

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, problem identification, problem of the study, objective of the study, significant of the study, and scope of the study.

1.1 Background of Study

Speaking is one of four major skills in learning English required by the curriculum. Speaking is the basic skill that should be mastered in order to communicate with others. It is also supported by Retny, Jayaputra, & Ratminingsih (2017) that speaking or oral ability is the most important skill that students need to master as foreign language learners. In addition, speaking is classified as productive skill. The opinion is also supported by Kuśnerek (2015) which states that since speaking and writing can involve language production, they are called productive skills. There are some definitions of speaking. Torkey (2006) states that speaking is where the learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Leong & Ahmadi, 2017).

In addition, according to Joyce and Burns (as cited in Syafryadin, Istiqomah, & Widiastuti, 2013), speaking is one of difficult skills for all levels which focuses on



considering topic before speaking. So, from the explanation above it can be concluded that speaking is the ability to communicate with the other in order to receive information, express ideas and opinion.

Speaking is needed in everyday communication. Communication leads the interaction between two or more people. For instance, talking over the phone or exchanges the information. There are several important things acquired from speaking skill. The first is come from Goodwin (2001), she states that speaking enable the learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech. The second is from Gass and Varonis (as cited in Torkey, 2006) which states that speaking can support other language skills and play role as an important factor in the shaping of the learner's developing language. The statement is in line with what Torkey (2006) argues earlier that speaking can help the development of reading competence, writing as well as the development of listening skills. Moreover, speaking helps learners develop their vocabulary, grammar skill and writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language (Leong & Ahmadi, 2017). So, it can be concluded that speaking can help students in developing three other skills (reading, writing and listening), increase students' confident and able to understand the message without huge effort.

However, students face difficulties in speaking especially EFL students. It is because they come from nonnative language environment. There are some problems faced by students in speaking which is stated by Lazaraton (2001) there are fluent speech contains reduced forms, such as contractions, vowel reduction,

and elision, where learners do not get enough practice. They tend to use slang word, do not know to put appropriate stress, rhythm, intonation and lack of vocabulary as well as interaction pattern rules. In addition, the obstacles faced by students in speaking is also explained by Scarcella and Oxford (as cited in Torkey, 2006) first, the conflict between fluency and accuracy where students thought that confidence will be gained in using the new language by being let uncorrected. Second, lack of confidence where the learners feel uncomfortable to speech in the second language. Pronunciation is the third problem where learners tend to use mother language and failure to use the weak forms. Those statements are also supported by Tuan & Mai (2015) that some problems in speaking skill faced by students are inhibition, lack of topical knowledge, low participation, and mother-tongue use. Finally, it can be concluded that some problems which are faced by students in speaking are lack of active vocabulary and confidence, low participation and mother-tongue use.

To get to know how speaking is conducted, a preliminary observation was done through entered the class (tenth grade classes) to see the situation in the class. The preliminary observation was done at SMAN 2 Singaraja. Based on the observation, some problems found by the researcher such as students could not speak English well because most of them were not confident enough for practicing speaking, they were not quite brave to take a chance and speak up because they were afraid of making mistake. Moreover, they were less motivation in speaking since they had lack of vocabulary and were afraid of grammar mistake and some of the students found difficult in pronouncing English well as well as expressing the idea in English.

Since language is a skill, the fastest way to acquire it by using it as much as possible. By considering the result of the observation, the students' speaking skill is the main problem. It is predicted that the problem is caused by teacher's teaching method, especially in the teaching strategy. Some teachers still applied conventional strategy which is presentation. In teaching speaking, the teacher asked the students to work in group and retell the story by using students' own language. The strategy used is continuously used in teaching speaking. In teaching and learning process, teacher gave the topic and explain it in brief way then asked the students to do the task in students' worksheet or LKS (Lembar Kerja Siswa). Moreover, the teacher barely asks the students to practice speaking but the teacher asked students a lot in reading and writing. It is also supported by Richards & Rodgers (2001) which stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. Sometimes, the teacher did not give feedback which made students' critical thinking cannot be developed and they lack of using the language, because the students' involvement in the class is minimum. In result, acquire the language fast is postponed. According to Ur (as cited in Leong & Ahmadi, 2017), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

Based on the statement above, it is needed to do a research to compare the effect of teacher's teaching method and which has different characteristics from the use of the strategy. Later, the result will be compared to know the effect on students' speaking skill. Teaching and learning situation in the classroom innovative teaching model is one way to create effective and interesting learning process of teaching.

Speaking is chosen as the main point by the researcher because speaking is very essential in society's daily life as people mostly communicate to each other by speaking. According to Ur (as cited in Apriyani, 2016) an effective speaking activity can be seen when learners talked a lot, learners got a chance to speak, learners had high motivation, language was comprehensible, and the students spoke the target language. For reaching the researcher should considering the technique might promote them in speaking. One of the techniques is chain story.

According to Apriyani (2016), chain story was a story which was done by different author picking up where the previous one left off. The activity of chain story is to construct the texts by continuing previous to the next. This technique allowed some controlled communication among the students while teacher could check students' speech. Either teacher or students could correct mistakes that probably occurred directly or not. Chain story is chosen because there are some benefits of chain story according to Swenson (2019), the first one is chain story technique makes students fun and improve students' confidence in speaking. Second, the activities designed can make students easily to understand the knowledge. Make the learners creative in story is the third benefits. The fourth is students are given equal opportunity to tell the story to their friends and the last the learners can speak mainly by using their own words without having worry of saying. It is also supported by Nuraini (2001) which states that chain story is a teaching technique that can make students enjoy and interested in speaking activity because students become involved as a group during the speaking. In addition, chain story gives students a freedom to speak by using their own word since it can be understood by others and the aim of speaking is for communication. Based on

the explanation above, the writer is interested in researching the problem above into a research entitled: The Effect of Chain Story Technique on Speaking Skill of Tenth-grade Students at SMA Negeri 2 Singaraja.

The use of Chain story in teaching speaking has been done by many researchers, one of them is Apriyani (2016). It showed that the use of chain story technique was successful to improve students' speaking ability in recount text. By conducting chain story technique influenced the students be more challenging in speaking. Meanwhile, using of classroom English was also very helpful because this way made the students more familiar with the English words then they could practice in pronouncing the words well.

Referring to the results proposed by the previous researcher, it inspires current researcher to conduct another related study in the form of experimental research. This research is aimed to provide another supportive result of previous study conducted by Siska Apriyani. This current study tries to see the effect of chain story technique (implement that product and to give more focus on) and give more focus on the use of chain story technique on speaking skill for the tenth-grade students at SMA Negeri 2 Singaraja.

1.2 Identification of the Problem

Speaking is where there are two people or more doing interaction communicate with the other in order to exchange information, express ideas and opinion. Through speaking class students are expected to speak the second language and understand what they are talking about. However, EFL students have some problems in speaking English such as; students could not speak English well because most of them were not confident enough for practicing speaking, they were not quite brave to take a chance and speak up because they were afraid of making mistake. Moreover, they were less motivation in speaking since they had lack of vocabulary and were afraid of grammar mistake and some of the students found difficult in pronouncing English well as well as expressing the idea in English. It means that the EFL students are not able to speak in English easily. Therefore, the researcher will conduct an experimental research related to Chain story technique in order to investigate whether or not the significant difference of Chain story technique towards students' speaking skill for tenth grade students in SMA Negeri 2 Singaraja.

1.3 Scope of Study

This study will take two samples from tenth grade students at SMA Negeri 2 Singaraja in academic year 2019/2020 in Curriculum 2013. One group is an experimental group and treated by using Chain Story technique. Another group is a control group and treated without using Chain Story technique. To collect the data, the instrument that is used is speaking test. This study focused on students' speaking skill.

1.4 Research Problem

Based on the identification of the problem above, the problem of this study can be formulated as follows

Is there any significant difference between student' speaking skill who are taught by using chain story technique and students who are taught by using conventional strategy at SMAN 2 Singaraja of the tenth-grade students?

1.5 Objective of Study

The aim of this study to explore whether there is any significant difference by using Chain Story on Students' speaking skill between the first-grade students of SMAN 2 Singaraja who are taught by using Chain Story and those who are taught by using conventional way.

1.6 Significance of the Study

1.5.1 Theoretical Significance

The result of this study is expected to provide information which is related to teaching English as foreign language, especially Chain Story technique. In addition, the result of this study is to enrich our knowledge about variety of teaching speaking for tenth-grade students.

1.5.2 Practical Significance

a. For Teacher

The result of this study can be used to enrich teachers' knowledge of Chain Story technique that can be implemented in their teaching for a better result

b. For Students

By implementing chain story technique, it will help the students a lot to deal with the speaking skill.

c. For Researcher

The result of this study can be used to give them more information for further research related to the study

