How can storytelling be implemented in the second year of SMAN 3 Bandar Lampung to improve the teacher's performance?

1.2 Objectives of the Research

1. To find out how storytelling can be implemented in the second year of SMAN 3 Bandar Lampung to improve the students' speaking ability

2. To find out how storytelling can be implemented in the second year of SMAN 3 Bandar Lampung to improve the students' involvement

3. To find out how storytelling can be implemented in the second year of SMAN 3 Bandar Lampung to improve the teacher's performance

1.3 Uses of the Research

1. Practically, this research can be used as an information concerning whether there is an improvement of students' speaking ability and teacher's performance through storytelling.

2. Theoretically, the result of the research can be useful as references for future classroom action research with the similar problem of the speaking ability.

1.4 Scope of Research

This Classroom Action Research was conducted at the second year of SMAN 3 Bandar Lampung at the academic year 2010/2011. The subject of this research was XI IPA 1 which consist of 32 students who had low ability in speaking.

The focus of this research is on improving the student's speaking ability, student's involvement and teacher's performance. The researcher observed the students' learning activities when storytelling technique was being implemented and the teacher's performance when the teacher implemented storytelling technique in speaking class. The researcher decided to observe those two aspects because the researcher assumed that the result of the learning product, that is the students' speaking ability is also determined by the learning process occurred in the class which covers the students' activities and the teacher's performance. Based on the research problem, the researcher only focused on improving the students' speaking ability and teacher's performance

In teaching and learning process, the teacher used storytelling technique to improve the students' speaking ability. The material of the teaching learning was about narrative text of fairytales, including 2 fairytales (The Three Sillies, The Little match Girl). It was taken from the students' text book and other sources which are relevant to 2006 English curriculum of senior high school (KTSP for English). In addition, to know the students' improvement of speaking ability, an oral performance was employed. The oral performance was about performing storytelling and it was evaluated in terms of voice mechanics, face/body/gestures, focus, characterization, use of space, and pacing. The students performed storytelling in groups, told one by one continuously according to their part and

they were scored individually. In scoring the speaking test, the researcher used inter-rater as the validity. The first rater was the researcher her self and the second rater was the teacher who taught his own students.

1.5 Definition of Terms

1. Storytelling : The art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience (National Storytelling Association)

2. Voice Mechanics : The tone, pitch, volume, and rate of words change according to how the storyteller feels. (Heather Forest ; 2000)

3. Face/Body/Gesture : Any incidental movements that convey information to the viewer such as eye rolling, winking, nodding, nervous twitches or other "anxiety movements" such as licking lips, picking at skin, and so on. (Students Autodesk Conceptual of Storytelling)

4. Focus : Having concentration and engaging eye contact to the audience while delivering the story (Heather Forest ; 2000)

5. Characterization : Identifying the distinguishing characteristics or mannerisms separating one character from another. These are verbal as well as physical. (write-out-loud.com)

6. Use of Space : Being dynamic and maintaining clear spatial relationships for characters and narrator. (Martha Hamilton and Mitch Weiss ; 2005)

7. Pacing **:** The speed at which telling a story. Adventure stories are usually told quickly, while other stories such as courtroom dramas unfold slowly. Most stories need a little of each, requiring you to expertly mix speeds. (Stu Autodesk Conceptual of Storytelling)