

CHAPTER I

INTRODUCTION

In this chapter, it presents about the background of the research, research problems, research hypothesis, research objectives, significance of the research, scope and delimitation of the research, and definition of key terms.

A. Background of the Research

Everyone who was in the world must communication each other, they communication through speaking and use language. According to Nurhayati (2016), language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers. Speaking is the most basic medium of communication by humans. Speech helps us to communicate our thoughts, ideas, suggestions, comments, etc in the most natural and reliable way without much distortion of information. Communication is very important to have fair and justified decisions at various levels of society. Speaking is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak their express of ideas even in simple form of conversation. According to Burn & joyce (1997:54-55) one of the aims of most language programs is to develop spoken language skills and most

program aim to integrate both spoken and written language. Learning a language means using speaking in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. English speaking is very important to be able to participate in the world of work. The speaking skill is measure in terms of skill to carry out in the daily activity. This reality makes teachers and parents think that speaking skill should be mastered by their students and children. According to Cummins 1989 in (O'Malley and Pierce 1996:60) communication or conversational skill involve face to face interaction where meaning can be negotiation and is supported by contextual cues, such as situation itself, gestures, facial expression and intonation. According to Nurhayati (2016) The first problem, the students feel shy when they must speak up in front of the class, they are also afraid of making mistakes when they deliver their ideas in conducting interaction with others. Because of lack of practicing or uttering ideas, getting interaction using English makes them get stumbling. They are shy and lazy to speak up using English. Besides that the lack of curriculum which emphasises on speaking skills, the students of English Department, State Islamic Institute of Tulungagung, not only get English skills, but they also get religious subjects. The practicum of Speaking is also omitted because the reason that there is efficiency of any education fund from The Ministry of Religious.

Speaking is also a skill taught in junior high school level. In teaching speaking, teachers can use standard competence and basics competence are the basic which are used to develop material, arrange learning activities and competence indicator for assessment. In order words, the teacher should arrange teaching and learning activity based on it, in which the students should be able to use language in transactional, interpersonal and functional competence. It is in line with Nunan (2003:56) statement that teaching speaking in junior high school level must be reach at transactional and interpersonla competence. According to Nunan (2003:56) transactional speech involves communicating to get something done, including the exchange of good and or services. Then, interpersonal communication is the process used to communicate our ideas, thoughts, and feelings to another person.

Moroever, in junior high school teaching learning English is targeted to reach functional level in which the students should learn language as communication tool through speaking. According to Brown (2001:1) the goal of teaching speaking skills is communicate effeciency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the messages exact yo faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules applied in each communication situation. To help student develop communicative efficiency in speaking,

teacher can use balanced activities that combined language input, structure output, and communicative output.

However, speaking is not easy thing for both teacher and students. In fact, there are many problems faced by students of VII E class at MTsN 2 Kota Blitar. According to Harmer (1998: 62) mistakes are natural process in their language learning. The mistakes can be caused by some factors. The first factor is that students may have not quite grasped the new information and consequently making errors. The next, might be their language gets in the way because the way English expresses an idea or uses grammatical construction is different with the first language gets in the way because the way English expresses idea or uses grammatical construction is different with the first language. Those are all common problems in teaching and learning speaking that faced by students. It is important for teacher to convince the students that speaking is not as difficult as they think.

Students should practice intensively so that they are able to use English communicatively both in oral and written form. The desire to communicate with others, often face to face and real time, drives them to attempt to speak fluently and correctly. So, those statements imply that speaking is very important to be learnt by the students in order to communicate well. Since English is a foreign language taught at schools in our country, most students especially junior high school students are not accustomed to it. Whereas, the students have limited time to learn English

in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. These cases bring a problem that make junior high school students have difficulties to communicate in English. The students difficulties in speaking might be caused by some factors. The first is the environment that does not support the students to speak English frequently. The environment here means the people outside the class. These people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class. The next cause is the problem on how the teacher presents the materials. It is found that there are several teachers who are still unable to create a life-class situation. Teacher-centered commonly happened in that learning process. Whereas, the teachers have to give more opportunities to their students to express themselves by providing speaking activities that enable them to speak English. These conditions may cause the class uninteresting for the students. They can feel bored with the situation. Finally, they are lazy to develop their skill in English, both in spoken and written. in order to support the mastery of english speaking skills as mentioned above, it is essential to learn vocabulary because the serious problem in teaching is related to the

condition of the student who lack of vocabulary. vocabulary is divided into two kinds receptive and productive vocabulary. Teacher must create good atmosphere in classroom, example select relevant materials and apply the suitable technique in order to make the teaching learning process run well. In this research, the researcher modified story completion technique. The students in a group are asked to complete the story which is previously told by the speaker based on the part given by the teacher. Before that, the teacher should begin the story that must be completed by the students. It is going to be an interesting technique because every student is motivated to speak, ignoring the error that they will make later.

Based on the description that has been done, it is necessary for the teacher to find and apply the learning model that can increase student's interest in speaking, creativity and learning result of English. Therefore the researcher chose the title is "The Effectiveness of Story Completion toward Student speaking Skill in MTsN 2 Kota Blitar".

B. Research Problem.

Based on the background of the research above, the formulated research problem is "*How is The Effectiveness of story completion toward student speaking skill in MTsN 2 Kota Blitar*"

C. Objective of the Research

Based on the research problem above, the formulated research objective is as follow: *“To know the Story Completion is Effective to Teaching Speaking of Seventh Grade Students at MTsN 2 Kota Blitar”*

D. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis are follows:

1. H_0 (Null Hypothesis): There is no Effectiveness of Teaching story completion toward student speaking skill in MTsN 2 Kota Blitar.
2. H_a (Alternative Hypothesis): There is Effectiveness of Teaching story completion toward student speaking skill in MTsN 2 Kota Blitar.

E. Significant of the Research

The researcher hopes that the result of this study gives contributions for:

1. The Institution
 - a. Students
 - The students will be able to comprehend the text better by using Story Completion Technique.
 - The students is easier to comprehend the text.
 - The students will be enjoyable and fun in teaching learning process.
 - b. English Teachers

To motivate the English teachers to create effective technique in teaching English especially in teaching speaking skill.

2. Future Researchers

a. Researcher

The researcher intend to achieve the following goal is to know the effectiveness of teaching speaking through story completion. This can simplify the way of speaking teaching.

b. Future Researchers

The researcher hopes that this study can be used as one of references in conducting study in similar problem for future researchers.

F. Scope and Delimitation of the Research

This research is limited only conduct story about experience on holiday between students before being taught by using story completion and students after being taught by using story completion.

This research is conduct in seventh grade of MTsN 2 Kota Blitar in the academic year of 2017/2018. The researcher limits teaching using story completion to improve students speaking skill.

G. Definition of Key terms

In this part, there are some explanation from the title mentioned in the previous items. The title is “The Effectiveness of Story Completion toward Student’s Speaking Skill in MTsN 2 Kota Blitar”. The definitions of key terms are as follows:

1. Effectiveness

Effectiveness is producing the result that is wanted or intended. The meaning of effectiveness in this study is there is any significant difference score in the student's speaking skill before and after being taught using story completion technique.

2. Teaching

Teaching can be defined as helping, facilitating, and giving instructions how to learn and get something or knowledge from the teacher to the students.

3. Speaking skill

Speaking is the productive skill. It cannot be separated from listening. When the speakers speak they produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

4. Story completion

Story completion is a projective technique, when respondents are given part of a story enough to direct attention to a particular topic but not to hint at the ending. They are required to give the conclusion in their own words.