# CHAPTER I

# INTRODUCTION

In this chapter, the researcher presents the research background of study, formulation of research problem, research objective, significance of the study, the definition of key terms, and the organization of the study

## A. Background

Speaking is the main instrument in communication used for teaching learning process. In requiring second or foreign language, many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill, and they assess their progress of speaking as their accomplishments in communication (Grace Stovall Burkart, 1998: -).

In Indonesia, English is as the first foreign language which required to be taught at second school since early of the independence (Sadtono and Huda (1997) in Saukah (2003:4)). According to Saukah (2003:4), the long term purpose of teaching English as foreign language in Indonesia can be seen in Curriculum 1994 and Competence Based Curriculum (Department of Education and Culture, 1994; Department of National Education, 2001) that English is needed for the absorption and development of science, technology, art, and enhancement of international relation which expected can motivate Indonesia progression. So,

communication skill is one of the main purposes of teaching English as foreign language in Indonesia.

In addition, according to Indonesian National Education System UU.No. 20/2003 Part III Chapter 4 point 3,

> "Students" self-potential that needs to be developed through school experience is not limited to the academic competence, but, more importantly, it extends to character building, the aspects that in fact will later play more dominant roles in driving a success in the students' real professional career. Students' intelligence, academic competence, as well as positive supporting characters need development not only during the process of schooling, but should sustain throughout the students" life time, long after the formal schooling process is over. Indonesian Education System, therefore aims at empowering the students" potential and civilizing them in sustainable growth such that civilized nation could be built".

Consequently, in teaching speaking skill the teacher should not only give drilling the students in doing repetition but also give them meaningful experience which they can use or apply, one day in the out of school.

In addition, based on the standard competence No. 10 Indonesia's curriculum 2006, that the students must be able to express the purpose of a functional text and essay organized as narrative text, spoof text, and hortatory exposition in the social-life.

The competencies above is explained in detail the basic competence No. 10.2 Indonesia's curriculum 2006 that the students have to "express the purpose of the essay text in the speaking language accurately, and fluently in the social-life that is organized as narrative text, spoof text, and hortatory exposition.

The explanation above are appropriate with the statement from Nunan (2003) that teaching speaking have to teach the students to organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments. Finaly, the students can use the language quickly and confidently with few unnatural pauses, which is called fluency

According to Lightbown and Spada (2009)z It is obvious that there are differences between children (4-13 years old) learners and adult learners so that they cannot acquire the second language under the same circumstances. Concerning children and the early age at which they learn to speak, we can say that they enjoy certain advantages that make them outstanding learners. On the other hand, concerning adults we observe how difficult is that they can acquire certain native sounds; their pronunciation will be, on many occasions, foreign-like which is due to their difficulty in distinguishing and producing some sounds after the so called 'critical period'.

Navarro (2009) in her article said that in the second or foreign language classroom context, teachers should train learners to use and practice the different strategies that can help them face difficult situations. The only way of training students in this direction is by means of a bank of activities in which they become aware of the different possibilities that they can put into practice. Authors such as Goodwin or Lazaraton in Navaro (2009) offer a varied list of exercises to be used in class: poems, rhymes, dialogues, monologues, role plays, debates, interviews, simulations, drama scenes, discussions, conversations etc.

In speaking learning proses the learners often face some problems. Many problems that are often faced by learners are inhibitions (such worried about making mistakes, fearful of criticism or losing face), nothing to say (they have no motivation to speak), low or never participation, and mother tongue in use (feels unnatural to speak to one another in foreign language) (Ur, 2009:121). In short, the problems that EFL learners faced in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers.

In addition, Harmer (:-345) said that students are often reluctant to speak because they are shy and are not predisposed expressing themselves in front of other people, especially when they are being asked to give personal information or opinion. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates.

Navarro, Lightbown and Spada, (2006:-69) furthermore explain that the difficulties which faced by the students is that they can't acquire certain native sound. They are difficult in distinguishing and producing a good pronunciation. In that respect, Lightbown and Spada claim that learners difficult to acquire a phonological development.

Several authors have stated that when learners face problems in speaking they need practical and concrete solutions to know how to behave and respond in order to overcome those difficulties. Mariani, in his article 'Developing Strategic Competence: Towards Autonomy in Oral Interaction', recalls L1 strategies that native speakers use when they encounter communication problems, and suggests

teaching those strategies to L2 learners: 'just think of how often, in L1 communication, we cannot find the words to say something and have to adjust our message, or to ask our interlocutor to help us, or to use synonyms or general words to make ourselves understood' (Mariani, 1994: 1). Mariani classifies those strategies according to the speakers' behaviour: learners can either avoid certain messages because they don't feel confident with their speaking skills ('reduction strategies'), or make the most out of their knowledge and modify their message bearing in mind their weaknesses and strengths ('achievement strategies': borrowing, foreignizing, translating…(Mariani, 1994: 3). The author praises the latter by saying that achievement strategies are a very interesting way of developing learners' language domain. Speakers who opt for this option make huge efforts to transmit a message by playing with the language to the extreme, which only brings beneficial consequences.

According to the problem that often faced by the learners above, the teacher have to be able to analyze every individual problem because it can be different for each students. When the teachers are capable analyzed them, so the teacher can chose the best way to solve it.

To build the situation which can support the teaching learning process, interaction between teacher and the students is very important thing. In this case, interaction means that between teachers and the learners must have communication in two ways. To get an interaction or communication in two ways, there must any answer or conception from the learners when the teachers say or ask something.

Interaction between the learners and the teacher can be got if the students want to give their idea or suggestion. Some of the learners may has an idea, but most of them are got inhibition when they want to deliver their idea. Here, the researcher assumed that story completion should be introduced to the students to make them brief in delivering their idea.

In this research, the researcher conducting an observation in the second grade at SMAI Darur Roja' Blitar, the researcher knew that students over there are passive in the class. The researcher as the English teacher found that most of the students are often got an inhibition. They often worried they will make any mistake so that, the students keep silent. They study English course out of spirits. This situation make the circumstance in the class do not supported the speaking learning process.

From the questionnaire, the researcher know that from twenty students, 15 of the students do not like English learning and 5 left are like learning English. They like learning English but very hard in produce oral language. Most of the reason they said is they do not know how to express and pronounce the word they want. However, for the students who do not like English, they said that they can't translate from Bahasa to English. The students are afraid if they make any mistake in producing English language.

In case to improve students speaking skill, there are many activities which can be used. One of these activities is story completion. Story completion helps students' speaking skill improve.

According to O'Malley and Pierce in Ghiabi (2014), story completion give the students chance to speaking length, without teachers interruption, if they can (O'Malley and Pierce, 1996;106). From this statement, can be seen that by using this technique students got a chance to be brave and confidently deliver their idea.

Story completion is an enjoyable technique which let students have free-speaking activities which students sit in circle. According to Kayi (2006) story completion is an enjoyable technique in a whole class and this is a good activity to push students to do oral communication.

 To start this activities, the teacher open with some sentences to tell the story, after a few sentences then the students continue telling the story from the point where the teacher stopped. Each student supposed to add in about for to ten sentences. Every students can add new characters, event, description and so on (Giabi;2014)

Research conducted by Wijaya et.all (2013) showed that story completion can improve students speaking achievement. Including many aspects like fluency, vocabulary, pronunciation, and comprehension are improved.

Another research conducted by Eriska showed that Story completion was successfully improve the students' vocabularies in the speaking class. Their speaking achievements' result was improved significantly.

Ghiabi (2014) compare the beneficial of story-telling and Story Completion. The result of that comparison was showed that Story completion seems better than story telling. Students who use story completion are more creative in using

varieties of vocabularies; they also pay more attention to the grammar of their speaking. They also can be more communicative an interactive intensively.

In the research which conducted by Wijaya (2013) focus of subject are the students first year in SMAN. Moreover in this case, the researcher will be focused on the students in the Islamic Senior High Scholl in the second Grade.

Relaying on the benefits and successful stories of the implementing of completing, the researcher come to conclude that Story completion technique can be used to solve the problem in the second grade at SMA Terpadu Darur Roja' Blitar. in this time the researcher will conduct this strategy in senior high school en title "Improving Students Speaking skill By Using Story Completion For The Second Grade At SMA Terpadu Darur Roja' Selokajang Srengat Blitar"

## B. Research Question

Based on the background above, the main problem of this study is formulated as follows; "How can Story completion improve students' speaking skill at second grade of SMA Terpadu Darur Roja' Blitar?"

## C. Research Objective

Based on the research problem, the study is instead to investigate how Story Complation can improve students' speaking skill at second grade of SMA Terpadu Darur Roja' Blitar.

## D. Research significant

The researcher hopes that the result of the study will give contribution to improve the students' motivation to be more active and be brave. By using Story

Completion, it can be used as a link of students to build their confidence and being active and creative in improving their speaking ability.

For the teacher as one of the resources strategy for teaching-learning process, especially on teaching speaking, it may also use as one of alternative strategy applied to build an active class.

Beside for the student and the teacher, researcher hopes this research may give positive input for the next researcher. The researcher hopes that this research can be used as the reference which gives new idea for developing Story Completion better. The researchers are expected to conduct another research related to Story Completion (experimental research) to strengthen Story Completion as an effective technique to improve students' speaking skill.

**E. Definition of key term**

1. Improve

   Improve means making something better than before (Oxford Advance Learners' Dictionary). In this study, improve means an activity that is fixed the students inactivity in speaking class. In this case "improve" has meaning increasing the result of something because of some ways.

2. Speaking

   Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney,1998;13). In this case speaking is used to completing the story. Speaking is also used as the key of communication in the class. So, the interaction between teacher and learners can be built in balance.

3. Story Completion

Story completion is an activity where students are letting to deliver their opinion/idea in completing story. According to Kayi (2006) story completion is an enjoyable technique in a whole class and this is a good activity to push students to do oral communication.

## F. Scope and Limitation

The scope of this study is about story completion in teaching speaking of second Grade at SMA Terpadu Darur Roja' by using Story Completion. However, in order to get focus in conducting the study, the writer limited the study on:

Story Completion's teaching speaking using narrative text. Some considerations, the writer choose narrative text are: Based on the Standard Competence and Basic Competence for the Second Grade Senior High School students for this semester. Narrative text is an attractive text which is playing up the students' imagination. Narrative text tells about the story which common; also often give a fantasy story that can explore the students' idea. It will be easy for the students to play u the story using their own word.

## G. Organization of the Study

To make a good thesis, it needs to be arranged systematically. This study will divide into five chapters, namely (1) introduction, (2) review of related literature, (3) research method, (4) findings and discussion, (5) conclusion and suggestion.

Chapter I is the introduction of the research which deals with the background of the study, formulation of research problem, the purpose of the study, significance of the study, definition of key terms, and thesis organization.

Chapter II is the review of related literature. It consists of some explanation based on the title and some literatures based on the research. It includes the explanation about speaking skill, teaching speaking, and Story Completion.

Chapter III is research method. It covers research design, setting and the subject of the study, and the procedures of the study.

Chapter IV deals with the research findings and discussion of the study that is loaded of result that contains of data presentation and research findings.

Chapter V deals with the Conclusion and Suggestion of the study.