CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four aspects in English teaching and learning process, namely: listening, speaking, writing, and reading. These four elements are very important for students to master if they want to be really proficient in English. The four aspects are of course also interconnected but have different characteristics, and of course with different teaching and learning methods. Each individual has a different level of difficulty, including difficulty in communicating, difficulty understanding grammar, or vocabulary. Basically, everyone experiences the same thing when learning English, starting from memorizing vocabulary, understanding grammar and other language structures.

One of those skills is speaking skills. Speaking is one of the most important English skills for students to master because it has an important role in communication. Speaking skills are functional skills in everyday human life because speaking can obtain and convey information. By mastering speaking skills, students will be able to express their thoughts and feelings intelligently according to the context and situation when they are talking. By having adequate speaking skills, students can more easily express their intentions to others when they want to build a communication that is connected or can understand each other. Because basically, the main purpose of learning a language is to be able to communicate that language to convey intentions, messages, opinions and ideas.

So, with students having good speaking skills, they will undoubtedly be able to interact with other people, especially with foreigners who they learn the language. So that their English speaking skills must be improved, and be able to speak better in English both inside and outside the classroom.

Luoma (2004:20) explains that speaking as meaningful interaction. It is true that individuals speak, and an important part of language use is personal. Nevertheless, it is also important to remember that speaking forms a part of the shared social activity of talking. In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can be to pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together. Each participant is both a speaker and a listener; they construct the event together and share the right to influence the outcomes, which can be both shared and individual. From this statement, it shows that through speaking activities, students can interact with other people around their lives, especially interacting with their friends, teachers, also with the wider community.

Classroom speaking activities should be interactive, communicative and give students sufficient chances to use the target language. According to Thornbury (2001:79), communicative tasks or activities fulfill two important roles and language learning needs. They are preparing students for real-life language use and encouraging the automation of language knowledge. With this method in English classes, students can have the opportunity to communicate with each

other. This can happen when students collaborate in groups to achieve goals or complete assignments.

Based on the preliminary research, the researcher firstly obtained information through direct interviews with the Head Master at SMAN 2 Ruteng Purang, regarding to the learning system implemented during pandemic. According to him, the actual learning system should be done online. However, it was impossible to implement it, due to many inhibiting factors. The inhibiting factors include not all students had smartphones and network access was still not optimal, so online learning was considered less effective. He finally decided to make a decision by implementing an offline learning system, but in a limited face-to-face form. In the implementation of this learning system, all students could only participate in the teaching and learning process in the classroom for two days a week. For the rest of the day, they were given assignments by their respective subject teachers and submitted the assignments to the school. In this case, the researcher has consulted and coordinated with the eleventh grade English teacher at SMAN 2 Ruteng Purang. The result of the discussion was that in conducting this classroom action research, the researcher could do it normally in the classroom. The English teacher would also had coordinated with the head master to determine the schedule for the implementation of this research. The researcher was allowed to conduct the research normally by the headmaster, but by arranging the schedule as planned by the researcher.

The researcher also conducted observation and gained some information about students' speaking ability by interviewing to the English teacher and the students as well. The results showed that the most of the eleventh grade students

were still lacking in speaking ability. When the students were asked to practice in front of the class, they looked shy and afraid to speak in English. In addition, they had low confidence and their speaking learning achievement was still poor. The researcher investigated further that apparently this occurred due to the matters the teachers' teaching methods. The teaching methods used by teachers in school were less able to help improving students' speaking skills. Therewith, most students were less interested in learning. This was because the teacher still used the lecture method. So that the material being taught become verbal or memorizing. When giving speaking practice, the teacher rarely gave sufficient opportunities and time for students to speak in English so that the students could not perform well.

It had been concluded by the researcher that speaking is a very important part of teaching English. The ability to communicate in the target language clearly and efficiently contributes to the success of the students at school. Therefore, it is essential that English teachers should be more concern or pay a great attention in teaching speaking. Because the main source of the success of students to understand what they are learning, is none other than the way the teacher delivers the teaching material. So, it is necessary to know more and be more carefully in seeing what causes the learners to be less able to understand, lack of attention, lack of concentration, boredom and so on.

Considering the statement above, the researcher suggested to implement a more interactive and interesting strategy in teaching speaking. It was by implementing story completion technique. This is an interesting activity allows many opportunities for learners to have a lively role for participation teaching

speaking skills, and arouse imagination as well as to provide context for introducing new languages. 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).

Eventually, from the statement above, the researcher assured that it is very important to teach English speaking by implementing story completion technique. Learning English speaking skills is not an easy thing but requires the right and fun way. Therefore, the process learning in the field of English speaking skills requires strategies that appropriate to cultivate students' interest in improving English speaking skills. Thus, the researcher was curious and interested to conduct this research, in order to improve speaking ability of the eleventh grade students of SMAN 2 Ruteng Purang in academic year 2021/2022.

1.2 Research Problem

According to the background above, this research aimed to giving answer of the problem: "Can story completion technique improve speaking ability of the eleventh grade students of SMAN 2 Ruteng Purang in academic year 2021/2022?"

1.3 The Objective of the study

In order to achieve targeted success in a study, it is necessary to have objective learning. The objective of the study should be in line with the

background and the research problem. It can be useful to evaluate the English teaching learning process, especially in teaching English speaking at SMAN 2 Ruteng Purang. The objective of this research was to find out whether story completion technique can improve speaking ability of the eleventh grade students of SMAN 2 Ruteng Purang in academic year 2021/2022.

1.4 The limitation of the Study

The existence of limitation of the study would make it easier for both researcher and report readers to understand the direction of the research objectives. In this study, the researcher limited his research on the eleventh grade students of SMAN 2 Ruteng Purang in academic year 2021/2022 to improve their English speaking ability through implementing story completion technique.

1.5 Significance of the study

Theoretically, the researcher hopes that story completion technique can be one of interactive and interesting way in teaching speaking skills. The researcher also conducted this study was to find out that whether by implementing story completion technique can be effective way to improve speaking ability of the eleventh grade students of SMAN 2 Ruteng Purang in academic year 2021/2022, and can be useful for those who are interested in learning and follow the teaching speaking process.

Practically, after conducting this study as well, the researcher hopes that the result can be useful for:

a) Teachers. By implementing this strategy, the results of this study can provide a very valuable contribution to add insight, as well as an input for teachers to improve learning practices become more effective and efficient, especially about speaking activity through implementing story completion technique as a strategy that can be used in the classroom, so that the quality of learning and students' learning outcomes increases.

b) Students. By conducting this research, it can be useful for students to improve learning outcomes, motivation, interest, and students' speaking ability through story completion technique, as well as to find knowledge and develop insight.

c) Other researchers. As learning tool to integrate knowledge and skills by going directly so that they can see, feel, and live up whether the learning practices carried out so far have been effective and efficient.

1.6 Definition of Key Term

In order to clarify the key terms used in this study, the researcher used several specific terms that were associated with this research. It was important to apply this definition of key term, so that the unwanted things would not happen, like confusion and misunderstanding for the readers. The researcher divided the key term of this study into two classifications, speaking skills and story completion. The two operational definitions that were clarified in this study as follows:

1.6.1 Speaking skills

Speaking is defined as one of the skills in learning English where students expressing their thoughts freely to participate or involve in a spoken language of story completion activity.

1.6.2 Story Completion

Story Completion is one of English teaching speaking techniques where students are free to speak and a teacher starts to tell a folktale, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped.
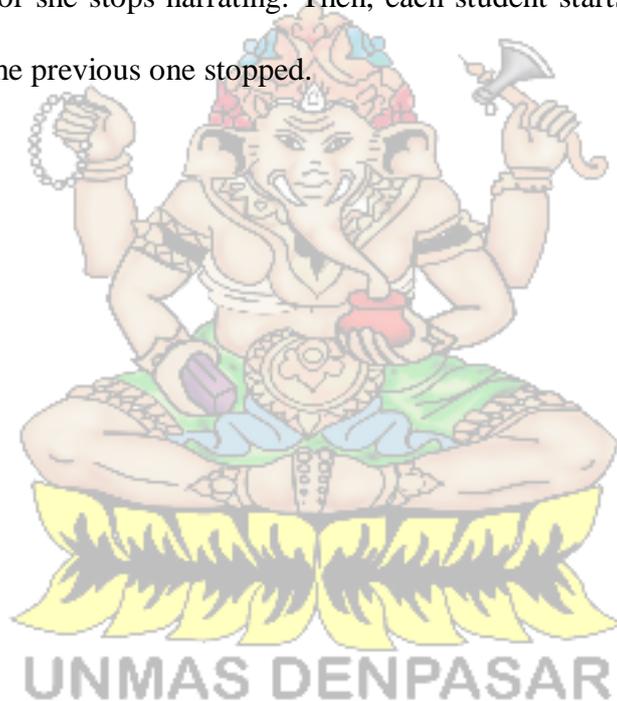
CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

There are three segments that are going to be discussed in this part, such as: speaking skills, story completion, and assessing speaking skills.

2.1.1 Speaking Skills

Speaking skills are the core of the language learning process at school, because with learning to speak students can communicate both inside and outside the classroom. In the curriculum, the basic competence of speaking is the use of language accurately, fluently, and acceptable in daily conversation.

Speaking is the productive oral skill which consists of producing systematic verbal utterances to convey meaning (Nunan, 2003:48). It can be said that speaking is the ability to pronounce articulated sounds or words to express, state and convey thoughts and feelings. In the process of speaking, someone will experience a thought process to express ideas broadly.

Moreover, Cameron (2001) states that "speaking is the active use of language to express meaning, so that others can understand it. To speak in a foreign language to share understanding with others requires attention to the right language details". A speaker needs to find the most appropriate and grammatically

correct words to convey meaning accurately and precisely and also needs to organize the discourse, so listeners will understand.

Meanwhile, Nunan (2003:47) continues to state that many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

Besides, Harmer (2007:87) declares that there are three reasons for getting students to speak in the classroom: a) speaking activities in the classroom to provide a chance to practice speaking real life; b) speaking tasks are students trying to use some of the languages they know and provide feedback for teachers and students. Serves to determine how well the speech and what that language problem experienced; and in speaking, students have opportunities to activate the elements of language they have saved in their mind. So automatically without aware, they can use word and phrases smoothly.

From the statements above, it can be concluded that speaking is one of the language skills to convey meaning to others so that they can gain mutual understanding with each other. Behind the assumption that speaking in a new language is quite difficult, so that in learning speaking skills it is necessary to provide a chance for students to practice speaking in real life because speaking is one of the most important language skills in human daily life to interact each other.

The role of teachers in teaching is actually very crucial in teaching speaking as well. According to Harmer (2007:347-348), there are three particular relevance roles of teachers to get students to speak fluently: (1) Prompter: In this case, the teacher acts as a facilitator who must help them when they are having trouble speaking because students sometimes get lost or cannot think of what to say next or otherwise lose the fluency we expect from them. This can be overcome by offering separate suggestions. If this can be done in a supportive manner, without interrupting the discussion or forcing students out of roles, it will stop the frustration some students feel when they hit a dead end in language or ideas. (2) Participants: The teacher must be a good animator when asking students to produce language. Sometimes this can be achieved by clearly and enthusiastically preparing an activity. The activities carried out must also ensure continued student involvement and maintain a creative atmosphere. (3) Feedback provider: When providing feedback to students, all the teacher has to do is help by correcting its validity in a gentle way to get students out of difficult misunderstandings and doubts.

In order to achieving success of teaching and learning, a teacher needs to determine some effective techniques. Techniques are the ways adopted by the teachers to direct the learners' activities toward an objective. In teaching speaking, appropriate teaching methods and techniques should be applied.

Brown (2001:275-276) states some principles for designing speaking techniques. They are, among others: 1) use techniques that cover the spectrum of leaner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency; 2) provide intrinsically motivating techniques;

3) encourage the use of authentic language in meaningful context; 4) provide appropriate feedback and correction; 5) capitalize on the natural link between speaking and listening; 6) give students opportunities to initiated oral communication; and 7) encourage the development of speaking strategies.

2.1.2 Story Completion

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

According Ghiabi (2014), this technique helps students to improving their speaking ability. In this type of teaching students' creativity also improve; in contrast to story retelling, in this technique students must use vocabulary of their own. This is an open task and it is students who manage the story and try to complete it. There are a number of ways in which story completion can enhance intercultural understanding and communication.

Moreover, O'Malley and Pierce (1996:106) state that story completion gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting.

This enjoyable and intensifying activity allows many opportunities for learners to respond deeply to stories and experience changes in their beliefs and attitudes. This in turn leads to a lively role for participation teaching speaking skills. The goal of story completion is to arouse imagination and provide context for introducing new languages. Communicative speaking activities were given to provide the students with adequate opportunities to speak in English.

2.1.3 Assessing Speaking Skills

Assessment has an important role in education and has an important role in the teaching process. Through right assessment, teachers can classify and rate their students, provide feedback and structure their teaching accordingly. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The assessment procedures are concerned with authenticity, practicality, reliability, validity, and are considered as basic principles of assessment in the foreign language teaching and learning process.

According to Pierce (2002; cited in Kırmızı & Kömeç, 2016), assessment is a crucial part of any learning and teaching activity. Assessment also provides direct feedback for teachers to shape their teaching practices according to the learning styles of their students. To assess student achievement and determine grades, teachers must use different tests. Tests, exams and evaluation models are important tools used as benchmarks for the learning process.

Assessment is on the whole, accepted as one of the very crucial parts of teaching, by this means, educators can determine the level of skills or knowledge of their students (Taras, 2005). Assessment is an integral part of instruction, because it determines whether educational goals are met or not. Assessment influences decisions about grades, placement, progress, instructional needs, and curriculum.

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose (Luoma, 2004:01).

In this research, the students' speaking performances were assessed by using speaking scoring rubric. The results of the speaking performances in each task used to determine whether there were any improvements on the students' speaking skills.

2.2 Empirical Review

Empirical review can be interpreted as a description of the theory, findings, and other research materials obtained from reference materials to serve as the basis for research activities to formulate a clear frame of mind from the formulation of the problem to be studied. The purpose of an Empirical review is that researchers know how their research will contribute to the science of the topic or issue under study. This goal could not have been achieved if the researcher had

never known what was discussed in previous studies on related issues. This empirical review was used to compare this study with other similar studies to find out the similarities and differences. In conducting this research, the researcher wanted to improve the students' speaking ability through story completion technique. There were other researchers used a technic by implementing story completion technique in the teaching and learning process that improved students' speaking ability. The researcher used those preview studies that were used as a basis for consideration for conducting this study. They are described empirically as follows:

The first research was from Rahmawana (2017), with the title "Using Story Completion in Teaching Speaking to The Second Grade Students of SMAN 6 Soppeng". This Research Aimed to Determine the Use of Story Completion Technique in Improving Students' Speaking Skill at The Second Grade Students of SMAN 6 Soppeng". The instrument used of this research was test. The test was used in the pre-test and post-test. The mean score of the students' pre-test of experimental group was 2.88 and the mean score on the post-test was 4.21. It means that the result of post-test was higher than pre-test. Based on the finding and discussion of the research, the researcher concluded that, the use of story completion was effective to improve the students' speaking ability in the second grade students at SMAN 6 Soppeng.

The second research was from Ashdaq (2017), with the title "The Use of Story Completion Technique to Improve Students' Speaking Ability of International Class Program Boarding Students of Teacher Training and Education Faculty of State Institute for Islamic Studies Salatiga Batch". The aims

of his research were (1) to describe the effects of the use of story completion technique to improve students' speaking ability of International Class Program Boarding Students of State Institute for Islamic Studies Salatiga Batch 2015; and (2) to find out the result of the use of story completion technique to improve students' speaking ability. The researcher used two cycles; each cycle consists of planning, action, observation, and reflection. The mean of pre-test in cycle I was 63.6 and post-test was 67.8. The mean of pre-test in cycle II was 81.4 and post-test was 85.4. This indicated that by using story completion technique, the students' speaking ability could be improved.

The both of the research results showed that the use of story completion technique was effective to improve the students' speaking ability. It can be seen from the pre-test and the post-test result of the both research, which the value of post-test was higher than pre-test. In this study, the researcher wanted to find out whether story completion technique can improve speaking ability of the eleventh grade students of SMAN 2 Ruteng Purang in academic year 2021/2022.

The researcher also obtained data from the two studies above, that in their implementation, they managed the class by arranging students into a circle, and the teacher standing in the middle of the circle. Meanwhile, in this research, the implementation was different. The researcher modified it, namely dividing students into groups.