I. INTRODUCTION

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

1.1. Background

Since English is a foreign language in our country, most students, especially high school students, are not familiar with it. Students use English more frequently only inside the class and less frequently outside the class. Whereas, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. Those cases bring a problem that make high school students have difficulties to communicate in English, especially in speaking.

The students' difficulties in speaking might be caused by some factors. The first difficulty is the environment that does not support the students to speak English frequently. The environment means the people outside the class. Most people in an EFL country, especially students, may think that the one who likes to speak English outside the class just want to show off their ability. That response only

makes them lose their self-confidence to improve their speaking ability. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class and do not reach the real objective of learning English, which is to use the language.

The next cause is the problem on how the teacher presents the materials. There are still some teachers who are unable to create a live class situation. Teacher-centered commonly happens in that learning process, whereas, the teachers have to give more opportunities to their students to express themselves by providing speaking activities that enable them to speak English. That conditions may cause the class uninteresting for the students. They can feel bored with the situation. Therefore, they are lazy or even afraid to develop their skill in English, both in spoken and written form.

In accordance to the researcher's pre observation and interview with an English teacher in SMPN 4 Bandar Lampung, it could be reported that the teacher still found some problems in teaching speaking. First, the students still face the difficulties to speak fluently in front of many people. They are sometimes shy to produce the words. Besides that, they are also afraid to speak English in front of many people. They worry to make some mistakes in grammar, and then they suddenly stop speaking due to lack of vocabulary. It is because they seldom use English to communicate with their friends. Secondly, the teacher still uses limited number of technique to teach student's speaking in teaching narrative text. The

teacher often uses drama technique to teach. Therefore, the teacher needs some information about new techniques for teaching speaking, especially in oral communication.

To cope with the problems, the teacher should find the technique to teach the student's speaking. Speaking can be taught through planned and unplanned technique. The example of planned technique to teach speaking is drama. Meanwhile, there are some activities to teach unplanned speaking, such as role play, guessing games, problem–solving, storytelling and etc. In addition, there is a technique which can be used in teaching speaking of narrative text. One of recommended techniques is Story Completion. This interesting technique was introduced firstly by Hayriye Kayi (2006). In this technique, the students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the students. It will be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on.

There have been several studies dealing with speaking activities promoted by Kayi (2006) too. Rasika (2013) found that there is a positive influence of students' speaking ability through storytelling technique. Then, Santy (2011) found that students' speaking skill was increased by using role play technique. She conducts various types of Role Play technique in teaching speaking as the treatment to see the increase of students' speaking skill. Those previous studies are necessary to be discussed in this research since Story Telling and Role Play are some examples of

activity to promote speaking offered by Kayi (2006). In line with the reasons stated, the researcher focused the research in English speaking class by using Story Completion technique. Therefore, the researcher entitled her script **Students' Speaking Achievement through Story Completion Technique at SMPN 4 Bandar Lampung.**

1.2. Research Questions

Based on the problem, the researcher put the research questions as follow:

1. Is there any increase of students' speaking achievement after being taught through Story Completion technique at SMPN 4 Bandar Lampung?
2. Which aspect of speaking increases the most after being taught through Story Completion technique?

1.3. Objectives

The objectives of this research are:

1. To find out the increase of students' speaking achievement through Story Completion technique at SMPN 4 Bandar Lampung.
2. To find out which aspect of speaking increases the most after being taught through Story Completion technique

1.4. Uses

The uses of this research are:

1. Theoretically, this research was expected to verify the theories related to the Story Completion technique in teaching speaking process. Beside that, the finding of this research also would enrich the theory of student's speaking mastery.

2. Practically, the finding of this research was expected to be used by the teacher as a new information to teach the student's speaking skill orally and could be used to create the interesting learning activities.

1.5. Scope

The researcher limited this study on an 8th grade class in SMPN 4 Bandar Lampung and the object was only focused on the increase of students' speaking achievement through story completion technique. In teaching and learning process, the teacher used story completion technique to improve students' speaking achievement. Story Completion which was used was dramatic production and the type of speaking was monologue. The material of learning was taken from some narrative texts, such as *Malin Kundang, Snow White,* and *The Legend of Lake Toba* which were relevant to English curriculum of Junior High School. *Malin Kundang* was used for pretest and posttest, while *Snow White* and *The Legend of Lake Toba* were used for the treatment. The student's speaking achievement was evaluated in terms of five aspects of speaking which are grammar, vocabulary, pronunciation, fluency, and comprehension (Harris, 1978:81).

1.6. Definition of Terms

In terms to avoid misunderstanding, definition of terms are provided as follows:

Story Completion Technique

Story Completion Technique is a technique of teaching speaking in which students sit in a circle and the students continue the story from the previous speaker.

Speaking

Speaking is a skill which is used to communicate with other people and becomes the process of sharing with other people of one's knowledge, interests, attitude, opinions, or ideas by using words or sounds of articulation.

Teaching Speaking

Teahing speaking is an activity in which giving instructions to students about how they can communicate their ideas, express their feelings, and etc with some principles.