

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is a productive skill that can be seen directly 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. Mastering 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.

Everyone has their own skill in speaking and that must be applied in daily life. Therefore, teachers and parents think that their children must be skilled and master the speaking skill. The emphasis on learning English speaking skill has become a goal in learning English at every level of education. According to O'Malley and Pierce (1996: 60), speaking skill involves face-to-face interactions in which meaning can be negotiated and supported by contextual cues, such as the situation itself, movements, facial expressions and intonation.

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: 56) states that teaching speaking consists of two competencies; they are 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: 56).

The purpose of teaching speaking is to communicate efficiency (Brown, 2001: 1). Students must understand to avoid confusion of pronunciation, grammar, or wrong vocabulary. They must practice intensively so that they can use English communicatively both in oral and written form. However, the problems are that students only have limited time in learning to speak English in class. Outside the classroom their encouragement to learn English is lacking. These cases bring the problem about their difficulty in learning to speak English.

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. The next is how the teacher makes the learning situation and prepares learning materials, methods, and techniques 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.

Teacher-center and Discussion technique usually occurs. Although the teachers are required to create a pleasant atmosphere until students become more enthusiastic to express their intentions and convey their ideas. With these conditions, students often feel bored, sleepy, and lazy to think of what to say in English. Finally, they are reluctant to develop their skill in speaking. This is a

common problem that is often faced by students. It is important for teachers to convince students that speaking is not as difficult as they think.

Tarigan (1990: 4) argues that speaking remains the most difficult skill to be mastered by most English language learners. This is accordance with Zhang (2009). He states that there are many factors that can cause students to experience difficulties when they speak English such as lack of confidence to speak English, being afraid of making mistakes and lack of vocabulary mastery. This idea is reinforced by Ur (1996: 121). He argues that there are several speaking problems that the teacher can encounter in making students speak in class. These are inhibitions, nothing to say, low or uneven participation, and mother tongue use.

A research shows that students basically experience the same thing in applying their speaking skills. This is based on a research conducted by Nurhayati (2016) showing that students feel embarrassed when they have to speak in front of the class, and they are afraid of making mistakes when expressing their ideas in interacting with others because they do not know how to convey them. They also felt that their speaking ability was not satisfactory because of their lack of mastery of vocabulary and learning strategies that were not suitable for them. To overcome these problems, there must be new technique to help students enhance their speaking. This Story completion is one of the alternative techniques.

Story completion is one of the techniques in teaching speaking skill that demands expression responses based on predetermined themes and leads to short-term thinking to be expressed in order to increase imagination and dexterity in speaking to continue the flow of expression (Cole, 2008). This technique is unique

because it can create class situations that can make students interested in taking speaking lesson which by completing the gaps. Story completion by the teacher is a very fun activity because students are invited to listen and follow the storyline. Then they complete the gaps story in accordance with the plot (Kayi, 2006).

In addition, Story completion technique helps to improve students' speaking skill, increase students' willingness to communicate thoughts and feelings, and encourage active participation and encourage use of imagination, creativity and cooperation between students (Ghiabi, 2014). The advantage of this technique is that students can speak according to the flow of the teacher without fear because students are also directed to a sentence that becomes an answer without their knowledge according to the flow of the teacher (Kayi, 2006).

Dealing with these issues, a research conducted by Rahmawana (2017) shows that Story completion technique can improve the eleventh grade students' speaking abilities in all aspects according to the need to understand the desired context. In line with him, Santerika (2017) shows that there is an increase in students' speaking ability after being taught through Story completion technique in eighth grade students of Junior High School. These results are reinforced by Lutfiani (2018). The design of his research is pre-experimental and the target is the seventh grade students of Islamic Junior High School. She agrees that teachers can apply this technique to improve students' speaking skills in mastering English conversation.

Referring to several research sources, the researcher focuses on the speaking ability of tenth grade students which is something that must be mastered

by students and by using narrative text media. This refers to the Senior High School syllabus which contains narrative texts in the tenth grade of the second semester. The researcher also compares the relevant technique that is applied with Story completion which is often used by Senior High School teachers in the learning process to support and as a comparison in this research as the final result. The technique is Discussion technique.

Based on the ideas above, it is clear that story completion technique has many advantages for teaching English language in speaking. The teacher can try using the technique above. Based on the issue above the researcher conducts a research entitled “The Effectiveness of Story Completion Technique in Teaching Speaking for the Tenth Grade Students of SMAN 6 Kediri”.

B. Research Problem

Based on the background of the research above, the formulated research problem is “Is Story completion technique more effective than Discussion technique in teaching speaking for the tenth grade students of SMAN 6 Kediri?”

C. Objective of the Research

The researcher sets the objective of the research. It is to investigate whether or not Story completion technique is effective than Discussion technique in teaching speaking for the tenth grade students of SMAN 6 Kediri.

D. Research Hypothesis

In relation with the background of the study, the research problem, and the objective of the study, the researcher can take the hypothesis:

H1: There is significant differences between students who are taught by using Story completion technique and Discussion technique in teaching Speaking skill for the tenth grade students of SMAN 6 Kediri.

H0: There is no significant differences between students who are taught by using Story completion technique and Discussion technique in teaching Speaking skill for the tenth grade students of SMAN 6 Kediri.

E. The Significance of the Research

Theoretically, this research can expectedly expand teacher's skill in using Story completion technique to improve students' speaking skill. By mastering this strategy, teachers do not need to worry about problems that arise in mastering speaking skill to students. They must be able to use the Story completion technique. In addition, this research is expected to be a reference for other researchers who want to learn the Story completion technique more intensively in teaching speaking.

Practically, based on the result of this research, teachers are suggested to apply the Story completion technique to improve students' competence in English speaking skill. It is hoped that this research can 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 Research

This research is focused to find out the effectiveness of using Story completion technique in teaching speaking skill especially for speaking

performance and competency at senior high school level using narrative text as the media. This study is limited to the tenth grade of SMAN 6 Kediri.

G. Definition of the Key Terms

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 technique.

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. It is not like the other skills; speaking is more complicated than it seems at first and involves more than pronouncing words.

3. Story Completion technique

Story completion is a project-based technique. Participants are given a part of the story that is sufficient to direct attention to a particular topic but does not signal to the end of the story. However, they are required to provide follow-up.

4. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.