

# CHAPTER I

## INTRODUCTION

### 1.1. Background

Language is primarily spoken, not written. When learners starts by learning speaking skill before reading and writing skill. Carter & Cronbleet (2001) state that the most natural way to communicate is simply to speak. Moreover, spoken is the first form of communication between human beings. Through speaking, people can understand the ideas, opinion, and information from other people. It means that speaking is the most important skill that must be mastered by the students.

Speaking is a means to communicate with others. It has become part of our daily activity and takes role everywhere. Speaking can be developed in various way either through oneself such as learning in the classroom with teacher or through existing media such as listening music, watching movie and etc.

Based on the researcher's experience during internship practice, the researcher found some problem dealing the speaking activity. The problem are: (1) Students feel difficult to pronounce the words correctly, (2) Students feel afraid when they stand in front of the class and speak (3) It is difficult for the students to memorize the meaning of the words, (4) The students have a low motivation to learn English, (5) students feel shy to express their thoughts and idea in English, and they feel uncomfortable in English class. Also the other problem is come from the teaching and learning process that related to classroom activity, interaction and etc.

The problem are: (1) Students also feel bored when doing the same activity (2) The teacher used mainbook that contains the subject material and some exercises for each competency, this activity showed that students only have activities that involved reading and writing skill. They think speaking is so difficult and only the smart student can speak well.

Descriptive text is a kind of text with purpose to give the information. The context of this kind of text is the description of particular thing, place, and person. A descriptive paragraph colorfully describes a person, place, or thing. It allows you to imagine the way the person felt, heard, or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance.

There are many students who get difficulties to understand the descriptive text, how they speak about a story that they read or memorize. It happens because students lack of vocabulary such as noun, adjective, verb. Related to the problem above, it can be considered that in the EFL classroom, teachers, should try to develop speaking activities. The teachers should help their students by providing written text to be learned to add their knowledge.

The teacher should create a good learning situation in making the students fun, interested, and motivated in learning English. The motivation of learning language can be echanced by creating good media, conductive situations, creative activities, in which the students wasbe actively engaged in the learning process.

## 1.2 Identification of the problem

There was some problems in teaching and learning speaking class at tenth Grade Students SMK Negeri 4 Tanjungpinang. The problems not only come from students but also from teaching and learning process. Those are actually related each other.

The first problem comes from the students. It is related to language ability, learning strategy, motivation, interest, confidence, etc. They are:

1. The students felt difficult to speak English.
2. They could not pronounce some words correctly.
3. They had lack vocabulary mastery to produce English words or sentences. definitely, it obstructed the students in expressing their ideas.
4. The students also had low motivation to learn English. They thought that English complicated language thus it was not easy for them to understand the subject materials.
5. Furthermore, they were afraid to make mistake when they pronounce some words, produce language, and speak English.
6. They were not confident enough to express and shared their ideas in English.

The second problems comes from the teaching and learning process. It related to classroom activities, interaction, language practice. Etc. These also dealt with the method or teaching technique medium, and the subject materials.

1. Students feel bored when doing the same activity and they do not enjoy the learning process.

2. The teacher used mainbook that contains the subject material and some exercises for each competency. This activity showed that students only have activities that involved reading and writing skills.
3. There was not enough activity to develop their oral skill so that they are not used to speaking..

### **1.3 Limitation of the Problems**

To see the effectiveness of using story completion technique toward speaking skill the researcher limits the problem on the students lack of speaking skill at tenth Grade student of SMK Negeri 4 Tanjungpinang.

### **1.4. Research Question**

Based on the background of study above, the researcher formulates the research problem is : “Is there any effectiveness of using story completion toward speaking skill at tenth Grade Students at SMK Negeri 4 Tanjungpinang?”

### **1.5. Purpose of the Research**

The purpose of the research is to find out whether or not there is effectiveness of using story completion technique toward speaking skill at tenth Grade Students at SMK Negeri 4 Tanjungpinang.

### **1.6. Benefits of the Research**

1. Theoretical Benefits.

The result of this study is expected to be a useful input to develop story completion as a teaching method. The researcher also hopes that this study can be used as a reference to the other researcher which observe about the effectiveness of using Story Completion.

## 2. Practical Benefits.

The results of this research is expected to give useful information for the English teacher about the effectiveness of using story completion toward speaking skill. Besides this research could give useful information for the students about descriptive text, and make them easily to learning speaking skill. The last result of this research is expected to be a useful input for the school principal to make a policy related and give the facilities and medium related to the English teaching and learning process in the classroom especially in increasing the students knowledge.

### 1.7. Definition of Key Terms

The following definitions are given to make readers had the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. Story Completion : Story completion is a method used or quantitative research, where in participants express their views on a topic by completing a story normally started by the researcher.
2. Speaking : Speaking is an activity when a speaker deliver his ideas and opinion to another person as a listener orally, in this case, speaking is a skill to describe or draw people, place and things orally.
3. Descriptive Text : Descriptive text is a kind of text with purpose to give the information. The context of this kind of text is the description of particular thing, place, and person.