DEVELOPING SPEAKING SKILL OF GRADE XI IPA 3 STUDENTS AT SMAN 1 PALU THROUGH STORY TELLING

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Abstrak

Penelitian ini bertujuan untuk mengembangkan keterampilan berbicara pada siswa kelas XI di SMAN 1 Palu Melalui cerita. Subyek penelitian ini adalah siswa kelas XI IPA 3, sebanyak 27 orang siswa, yang terdiri 9 orang laki-laki dan 18 orang perempuan, pada tahun pelajaran 2012/2013. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam dua siklus dimana setiap siklus terdiri dari 3 pertemuan . Data penelitian ini diperoleh dari hasil tes dan lembar observasi, catatan lapangan, selama pelaksanaan tindakan. Hasil penelitian menunjukkan bahwa teknik bercerita efektif untuk mengembangkan keterampilan berbicara siswa.. Hal ini dibuktikan dengan adanya peningkatan pencapaian siswa pada setiap siklus. Pada siklus 1 ada enam belas siswa yang mencapai kriteria ketuntasan minimum. Ini berarti bahwa pencapaian klasikal siswa adalah 59,26% dan pada siklus 2, ada dua puluh dua siswa yang mencapai criteria ketuntasan minimum atau 81.5%. Ini berarti prestasi yang diperoleh siswa mengalami peningkaant 22.6% pada siklus 2. Pencapaian siswa memenuhi kriteria ketuntasan minimum dan individu. Jadi dapat disimpulkan bahwa cerita effektif digunakan untuk mengembangkan kemampuan siswa berbicara.

Kata kunci: *pengembangan, berbicara, cerita.*

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. It is a crucial part of a foreign language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communication skills so they can express themselves and learn how to use a language.

Based on the researcher's experience in teaching English at SMAN 1 Palu, she found many students have problem in speaking skills. They are not able to express their own ideas orally because they are lack of vocabulary and they are not able to use the sentences in a proper situation. Besides the students achievementt on speaking test is still low.

The researcher tries to find the solution on how to develop their speaking skill. by implementing story telling: Story telling is a technique which can stimulate the students to be more active to speak and it encourage the students to discuss and interact directly with another in the classroom. It is hoped that it can solve the students' problem in speaking.

As stated in the problem statement," How can the students' speaking skill be develop through story telling ?' The objective of this research is to know whether story telling can develop the students' speaking skill .

Especially to the students; the finding of this research is expected to be able solve their speaking problems since story telling can provide some opportunity for students to practice their English and to increase the quality of their self-confidence in speaking. Practically, the finding of this research is expected to be able to solve students' speaking problems since story telling can provide opportunities for students to practice their English and to increade the quality of their self-confidence in speaking. Futhermore, the research can give a contribution to other teachers of English in order to develop the

students' speaking skill. Thus, this research can be a source to enrich their capability in teaching English, especially in the area of teaching speaking skills, and for the institution, this research will become a reference that can be tried and developed broadly by other stakeholders at school in order to improve the quality of education.

Story Telling

Story telling is the art of using language, vocalization, a physical movement and gesture to express the elements and images of a story to a specific. In story telling, the story teller need to activate his body language. It is intended to make the students to understand about the story. Stories are the most powerful means of language teaching. Hopkins (1994: 161) claims a skillful teacher can use stories to develop more efficient listening, more fluent speaking and the ability to read and write easily and competently. It means that the students who are familiar with story telling, will have broad imagination and experience to lead them to become good readers and writers.

The Story telling has many advantages. (Halimah, 2006: 22), namely: 1) Gains the students attention. 2) Enable the students to be exposed to a moral, dilemma or a problem solving exercise. 3) Story Telling can be used to share stories of success and develop the sense of community. 4) Story telling can be used to explore personal roles and make senses of their lives. 5) Enhances the use of imaginations and concentrates the mind. 6) The use of imagination enables stories to be remembered.

Story telling was based on the narrative text. The researcher focused on fable, story which told about moral lesson through the characters of the animals. The title of the story was the Fox and the Crow. Before telling the story, she introduced the students the key words found in the story through dictation. Then she asked the students to pronounce the words they have written. She wrote the words that they have pronounced on the whiteboard. Next shel asedk them to find the words definitions or synonyms in English. The teacherl asked the students to write the definitions of the words that they have found on the board. When they got ready to listen the story, she told the story once by using pictures and gestures based on the story characters. Then she asked the students to sit in pair to tell each other about the story that they just heard from the teacher by using their own words. After that she pointed out some of the students to retell the story individually in front of the classroom. Finally, the students were asked to record their.

METHOD

This research was designed as Classroom Action Research. The classroom action research is categorized as qualitative research. According to Bogdan and Biklen (1998: 90-91), action research builds up on what is a basic or fundamental in the qualitative research. The main characteristic of qualitative research of data is collected from the local naturally. It means to improve the quality of teaching and learning process and categorized as qualitative research which the data should be based on local current condition and presented in the form of words.

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The researcher applied the action research as suggested by Kemmis and McTaggart (1988: 7) argue that an action research can be seen as an approach for groups of educational practitioners, students' parents and others to live with the complexity of real experience while, at the same time, striving for concrete improvement. It is a way of managing complex situation critically and practically. It offers all participants in the work of education a flexible approach to school improvement through critically informed action and reflection which is appropriate to the real, complex and often confusing circumstances and constraints of the modern school. Thus, it provides a framework for recognizing ideals in the reality of the work of the school's ideas-in-action, and on the other, a concrete procedure for translating evolving ideas. Kemmis and McTaggart (1988: 22) state, "A spiral of circles, consists of: planning, acting (implementing plans), observing and reflecting."

The research was conducted at SMAN 1 Palu. The subject of the research was the eleventh grade students of XI IPA 3.. There were 27 students as the subject of the research. In order to get accurate data of this research, the researcher used five instruments to collect the data. The instruments were observation sheets, field notes, questionnaire, tape recorder and test.

RESEARCH FINDINGS AND DISCUSSIONS

Procedures of the research covered planning, acting or implementing the plan, observing and reflecting. The researcher and her collaborator conducted the research. The following explanations were addressed to elaborate what should be done for each phase in the cycle.

In planning stage, the researcher and her collaborator planned the action by preparing appropriate technique to help students to solve their problems in speaking skill. They designed a teaching and learning activity by using story telling to develop students' speaking skill. They tried to completely explain the process of teaching and learning. Special speaking skills and how the students got involved in doing speaking tasks process through story telling activities.

In acting stage, the researcher conducted the action research based on their planning that has been designed. The researcher applied the teaching and learning process by using the story telling as a teaching technique. Thus, the students were able to present it individuallys in front of the class orally. The researcher and her collaborator conducted the evaluation based on the learning objectives stated in the lesson plan at the end of each action. The researcher who acted as a teacher divided the teaching procedures into three phases: pre-activity, while-activity, and post-activity.

Preactivity

The researcher opened the material or subject, it was about five minutes. In this phase the researcher come to the class, greets and did a small talk to motivate the students. Then she asked the students' condition, checks the attendance list. Before She introduced the topic, she asked some questions relate to the topic.

While Activity

The researcher divided the times in some steps. the researcher firstly introduced the title of the story through wrote down on the whiteboard. Then she told the students the key words found in the story through dictation. She repeated several times when the students did not catch the words. Then she asked the students to pronounce the words that they have written correctly. This is important since mispronunciation can affect the meaning of the words. Next she wrote the words that they pronounce on the board in order to make sure that they wrote corrects

words, when they found their words were incorrect they could revise them soon. After that she asked them to find definitions or synonyms of the words in English, this activity needed guidance from the researcher. Next she told the story once/twice by using pictures and gestures based on the story characters. The functions of pictures and gestures were to make the story became more real and the students could easily to imagine and understand the story. And finally as an evaluation, she asked the students to sit in pairs to tell each other about the story using their own words.

Postactivity

Post-activities was the last teaching session conducted by the researcher and students in the classroom. In this phase, the researcher did three main activities. Those three activities are: (1) concluded the material and provides the students with reinforcement; (2) flashed back to the previous classroom activity; and (3) administered the students with homework.

The observation was done by the researcher during the process of teaching and learning speaking using the observation guidelines that have been constructed with her colabolator. The goal of the observation is to collect the data focusing on the activities done by the students and the researcher. It is only used to get the information or data related to the effects of the action towards the improvement of students' ability in speaking skills.

To know the effect of action whether or not it is effective towards the social situations in the classroom, the researcher did reflection. The reflection on the teaching and learning speaking process can be obtained through observation during the process of teaching and learning, observation sheet, tape recorder, questionnaire, field notes, and test.

In this research, the researcher emphasized the teaching and learning process and the result of students' speaking performance test as the criteria of success. The criteria of success are used to know the effectiveness of the story telling. They are presented as follows:

1. The students' scores should achieve seventy five (based on minimal completing criteria) and there should be at least 75% students who get individual achievement at least 75 (this is taken from achievement test).
2. The students can learn cooperatively in small group or pairs to share their opinion, ideas, argumentation, understanding, andhelp each other).

The scoring system which is used to know the individual student achievement employed the following formula that is adapted from Depdiknas (2006: 26) . How to get students' achievement grade is the sum of the gained score divided by maximum score times a hundred. Furthermore, the students converted score was classified into six levels and categorized into successful or unsuccessful, as shown in the following table.

Figure 3: The students' achievement level qualitatively description

Band	Score	Classification	Category
12	100	Excellent	successful
11	91.6	very good	successful
10	83.3	Good	successful
9	75	Fair	successful
8	66.6	Low	failed
7	58	very low	failed
6	50	very low	failed
5	41.6	very low	failed
4	33.3	very low	failed

3	25	very low	failed
2	16.6	very low	failed
1	8.3	very low	failed

Source: Adapted from Depdiknas, 2006: 26

To prepare those instruments were important to do in order to make the research well-prepared. Corresponding to the above task, the researcher and the collaborator worked together preparing researcher instrument, instructional materials and media as well. The researcher provided some instructional materials and media which were necessary for teaching. Meanwhile, the collaborator multiplied observation checklist, she used to observe the teacher's performance and students' response during the teaching process; and other instrument such as evaluation sheet and field notes. There were four main preparations the researcher and her collaborator before they did the action. The preparations corresponded to research instruments, in which they comprise observation checklist, field notes, and test. Moreover, to conduct a smooth teaching learning process, the researcher also prepared teaching materials and teaching aids she employed in the teaching learning process.

Instructional objectives should be explicitly stated in lesson plan to enable the teacher to control her teaching learning process to be in right path. What the researcher has done in her lesson plan was she explicitly stated instructional objectives and limited them on the basis of language skill that she needed to improve. Moreover, instructional objectives should be in line with the topic that the students are going to study. In the first cycle, the researcher served the students with the topic about "It Happened". In this matter, the researcher needed to include instructional objectives dealing with topic. So it is reasonable that instructional objectives should also be related to the topic.

In order to provide an accurate judgment about the successfulness of the teaching learning process, the researcher needed to construct indicators of achievement. Indicators must be with respect to instructional objectives, and must be in a harmony with basic competence and standard competence. The indicators of teaching learning achievement are useful to observe whether or not the instructional has been achieved. From the findings, it was found that the researcher arranged indicators of achievement by limiting them only in the area of teaching speaking. Similar to instructional objectives, indicators of achievement was also arranged in accordance with the topic of the lesson. The expected teaching objectives that the researcher constructed in the lesson plan in the first meeting were as follows:

By the end of the class, the students are able to:
1. mention the meaning of difficult words in the story
2. retell the story using their own words.

Student's participation in learning and teaching process

Assessment on teaching learning process should be holistically conducted by the researcher in order to enable the teacher to administer an accurate judgment about the process. Holistic assessment includes the assessment concerns about students' participation in classroom interaction. Students' participation need to be assessed to make sure that they are feel be appreciated every time they do their best. In conjunction to assessment on students' participation, students' participation in the teaching learning process can be assessed by using provided charts. It is clear that to assess or to evaluate students' participation contributes to reduce their anxiety to lesson or any quite complicated classroom task. There was a slight difference between Burden's and Byrd's way in observing students

participation and the researcher's way. To assess students' classroom participation, the researcher employed observation checklist that contains three categories, *low mid, and high.*

Students' performance in the teaching and learning process was represented by five components (enthusiasm, motivation, interest, response, and progress) in which the students were assessed. It was by purpose prepared by the researcher in order to see the difference in students' performance from meeting to meeting. It is clear that to assess or to evaluate students' performance contributes to reducing their anxiety to lesson or any quite complicated classroom task.

The components that the researcher used them as indicators to assess students' performance in the teaching learning process are student's enthusiasm, motivation, interest, response, and students' progress. The five components were carefully observed to make sure that the students have progress in classroom performance from one meeting to other meeting

The students' improvement in speaking through skimming and scanning were investigated and analyzed through evaluation phase of the teaching learning process. The researcher focused on the three criteria of success in which she needed to analyze at the end of cycle. In order to provide better understanding toward the findings, the result of analysis is going to be elaborated as follows:

a. Meetings 1, 2, 3 in cycle I

To analyze the three criteria of success, the researcher utilized story telling technique, observation check-list, field notes, and recording. The result of analysis was that from the first test of the cycle 1 it was found there were sixteen of twenty seven students who got "good" or "very good" score. It meant that the students' successful percentage that got success level from the first test of cycle I had not yet meet the criteria of success. Because, the percentage approach

employed formula 16x100%:27 = 59.26%. 16 was the number of students who got success qualification; 27 was the number of all students, and 100 is the deviation scale. On the other hand, the percentage of classroom success should be 75% of the number of students.

Meanwhile, the score of sixteen students more than 75. It was not representative enough for the researcher to judge that the criteria of success have been achieved since the criteria of success for individual students should be 75; although there were sixteen students who got more than 75 but the number did not represent yet all class participants. Thus, in other words, the researcher argued the criteria of success will be achieved if more than half of students achieve score 75 or over it and there are at least 75% from total students got success level. Furthermore, individual score however was to judge the students' achievement individually.

The students' participation in learning process was identified through classroom activities. Participation as a form of learning process was analyzed qualitatively. The result of observation shows that the students were actively participating in classroom activities.

b. Meetings 1, 2, 3, in cycle 2

The result of analysis toward evaluation on cycle II meeting 3 evoked the significant development on students' speaking. Through the second test in cycle II; it was found that there were twenty seven students who got "success" qualification. It means that the number of students who got "success" from the second evaluation of cycle II has met the criteria of success; because the percentage approach employs formula 22x100%:27= 81.5%. 22 is the number of students who get "success" qualification; 27 is the number of all students, and 100 is the deviation scale. Since the number of students who got "success" qualification more than a half of the total number of students (81.5%), so it is

concluded that the criteria of classroom achievement has been achieved.

Meanwhile the higher score of twenty five students more than 75. It can be interpreted that it is absolutely reasonable for the researcher to judge that the criteria of success have been achieved since the criteria of success for individual students should be 75; moreover there were twenty five students who got at least 75 so the number has represented all class participants.

The significant achievement in cycle II was caused of the application of skimming and scanning technique and the implementation of some findings in reflection in cycle I, namely:

1. The teacher needs to set the time proportionally for each of the activities done. In this matter, the teacher set the three main activities proportionally based on the content of the activities (pre-activities 5%, while-activities 80%, and post-activities 15%). The pre-activities just covered 5% since in this phase the teacher just did some short activities like asking questions to lead the students to the topic discussed. While-activities covered the biggest amount of time since this phase is the core activities and the time to apply the skimming and scanning technique. And the last, post-activities covered 15% of all the time. In this phase, the teacher did three activities, namely: concluded the material and provided the students with reinforcement, flashed back to the previous classroom activity, administered the students with homework and suggested them to memorize all the words that have been given.

2. When asking the students for turn, the teacher should not only give a chance to certain students but also others students proportionally. The common mistake of a teacher in the classroom activities is that, he/she usually does not give a chance proportionally to the students. She just gives chance for a certain student that /she

desired. This treatment becomes very crucial since it can encourage the students motivation, interest, and attention.

3. In explaining the task or giving instruction using English, the teacher needed to explain it in Indonesian to prevent to students misunderstanding. This treatment is also very important since not all the students understand what the teacher have explained and instructed. So, after explaining and instructing them, the teacher should confirm whether they have already understood or not. Then, she translated into Indonesian the explanation and instruction as clear as possible to avoid the students' misunderstanding.

CONCLUSSIONS AND SUGGESTIONS

The students' speaking skill had developed successfully after applying the story telling tehnique. It could be seen from the students' achievement when they were given tests and based on the result of the other instruments,. Story telling is effective to develop the students' speaking skill because during the story telling presentation, the teacher used pictures, gestures, facial expressions, vocalization, body movement which made the students easy to understand the story and they want to know more about it. Beside the story could teach moral lessons to students through the characters of the story. It is expected that after hearing the story, the students would have new ideas as to behave well in the society. Comparing the result of students' achievement in cycle 1, the students' achievement n cycle 2s has significant development. This can be seen from the students' successful percentage of speaking test in cycle I was 59.26% increased to 81.5% in cycle II. Besides, this technique can be applied to encourage students to be more active in joining classroom activities to develop their enthusiasm, motivation, interest, response, and progress in completing their classroom tasks. From the result of the

students' achievement in cycle 1 and 2, it could be sait that story telling could solve the students'speaking problem. The researcher highly recommended the implementation of story telling technique in teaching from the early stage of school, because the story teaches about moral lesson which can change the characters of the children to behave well after listening to the story. Story telling technique should be accustomed to the students because those techniques gave a great contribution to students to develop their speaking, listening and writing skills. Being teachers, they must provide more opportunities for students where they can express their ideas freely during teaching and learning process.

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