CHAPTER I

INTRODUCTION

In this chapter the writer present the background of the study, statement of the problems, objective of the study, scope and limitation of the study, hypothesis, significance of the study and definition of key terms.

A. Background of the Study

The human life needs a tool to communicate and interact each other. Language is one of the ways to communicate with other people. According to Sapir (1921: 8), language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbol. Language is a set of common sounds and symbols by which individual communicating. The function of language is transferring idea human's feeling, or sharing everything in human mind. In the world, we know that every country has different language. To accommodate these facts, human makes international language to give solution of easiest communication with people in other countries and one of international language is English.

Language is basically a means to communicate ideas, thoughts, opinions and feeling. English as a foreign language in Indonesia is considered to be important to absorb and develop science, technology, art and culture. Language has a basic role for student's intellectual, social and emotional development. The language education is purposed to help students to recognize their selves, their culture and other culture. Moreover, it helps students to communicate their idea,

feeling and participate in the community, even to find and use their analytic and imaginary ability.

There are four language skills (listening, speaking, reading and writing) that must be mastered by the students. In this study, speaking skill is more emphasized than others. Speaking is one of the productive skills beside listening. It is not only to say a word or sound, but one of way to communicate ideas, express our feeling, and etc. There is such a process of understanding the message from the speaker. Bailey and Savage (1994:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. Then, Brown (2001:270) says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Many factors might influence that case.

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Burns & Joyce, 1997:63). It becomes a measurement to someone whether they acquire English or not. If they have good speaking, it means they acquire English well and can communicate using English as the function of language as a tool of communication. However, speaking can be problems that obstruct them to reach their aims. In case, there are many students who understand grammar well but they speak badly. It will make the students lose their interest in speaking skill. Therefore, the teacher must be creative and communicative in order to teach speaking. Hence, the teacher must

apply various methods and strategies to make the students acquire speaking easier, although every methods and strategies have problem when it is implemented.

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. According to Bailey and Savage (1994: 34) stated that, speaking in a second language or foreign language has often been view as the most demanding of the four skills yet for many peoples. For communicate with others, often face to face and real time, speaking can drives us to attempt to speak fluently and correctly. In English learning speaking is the important skill. Therefore when we get goal from the speaking skill is you understain what i say and i understand what i mean.

According to Brown (1980:5), learning language activity is given to students directly to express their feeling and communicate the feeling, idea, and thought by using conventionalized sign, sound, gesture, or mark having understood meaning. In the teaching learning process, the teacher is responsible for executing the process. Speaking student skill have two factors, those are internal and external factors. Internal factors comes from the students', such as motivation, confident as well as background knowledge. In external factors comes from the teacher, such as method and environment. Until now the studets' have difficult manner to learning speaking skill.

Story Completion is free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell 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, description and so on. (Kayi: 2006: 78). Story completion is one of a new technique in teaching speaking which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson as (Kayi: 2006: 81) who states that story completion is an activity which very enjoyable in whole class. The learners will easily be plunged into the plots of the story as they had to tell the part of the story decided.

Based on the researcher interview with the English teacher of MA AL-MUSTOFA in Mojokerto, it can be reported that the teacher speaking skill still found several students' feel the difficult to undersand and talk speaking fluenly. The students' worried to make mistake in Grammar and suddenly stopped speaking because didn't have much vocabulary. The students' seldom to practices the speaking and the teacher have a limit technique to tech speeaking skill.

From the explanation above the researcher assumes that story completion can improve students' speaking ability especially for students of MA AL-MUSTOFA in Mojokerto because story completion is a joyful technique to learn speaking. According to what Kayi said "It might be caused Story completion using the real-life situation of the class which can make the students interested in following the lesson" as (Kayi: 2006: 85). Based on the problem above, the researcher would like to make a research that is entitled "**The Effectiveness of Using Story Completion in Teaching Speaking to the Second Grade Students of MA AL-MUSTOFA.**

B. Statement of the Problems

Based on the background of the study mentioned above, the main problem of this study is: Is there any significant difference between the students who are taught by using story completion in teaching speaking and those who are not taught by using story completion in teaching speaking at second grade of MA AL-MUSTOFA Mojokerto?

C. Objectives of the Study

Based on the formulation of the research above, The objectives of the study stated that: To find if there is significant difference between the students who are taught by using story completion in teaching speaking and those who are not taught by using story completion in teaching speaking at second grade of MA AL-MUSTOFA Mojokerto.

D. The Scope and Limitation of the Study

In order to make this study focused, the researcher made scope and limitation to this study. This point is important to make the researcher clear and will not made difficult to research and the problem of study. This research focused on the effectiveness of using story completion in teaching speaking and students' achievement.

E. Hypotheses

There were two hypotheses in this study. The first hypothesis is the working hypothesis (Ha). The working hypothesis of this study is that "There is any significant difference between the students who are taught by using story completion in teaching speaking and those who are not taught by using story

completion in teaching speaking at second grade of MA AL-MUSTOFA Mojokerto".

The second hypothesis is the null hypothesis (Ho). The null hypothesis of this study is "There is no significant difference between the students who are taught by using story completion in teaching speaking and those who are not taught by using story completion in teaching speaking at second grade of MA AL-MUSTOFA Mojokerto".

F. Significance of the Study

The researcher hopes that the results of this study are useful for:

1. For English teachers

   The research gives contribution in teaching process. The result can become an input to determine the steps and technique in teaching speaking by using story completion technique. To give an important technique by using story completion to add the quality of teaching speaking in the classroom.

2. For students

   The result of this study will give a new experience for them in speaking, being corrected and graded digitally by using story completion in teaching speaking. The students will be able to share their ideas and thought through story completion technique.

3. Future researcher

   The result of this study is expected to give reference and review to conduct further research on the same topic.

G. Definition of the Key Term

From the research problem stated, this study focus on the use of story completion in teaching speaking. In order to avoid misunderstanding, the key terms used in this study are as follow:

1. Story Completion

Story Completion is free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell 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, description and so on (Kayi: 2006: 89).

2. Speaking

According to Brown (2004: 140) speaking is a productive skill that can be directly and empirically observed, those observations are in variably colored by accuracy and effectiveness of a test-takers listening skill, which necessarily compromises reliability and validity of an oral production test.

3. Ability

Ability is a present state of being able to make certain response perform certain tastes, we sat that a person has an ability to do something, we mean that he can do that right now. Ability is the state or condition of being able; aptitude; capability; power to do something, whether physical, mental, legal, etc. (Mario Pei, 1974:2).