CHAPTER I
INTRODUCTION

A. Background of the study

Speaking is a tool for communicating orally in a language. It is the process of constructing and exchanging meaning (Cheney, in Kayi 2006). The use of linguistic and non-linguistic symbols in various contexts. According to the preceding point of view, it is a tool used to communicate with others in order to achieve goals through the use of pre-existing symbols. It is a crucial auditory/oral skill.

Language is important to deliver a massage, as contained in surah Ar-Rum verses 22. The command to read in Surah Ar-Rum involves language has an important function in our life, It is because language is a tool to interact with other (Amin,et al, 2022).

According to Richard's statement (2008), the mastery of speaking skill in English is a priority for many second

language or foreign language learners. He said that speaking is a primary basic skill to tell and share ideas in communication. Thus, speaking is one of the language skills that must be learned to start the communication.

The ability to communicate in English is very important in global area because English takes up a very important position in almost any sectors of use such as business, commerce, academic field, technology and so on. This is supported by Fulchers (2003) who states that speaking is the verbal use of language to communicate with. Learning English as foreign language is very important since English is the key to the international currencies of technology and commerce.

In our country, English is considered a foreign language, most students particularly high school students are lack familiarity with it. According to Syafutry and Saputra (2021), students tend to use English predominantly within the classroom setting and less frequently outside of it. This limited exposure to English

learning within the confines of the classroom, coupled with a lack of motivation to practice English outside of class, poses a challenge for high school students in developing their English communication skills, particularly in speaking.

English is a mandatory subject in Indonesia, starting from junior high school up to university level. The objective of English education is to equip students with the ability to communicate effectively in both written and oral forms (Riswanto,et al. 2022). Thus, they have to master the four skills: they are listening, speaking, reading and writing. They should be taught skillfully and communicatively in the learning process in order to achieve the goal of Indonesia curriculum.

The students' difficulties in speaking might be caused by some factors. The first difficulty is the environment that does not support the students to speak English frequently. The environment means the people outside the class. Most people in an EFL country, especially students, may think that the one who likes to speak English outside the class just want to show off their ability. That response only makes them lose their self-

confidence to improve their speaking ability. By speaking, people can interact with others in social interaction in order to get the information from this process. According to Richards and Renandaya (2002), Speaking is one of the central elements of communication . Speaking is very important because it is one of the English skill that mostly becomes the main purpose why so many people get curious about learning English. It is no doubt to say that learning English in order to be able to communicate is simply not easy. The students can know how to express their ideas in their mind or how to deliver their ideas in English using spoken the language. Speaking is very important in learning a language.

In learning to speak, Harmer says that good speaking activities can and must be highly motivating If all the students are participating fully- and if the teacher set up the activity properly and can then give sympathetic. Many speaking tasks (role- play, discussion, problem-solving, so on) are intrinsically enjoyable in them (Harmer, 1998). It means that teacher must be creative to make students feel fun during the process.

In addition, there are several problems involved in getting students to talk in the classroom. First, students did not enjoy their feeling to study English. Factors caused this situation is students are worried about making mistakes, fearful of criticism, or simply shy in getting the attention of their speech. Second, because they are lack of motivation to practice the second language in daily conversation. And the last, they are also too shy and afraid to take part in the conversation.

Based on the pre-observation in SMAN 11 Mukomuko at the Tenth grade, the researchers found that the students have difficulty in speaking ability. From the observation, it was found that many students at tenth grade experienced difficulty in speaking such as the students are lack of speaking practice and the students are ashamed. From an observation with students were: they were afraid to make a mistake and the students were feeling unmotivated to follow lesson because the teacher did not use an interesting technique in the teaching process. It made class atmosphere become bored in learning English process, the students became unmotivated in learning

English so the students unable to speak English well. Then, from an interview with the students, it was revealed that the teacher rarely used the various technique in teaching and learning process. The teacher only used discussion technique in the teaching-learning process.

In order to solve the students' problems and enhance their speaking ability, the teachers should provide some good technique that can involve the students in practicing speaking and also give some motivation. There are many kinds of teaching speaking techniques. The technique can attract students' motivation in learning English so that the students feel enjoyable and the students do not feel bored. In this research, the Story Completion technique will be utilized. This technique serves not only as a means of communication but also aims to boost students' confidence in speaking within the classroom setting and among their peers. Furthermore, it aims to increase students' motivation and interest in learning. By employing the Story Completion technique, students can practice their speaking abilities in a more accessible manner.

Story Completion technique constitutes variant from the discussion of the group. According to Kayi (2006) stated, Story completion can make the students interested in following the lesson in the class because using the real-life situation of the world. Some advantages of story completion, such as: Increase children's willingness to communicate thoughts and feelings and verbal proficiency, promote active participation, use of imagination and creativity, students' cooperation, listening skill augment and Stories encourage a positive adrenaline.

In the speaking process, story completion can be considered as a projective technique. One student begins by presenting a part of a story, capturing the attention of the others who are then expected to continue the story by paying careful attention to specific themes or elements. They prepare and practice their own contributions to the completed story, adding their own words and perspectives. This process is similar to the previewing phase in reading, where readers are constantly intrigued to uncover the underlying message of a text by questioning the reliability and credibility of the information

provided. This engagement enhances readers' comprehension skills and their ability to think critically about the text (Yunus, 2015). Similarly, in the context of speaking, story completion serves as a technique that encourages active participation, creative thinking, and the development of storytelling skills among students.

Different from role play be used in Indonesian class, which makes students stiff and also takes a long time. It is a technique allows students behave in real situations by structured socialization with others in relevant environments. This technique only focuses on certain situations and also limits the student's character. The researcher hopes by story completion, students can learn and practice the language more in the group of discussion easily.

There are many researchers had done research by using Story Completion. Wijaya (2014) who studied (the implementation of Story Completion technique in teaching speaking). Based on the result of his research Story Completion

is very helpful for increasing students' speaking skill after being taught by Story Completion technique.

Another previous research that was done by Saputra (2018) who studied (Improving students' narrative writing through story completion activity for the eighth-grade students of SMPN 1 Ngemplak). He found that there was a positive writing ability by using Story Completion.

From the explanation above, the researcher used Story Completion technique in this research to see the effectivness in students speaking ability. This technique will be effective in students' speaking ability because it inspires students to speak up. Story Completion technique gives chance for students who get less chance to explore their ability and idea without afraid to speak. This technique is good for teaching speaking because by using story completion technique students can be easy to speak in learning process. Therefore, it is the reason why the researcher tried to find out "The Effect of Story Completion Technique on Students' Speaking Ability"

B. Identification of the Problem

Based on the background of study, the researcher identifies the problem as follows:

1. The students' speaking in English is still low.

2. The students were less in speaking English because they are shy and afraid to make mistakes in speaking.

3. Students had low the motivation to increase their speaking skill because of the lack of stimulation.

4. The students were bored to study English because the teacher did not use an interesting technique.

5. The teacher uses the monotonous technique.

C. Limitation of the Problem

This study will focused on the students' interested and using media. Again, this research limited by using Story Completion Technique as media for teaching speaking at SMAN 11 Mukomuko.

D. Research Question

Based on the limitation above that have been explained, the research question of this research is formulated as the

following: " Is there any significant effect of Story Completion technique on students' speaking ability ?

E. Objective of the Research

The objective of the research is to investigate whether there is significant effect of Story Completion technique on students' speaking ability at the tenth grade of SMA Negeri 11 Mukomuko for the academic year 2022/2023.

F. Significance of the Research

The result of this study is expected to give some benefits not only theoretically but also practically to:

1. For Teacher

   The teacher can enrich new theory about, the effect of story completion technique on students' speaking ability.

2. For Students

   It is hoped that it can make the students easy to understand the lesson and memorable. So, it can improve their speaking ability.

3. For University

    As a speaking learning technique in classrooms, the effects
    of the implementation of this approach can be used

G. Definition of Key Terms

1. *Speaking Ability* is an interactive process of constructing
    meaning that involves producing and receiving and
    processing information in form of oral interaction.

2. *Story Completion Technique* is a projective technique, when
    one student gets a part of a story. the others pay enough
    attention to certain themes to be followed by others. It
    required them to make preparation and practice it with their
    own words in turn.

3. *Storytelling* is one of methods in teaching speaking that
    students can briefly summarize a tale or story they heard
    from somebody beforehand, or they may create their own
    stories to tell their classmates. Storytelling is part of story
    completion that equally serve to re-tell story.