IMPROVING THE SPEAKING SKILLS OF VIII GRADERS
AT SMPN 10 PONTIANAK THROUGH STORY TELLING

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Abstract

This study aimed at improving the English speaking skills of the students of grade VIII at SMPN 10 Pontianak through story telling. This was classroom action research using Kemmis dan McTaggart model: planning, action, observation and reflection. The result showed, in story telling, all students reached the minimum standard score of 7, even more students scored above 7. In the interactions, the result of the students' improvement was described from the frequency of their producing English based on the categories. In the 1st cycle, 17 out of 28 students were categorized as good category. There were 6 students who are categorized as average and 5 students who were classified into very good category. There was no student categorized as excellent category. In the 2nd, 19 students out of 28 students were categorized as very good category and 9 students who were classified into good category. There was no more student who categorized as average. There was no student categorized as excellent category.This means that the students'speaking skill has improved through story telling. It is found that story telling is one of the techniques which is useful to improve the students' speaking skills.

Key words: speaking skill, story telling

MENINGKATKAN KETRAMPILAN BERBICARA SISWA KELAS VIII
DI SMP NEGERI 10 PONTIANAK MELALUI BERCERITA

Abstrak

Penelitian ini bertujuan untuk meningkatkan ketrampilan berbicara bahasa Inggris siswa kelas VIII di SMP Negeri 10 Pontianak melalui bercerita. Jenis penelitian adalah penelitian tindakan kelas yang menggunakan model Kemmis dan McTaggart yang terdiri dari perencanaan, tindakan, pengamatan, dan refleksi.Hasil penelitian menunjukkan bahwa dalam bercerita, semua siswa mencapai nilai standar minimum 7, bahkan lebih banyak siswa mencapai nilai di atas 7. Dalam interaksi, peningkatan siswa dalam berbicara digambarkan dari frekuensi siswa dalam memproduksi bahasa Inggris berdasarkan kategori. Pada Siklus 1, 17 dari 28 siswa berbicara dengan kategori baik, ada 6 siswa yang dikategorikan rata-rata, dan 5 siswa telah berbicara dengan kategori sangat baik, tidak satupun siswa yang dikategorikan sangat baik. Dalam siklus 2, 9 dari 28 siswa berbicara dengan kategori baik, 19 siswa berbicara dengan kategori sangat baik dan tidak ada lagi siswa yang berbicara dikategorikan rata-rata.

Kata kunci: ketrampilan berbicara, bercerita

INTRODUCTION

The teaching and learning of English in Indonesia have been done for years, yet the result is considered unsatisfactory. The reason for this is that the failure of reaching the goal of language learning which is to enable students to use English in communication. It can be proven by the communicative competence of many Indonesian students. The students who have been learning English for years – starting from Primary School to Senior High School - still find it hard even in producing simple English expressions such as those used in asking for and giving information, and many other short functional usages.

To alleviate this ordeal, educators, practitioners, and policy makers quite often pay very much attention to research dealing with the curriculum, methodology and teachers excluding such significant variables as the learner perspective. They have rarely taken the learner perspective into consideration as a very important contribution to the learning process.

Furthermore about producing the language, in this case named speaking skill which is stated in 2006 Curriculum in which students of junior high schools are expected to be able to communicate ideas, feelings in spoken and written English accurately, fluently, and in acceptable manners.

It is expected that the students will have richer opportunities to use their knowledge of the target language and practice producing the language from the very beginning of their learning since practicing the language will be the important thing in learning a language. As stated by Lewis (2002), "… language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance ." This means that students do not only learn, but they also need to practice.

In reality, people can use the language because they have not mastered the language, but they are triggered by the process consisting practices. Stern (1983, p.304) states:

> ....learning is much more broadly conceived in psychology than in common parlance. Applicable to animals as well as humans, it is understood as a process by which individuals change in a positively valued direction as a result of experience or practice and under the influence of environmental factors including teaching.

As a matter of fact, nowadays, the level of education, especially junior high schools the learning activities are developed by teacher to deal with the use of textbook and student worksheet for the students are prepare to pass the written test of school administered test and national final examination. The steps of the learning from the pre-teaching, whilst teaching and post-teaching follow the provided tasks in the textbook. The students surely did not seem to be interested in textbook-based learning. This kind of learning atmosphere also happened in the class of SMPN 10 Pontianak as it was observed by the researcher.

In fact, the students of SMPN 10 Pontianak as a leading school in West Kalimantan have basic language competence in English. It could be seen from how they pronounced the words, their sufficient vocabulary. Yet, they were not given sufficient opportunity in speaking English. As a consequence the English teachers were demanded for giving students opportunity in using English for communication both productively and receptively.

The opportunity stated above which is in the form of activity must be creatively designed by the teacher. It is not enough for the students to listen to or to read the text or furthermore to learn it by heart only. The teacher needs to give the students' activities to encourage them to speak. The teacher must create the atmosphere that speaking English is fun.

To create a good atmosphere for speaking English as fun and to draw the students' attention need creative idea made by the teacher to select the appropriate techniques in teaching and learning process. The teacher must figure out the students' passiveness in speaking English. That is why teaching speaking through story telling might be the solution.

Story telling is the kind of practice in form of class presentation in which the students stand up in the front of their classmates and speak for a sustained turn. It is absolutely an excellent preparation for real life speaking. Story telling is the universal function of language and one of the main ingredients of casual conversation. Through their stories, learners not only practice an essential skill, but they can also get to know one another: we are our stories. The neurologist Sacks (via Thornbury, 2003, p. 95) writes :

> Each of us is a singular narrative,which is constructed continually, unconsciously by,

through and in us – through our perceptions, our feelings, our actions :and, not least, our discourse,our spoken narration. Biologically, we are not so different from each other; historically as narrative – we are each of us unique .

Story telling is appropriate to create this atmosphere, the students get the story and learn about culture at once.

This action research was aimed at improving the speaking skills of the students of grade VIII at SMPN 10 Pontianak through story telling.

The significances of the research are as follows. (1) Theoritically, this research was supposed to be the reference to conduct the next research for betterment; (2) Particularly, this research was supposed to be a consideration in making decision and the next action to solve the problems faced in improving students' speaking skills.

METHOD

This type of research was classroom action research (CAR) conducted collaboratively by the researcher with her collaborator, and also the students in grade VIII C. The team worked together to improve what had gone on in the classroom by formulating the problems, making plans, implementing the actions, and holding the reflection of the action which had been carried out.

Action research is aimed at solving the existing problems, as Burns (2010, p.2) states:

So, one of the main aims of AR is to identify a 'problematic'situation or issue that the participants –who may include teachers, students, managers, administrators,or even parents – consider worth looking into more deeply and systematically.

Action research can be used in a variety of areas, for example, in this research, teaching method which is communicative to replace a traditional method, learning strategies which adopt an integrated approach to learning in preference to single subject style of teaching and learning, evaluative procedures which improve teacher's method of continuous assessment, encouragement of positive attitudes to learn and to teach , management and control – the gradual introduction of the techniques of behavior modification.

Times of Research

The research began in October 2013 and accomplished in November 2013 referring to the English lesson schedules and the school schedule. Therefore, this action research was fully accomplished on the field within one (1) month.

The first discussion had been done on the 9th of May 2013 by the researcher and the English teacher of SMPN 10 Pontianak to determine the thematic concern of the research and plan the actions dealing with the existing problems formulated after doing preliminary observation. Researcher and collaborators had two meetings on September 2013 to discuss the preparation of the research such as sharing the information on the proposal, inferring understanding on the research and the actions that were implemented during the research.

Research Setting

The research was conducted at SMPN 10 Pontianak located on Jl. Dewi Sartika number 30 Pontianak, West Kalimantan. This school has eighteen classrooms for all grades, each grade has six classes labeled by A, B, C, D, E, F.

SMP Negeri 10 Pontianak has a headmistress room, a vice headmistress room, a staff room, a teachers' room, acounseling room, a library. A language laboratory, an ITC laboratory, two science laboratories, and eighteen classrooms which are used for teaching and learning activities.

The Subject of the Research

The participants of the research were the researcher, the English teachers, the principal, the collaborator, and the grade VIII C students of SMPN 10 Pontianak in the academic year of 2013/2014. The subject consists of 28 students and this class is included one of the leading classes at this schools.

This class was chosen as the researched class for the students in this class had adequate competence in grammar and pronunciation but they were not active in speaking. In this case, the students need speacial treatment which facilitate them to speak English.

Plans of Action

Reconnaissance

Reconnaissance was the first step in this research. The researcher interviewed the classroom teacher and the school principal to identify the existing problems in the field. The

researcher collected the information by observing the teaching learning process, interviewing some students and the teacher and discussing with the English teacher. The researcher and the teacher shared their problems, opinions, ideas, and problems in teaching and learning in the grade VIII of SMPN 10 Pontianak.

Planning

After identifying and selecting the problems that are serious and feasible to be solved, the researcher and the English teacher made some plans to be implemented in the teaching learning process. The aim of the actions was to improve the students' speaking skills through story telling.

Action and observation

While implementing the action, the researcher observed what was going on in the classroom to find the problems. The actions were implemented in two cycles. Each cycle was done in three meetings. Besides implementing the action plans, the researcher also observed and recorded the students' reactions during the activities and interviewed some students of grade VIII after the action had been done. The English teacher and the collaborator observed and recorded the teaching and learning process. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the result.

Reflection

The researcher made a reflection in every cycle. The reflection was important to do because it could be used to measure if the actions were successful or not. The successful actions were continued, and the unsuccessful ones were revised in the next cycle.The reflection was derived from the observation and the interview to the English teacher, and the students. They commented on the actions done. The reflection was done to see what happened in the actions, to see whether the objectives were achieved or not.

Techniques and Instruments of Collecting Data

The data were collected by observations and interviews. The teacher did observations to get the data from the teaching learning process. Then the result was made in the form of field notes. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were made in the form of interview transcripts.

In gathering the data, the researcher used two instruments. They were interview guidelines and observation guidelines.

Interview Guidelines

There were two guidelines used in this research. The first was the guideline for interviewing the English teacher and the second was the one used to interview the students. Those two guidelines were different in their focus. In the guidelines for the teacher, the focus was the method used in her teaching process, the students' ability, the students' behavior in the teaching process, the facilities relating to the English subject, the materials, and the media used in the English teaching learning.

In the interview guidelines for the students, it emphasized their perception toward the English subject, the English teaching learning process, the difficulties in learning English and the activities in their English class.

Observation Guidelines

Observation guidelines were used in the steps of reconnaissance, action, and observation. In the reconnaissance step, the guidelines were used to find out the existing problems. Meanwhile, in the step of action and observation, guidelines were used to see the process of the implementation of the actions.

Technique of Data Analysis

The data were collected from the action conducted in the field. Firstly, the researcher looked up the findings as genuine data such as field notes and interview transcripts, and documentation. Then the description of opinions, performances, and the result of reasearch was analyzed. Secondly, the interview transcript, field notes, and documentation could show the progress of the implementation given. Additionally, the researcher and the teacher had chances to give their own opinion, ideas, and comments about the implication of the action research. That was useful to avoid subjectivity in analyzing data and get trustworthiness.

In this research, the data gained were classified into qualitative and quantitative data.

Qualitative Data

Qualitative data were data in the form of sentences, words, or pictures. These data were collected by administering some instru-

ments for this research such as observation guidelines, interview transcripts, field notes, and documentation. As stated by Denscombe (2010, p.279), qualitative data analysis is predominantly concerned with the analysis of talk and text.

Quantitative Data

It was data in the form of numeric character or score. The quantitative data of this research were gained through the scoring and conversion of the score of the students' performance tests. As stated by Denscombe (2010, p.278), quantitative data take the form of numbers. The data taken in this research were the students' scores in telling the stories individually reffering to Brown's aspects of speaking assessment. The aspects were grammar, vocabulary, fluency, and pronunciation. Another data were taken from the scoring of the students' interaction during the teaching and learning process in which the quality and quantity were judged.

Research Validity

This research referred to Burns (1999, pp.161-162) criteria of the research validity. They are .

Process Validity

To fulfill this criterion, the researcher observed classroom activities, and made field notes during the lessons, interviews the students, and held discussions with the collaborator.

Catalytic Validity

The students' perceptions of problems in the research setting were monitored by asking their responses to the changes occuring to themselves. It was purposed to help them deepen their understanding of their social reality changes.

Democratic Validity

The teacher was asked to observe and report the students' reaction during the teaching and learning process to fulfill this criterion. On the other hand, the collaborator was requested to contribute in observing and reflecting the action. The researcher also gave students the opportunity to give their opinions and responses to the actions.

Dialogic Validity

The researcher as the teacher always had dialogues with the collaborator and in reviewing what had been done in the classroom. The dialogues were supposed to review the actions so that she could plan better lessons for the next meetings. She also had a dialogue after the whole actions were implemented and after the findings were formulated to validate her findings and to evaluate what she had done.

RESULT AND DISCUSSION

This research consists of four steps. They are reconnaissance, planning, action and observation, then evaluation and reflection.

Reconnaisance

Before doing the teaching in the selected class, the researcher did some observations of the English teaching and learning process at grade VIII. She interviewed the students of grade VIII and research team members at SMP N 10 Pontianak in order to get information concerning the shortcomings, obstacles and suggestions related to the English teaching and learning process. Based on the interviews and observations during the English teaching and learning process at grade eight of SMPN 10 Pontianak, the researcher identified some problems as follows.

Table 1. Problems of English teaching and learning process at grade VIII of SMPN 10 Pontianak

Problems	Code
Most students were shy to speak English individually.	S
The students' willingness in speaking was low.	S
The students' production in the speaking learning process was low.	S
Some students pronounced some words incorrectly.	S
The teacher's daily activities in developing his teaching techniques were limited.	T
Various teaching techniques were rarely applied in the English teaching learning process.	TM
The teacher only used drilling and repetition to teach.	TM
There was no other learning material to make the students more enthusiastic.	LM
The students were working with LKS and the tasks in the text book all day.	LM
There was just an LKS and text book as learning material.	LM
The teacher seldom spoke English.	T
The students' self-confidence was low.	S

Note:
S: Students
T:Teacher
LM: Learning material
TM: Teaching Method

The pre-requisite analysis of the problems feasible to be solved in this research was done by discussing with the English teacher as a collaborator. The discussion was done in order to get the opinions and suggestions of the Englsih teacher about pre-requisite analysis .The result of the analysis can be seen in the table below.

Table 2. The Pre-Requisite Analysis of the Problems Feasible to be Solved in English Teaching and Learning of Speaking at Grade VIII of SMPN 10 Pontianak

Problems	Code
Most students were shy to speak English individually.	S
The students' production in the speaking learning process was low	S
Some students pronounced some words incorrectly	S
The teacher did not implement various teaching techniques during the teaching learning process.	T
The students' self-confidence was low	S

The problems above absolutely were needed to be solved. For that purpose, the researcher discussed the problems with the Englsih teacher. He gave his opinions, suggestions and comments to formulate the actions to overcome the problems by considering the limitation of time.

In this research, the researcher conducted two major actions to overcome the problems of the speaking learning process at grade VIII of SMPN 10 Pontianak. The first action was conducting story telling activities and another action was requiring the students to speak English in order to improve their speaking skill. The table below lists the problems and the actions.

Report of Cycle I

The classroom activities in the 1st cycle were designed covering 4 experiences (preparation, presentation, practice, and extension).

There were five big things to reflect in the discussion as follows. First, in the first cycle the researcher successfully did modeling, inspiring the students how to tell a story well. This was useful in building the students' self-confidence, they had competence in the theory, by telling story they could practice English. However, there were few students who still had low self-confidence so they were still doubtful in practicing English.

Second, the students found that story telling was the fun activity that they could make a joke like the comedian, they could sing like a singer, and dance like a dancer but they still could not make the improvisation as the teacher could.

Third, during the teaching and learning process, the students kept on trying to speak English. In this effort, few students seemed to give up by being silent. They were afraid of making mistakes, they thought they were not accustomed to speaking English.

Fourth, the assessment of the students' speaking skill in the interaction during the teaching and learning process can be seen in the following table.

Table 3.The Assessment of the Students' Speaking Skill in Cycle 1

Category	Frequency	Percentage (%)
Excellent	0	0.0
Very Good	5	17.9
Good	17	60.7
Average	6	21.4
Amount	28	

The table 3 shows that 17 out of 28 students were categorized as good category. There were 6 students who categorized as average and 5 students who were classified into very good category. There was no student categorized as excellent category.It was really expected that in Cycle 2, it was improved.

Fifth, the photo session was a kind of reward given to the students who had performed. It was a sign that they had done their assignments to perform, an activity that they might never do before. They posed together with their friends and their teacher and the the photo was uploaded in the social networks. It was a kind of pride for them but only few students gave their comments on the uploaded pictures.

Report of Cycle 2

The teacher researcher planned the lesson for seeing the performances of the other students who had not performed yet and for encouraging all of the students to keep on practicing their English.

There were some findings to highlight from the reflection.

First, in the second cycle, all of the students were active. Some performed and the others questioned, answered the questions and gave comments without being instructed by the teacher. They realized that it was the time for them to practice their English since they never got that much time to practice their English before. They were motivated by the teacher's and their classmates'performances and the continuous motivation given by the teacher to realize that they had competence to speak English. Here was one of the interviews with the students.

Fourth, the students' code switchings from English to *Bahasa Indonesia* were still accepted. The students' maximum exploitation of English as a means of communication during the class activities was very important in promoting the English speaking classroom activity. By allowing the students to do code switching, the students were less burdened, they were not afraid of being stuck in speaking because they did not know the English words. However, they were strongly required not to do code switching on the common words which can lead them to be in the black list.

Fifth, the assessment of the students' speaking skill in the interaction during the teaching and learning process can be seen in the following table.

Table 4. The Assessment of the Students' Speaking Skill in Cycle 2

Category	Frequency	Percentage (%)
Excellent	0	0.0
Very Good	19	67.86
Good	9	32.14
Average	0	0.0
Amount	28	

The table 4 shows that 19 students out of 28 students were categorized as very good category and 9 students who were classified into good category. There was no more student who categorized as average. There was no student categorized as excellent category.It shows that there was improvement of the students' speaking skill in the interaction during teaching and learning process in Cycle 2 compared with the one in Cycle 1.

However, there were some drawbacks of the implementation of story telling in the second cycle. First, there were few students who still did code switching into Bahasa Indonesia for the most frequent words like 'if','compete','express', 'explain'. The teacher reminded the students not to do code switching for the easy words in the next meetings of Cycle 2.

Several students did not accomplish their task of revising their stories, as the result their performances were delayed to the third meeting of the second cycle. They focused on their performance using the scripts which were not revised yet.

After accomplishing the two cycles in this classroom action research, some findings of the research were drawn to present the results of the research. The implementation of story telling as the alternative method had benefits on the improvements of the students' speaking skill. They are as follows.

First, the implementation of story telling was effective to improve the students' self-confidence. In the beginning, shy or less active students were not sure with their competences. By giving them motivation and modelling, they could enjoy the activities as they found that story telling was the fun activity. They could make a joke, dance and even sing a song while telling a story.

Second, story telling provided the opportunities to communicate in English. While telling stories, the students experienced public speaking. After the performances, they could practice through the interactions with the other students. They learned the expressions of asking for and giving opinions, asking for, giving and refusing something. They practiced the expressions of asking for and giving opinions as they had learnt about these expression. The students as the audience practiced the expression of asking for opinion to ask the story teller about the story. The expression of giving opinion was practiced by the story teller to give opinion regarding to the story that had been presented. The expressions of asking for, giving and refusing things were practiced in the story dialogues or conversations.

Third, the researcher as the teacher gave modellings of how to tell a story well. The teacher even gave tips of how to prepare the story in short time and the students were not really burdened. Besides, the teacher was ready to guide the students out of school time, It enabled the students to be well prepared.

Fourth, the teacher insisted on speaking English clearly and allowed the students to ask the difficult words. The students were also required to speak English. They absolutely had problems since they were not accustomed to speaking English patiently and continuously, the

teacher guided and motivated them. In the practice, the students were still allowed to use one or two words in Bahasa Indonesia but they were expectedly not to use bahasa for the same words later on. For speaking Bahasa fully in one sentence, they were punished to be listed in the black list. It was supposed to remind them of the requirement set up during the teaching and learning process.

Fifth, giving rewards to the students during the teaching and learning process was effective to gain their motivation as they became more active in the learning activities. Giving rewards by praising them during the teaching and learning process could gain their enthusiasm to be better. Giving rewards in the form of photo session with the teacher which would be uploaded in the social network was successful to motivate them to perform their stories. Giving reward in the form of stationary to the three best story tellers right after the action was successful to gain their motivation to do the performance well.

Sixth, in story telling , all of the students could reach the standardized minimum score and the participation of the students in the English speaking class increased both in quality and quantity. (continued)

CONCLUSIONS AND SUGGESTIONS

Conclusions

The research findings and discussion in Chapter IV showed that the students' speaking skills at grade VIII of SMPN 10 pontianak was improved by implementing story telling. It was implemented in the form of individual performance followed by the interaction, there were also some activities to support the action such as giving simple classroom English during the teaching learning process, giving some expressions of asking for and giving opinions and things, also refusing them. In addition, the way of how to make the story amusing with the improvisation was also modelled by the teacher. In Cycle 1, only active students performed. Meanwhile in Cycle 2 less active students performed and to be active in the interaction.

The researcher found that the actions implemented could (1) improve the students' confidence to speak English Individually during the English teaching and learning process, (2) provide more activities for students to practice English orally during the teaching and learning process, (3) improve students' involvement during the English teaching and learning process, and (4) make the students enjoy the English lesson since story telling is amusing.

The good modelling was helpful to motivate the students in telling story as well as the teacher did. In the modellings, the teacher showed that story telling was supposed to be interesting by doing improvisation with dances, songs and jokes. The teacher started the folk tale about Pontianak by singing traditional song and dancing the traditional dance from Pontianak. In Cycle 1, only two students gave few improvisations but in Cycle 2, most of the students gave improvisations.

There were some changes as the result of the actions. The changes were both in the way of thinking and in the behavior of the involved members, The changes were as follows.

The Changes in the Teaching and Learning Process.

During the implementation of the research, the English teaching and learning process became more lively and enjoyable. It was different from its former condition that was monotonous. The students only memorized the dialogue or conversation. After implementing story telling as the main activity in the teaching and learning process, the students got involved actively in the teaching and learning activities. Thus, they were confident to speak during the teaching and learning process and motivated to be better in speaking. The students didn't only get the teaching in the school time, they also could get it out of school time.

The Changes in the Students' Behavior

The students started to have speaking habit.They kept on speaking English during the teaching learning process. They were not allowed to utter one sentence in Bahasa Indonesia. They could do code switching practices that make them in low inhibition. They improved their English in fun way by viewing their friends who told story and by becoming the story tellers, they wanted to improve their speaking skill because they were well motivated. They were so excited that they did not want to stop the activity and requested the teacher to continue the English class in the next class of another lesson. By using story telling, the students became more actively involved in their individual performances and interactions during the teaching and learning process.

The Changes in the Researcher's Behavior

By doing the research, the researcher as the teacher got more knowledge about the English teaching and learning process to teenagers, as many diversions happened to teenagers, the researcher learnt how to park the students' attention. One of them by making the lesson fun. She could employ story telling in which the students enjoyed learning English without easily getting bored. She identified that an enjoyable atmosphere of the teaching and learning process was important to encourage the students to speak English naturally and confidently. The researcher also got more knowledge in gaining students' motivation and self- confidence to learn English especially the speaking learning process, and only using classroom English to make the student become familiar with English.

In addition, the researcher as the teacher got more knowledge about story telling that could be implemented in teaching English in which the students could learn English not only in speaking but also having life skill, that was public speaking.

Research Implications

The research findings showed that the speaking learning process improved. Compared with the former situation of the speaking learning process, the speaking learning process of grade VIII at SMPN 10 Pontianak has improved. It was related to the actions given in the classroom English, and the efforts of giving rewards to the students to gain motivation to learn English more and to have self- confidence. The implications are described below:

First, The story telling in the form of individual performance followed by the interactions was successful since the students' self-confidence was increased and they were not afraid to speak individually during the speaking learning process. They were involved in the learning activities and motivated to speak English. Since the students were energetic and liked something fun but challenging, story telling was appropriate to motivate them in learning English, especially speaking. It could increase the students' self-confidence in the speaking learning process as they were confident to speak in English with their friends and also with the teacher through the interesting activities;

Second, The implementation of individual performance was to train the students to perform individually while improving their English. They improved their grammar, vocabulary, pronunciation and fluency. They could enjoy the activities as they could be amused by their teacher and friends'stories, they were also motivated to amuse the others with their stories;

Third, In the previous meetings, the performances were volunteered by the active students, and two of them had experienced story telling. In the second cycle, the less active students performed confidently, even with more improvisations than the previous performers. Besides, in the previous meetings, not all the students were active in the interaction, they were still not accustomed to speaking English. In the second cycle, all students were active and enthusiastic since they realized that making mistakes could be tolerated, although the students found difficulties to prepare their individual performances in story telling, they could do it enthusiastically, they could learn to speak English without anxiety and they were not afraid to make mistakes because they enjoyed the activities:

Fourth, The teacher gave modellings to inspire the students of how to tell a story well. The teacher showed that telling a story was fun and challenging. The story could be improved with dances, jokes, and songs. It made the students enjoy to view and motivated to do story telling as well as the model. Besides, the teacher also gave tips that the students could practice to make them feel easy to prepare their story telling performances. They were supposed not to memorize the script fully but they could use their own words and could bring the text in their hands as the anticipation if they did not know what to say;

Fifth, Most of the classroom English used during the teaching learning process done by the researcher were in forms of daily routines, instructions and expressions that must be taught such as asking for and giving opinion, asking for, giving and refusing things, so the students were accustomed to speaking English;

Sixth, Giving rewards to the students during the teaching and learning process was effective to gain their motivation as they became more active in the learning activities. Giving rewards by praising them during the teaching learning process could gain their enthusiasm to do what they were asked to do and they tried to be active in English teaching and learning.

Giving reward in the form of stationary to the students was successful to gain their motivation to do the performance well, the teacher picked up three best story tellers.

Suggestions

Based on the conclusions, implications that have been mentioned above, some suggestions are presented to some parties.

To the English teachers

It is important for teachers to provide various activities for the teaching and learning process. They should be able to create interesting activities so that the students feel excited during their teaching and learning process. To be able to create interesting activities, the teachers should understand the students' characteristics and interests. The implementation of story telling in the class is included the remarkable practice to improve the students' speaking skill. It can build the students's self-confidence to produce English more in quantity and quality.

To the schools

It is very crucial in learning language that the students need to practice a lot, in this case the schools should provide the opportunity for the students to practice their English. As stated in the previous chapters that the students of SMPN 10 Pontianak have good language competence, the problem was they were not given sufficient opportunity to practice speaking. In order to solve it, the two efforts suggested are there should be special days at least two days for the teachers and the students and all the entire school if it is possible to speak English. For the students especially, they should be reminded to speak English if they are found not to do so. In addition to that, the establishment of English clubs at school will be extremely advantageous to give the students more opportunities to practice their English out of school time.

To the Education Department Office

It is very important for the teacher to master English so that their students can be taught by the qualified teachers who have self-confidence for they are excellent in their pronunciation, grammar, vocabulary and fluency.

To upgrade and train the teachers, the education department office should conduct short courses if possible guided by the native speaker in English. The short courses can be on the training for the teachers to become creative teachers in teaching as in the research, the problems existed triggered by the uncreativeness.

To the other researchers

The research only focused on improving the speaking skill through story telling. There were still many problems related to the teaching and learning process that have not been solved yet. Besides, there are still many ways to improve the speaking skill. Therefore, this research can be used as a reading material before the other researchers do the other action research to improve speaking skill of the students' by using the other engaging techniques .

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