

CHAPTER I

INTRODUCTION

A. Background of the Study

A story is a series of events arranged in the form of words, either in writing or orally. This story is very popular among children and adults. Of course everyone likes to tell stories, whether it is about personal experiences, other people, fairy tales, myths, legends, and so on. In the world of education, a teacher must be good at determining methods or techniques that are in accordance with learning objectives. Teachers can use the story completion technique to teach speaking skills.

Story completion technique is a technique that involves students in groups, and then in each group, each student completes the story started by the teacher until the story is finished. In this technique, each student can speak so that it can train students' speaking skills. According to Kayi (2006), story completion is a free-speaking activity where students sit in a circle, the teacher tells a few sentences, which are then completed by students, starting from the point where the teacher stopped, and each student is supposed to add from four to ten sentences. Students could add new characters, events, descriptions, and so on. Ghiabi (2014) shows the result of his research. In story completion technique, students are more creative and use their own vocabulary, and they also pay more attention to the grammar of their

speaking. This technique can improve students' speaking skills. Syaprizal (2018) revealed that the story completion technique can be used to teach speaking. Based on the results of the data analysis, the researcher discovered that employing the story completion technique during the teaching and learning process improved the students' speaking ability and achievement. The story completion technique was found to be a highly effective teaching tool for speaking.

Story completion has advantages, such as enhancing children's readiness to express their views and feelings, encouraging active engagement, improving verbal competence, encouraging the use of imagination and creativity, and promoting a sense of well-being and relaxation. Promote collaboration among pupils and improve their ability to listen.

Based on the statement above, this technique is effective to raise the students speaking skills of the pupils by encouraging them to speak up. Using the story completion technique, students who have had limited opportunities to explore their speaking abilities and ideas can now do so. This method of teaching speaking was effective because it allowed students to speak freely while they were studying. The story completion technique is one of the techniques that can be used in teaching students speaking skills. With this technique, students can think critically and freely express their ideas and imagination. So using this technique can help teachers improve students'

speaking skills so that students don't feel afraid of making grammatical, fluency, comprehension, pronunciation, and vocabulary errors.

Speaking is one of the most crucial language abilities because it's a means of interpersonal communication. According to Richards & Renandya (2002:204), speaking is a language that foreign language learners find particularly challenging, because proficient oral communication necessitates the capacity to use the language effectively in social situations. Besides to verbal communication, diversity in interaction encompasses paralinguistic aspects of speech like intonation, tone, and stress.

Speaking necessitates public performance, that is which difference it apart from other language abilities. It means that speaking in public need more power. Speaking allowed people to directly convey and express their thoughts and feelings. Compared to other forms communication, they make speaking more natural. Speaking effectively is difficult, because the speaker must be able to comprehend those who listen to them and articulate their thoughts. It's also very distinct from other language abilities because speaking calls for public performance Giabi (2014:17).

Based on the explanation above, it can be concluded that speaking is a very important skill because speaking is one of the means of communication between humans. The ability to communicate is one of the four competencies

that students must have in the 21st century 4C such as: critical thinking and problem solving, creativity, communication skills, and the ability to work collaboratively. Therefore, communication skills are very important to be taught to students by teaching speaking skills so that students can communicate well.

In the Islamic Junior High School 2 Pariaman uses two curricula, namely curriculum 13 in class IX and the merdeka curriculum in classes VII–VIII. In the merdeka curriculum in class VIII, there are many types of speaking learning material, such as recount texts, giving opinion, comparative degree, greeting card, and narrative text. In this study, researchers used narrative text to develop students' speaking skills. Narrative text is a story text that describes an event sequentially from the beginning to the end of the story and has an interconnected structure and tells about interesting things that have the aim of entertaining the reader. The learning model used in this research is problem based learning (PBL). PBL is a learning model that prioritizes how active students are in always thinking critically and always being skilled when faced with solving a problem. The process of how students learn depends on how complex the problems they face are. The following is the syntax of the PBL learning model: Student orientation to problems, organizing students to study, Guiding individual and group investigations, Develop and present results, Analyze and evaluate the problem solving process.

However, based on pre-survey at Islamic Junior High School 2 Pariaman, there were several difficulties and obstacles faced by students in learning English, especially speaking skills. First, students still had difficulty speaking fluently in public. Second, they were afraid of making grammatical mistakes, which makes them suddenly stop speaking because their vocabulary mastery is low. Third, students often translated their speaking accent into the accent of their mother tongue. Fourth, educators used old, boring methods for students to learn. Teachers needed to know innovative methods or techniques for teaching English, especially when teaching narrative texts. To overcome this problem, researchers assumed teaching speaking by using story completion techniques. And then the researcher also found the score of student is speaking skill, it could be seen from the table 1.1.

Table 1. 1 Assessment rubric in speaking at Grade VIII

Class	Total of student	Kkm	P	G	V	F	C	Total
VIII	32	75	2	15.88	13.41	6.17	13.85	51.31

Base on the explanation above, the researcher concluded that students speaking skill are still low. To overcome this problem, teachers need to find effective technique for teaching speaking to students. One of the recommended techniques is the story completion technique. This technique is very fun for students because it can make them more active in the learning

process. All students will be able to freely and actively express their ideas without having to be afraid of making mistakes. There are research results from: Raisa Utami Putri (2015), Febri Arif Saputra (2015), Mohammad Roisul Ashdaq (2017), Khoiriyah Shofiyah Tanjung (2020), Fatriyatun (2019), Rahmawana (2017), and Ajeng Kinanti (2021) found that the results of research using Story completion techniques can have a positive effect on students' speaking abilities. With this story completion technique, it can also attract attention, increase motivation and increase student achievement in English lessons on students' speaking skills, especially in the aspects of vocabulary, comprehension and fluency.

Based on the background above, the researcher concludes that the story completion technique will be useful for teaching English in junior high school, especially for speaking. Therefore, researchers used the story completion technique to study its effect on students' speaking skills. Researchers conducted this research with the title **"The Effect of Story Completion Technique towards Students' Speaking Skill at Grade VIII Islamic Junior High School 2 Pariaman"**.

B. Identification of the Problem

Based on the background above, there are some problems that can be identified in this research. They are:

- 1) Student speaking is low.
- 2) Students are afraid of making grammatical mistakes, which makes them suddenly stop speaking because their vocabulary mastery is low.
- 3) Teacher teaching technique is not in suitable for curriculum standard.

C. Limitation of the Problem

Based on the identification of the problem, the researcher focused on the research problem regarding the effect of Story Completion technique towards on students' speaking skills, on the topic of narrative text. This research was carried out in class VIII of Islamic Junior High School 2 Pariaman.

D. Formulation of the Problem

Base on the identification above and limitation of the problem above, the problem was formulated as follow:

Does story completion technique give significant effect on student speaking skill at grade VIII at Islamic Junior High School 2 Kota Pariaman?

E. Purpose of the Study

Base on the background, limitation and formulation of the problem above the aim of this research is: To determine whether or not the story completion technique give significant effects toward student speaking skills at grade VIII on MTSN 2 Kota Pariaman.

F. Significance of the Problem

It is hoped that the results of this research can benefit teachers, students, and other researchers. The importance of this research is:

1. For researchers: to provide experience in conducting research and also to improve their speaking skills.
2. For English teachers: It is hoped that from this research they can use the research results as feedback on language teaching activities or as an option to carry out in their classes.
3. For students: To show a good way to improve their speaking skills and make them understand well how to speak narrative text.
4. For other researchers: as a reference in conducting their research.

G. Definition of Key Term

In this research, the researcher has used many terms. To hindrance misunderstanding about them, they are defined as follows:

1. Effect: a change that results when something is done or happens; an event, condition, or state of affairs that is produced by a cause.

2. Story completion: is a free-speaking activity where students sit in a circle, the teacher tells a few sentences, which are then completed by students, starting from the point where the teacher stopped, and each student is supposed to add from four to ten sentences.
3. Speaking: a skill in producing oral language that occurs when two or more people interact with each other, aiming to maintain social relationships between them.

