

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English has become a common language for communication and is used all over the world in various fields. In Indonesia, English is not only a foreign language, but also a second language that has been incorporated into the education system. Learning English is essential for students in Indonesia as it gives them a competitive edge in today's globalized world. English education in Indonesia has become an integral part of learning from elementary school to senior high school. Although this subject has been taught continuously, there are still many students who have low scores in English. there are still many skills in English that students have low scores.

Indonesians must learn English as a foreign language, which requires four languages skills: listen, write, speak and read. These four language skills can be developed into language components: structure, vocabulary and pronunciation. The purpose of teaching English is to help students communicate effectively in English. Although all skills must be learned to develop general communication skills, Speaking is considered

one of the most important skills when learning English. The purpose of learning a language is to be able to communicate using that language.<sup>1</sup>

Speaking skills are closely related to listening skills. Therefore, to be fluent, students must listen and speak out loud. This is because speaking is not just about memorizing or memorizing sentences, but about students spontaneously expressing their thoughts and feelings verbally. It is difficult for students to acquire speaking skills without practicing the language in real life. Speaking skills can be acquired through oral practice.

Generally speaking aspects are categorized into five areas: vocabulary, grammar, pronunciation, fluency and accuracy, and comprehension. Improving students' speaking skills and speaking skills is not easy. Because treatments, learning methods, and strategies are needed to solve each student's problems in speaking.<sup>2</sup>

Pronunciation as a factor which is assumed to be correlated with speaking ability. Students' pronunciation mastery in speaking very gives effect to their ability especially to speak a foreign language. It is because students who have good pronunciation will be easy and clear to understand

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<sup>1</sup> Hariani, "Improving Students' Speaking Skill Through The Power of Two Strategy at Smp Negeri 4 Balusu" Parepare, Fakultas Tabiyah Dan Adab Institut Agama Islam Negeri Parepare 2018. P. 1

<sup>2</sup> Mutakhirani Mustafa, Natalia Manuhutu, Fransiska Densiana. L, "Improving Aspect and Compotency of Speaking Skill on EFL Students by Utilizing Zoom App" ELS Journal on Interdisciplinary Studies in Humanities Volume 5 Issue 2, 2022, p. 178

by others people. Pronunciation is how a language or a word or sound is pronounced.<sup>3</sup>

Pronunciation is the production of speech that a person uses to communicate, create, and make meaning with others. It is useful for the listener to understand and also useful for speaker for their own understanding in English. That's because the students needs to know how sounds can be produced into words that can be used to convey their needs in their life properly.<sup>4</sup>When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other so that the audience can understand the message of what is being said, the speakers must speak correctly, which means that the English sound is pronounced correctly. Otherwise, the audience will have a misunderstanding caused by wrong pronunciation.

Speaking in English, we inevitably have to learn pronunciation. There are at least two advantages in learning pronunciation. First, we can speak like a native English speaker so that people can understand what we say in English. Second, we can also understand what people say in English.

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<sup>3</sup> "Citation". Oxford learner's pocket dictionary. NewYork: Oxford University Press. 2008.

<sup>4</sup> Desi Ariyanti, Badawi, Rulik Setiani, "The Correlation Between Students' Pronunciation And Their Speaking Ability Of The Eighth Grade In Smpn 07 Kotabumi Academic Year 2021/2022" Jurnal Griya Cendikia, Volume 7, No 2, Juli 2022, p. 238

When talking about speaking competence, the terms accuracy and fluency come to the surface.<sup>5</sup> fluency can be defined as the ability to carry on a conversation immediately. Simply put, fluency is the ability to speak fluently without pauses or delays. When speaking fluently, a speaker must be able to use all the tools and skills at their disposal to get their message across, regardless of grammatical or other mistakes. On the other hand, accuracy refers to the ability to correctly use important words, grammar and punctuation, such as: Verb forms (past, present, etc.), articles (a, an, the), and prepositions (in, on, from, at).

Speaking is defined as a social system that means a structure in which information is presented, received and processed. Its form and meaning vary depending on the context, the participants and the purpose of the speech.

There are various possible reasons for the low English proficiency of Indonesian students. One of them is a learning method that is unbalanced in all aspects. Basically, when he learns a foreign language, he must learn four main areas: listening, speaking, reading and writing. All four of these must be implemented in harmony. English teaching methods generally focus on theoretical acquisition rather than practical acquisition.

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<sup>5</sup> Anastasia Nelladia Cendra, Eric Sulindra, "Speaking Accuracy, Fluency, and Beyond: Indonesian Vocational Students' Voices", *LLT Journal: A Journal on Language and Language Learning*, Vol. 25, No. 2, October 2022, p. 380

Learning that only goes up to “understanding how to read English sentences” as shown below. Answer questions, check grammar, and write essays with some conversational elements. This theoretical learning style creates an atmosphere of slow and passive learning. Knowledge is only imparted to the teacher, and there is no relationship between the teacher and the student. Students seem to be gaining knowledge without the opportunity to practice their English skills intensively. Indirectly, this may cause a decline in English proficiency.

On the other hand, students' motivation to learn English remains relatively low. Many students think that English is a difficult language to learn. Grammar is often a problem for those who want to learn a foreign language. In fact, the system of English is very different from that of Indonesian. English has more complex grammar rules. For example, the suffix "-ed" at the end of words referring to third tense pronouns or past tense words often confuses people starting to learn English.

Based on field observations and interviews with English teachers at SMAN 4 Cilegon, there are pronunciation errors in students such as ‘played’ read ‘ played’, ‘achieved’ read ‘acived’, ‘titles’ read ‘titles’, ‘competition’ read ‘competison’ ‘think’ read ‘ting’ and ‘great’ read ‘great’. Students are still confused in speaking English, especially in pronunciation and fluency/accuracy. Students also still have difficulty in pronouncing

vocabulary and sentences as a whole. Students still pronounce vocabulary or sentences as written in the reading & students still look confused about how to pronounce correctly, this error makes changes in sound when students pronounce words/sentences, changes in sound can be in the form of loss or change of vowels or consonants in a word, some words that make students wrong or have difficulty in pronunciation include name; introduce; first; all; meet; will. Another problem is that students still have difficulty speaking fluently in front of large groups. Sometimes they are afraid to say the words. They are afraid of making grammatical mistakes and suddenly stop speaking due to lack of words. This is because they do not use English to communicate with their friends. Second, teachers still use this limited method to teach students to speak by teaching story writing. Teachers often use teaching methods in their classrooms.

In response to the above issues, ideally the right teaching method is how we can train pronunciation, fluency and accuracy simultaneously. Indonesian teachers can look at the story completion learning model to solve these problems, we are required to always equip ourselves with new methods for students.

This method aims to facilitate the learning of students and teachers in the classroom. This system makes it easy for students to learn English pronunciation, fluency and accuracy. In addition, this method

helps students to be motivated to learn English and continue to practice speaking English.

Therefore, this is what underlines the author to examine the "story completion" to improving students' english speaking skills. Therefore, researchers concluded the title as **"THE INFLUENCE OF STORY COMPLETION TOWARDS SPEAKING SKILL"** (A Quasi experimental research in the first grade of SMAN 4 Cilegon).

## **B. Identification of the Problem**

Based on the background of the above issues, we find this study problematic. There are :

### 1. The Field of the Research

My field of research speaks. This study examined students' problems in speaking English and teachers' strategies to promote students' speaking in everyday communication. The strategy in this case is part of the implementation of English as a foreign language. The teacher does not use variability in teaching methods.

### 2. The Kind of the Problem

Speaking English has certain problems. The researcher would like to address the nature of the problems that arise when students use English in their activities. Some students do not speak English well, even though they have used it before. This can be caused by various factors such as:

- Lack of English pronunciation
- Ineffective learning methods
- Lack of student motivation in speaking English
- Students' lack of fluency in speaking English
- Students' inaccuracy in speaking English

### **C. Limitation of the Problem**

From the identification of the problem above, the researcher will limit the problem as follow :

1. The researcher focus on the influenc of story completion on students' English Pronunciation Skill
2. The study will implement experimental research in pronunciation skill.

### **D. Formulation of the Problem**

Based on the above background, the researcher formulated the research question is

“Is there any influence story completion towards speaking skill?”

### **E. Objective of the Research**

Based on the problem statement above, the following list is the goal: In order to know the results of research, it is necessary to clarify the purpose of the search. The objectives of the study is



“To explain whether the completion of a story affects the ability to speak”

## **F. Benefit of the Research**

### 1. Theoretical Benefits

The author hopes that this research will theoretically add knowledge about the influence of story completion on students' speaking ability in educational settings, and that it can be used as a theoretical learning material to know and understand the background of the research.

### 2. Practical Benefits

#### 1) For Schools

This study can be a source for the school to find out the effect of completing the story on the students and speaking ability so that it can be used as a guide and input to achieve better learning.

#### 2) For Teachers

This study may provide teachers with a source of opinion and reflection on the impact of story completion on students' speaking ability.

#### 3) For Students

This study can be an input for students regarding the of students; the ability to speak English to encourage students to study or join an English language team.

#### 4) For Writers

This study provides researchers and aspiring educators with information regarding the impact of story completion on students' speaking abilities.

### **G. Writing Systematics**

1. BAB I : Background of study, Identification of the problem, problem of the formulation, objective of the research, focus of the study, benefit of the research and writing systematics.
2. BAB II : Speaking, story completion, previous study and thinking framework
3. BAB III: place and time research, research method, population and sample, research variable, quasi experimental design, the research instrument, the technique of data collection, technique of data analyzing and the statistical hypothesis.
4. BAB IV : research finding and discussion
5. BAB V : conclusion and suggestion.