

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the statements of the problems, the Hypothesis of the research, the objectives of the research, the significance of the research, the scope and limitation, and the definition of the key terms.

A. The Background of the Research

English language is the most popular in the world, and it is used by all of the generalization human being in the world to communicate with each other. In this global era, we speak English to communicate with people from other countries. Language is not only to express their mind or used for daily conversation but also used in education research and science both spoken and written. Considering those function of language, people study language both formal or in a class and informal or outside of the class. In Indonesia English is taught at primary school, junior high school, senior high school, university and many courses.

According to Brown and Yule, spoken language production learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the students. Teaching the spoken language is the most difficult problem, much more than

the other skills (reading, listening, writing).¹ This can give the bad effect to the students to improve their oral ability. The problem is not only found in the beginner but also the higher level students. They can understand English well, but when they are asked to speak, they cannot perform well.

According to Harmer, teachers should focus their attention on those features that reflect the students' speaking ability of English proficiency such as factors as pronunciation, intonation, fluency, tone of voice, stress, choice of words and effectiveness of communication should be taken into consideration.² Speaking is a difficult skill by a part of the students, although, the teacher also have difficulties in motivating students, especially the teenagers to speak English. Sometimes teachers make the students speaking by giving some questions or tasks. It can be better if the teachers give some strategies to teach speaking.

Learning Strategy in learning process gives many advantages such as learning more attractive, material of learning more clearly, learning strategy has more variation. Learning speaking at senior high school can be done with many strategies such as role play, storytelling, memorize drill and etc. However the researcher proposed an alternative strategy to teach speaking by using *story completion* to teach speaking. The students use story completion in class after that the teacher describe of the story and practice the vocabulary, pronunciation and grammar. According to Sukma, "by using story completion can make the students easily to describing a story well on

¹ Gillian Brown and George Yule. *Teaching the Spoken Language*. (Cambridge; Cambridge University Press, 1997) P. 25

² Jeremy Harmer, *How to Teach English*. (Edinburgh Gate: Pearson Education Limited, 2007).

speaking ability”.³ Ghiabi also stated that story completion students are more creative and use their own vocabularies and also they pay more attention to the grammar of their speaking.⁴ This strategy as the alternative strategy for the example making story completed is one of strategy in teaching English language.

Based on the ideas above, it is clear that strategy has many advantages for teaching English language especially speaking. The teacher can try using the strategy above. So, based on the problem above the researcher tries to do a research entitled “**The Effectiveness of Story Completion Strategy to Teach Speaking to the Tenth Grader of SMAN 6 Kediri.**”

B. Statements of the Problem

Based on the background of study above, the problem of this study is formulated as follow “is story completion strategy effective to teach speaking to the tenth grader of SMAN 6 Kediri?”

C. The Objective of the Research

The researcher sets the objective of the research. It is to investigate whether or not story completion is effective to teach speaking skill to the tenth grader of SMAN 6 Kediri.

³ Putri sukma. *The Effect of Using Story Completion Toward Eight Grade Student's Speaking Ability of SMP N 1 Mumbulsari Jember in the 2014/2015 Academic Year*. Pdf Online Thesis. The English Language Education, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. 2015. Retrieved on 15 October 2016, from <http://digilib.unmuhjember.ac.id/download.php?id=3002>. 5

⁴ Shima Ghiabi.2014. Investigating the Effects of Story Retelling Technique as a Closed Task vs Story Completion as an Open Task on EFL Learners' Speaking. *International Journal of English and Education*. Vol: 3 No: 3. 17-25

D. Hypothesis

Ary states that “a hypothesis is a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon”⁵ based on the research, researcher want to investigate the effectiveness of using story completion to improve the student’s speaking skill, the researcher builds the hypothesis to make the purpose of this research clear. Based on the theory the hypothesis of this research there is an effect of using Story Completion toward students’ speaking ability. Hypothesis (Ha): Teaching speaking using story completion strategy to the tenth grader of SMAN 6 Kediri is effective.

E. The Significance of the Research

The result of the research is expected to contribute the development in teaching English especially to teach speaking by using story completion. It will be beneficial for students, teacher, institution, for further researcher.

1. For students

The result of this research can make students realize that English is something fun, enjoy and can help students solve their problems in speaking English.

2. For teachers

The result for this research hopefully can be one of guidance for English teachers. The Teachers can apply some active learning strategies, especially story completion to control the class and make the class interesting.

⁵ Ary Donald, *Introduction to research in Education* (New York: Holt, Rinehart and Winston, 1979), 98

3. For institution

The result of this research can be used as a reference to develop a good teaching process and can improve the quality of English education.

4. For next researcher

This research may be used as a reference to understand more about the strategy of teaching speaking.

F. The Scope and Limitation

This research focuses to find out the effectiveness of using story completion to teach speaking skill at senior high school. This study is limited to the tenth grader of SMAN 6 Kediri in academic year 2016/2017.

G. Definition of the Key Terms

To avoid misunderstanding on the part of readers, it is essential to give clarification about the terms used in this research as follow:

1. **Speaking skill** is ability to express sounds, articulation or words as a mean of expressing, declaring also conveying taught, idea and feeling. Speaking is also productive skill in the oral mode. It is not like the other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words.
2. **Teaching Speaking** is a process of teaching in which the teacher shows and helps someone or students to learn how to communicate and produce communication well in English especially on daily life.
3. **Story completion** is one of the alternative strategies in teaching learning process. This is a very enjoyable, whole-class, free-speaking activity

which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.⁶

⁶ Kayi, H. 2006. Teaching speaking: Activities to promote speaking in a second language. Nevada: University of Nevada. *The Internet TESL Journal*. Vol.12. No. 11. Retrieved on 15 October 2016 <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>