

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the (1)background of the study, (2) (3) statement of the study, (4) objective of the study, (5) scope and limitation of the study , (6) significance of the study, (7) definition of the key terms.

1.1 Background of the study

Language has an important role for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another and to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school.

English has many functions, one of them is stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is that students are expected to master the four skills of language: listening, speaking, reading, and writing. Teaching and learning will be successful if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment.

One of the basic skill of English is speaking it has an importan role in language learning process. Fulcher stated that speaking is the verbal use of thelanguage communicate with others. (Fulcher, 2003 : 24). Speaking is the most

important skill in English language teaching to be mastered at school. Through speaking, students express their ideas, feelings and desires to others. In school the student learns how to speak English easier because there are teachers and friends who can be their facilitator and pairs to practice English. (Nurokma 2009: 183). Maxom states that speaking is the most important thing in English language teaching. Through speaking, students express their ideas, feelings and desires to others, in the school the students learn how to speak English easier because there are teachers and friends who can be their facilitator and pair to practice English.

Through observation at MTs As-Syamsi VII grade Mojokerto the writer found the data that students' English Speaking skills are still low, so that they are not interested in the English teaching process. To overcome this problem the writer provides a technique to improve students in expressing their speaking ability activities is Story Completion. In this implementation of this technique, the writer wants the students are capable to express their completion of a story.

The teacher gives the scripts of several topics and asks the students to complete the story. The teacher explains first material about descriptive text story completion technique, and the students learn every word so it can increase their vocabularies to speak English more, so in this case the writer uses the story completion to improve the speaking skill for the seventh grade student of MTs As-Syamsi VII grade Mojokerto in the academic year 2019/2020

1.2 Statement of the Problem

Based on the previous background of the study the research question is formulated :

1.2.1 How is the implementation of story completion in teaching speaking for the seventh grade of Mts As syamsi Sumput Medali Puri Mojokerto district

1.2.2 How is the improvement of story completion in teaching speaking for the seventh grade of Mts As syamsi Sumput Medali Puri Mojokerto district

1.2.3 How is the students response to the implementation of story completion in Mts As syamsi Sumput Medali Puri Mojokerto district

1.3 The Objective of The study

Based on the research question above the main purpose of this study is to find out to what extent the story completion is effective in increasing speaking skill

1.4 Scope and limitation of the study

There many kinds of story completion This scope of the study focuses on speaking skill using story completion techniques to reveal descriptive text with using story completion techniques to improve the seventh grade students speaking skill of MTs As-Syamsi VII grade Kab. Mojokerto academic year 2018/2019. This study limits at class VII as the subject of the study. The writer chooses this class as the subject of study because the students have very low.

1.5 . The Criteria of success

The criteria of success if the students are enthusias at the activity and students can achieve the target KKM of English lesson is 75

1.6. The Significances of the study

The significances of the study are wished to be useful for the english teacher of MTs As-Syamsi VII grade Kab. Mojokerto, in particular teaching speaking.

Teacher capable to manage classroom something active to story completion something active something active. The other advantages, teacher can give the students motivation to try to speak english as well as possible, so they can be able to enhance their speaking skill ability.

For the reseacher, the The result of this study might be significant for field of education, in the form of giving information to the teachers and the students about how is implementing speaking at school especially at MTs As-Syamsi VII grade Kab. Mojokerto. Furthermore, it might be able to help the teachers to give additional information about story completion and become an alternative technique in teaching speaking. The result of this study is hopefully able to bring the students to improve their English speaking skill.

1.7 The Definition of Key Terms

1.7.1 Story completion is one of the techniques used to improve the learning of english speaking skill. The student narrate an incomplete story that will be continued to be perfect story by other students. (Kayi,2006)

1.7.2 Speaking

According to Brown (2004:140) speaking is productive skill that can be directly and empiricly observed and effectiveness of test – takers listening skill, which necessarily compromises realibility and validity of an oral production

1.7.3 The design of this study is collaborative Classroom Action Research (CAR). It is called collaborative CAR because the researcher directly works together with English teacher at the school to conduct the

research as well as to cope with the students' problem concerning their speaking that they encountered in the class. In addition (Suhardjono 2005: 62) explains that the specific characteristic of classroom action research is the real action. This action done in real situation and it is intend to solve practical problem

