

CHAPTER I

INTRODUCTION

A. Research Background

In the educational field, speaking as one of the four language skills seems to be the most essential skill in learning any language since it is a productive skill used to conventionally communicate to other people. On a daily basis, people express their thoughts and mind by speaking it up. Brown and Yuke (1983) as illustrated in Rao (2019) said that in students' real life situations, their language mastery will be judged on how proficient they are in speaking. Moreover, in the context of second language acquisition, Amoah & Yeboah (2021) stated that the ability to speak the target language should be dominated by any English for Foreign Language (EFL) learners. To begin with, Allah has guided us as social beings to know and communicate with others implied in the Holy Quran, Surah Al-Hujurat verse 13.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ

عِنْدَ اللَّهِ أَتَقْوَىٰ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Based on the verse, Allah created us from a male and a female and made us into peoples and tribes so that we may get to know one another. In fact, as social beings, humans are not able to know each other without communication. In the so-called language itself, there are four basic skills to learn that are

listening, reading, speaking, and writing. As the conventional way of communication, speaking holds a crucial role for daily interaction. Thus, it is understandable that speaking skill mastery is necessary to be acquired in order to communicate or deliver information to the others.

Despite its importance, teaching speaking is quite problematic for most EFL teachers due to several problems. Pakula (2019) mentioned that speaking is an important skill yet difficult to learn because the teachers often teach more on prioritizing grammar and test, written and/or reading skill. Not only that, one related reason might be the methods of the teaching as well as the course materials which stress on the importance of acquiring written language and grammatical correctness. Although the approach is frequently promoted as communicative (Communicative Language Teaching, CLT), it seems to be that speaking is less often practiced during the lesson. Last but not least, it is also possible that the teacher has less-confidence in his/her spoken language mastery and avoids using the target language in class. So are the students who could do it out of fear of making mistakes and receiving negative feedback which eventually results in the passiveness of the students in the classroom.

Although in Indonesia, English has been taught in formal education since elementary level, many students still have low proficiency in speaking English. Regarding this phenomenon, some teachers the researcher met admitted that teaching speaking is difficult. They assumed that the students mostly have difficulty in pronouncing the word correctly due to the influence of students' first language. Not only that, students' self-esteem also seemed to be the factor of the

problem. The lack of confidence or being hesitant to make errors is judged as one of the obstacles of being proficient in English. The fundamental issue is that they choose to remain silent because they are worried about incorrectness they commit while speaking English. Moreover, some talkative students are often dominating which results in an imbalance of class participation.

Regarding this phenomenon, Allah said in Holy Quran surah Al-Insyirah verse 5-6:

﴿٥﴾ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

Through those verses, Allah tells us that with difficulty there is always ease, and then He reaffirms this information (by repeating it). Furthermore, when a teacher encounters difficulty or challenge, s(he) has to remain positive since with hardship comes ease. There is no problem without a solution. Thus, he should start to think a certain way or technique to solve the problem s(he) deals with.

Based on the researcher's firsthand observation, encountering the similar gap mentioned above, an English tutor in the Language Development Unit has been utilizing one of the teaching techniques that is well known as story completion in his English class. According to Kayi (2006) as cited in Hamsia (2018) story completion is a technique where the students sit in a circle. The teacher begins to narrate a story, but after a few sentences, (s) he abruptly stops. Then, each student is supposed to continue the story accordingly. They are expected to tell anything in four to ten sentences and are free to add new characters, events, descriptions, and so on. It is an engaging technique since all

students are motivated to speak without being afraid of making mistakes. By implementing this technique during the lesson, the tutor in Language Development Unit intends to create a fun atmosphere while the students are urged to speak English. Furthermore, they are expected to be more familiar with the language and eventually develop their speaking ability automatically.

Some studies have been conducted on the technique of story completion toward students' speaking skill mastery. First, the research done by Yulianawati & Sulastri (2019) that is aimed to distinguish the impact of story completion on students' speaking abilities. Eventually, from the statistical analysis, it indicates that the students' speaking abilities were successfully enhanced by the story completion technique. Another research was a Collaborative Classroom Action Research by Tanjung (2020) seeking to determine how to use the technique of story completion to enhance students' speaking skills. According to the study, applying the technique of story completion in speaking lessons made the students' speaking more fluent and entertaining. The result of the pre- and post-tests demonstrate this, with its post-test score being greater than the pretest score (2204 for the pretest and 1640 for the posttest).

The previous studies have enriched the researcher's knowledge in conducting this research. Those studies have a similarity with this research in terms of the teaching technique used which is the story completion. However, those previous studies are conducted in different levels of education, different students, and different approaches. Moreover, little is known about the utilization of story completion technique in teaching speaking for college

students as well as the difficulties in utilizing this kind of technique during the lesson.

With this in mind, the researcher intends to conduct a descriptive qualitative study entitled “**Utilizing Story Completion Technique on Teaching Speaking at Language Development Unit Class**”. This research describes the utilization of story completion technique at English class of Language Development Unit as well as its encountered difficulties or challenges during the utilization.

B. Definition of Key Terms

To avoid any misconception, the researcher assumes that it is vital to define the terms that researcher used in this research.

1. Speaking

Speaking refers to the ability to construct and produce the word in verbal communication. Cameron (2001) as cited in Yulianawati & Sulastrri (2019) defines speaking as "the active use of language to express meanings so that other people can make sense of them". It is one of four English skills (listening, reading, speaking, and writing) that the English tutor at Language Development Unit should teach in the classroom.

2. Story completion technique

It refers to the technique that is used by the English tutor in Group 31 of Language Development Unit as a way to develop students' speaking skill. By utilizing this, students in a group are urged to continue the story presented by the previous speaker using their own ingenuity and imagination. The story starts by

the tutor and has to be continued by the students. It can help learners to appreciate the teaching and learning process rather than becoming bored by it. (Nursyamsiah et al., 2018)

3. Language Development Unit Class

LDU (Language Development Unit) classroom is a program formed by the rector of UIN Antasari where all freshmen from all program studies ought to attend two classes that are English and Arabic. The students are arranged for their class or group based on their proficiency level. In this research, whenever the researcher mentions Language Development Unit Class, it refers to the English Class of LDU.

C. Research Questions

Based on the background of the study, the research questions are formulated below.

1. How is the utilization of story completion technique on teaching speaking at Language Development Unit class?
2. What are the challenges on the utilization of story completion technique on teaching speaking at Language Development Unit class?

D. Research Objectives

Through this study, the researcher wants to present the following aims:

1. To know the utilization of story completion technique on teaching speaking at Language Development Unit class.

2. To find out the challenges on the utilization of story completion technique on teaching speaking at Language Development Unit class.

E. Research Significance

The researcher expects that this research will be able to contribute to the scope of utilization of story completion technique in English teaching.

1. Theoretical significance

The findings of this proposed research is expected to contribute as a source of knowledge and insight about the utilization of teaching technique that is story completion as well as its difficulties on the utilization in teaching speaking.

2. Practical significances:

- a. For the Language Development Unit, the finding of this research is expected to be valuable information on how the English tutor utilizes the technique of story completion in the teaching process as well as the difficulties he and students encountered.
- b. For teachers and educational practitioners; the result of this research benefits to be used as a model in utilizing story completion technique for teaching speaking. Moreover, it is also expected that this research will give an insight as well as a reflection for their teaching so that they will have an additional technique for their teaching that is story completion.

- c. For the students; this research is considered to be beneficial as the story completion is useful in developing their English speaking proficiency.
3. For researchers; hopefully, the result of this research will be functioned as a reference for ones intended to undertake research(s) in the same field.