

CHAPTER I

INTRODUCTION

This chapter presents some points that include first background of the study, second statement of the problems, third objectives of the study, fourth significance of the study, fifth scope and limitation of the study, sixth hypotheses of the study, and seventh definition of the key terms.

1.1 Background of the Study

Many people in the world study English since it becomes a global language. English used by people in the world in many fields such as in education, science, international trade, politics, tourism and others. Schmitt & Marsden (2006) say that English is involved in a large part of the communication taking place in the world every day. According to Brown (2000), there are four language skills that must be mastered in learning English including listening, speaking, reading, and writing. Between those four skills of language, speaking is one of the most essential components of language, because it is basic function of language as a communication instrument.

Speaking is one of skill that should be mastered for students besides reading, writing and listening. Ur (1996:120) stated that from the whole skill (listening, speaking, reading, and writing), speaking is the most important skill that should be mastered by the students in order to be able to communicate in English fluently. According to Chaney in Kayi (2006) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Even speaking has been taught since study at elementary school but speaking is a complex skill which involves an interaction between speaker and listener in an active process (Bailey, 1994). Learners need practice using English language because when they often practice and share their idea through English they will be a better speaker, but it is not easy for students to achieve the aim of speaking to be communicative because there are some components of speaking skill that should be mastered by students. Brown (2004:157) states that the

speaking skill consists of five components: grammar, vocabulary, fluency, comprehension, and pronunciation.

There are some problems in learning speaking skill based on (Buzanni, 2008): (1) limited opportunities for the students to speak in the classroom, (2) lack of variation of teaching techniques used by the teacher in the classroom, (3) teaching strategy application was monotonous that made the students bored and disinterested in studying English. Considering those problems, improving students speaking skill is job of teacher. (Dwiyanti, 2009:3) stated that teacher is expected to have right teaching techniques to provide students with appropriate teaching materials and to create positive classroom environment. Therefore, the students will have an opportunity to use English among themselves.

One of techniques that teacher can apply in teaching speaking is through story completion, because this technique is very enjoyable, fun and make the students more active in the learning process. Based on the statement, Chandra (2008) story completion also believed to give positive effect on students' interest and motivation in studying English as well as to increase their speaking. So, the researcher is going to use an alternative technique in teaching speaking by using story completion technique. Story completion technique, it was not only used to communicate, but also used to make students' confidence to speak in the class with other friends, and to increase the students' learning motivation and interest. By using story completion technique, it was made the students improve their speaking ability easier.

Story completion is one of the techniques that use to improve students speaking skill. According to Kayi (2006) said story completion is an activity which is very enjoyable for the whole class and it is a good choice activity to push students to do oral communication. In this technique, the students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the students. It was interesting technique because every student is motivated to speak, to ignore the error that they will make later on. The use of Story Completion is hoped not only be used to communicate but also to build the

students' confidence to speak up in class activity. The students' will enjoy sharing with their groups and the students can improve their speaking ability through this technique.

There are some studies have investigate related with the implementation of story completion technique on students' speaking skill. The first study conducted by Aritonang and Septri (2014) entitle "Improving Speaking Skill Thorough Story Completion for 1stSemester of English Students in University of Palangkaraya". The design is using both qualitative and quantitative approach. Qualitative data obtain through interview and observation. While, quantitative data will collect through speaking test. The aim is to see whether there is an increase of students' speaking skill after being told using story completion technique. The data was taken in English Department and Study Program, University of Palangkaraya which participants are students in the first year by collecting assessment sheets, questionnaire, and observation. The data is analyzed by using percentages. The result show that the use of story completion technique significantly improves students' speaking achievement, because the mean score of post-test is better than the mean score of pre-test. But, suggestions of their research that is try to apply story completion in other level. So, the researcher here will conduct this study story completion technique in speaking skill with different level of implementation.

The second previous study by Rahmawana (2017) entitle "Using Story Completion in Teaching Speaking to The Second Grade Student of SMAN 6 Soppeng". The design is using quantitative research and the aim is to determine the use of story completion technique in improving student's speaking skill at the second grade of SMAN 6 Soppeng. The result showed that the use of story completion as technique in teaching speaking was effective in improving the students' speaking ability because the students' score of post-test was higher than pre-test. Rahmawana's study is not complete yet because in his study did not show the score of each aspects such as pronunciation, vocabulary, grammar, comprehension, and fluency. So, the reader did not know the students' score of each aspect. The researcher directly calculate overall using classification,

frequency and percentage. It can make the reader confused how to give the student's score.

The researcher does this study according to the previous study by Raissa, Patuan, and Deddy (2015) entitled "Student's Speaking Achievement Through Story Completion Technique". The design is using quantitative design. The aim was to find out whether there was an enhance of students' speaking after being taught through story completion technique and also to find out the aspects of speaking of the students that enhance most after being taught by story completion technique. The result showed that, the highest score increased in speaking aspect is in comprehension. Meanwhile, the lowest score is in pronunciation aspect. It is because of the implementation of story completion technique only give opportunity to the students to speak just 2 until 3 sentences. It means, there is the lack of opportunity given by the teacher to the students. Finally, the result showed that using story completion technique is significant for comprehension aspect. Because students can comprehend what teacher said when the teacher told the plot of the story and the students can comprehend when teacher begin to narrate the story and the students continue it. So, the students get high score only in comprehension aspect but not in the other aspects such as fluency, pronunciation, content and vocabulary. Whereas, the other aspects is also important as comprehension aspect in speaking skill. So that is why, the researcher will do this research again, because she want to increase students' speaking skill with different steps using story completion technique.

The researcher here wants to add the dice from story completion in order to different with other studies. Here the researcher want to implement story completion technique using dice as the media in teaching speaking. Firstly, the researcher give number of each students in a group, after the students get a number, the researcher will throw the dice and there will be appear the number of dice. The teacher throws the dice and the dice number that falls based on the lottery number gets the chance to continue the story.

Based on the statements above, the researcher assumes that applying story completion technique is effective toward the students' speaking skill because it gives students more chance to practice and gives more opportunities to the students to make turn in speaking during the times allocated. The students can practice and express their idea freely because they do activities with their friends. The researcher wants to know whether the use of story completion is effective or not in teaching speaking. So, the researcher is interested to conduct research to see the effectiveness of using story completion technique toward the eleventh grade of social major students' speaking skill at SMAN 1 Bangorejo.

1.2 Statement of the Problems

According to the argument above, the problem statement of this research can be formulated in the form of question as follow: "Is there any significant effect on students' speaking skill taught by Story Completion technique using dice?"

1.3 Purpose of the Study

Based on the problem of the research, the purpose of the study is to know the significant effect on students' speaking skill taught by Story Completion technique using dice.

1.4 Significance of the Study

The result of this study hopefully to be beneficial from both theoretical and practical aspects. In this case, for those involve in teaching English.

1.4.1 Theoretical significance

- a) It is expected that the result of this research will generate idea on teaching speaking in Senior High School.
- b) It is expected that the result of this research will give contribution to the theory of the strategy in teaching speaking.
- c) It is expected that the result of this study will give contribution to theory of Story Completion technique using dice.

- d) It is expected that the result of this study will provide information about implementation of Story Completion using dice as technique in teaching speaking class at Senior High School.

1.4.2 Practical significance

- a) For teacher

The result of this study is hopefully useful as input of teacher teaching speaking, gave more experience as input which could be expended into various strategies in teaching and learning process, the teacher could reflect his way of teaching to make it more interesting and succesful.

- b) For students

The result of this study will be expected to make students have higher motivation in expressing and communicating their English in speaking skill and students have a good in speaking skill if students practice in daily activities. Students that have problems of speaking can be used it as input and idea in improving speaking skill.

- c) For other researcher

This study can be reference to conduct further research related with implementation of Story Completion using dice as technique in teaching speaking class in Senior High School. The researcher believes that the result of this research had not perfect yet. So, the researcher hopes that future researcher who will conduct same research by applying Story Completion technique using dice can be better and complete this thesis.

1.5 Scope and Limitation

In order to make this study more specific, the researcher determine the scope and limitation. The scope of this study is the students at eleven grade of social major of SMAN 1 Bangorejo about “The effect of Story Completion using dice in teaching speaking”. The limitation of this study is speaking ability focus on narrative text in eleventh grade.

1.6 Hypotheses

In order to answer the research question, the following hypotheses is proposed: the null hypotheses (H_0) and the alternative one (H_1). If the null hypotheses is rejected so, the alternative one will be accepted.

H_0 : There is no significant effect on students' speaking skill taught by using Dice-Story Completion technique at eleventh grade social students of SMAN 1 Bangorejo.

H_1 : There is significant effect on students' speaking skill taught by using Dice-Story Completion technique at eleventh grade social students of SMAN 1 Bangorejo.

1.7 Definition of Key Terms

In order to avoid misunderstanding, it is important to to give the definition of some key terms. The following terms are needed to be defined:

1. Speaking

Speaking ability is how the way students express the monologue of narrative text with the right component of speaking skill such as speak with appropriate content, fluently, comprehensibility, right pronunciation and various vocabularies.

2. Dice

Dice is one of media that will be used to implement this research. The researcher throws the dice and the dice number that falls based on the students' lottery number gets the chance to continue the story.

3. Story Completion

Story Completion is the students in a group are asked to continue the story which is told by the previous speaker based on their own creativity and imagination. Before that, the teacher begins the story that and students must be continued.