

Hak Cipta Diindungi Undang-Undang

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. Speaking often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. It is a language skill that is used to communicate in order to interact with other persons. Speaking is different from the other skills such as, reading, listening, and writing. Pinter (2006, p.55) describes about speaking by using a word 'challenge'. Speaking is a though provoking skill because the speakers push their mind to think and speak at the same time. Pinter also mentioned that to speak fluently and accurately, learners need to think about the correctness of their language production. While at the same time, they also think about what they are going say next. Speaking can not be produced well without mastering the five components of speaking (comprehension, fluency, grammar, pronunciation, and vocabularies). Without mastering those aspects above, listener will be difficult to understand what speaker says. In accordance with the idea above, David Nunan (2003, p.48) states that speaking is the productive aural or oral skill, it consists of producing systematic verbal utterances to convey meaning. As one of language skills, speaking is the important one for our life in daily communication. In speaking we must be able to share ideas

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directly. Besides, speaking can make us socialize with one another. In addition, we must be able to make other persons understand about our speech.

There are three kinds of speaking situations which we find ourselves, they are: **Interactive speaking situations** including face to face conversations in which we are alternately listening and speaking, and have a chance to ask for clarification, or slower speech from our inter-locator. Some speaking situations are **partially interactive**, such as when giving a speech to a live audience where the convention is that the audience do not interrupt the speech. Nevertheless; the speaker can see that audience and judge from the expressions on their faces and body language whether or not they understand. In this case, between speaker and audience should have the mutual interaction. Few speaking situations may be totally **non-interactive**, such as when recording a speech for a radio broadcast.

English teaching and learning process in Indonesia, especially in every educational level, speaking is categorized as a part of language skills that must be mastered by the students. Indonesian students know English as the international language which is can connecting one people to another people from all around the world to share ideas, information, and even to socialize. So that's why, every educational level in Indonesia implies English lesson for their students to reach the goal of being able to interact and communicate by using English.

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State Senior High School 1 Tembilahan is one of the educational institutions in Tembilahan. English is served as a compulsory subject in this school. The first grade of State Junior High School 1 Tembilahan uses Curriculum 2013. The curriculum is a basic educational component in teaching and learning process. At the first grade of State Senior High School 1 Tembilahan, referring to the basic competence based in curriculum 2013 of senior high school, speaking aims is to comprehend the meaning of narrative in oral and text in form of simple and short story.

English teaching process at the first year takes two class periods in a week (2x40 minutes). Then, the passing grade for English in State Senior High School 1 Tembilahan is 65 point. Thus, the students should achieve the passing grade that has been decided.

Based on the witer's preliminary observation at State Senior High School 1 Tembilahan, the teacher already used several techniques and strategies such as retelling, guessing game, small group discussion, question response, drama and etc. Those strategies and techniques ideally would give some good effects to improve students' speaking ability, But in fact, the students were still confused to speak in front of the class. They were still many students who were not able to interact and communicate by using English although they had learned it since elementary school and the teacher already gave a lot of attempts by using several techniques and strategies. Their speaking ability was still so far from the expectation of the curriculum. On the

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other hand, most of them were still poor in speaking and it can be seen from the following phenomena:

The phenomena can be explained, as follows:

1. Some of students were not able to speak English with grammatical correct.
2. Some of students were not able to speak English fluently.
3. Some of students were not able to speak English with correct pronunciation.
4. Some of students were not able to speak English by using proper vocabularies.
5. Some of students were not able to express their ideas.

Based on the problems above, the writer is interested to implement a new technique to improve students' speaking ability called story completion. This technique is used to help students increase their speaking ability. This technique is going to be an interesting technique because every student will motivated to speak, ignore the error that they will make later on.

Kayi (2006) define :

“ 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. They can use their gesture as the expression when they are telling a story. Therefore, it is recommended to use Story Completion in teaching speaking of narrative text. ”



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Based on the problems depicted above, thus the writer is interested in investigating the problems above into a research project entitled **“The Effect of Story Completion Technique on Students’ Speaking Ability at the First Grade of Senior High School 1 Tembilahan”**.

B. The Problem

Based on the background illustrated above, it is very clear that the students still have a lot of problems in speaking.

1. The Identification of the Problem

Based on the explanation above, the writer identified the problems as follows:

- a. Why are some of the students were not able to speak English with a grammatical correct?
- b. Why are some of the students were not able to speak English fluently?
- c. Why are some of the students were not able to speak English with good pronunciation?
- d. Why are some of the students were not able to speak English by using proper vocabularies?
- e. Why are some of the students were not able to express their ideas?

2. The Limitation of the Problem

Based on the identification of the problem above, there were some problems involving in this research. As mentioned before, some of students were not able to speak english well, and express their ideas.

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These problems could be caused from techniques and strategies that used before. Therefore, the writer limits the problem on the teaching technique used by the teacher. The writer would try to use a new teaching technique called Story Completion Technique and to find out how far it can give significant effect toward students' speaking ability at the first grade of senior high school 1 tembilahan in term of narrative texts.

3. Formulation of the Problem

Based on limitation of the problems, the writer formulates the problem as follows:

- a. How is the students' speaking ability at State Senior High School 1 Tembilahan taught without using Story Completion technique?
- b. How is the students' speaking ability at State Senior High School 1 Tembilahan taught by using Story Completion technique?
- c. Is there any significant difference between students' speaking ability taught by using and without using Story Completion technique at State Senior High School 1 Tembilahan?
- d. Is there any significant effect between students' speaking ability taught by using and without using Story Completion Technique at State Senior High School 1 Tembilahan?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

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- a. To find out students' speaking ability taught without using story completion technique.
- b. To find out students' speaking ability in telling taught by using story completion technique.
- c. To find out a significant difference between students' speaking ability taught by using and without using Story Completion technique at the first grade of State Senior High School 1 Tembilahan.
- d. To find out a significant effect between students' speaking ability taught by using and without using story completion technique at the first grade of State Senior High School 1 Tembilahan.

2. The Significance of the Research

The significance of the research as in the following:

- a. This research hopefully contributes to the writer as a researcher in term of learning to conduct a research as a novice researcher.
- b. This research findings are also expected to give a positive information in order to improve students' speaking ability.
- c. This research findings are also expected to contribute the development of teaching and learning English theoretically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

D. The Definition of the Term

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There are so many terms involved in this research. Thus, to avoid misunderstanding on the terms used, the following terms are necessarily defined as follows :

1. Effect

According to Richards and Schmit (2002, p.175), “effect is used to measure the strength of one variables’ effect on another or the relationship between two or more variables”. In this research, effect is defined as the result of teaching speaking treated by using Story Completion strategy at Senior High School 1 Tembilahan.

2. Speaking Ability

Speaking ability is a proficiency of using the language orally (Scott Tornbury, 2006, p.208). Speaking is an essential skill in teaching learning process in order that the students can express their ideas.

3. Story Completion

As Kayi (2006) 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. They can use their gesture as the expression when they are telling a story. Therefore, it is recommended to use Story Completion in teaching speaking of narrative text. However, in this research story completion refers to strategy that has been applied at Senior High School 1 Tembilahan.

4. Technique

According to Richard and Schmidt (2010, p.590) technique in teaching, is

a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities.

E. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research based on several reasons:

- a. The title of this research is a relevant with the writer's status as a student of English Education.
- b. The problems of this research are not yet investigated by other researchers.
- c. The location facilitates the writer to conduct the research.

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