

CHAPTER I

INTRODUCTION

This chapter presents background of study, research question of study, objective of study, hypothesis, significance of study, scope and limitation of study and definition and key term of study.

A. Background Of Study

Speaking is a productive skill that can be direct and observed empirically (Brown, 2004). Speaking learning activities are dedicated to students directly to express and communicate in terms of sharing ideas or exchanging opinions. Mastery of speaking skill is very important for a successful foreign language learning (Alqahtani, 2015). Therefore, mastering speaking skill becomes an indispensable requirement for those who want to be able to learn English well.

Speaking is also taught in high school. In teaching speaking, teachers can use basic competencies used to develop material, organize learning activities and competency indicators for assessment (Hammer, 2007). In other words, teachers are required to be able to organize learning activities based on basic competencies, where students must be able to use language in transactional, interpersonal, and functional competencies. Nunan (2003) states that teaching speaking must be achieved in transactional and interpersonal competencies. Transactional speaking involves communication to get things done, including the exchange of goods and or services. Then, interpersonal communication is the process used to communicate our ideas, thoughts, and feelings to others (Nunan, 2003).

Learning speaking is the most difficult and challenging skill to learn. Harmer (1983) stated that speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills. As one international language, English has important role in many sectors.

The difficulty of students in speaking might be caused by several factors. The first is an environment that does not support students to speak English often. Next is how the teacher makes the learning situation, preparing learning materials, methods and learning techniques that are presented to students. It was found that there were some teachers who were still unable to create livelier and active classroom situations that directly affected students' interest in learning speaking. Tarigan (1990) argues that speaking remains the most difficult skill to be mastered by most English language learners.

In this teaching speaking, teacher can try to use story mapping technique in their speaking process in order to develop students speaking skill. Story mapping is usually used as a technique in reading skills, but in this study story mapping is used as a strategy in speaking skills.

Story mapping is used to chart the story structure. These can be organized into fiction and nonfiction text structures stated by Adler (2004). It can help students to get the information from the text easily. And it can be applied for all lesson and all grade. This strategy is done with students make a chart based on the information that they get from the text. This technique is unique because it can create class situations

that can make students interested in taking speaking lessons which by students can make a story mapping and they must be explain orally what is the content of story mapping that they make without writing or reading the text or script.

In addition, the students only tell the purpose or content of the mapping that they made to their friends by speaking English. They try to learn to speak English with story mapping strategies in front of the class so that they are more confident in speaking. Story mapping is learning method that gives effect for students to study more active in teaching and learning processes, because they can interact with their friends with a model as a story in front of their friends (Alturki, 2017).

On the other hand, the advantage of this technique is practical way to help students organize story content into a coherent whole. And also students can more easily see how the story pieces that related, knowledge they continually apply when they predict what might happens next in one story after another. According to Mendiola (2013) Story mapping is an effective strategy for exceptional and low achieving students (it improves comprehension of materials that are above their instructional levels).

Based on the background of study , the gap of this research is about the material that given by the teacher and the skill that used. In this reasearch, the teacher gives the material about descriptive text and the skill that is speaking skill. Because the teacher want to know the students improve their speaking skill by describing picture orally. They can increase their vocabulary and their self-confidence in English speaking. Usually story mapping is used to reading skill but in this research, story

mapping is used to speaking skill. At MTsN 3 Kota Kediri the researcher found that one problem that faced by the students was that the students often found the difficulty in English speaking. They are lazy to memorize the word and to practice English in their daily life. So that, the students get lack of vocabulary. And also the teacher lack of strategies to make the students interesting with English speaking.

Based on the ideas above, the researcher would like to observe by using story mapping technique to teach speaking, and the tittle of the study is “The Effectiveness Of Story Mapping Technique In Improving Speaking Skill For The Second Grade Students At MTsN 3 Kota Kediri”.

B. Research Problem

Based on the background of the study stated above, the researcher known the students’ difficulty in reading. The study answer the following question “Is story mapping technique effective in improving speaking skill for the second-grade students at MTsN 3 Kota Kediri?”

C. The Objectives Of The Study

Based on the statement of the research question, the objective of this study is that the researcher: “To find out that the Story Mapping Technique is effective in improving speaking skill for the second-grade students At MTsN 3 Kota Kediri”.

D. Research Hypothesis

Hypothesis is proposed explanation about what you expect to happen in a study. This study wants to know the effectiveness of story mapping technique in

improving speaking skill for the second-grade students at MTsN 3 Kota Kediri.

Researcher's hypothesis are:

1. The null hypothesis (Ho)

There is no significant difference on speaking skill the students taught by using Story Mapping Technique and the students taught by Discussion Technique.

2. The alternative hypothesis (H1)

There is significant difference on speaking skill the students taught by using Story Mapping Technique and the students taught by Discussion Technique.

E. The Significance Of The Study

The researcher hopes that this research can gives good contribution to the teacher who wants to teach the students to use story mapping technique in learning speaking. The result of this research hopefully can make learning speaking by using story mapping strategy can gives good effect for the students. By using story mapping technique in learning speaking hopefully the students can easily memorize what the text about because they will read their own writing that can makes the recall the main idea or the important thing of the text in their mind. And this research suggested to apply the story mapping technique to improve students' competence in English speaking skill. It is hoped that this research will provide benefits to make students enjoy learning in a new atmosphere without the pressure and fear of mistakes if they are less able to communicate their ideas.

F. Scope and Limitation Of The Study

The scope of this research is second grade of class A and B at MTsN 3 Kota Kediri, located in Jl. Sersan Bahrin Gg. VI No. 11 Mrican Kecamatan Mojoroto Kabupaten Kediri. The researcher chooses this school because the material of the research using “descriptive text” which is a competency that should be learnt and mastered in middle school and it was revealed in K13. The limitation of the study, the researcher cannot request to choose the group of sample and population because she did not have authority to do that.

G. Definition Of The Key Term

The researcher defines the key term of this reasearch as speaking skill, story mapping in order to avoid misunderstanding of this research.

1. Effectiveness

Effectiveness is to produce something that is the goal. The meaning of effectiveness in this study is the existence of a significant difference in the score of students' speaking skill before and after being taught using story completion techniques.

2. Speaking Skill

Speaking is a productive skill. This usually refers to the skill of someone to communicate. When the speaker speaks they produce an expression and it must be meaningful and get unidirectional feedback. Speaking cannot be separated from pronunciation because it encourages students to learn English sounds.

3. Story Mapping

Story mapping is used to chart the story structure. These can be organized into fiction and nonfiction text structures stated by Adler (2004). It can help students to get the information from the text easily. And it can be applied for all lesson and all grade. This strategy is done with students make a chart based on the information that they get from the text. This technique is unique because it can create class situations that can make students interested in taking speaking lessons which by students can make a story mapping and they must be explain orally what is the content of story mapping that they make without writing or reading the text or script.