

CHAPTER I

INTRODUCTION

In order to introduce the research, this chapter deals with the reason for conducting it, such as: background, formulation of the research problems, objectives, uses, scope of the research, and definition of terms.

1.1. Background

In learning English, the students study four language skills namely listening, speaking, reading, and writing. Listening and reading are included into receptive skill where the students receive the language and decode the meaning to understand the message. While speaking and writing are included into productive skill where the students use the language which has been acquired and produce a message through speech or written text that they want others to understand.

Among those skills, speaking is one important skill that should be mastered by the students besides three other skills in learning a language. Speaking is different from other language skills, because it requires more power when it is performed in public. Through speaking people could express and deliver feeling and ideas directly. They make speaking more natural than other forms of communication. However, to speak

well is not easy because someone who wants to speak should be able to make people who listen to him/her understand about their ideas.

In order to support the mastery of English speaking skills as mentioned above, it is essential to learn vocabulary, because the serious problem in teaching speaking is related to the condition of the students who are lack of vocabulary. Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown,1995: 1). According to Haycraft in Hatch and Brown (1995: 370) vocabulary is divided into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which he/she cannot produce correctly. Productive vocabulary is words which the students understand, can pronounce correctly and use constructively in speaking and writing.

Learning speaking cannot be separated from vocabulary because speaking itself consists of many vocabularies which make language. It is an impossible to learn language without vocabulary. To make the students are interested in learning English and to be able to communicate in English, the teacher as a facilitator should be able to solve the problems faced in classroom and also the teacher must create a good atmosphere in classroom, select relevant materials and apply the suitable technique in order to make the teaching learning process run well.

Based on the researcher's pre observation and interview with the English teacher of SMPN 2 Kotagajah, it was found that there were some difficulties in teaching

speaking. First, the students were still facing the difficulties to speak fluently in front of people. Besides that, they were afraid to speak English in front of many people. They worried to make some mistakes in grammar, and they suddenly stopped speaking due to lack of vocabulary. Second, the teachers used limited number of techniques to teach students speaking especially in teaching narrative text. The teacher often used drama technique to teach speaking. Therefore, the teacher needs some information about new techniques for teaching speaking.

To cope with the problem, the teacher should find the technique to teach the students speaking. The researcher recommended a technique to teach speaking especially narrative text that was story completion. Story completion technique is an interesting technique that was introduced firstly by Hayriye Kayi (2006). In this technique, the students in a group are asked to continue the story which is told by the previous speaker based on their own creativity and imagination. Before that, the teacher began the story that must be continued.

Besides that, the researcher found the students' perception in learning. The teacher as a facilitator should find a new technique in teaching learning to solve the problem, but the way to solve the problem should be relevant with the students' perception, because students have their own perception. Student perceptions' is one of important aspects that make teaching learning process run well; because a good point of the teachers are not also good points to students. Therefore, the researcher also analyzed the students' perception in this research.

1.2. Formulations

Based on the problem above, the researcher put the research questions as follows:

- a. Is there any difference of the students' vocabulary mastery before and after being taught through story completion technique at second grade of SMPN 2 Kotagajah?
- b. How is the students' perception toward the implementation of story completion technique?

1.3. Objectives

The objectives of this research are:

1. To find out the difference of students' vocabulary mastery before and after being taught through story completion technique at the second grade of SMPN 2 Kotagajah.
2. To find out the students' perception toward story completion technique.

1.4. Uses

The uses of this research are:

1. Theoretically, this research could verify the theories related to the story completion technique in teaching speaking process. Besides that, the findings of this research also enrich the theory of student's vocabulary mastery.

2. Practically, the finding of this research could be used by the teacher as a new information to teach the student's speaking skill.

1.5. Scope

The researcher limited this study on vocabulary study, and the objects were focused on the increase of student's vocabulary mastery through story completion technique in speaking activity and student's perception toward the implementation of story completion technique. In teaching and learning process, the teacher used story completion technique to increase students' vocabulary mastery. The material of learning was taken from students' handbook used in VIII A class and other sources which were relevant to English curriculum of Junior High School. It is about narrative texts, such as *Bawang Merah and Bawang Putih*, *Cinderella*, and *Snow White*.

1.6. Definition of Terms

Speaking

Speaking refers to a skill of the action of conveying information or expressing one's thoughts and feelings in spoken language.

Vocabulary

Vocabulary refers to a set of lexeme, including single words, compound words, and idiom.

Narrative Text

Narrative text refers to a text of story which are inform and entertain the reader and listener. Narrative text consists of orientation, complication, and resolution.

Story Telling

Story telling refers to a kind of speaking activity where someone tells a story in front of the classroom, by adding some actions with their imagination.

Story Completion Technique

Story Completion technique refers to a technique to teach speaking skills where students sit in a circle and continue the story from the previous speaker.