

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English is a language learning that belongs to difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, writing and also vocabulary according to English itself, of course much different from the Indonesian pattern. Gunawan and Yusniaty (2022) In the process of learning English as a d language in Indonesia, it is still a scourge for most students in Indonesia.

Student problems in learning to speak is one aspect that creates problems for SMP PGRI 9 students in learning to speak. Hornby (1995: 37) defines that speaking as the skill that the students will be judged upon most in real-life situations. The factors that cause students to have problems in learning to speak consist of two factors, namely internal factors and external factors. Internal factor consisting of (a) pressure governance, pitch, juncture, intonation, and rhythm, (b) word selection and good idiom, (c) embarrassed feeling, (d) be afraid feeling, and (e) not self-reliant enough feeling. External factor consisting of (a) voice or sound and (b) media.

Speaking skill is one of the four skills that must be mastered by students in learning English. Speaking skills are also the most natural way to communicate. Keith and Morrow (1981:70) say speaking skills are activities to produce spoken communication utterances. This means that this activity is communication by word of mouth, such as between individuals who communicate with each other, be it face-

to-face conversations such as meetings, lectures, conferences, interviews, and so on.

In addition, 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. So, those statements imply that speaking is very important to be learnt by the students in order to communicate well.

In this study, researchers will discuss the use of the Story Completion technique in teaching speaking. Basically, the Story Completion technique aims to help students speak more spontaneously according to the situations and conditions they will face in their daily lives. In addition, this technique can also help students to be freer in conveying their own ideas and ideas in speaking. This technique can be used to teach students speaking ability, encouraging all students to have equal opportunities to speak. According to Ghiabi (2014) this technique helps students' speaking skills getting better. In this type of teaching, student creativity also increases; Contrary to story retelling, in this technique students must use their own vocabulary. This is the assignment is open and it is the student who manages the story and tries to complete it.

The implementation of this technique will be different from teaching speaking techniques in general, because in this technique students will sit in a circle and take turns completing the story. So that later all students will have the same opportunity to speak. In the application of this technique, initially the teacher will

tell a story to the students. Then students will be asked to complete or continue the story orally. By using this technique, students will be able to be more creative in conveying ideas and ideas in speaking. Because in this technique students will not be glued to the script as long as they speak.

Based on the observations of researchers at SMP PGRI 9 Sidoarjo in class VIII, from interviews with students, the researcher found that many students could not speak English well, they said that English was difficult and boring because the English learning method used by their English teacher is less interesting or still uses conventional methods, only focused on reading, writing, and group discussion. So, it has an impact on students' learning motivation which makes them very bored in learning class activity. In addition, the lack of vocabulary and rarely exercise too the reason they can't speak English well. The students difficulties are they felt shy, afraid, anxious if make a mistake, they could not to express their idea very well, and had lack or limit of vocabulary (L Musyarofah, 2018) . From my observations about students' understanding in speaking English and the method when delivering material. Most students in class VIII-F are still classified as having low speaking ability, but the teacher is still trying a few methods when teaching English in class especially in improving speaking practice.

In addition, according to researchers, teaching English at junior high school level requires an interesting method, it will attract students to active and understand the material. Therefore, one of the goals of learning English in high school is to enable students to master the language skills, one of which is speaking. That is, when students want to convey their goals, it is necessary to speak so that

the goals are conveyed properly. Vocabulary, grammar and pronunciation must master speaking. It is necessary to make students fluent and accurate in speech.

To improve students' skill in speaking, the teacher needs a strategy and media through using an aid that facilitates on speaking (Sabat 2017:12). Teachers can use different ones teaching strategies to achieve teaching and learning objectives. In study, teachers are given the opportunity to apply various teaching strategies that can help students speak well. The strategy used is based on students' needs and interests. To overcome this problem, teachers must be able to choose good method in teaching English. Researchers suggest one way to English teacher at SMP PGRI 9 Sidoarjo namely Story Completion, is one of the new techniques in teaching speaking recount text that can improve students' speaking skills. Possible caused by classroom real-life situations that students can create interested in taking lessons. As Kayi said that the completion of the story is a very fun activity in the whole class. In addition, this method makes students talk more because they have the same opportunity to speak. In addition to making class fun and increasing student motivation. This method can also make students memorize some vocabulary.

1.2 Statements of the Problem

Based on the background of the study above, research problem on this research can be formulated as follows:

1.2.1 How is the implementation of Teaching Speaking by Using Story Completion Technique at Junior High School?

1.2.2 What are students' opinion about learning speaking by using Story Completion Technique at Junior High School?

1.3 Objectives of the Study

Based on the problem statements, the objectives of this study are as follows:

1.3.1 To describe the implementation of Teaching Speaking by Using Story Completion Technique at Junior High School

1.3.2 To describe students' opinion about learning speaking by using Story Completion Technique at Junior High School

1.4 Scope and Limitation

It is necessary for researchers to limit the research. This was meant to avoid large problem areas and help him to focus on research. Referring to the background of the problem and problem identification. The scope of this research focuses on teacher and students of SMP PGRI 9 Sidoarjo . The limitation of this study is focused on Teaching Speaking using Story Completion Technique for students at SMP PGRI 9 Sidoarjo.

1.5 Significances of The Study

1.5.1 For the Students

- a. The students are motivated to learn English.
- b. The students will be able to share their ideas and thought through story completion technique

1.5.2 For the Teacher

- a. The result can become an input to determine the steps and technique in teaching speaking by using story completion technique
- b. To give an important technique by using story completion to add the quality of teaching speaking in the classroom

1.5.3 For the Researcher

This research is also beneficial for researchers, researchers gain new experiences, knowledge, and get inspiration in teaching speaking good and right English.

1.6 Operational Definition

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used.

- 1.6.1 Teaching speaking is to teach ESL learners to: Produce the English speech sounds and sound patterns. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 1.6.2 Speaking is one of the skills in teaching English, and an intermediate process speakers and listeners used to communicate with each other and provide information, Speaking is not only the production of sound but the use of the whole body, use of gestures and so on.
- 1.6.3 Story Completion is a speaking learning activity where students sit in a circle for this activity, a teacher starts telling stories, but after a few sentences the teacher will stop telling stories. Then, each student begins to

narrate from the point where the previous one stopped. Each student can participate by saying a minimum of four to ten sentences. Students can add new characters, events, descriptions and so on.

