

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research. In detail, this chapter presents the background of the research, research questions, and research purposes, limitation of the research, research significances, rationale, and previous research.

A. Background of the Study

Speaking is one of the language components that must be taught to the student in learning a foreign language. (Liu, 2018) cited in (Suriani, 2019) revealed that many students were shy, quiet, and difficult to express their ideas, and rarely respond to the teacher questions. In that case they become the passive students in the classroom. In addition, (Brown & Abeywickrama, 2010) stated that speaking is an interactive process that involves producing, receiving, and processing information in expressing opinions, feelings, or ideas to other people by using words to inform, persuade and entertain others. (Cameron, 2001) states that by speaking we can express meaning to others and make them understand what we are saying.

Speaking is an ability used by someone in daily communication, whether at school or outside. Speaking is a number of circumstances, the process of creating and sharing meaning through the use of verbal and nonverbal symbols. (Chaney & Burk, 1998). EFL students should be able to let themselves realize what they are talking about. Speaking is the active use of language to convey meanings so that people can understand them period (Cameron, 2001). Argues that speaking is the act of actively using language to explain meanings so that others might understand them. It means that speaking consists of producing systematic speaking period students have opportunities to activate the elements of language they have saved in their mind. So automatically without being aware, they can use plural and phrases smoothly (Harmer, 2007). The goal of teaching speaking is that students

as the speaker should understand what they are saying, and listener should catch the message during speaking activities (Brown H. D., 2010)

Limited observation in “MTs. An-Nur Depok” shows that students lack the ability to speak English because they have difficulty dealing with their fears with English mistakes. The teacher uses several methods to teach speaking, such as speaking activities and giving new vocabulary. However, the method used by the teacher seems to be inappropriate so that students feel bored easily and some students still do not understand the content or material explained by the teacher.

Based on the identification of the problem, the purpose of this study was to determine the students' speaking ability using the “Story Completion Technique” as part of the technique used in the classroom. The choice of technique is assumed to make learning to speak more interesting. Meanwhile, “Story Completion Technique” is chosen because; according to (Kayi , 2006) the story completion is assumed to be appropriate for the teaching of speaking since it gives a student space to talk in front of the class. By continuing the story that has been told by the teacher, then students will more easily remember the word. In addition, story completion is a joyful technique to learn speaking. This study was conducted in the second year of junior high school in MTs. in Depok, West Java. Teacher reported their difficulties in teaching speaking to secondary students.

This study uses the Story Completion Technique which aims to investigate the teaching of students' speaking using folktale for EFL students. The importance of this research is to make teaching speaking more interesting by using folktale. This study will contribute to evaluating the speaking teaching methods used by teachers.

There are several research results regarding the using of story completion. The first research was conducted by Rahimna (2019). She applied story completion technique in teaching English speaking skills at islamic boarding school. The second study was conducted by Widyawati (2017) She applied the effect story completing technique is effective to teach speaking at English, the objectives of

the research were to find out the students speaking ability before and after being taught using story completion and, the effect story completing technique to teach speaking at English conversation class of 11th grade of SMA Muhammadiyah Kediri 2016/2017. The third research was carried out by Wijaya, Sukirlan & Sudirman (2013). The objectives of this research were to find out the increase of students' speaking skill, the students' response, and the process of implementing Story Completion. However, the current research focuses on teaching Story Completion supported by folklore and then looks at students' perceptions when using the technique. In addition, this study uses a case study with a qualitative approach. Thus, this research is entitled *using the Story Completion Technique Supported by Folktale in Teaching English Speaking: Case Study at Islamic Junior High School*.

B. Research Questions

From the research background, the problems are formulated into the two following questions:

1. How does the teacher implement story completion techniques supported by folktales to teach speaking?
2. What is the students' perception of the use of the Story Completion technique supported by folktale in speaking lessons?

C. Research Purposes

From the research questions, this research is formulated into two following purposes:

1. To find out the teacher implement story completion techniques supported by folktale to teach speaking.
2. To find out students' perception of the use of Story Completion technique supported by folktale in speaking lesson.

D. Limitation of the Study

Based on the identification of the problem, the researcher limits the study to two matters. The first is the teachers' implementation of story completion techniques. The second, concerns about students' responses to the use of Story Completion technique supported by folktale in speaking lessons.

E. The Significances of the Research

The significances of the research are as follows:

1. Theoretical Significances

In this research contributes to the current theory about the strategies of teaching English and the result of the research can be used by the teachers in teaching speaking.

2. Practical Significances

a. For students

The advantages of learning speaking by story completion technique help students to be actively engaged in purposeful learning speaking English and built their confidence. Therefore, they can learn English more effectively.

b. For teachers

Besides that, the advantages of teaching speaking by story completion techniques help a teacher to make learning activity more attractive and meaningful. As a result, it can help the teacher in increasing the quality of teaching in facilitate the plural in learning English.

F. Rationale

In today's English classrooms, we often see language learners sitting in pairs and groups talking or working together on a task. Such kinds of activities are aimed at helping learners gain confidence and fluency in speech and are particularly necessary in countries where English is not widely used. This practice assumes that through frequent practice with their peers, learners will transfer

speaking skills from the classroom to real-life communication. This approach was identified in a review of speaking instruction by (Burns, 1998).

The perceptions of students are key components and valuable indicators of that classroom climate (Freiberg & Stein, 1999)((Fraser, 1999). According to (Kaplan & Maehr, 1999) the perception of the school and classroom environment should be considered as a modifier for the general wellbeing of students. It can contribute to good behaviour and facilitates a positive orientation toward life in general.

Speaking is one of the productive skills besides listening. It is not only to say a word or sound, but one of way to communicate ideas, express our feeling, etc. There is such a process of understanding the message from the speaker. Then, (Brown, 2001) Brown says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Many factors might influence that case. Speaking is one of useful skills that must learned by students. In accordance with (Brown, 2001) cited in (Suryani, 2015) utters that speaking is an interactive process for building meanings involving the production, reception, and processing of sound speech as the main instruments. Additionally, (Cameron, 2001) cited in (Suryani, 2015) states that the use of speaking is to convey things so that other people can make sense of them. Alternatively stated, speaking is an essential technique that is used to communicate with other people.

Story Completion is free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on. (Kayi , 2006). The learners will easily be plunged into the plots of the story as they had to tell the part of the story decided. This technique helps students' speaking skills improving. Based on (Kayi , 2006) speaking through story completion technique as follows:

a. Teacher starts to tell a story.

- b. The first speaker from a group students continue the story after the teacher stop narrating. Students start from the point on that previous one stooped.
- c. Students should tell the idea of the story, so, the students will enjoy the speaking.

Story completion is one of a new technique in teaching speaking which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson 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.

From the explanation above, it can be said that story completion potentially can improve students' speaking ability especially for students of International Class Boarding Students batch 2015 because story completion is a joyful technique to learn speaking. According to what (Kayi , 2006) It could be due to story completion using the class's real-life issue, which will pique the kids' interest in the lesson.

G. Previous Studies

Some research has been conducted about strategies to increase speaking ability through story completion technique. The first is research of Rahimna (2019). This research is about using the story completion technique in teaching English speaking skills at Islamic boarding school. The aim was to examine whether using Story Completion technique in teaching speaking skills can improve speaking skills of the first-year students of MAS Darul Ihsan, Aceh Besar. The design of this research was experimental teaching. The population of the study was the whole member of the first-year students of MAS Darul Ihsan, Aceh Besar. The researcher used purposive sampling to choose the sample of the research. The sample was the students of class X-F as the experimental class and class X-E as the control class. The quantitative data were collected by using pre-test and post-test. After getting the data, the results of the tests were analyzed by using statistical procedures. It was found that the average score of post-tests of

experimental class (72.27) was higher than the average score of control class (62.04). It showed that the students of experimental class improved their speaking skills. Furthermore, it also proved by examining hypothesis that t was higher than t -table ($3.38 > 1.68$). This means that there was significant difference of achievement between the students who were taught by using Story Completion technique, and the students who were taught without using the Story Completion technique.

The second is research from Widyawati (2017). The objectives of this research were to find out (1) the students speaking ability before and after being taught using story completion and, (2) the effect of story completing technique to teach speaking at English conversation class of 11th grade of SMA Muhammadiyah Kediri 2016/2017. The research conducted here is quantitative. This research is around experiment in which the researcher used pre-test and post-test. There are two variables, dependent and independent variable. The dependent variable is students' speaking ability and the independent variable is story completion technique. Plural subject was the eleventh grade of SMA Muhammadiyah Kediri in academic year of 2016/2017. By using clustering sampling, the researcher uses the 22 students of IX IPA. The result shown that the mean of post-test (52) is higher than pre-test (41.4545). It means that the student score is increasing. The result of the t -test is (9.566). Furthermore, the result of the calculation then consulted to the value of t -table in accordance with the degree of freedom (DT) 21 and level of significant 5% and the value is 2,074. The result shown that t -test (9.566) is $>$ table (2.074). It means that null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted. Based on the research finding and discussion, it can be concluded that story completion technique is effective to improve the student's speaking ability at 11th grade students of SMA Muhammadiyah in academic years 2016/2017.

The third is research from Wijaya, Sukirlan & Sudirman (2013). The objectives of this research were to find out the increase of students' speaking skill, the students' response, and the process of implementing Story Completion

technique in SMAN. The subject of this research was the first-grade students consisting of 31 students in class X social 1. This study used embedded design, a mixed method of quantitative and qualitative research. The data were collected using speaking test, questionnaire, and observation. The result showed that: (1) the mean score of pretest is 53.29, while the mean score of post-tests is 71.57. The significance value (2-tailed) is ($p=0.000$, $p<0.05$); (2) the students gave positive response toward Story Completion, and (3) In the process of learning, some students were lack of confidence to speak English although they were able to speak well. From the findings, it can be concluded that Story Completion is effective for teaching speaking.

There are some differences in this research with previous research. For this research, it will be centred on the process of using story completion for students and seeing student perception to the use of story completion. Hopefully, those students will understand and be able to use this technique.

