CHAPTER I
INTRODUCTION

This chapter describes about the phenomenon of the students' difficulties in improving their moral value in English, especially in integrated skills. The researcher would conduct the happened phenomenon for his research and interested to explore the real circumstance in order the education elements would know how the real problems are. This chapter described the reason for conducting the research and it dealt with several points: introduction that concerned with research background, research questions, and research objectives, scope of the research, research benefits, and definition of terms as would be elaborated in the following sections.

1.1 Research Background

In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school or university. Based on Curriculum 2006, the teaching learning of English had the purpose to develop four language skills: listening, speaking, reading and writing. In learning English, students were expected to master all language skills of English; listening, speaking, reading, and writing. It based on the goal of teaching English that speaking is one of the important skill (Brown, 2001). Hence, dealing with current Curriculum 2006 which teaching English should be taught in integrated way such as listening with speaking and reading with writing, so teachers should teach these two skills simultaneously. Speaking is one of the productive skills besides listening. It is not only to say a word or sound, but one of way to communicate ideas, express feeling, and etc. There is such a process of understanding the message from the speaker. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill.

Although the students knew how to speak in English, they were still not be able to communicate in this language mainly because these skills were not used in integration. For example, students are able to speak but not understand what other people say, it means they have no listening skill. So they needed integrated skills

to support communication, in this case speaking and listening skills. For this research, the researcher would explore more about speaking and listening skills as integrated skills, how to teach speaking and listening skills as integrated skills, and many reasons that why speaking and listening skills as integrated skills are important. However, English teachers often ignore the importance of these two skills in the classroom. Even though, these two skills are needed for students to get information from internet, video, news, and another. Those statements was an introduction to the problem in teaching these two skills. Then, one of the problems that already found was the method used by the teachers. Many kinds of teaching method may result bad or negative effects to students. It was found in SDN 1 Pesawahan, where the teacher just thought by using one course book without any supporting media. In the lesson, teacher only explained what was in the book and the students only did the exercises contained in the book. Actually, wasn't a problem if the teacher only guided on one book. But, in teaching elementary students' teachers were always required to be more creative, for example using media to support the material. Only using one book without any supporting media with inappropriate and useless method in teaching elementary students'.

Therefore, so many students were hard to get the idea or meaning of the material. In the learning process some of the students got some difficulties in absorbing some ideas in listening and speaking. When they were still confused in absorbing some ideas in learning activities, so the students would not interested with English. Another problem was lack of the student's moral value in the classroom. When the teachers dominated the learning activities in the classroom, the students felt like they did not have enough chance to participate actively. The teachers always explained the material and asked the students to apprehend the material without any communication with the students. The lack of communication made students difficult to communicate, how to express their opinion, and how to improve their skill. So in the next lesson students didn't care with the teacher's explanation, and prefer to playing or joking in the classroom.

Then, it also found in SDN 1 Pesawahan that some students' were active students, but some of the students were active in the bad way, for example joking with other friends in learning process, they also used impolite language in

communicate with their teacher. So these were the cases that occur because of the lack of students' moral. Another fact, the case that found in Borneo, Indonesia, where an elementary student hit his teacher when refusing his teacher's orders to do the task in front of the class. This problem begun when the student who was appointed by his teacher rejected teacher's ordered to answer the question, but the teacher forced the student to keep answering the question. Then, the student angrily came forward and hit his teacher (Tribunnews Borneo on October 21st 2016).

Therefore, students' moral value is assume one of the factor which makes students getting score under the Minimum Criteria of Mastery Learning/Minimum Learning Mastery Standard, because in Curriculum 2006 moral values included in the assessment. In brief, to solving the case the researcher was trying to give a solution in improving their integrated skill, especially in listening and speaking. The researcher would use the different method which uses story completion to help the students find their ideas. Story completion is one of the projective technique where participants are asked to provide the conclusion to a number of incomplete stories. The aims of this technique are to improve students in their listening, speaking, their response, and their thinking process Kayi (2006). In this case, the researcher would concentrated in building technique for improving their integrated skills. By using story completion of products they made, it would be a good method to appear their own idea in listening and also speaking. Last, teacher also could apply this method in developing the moral value in the materials. In this research, the researcher also wanted to make a situation where the students feel enjoy in learning process but keep walking in the good way. The researcher tried to apply the technique that may be effective to improve the students' ability to solve the problems. So, in presenting this paper the researcher decided to embed moral values to improve the students' integrated skills by using story completion and want to measure the success of using story completion in class.

1.2 Research Questions

Based on the background above, the problems are formulated in the following questions:

1.2.1 How to embed moral values to improve the students integrated skills of listening and speaking by using story completion?

1.2.2 How far does the story completion improve the students' moral value?

1.2.3 What is the result of the students' integrated skills of listening and speaking improvement by using story completion?

1.3 Research Objectives

In line with what have been stated in the problems above, the objectives of this study are as follow:

1.3.1 To describe how to embed of moral values to improve the students integrated skills of listening and speaking by using story completion.

1.3.2 To investigate how far the students' interest by using story completion in integrated skills of listening and speaking.

1.3.3 To find out the improvement of students' integrated skills of listening and speaking after implementation of story completion.

1.4 Scope of the Research

This study focused in using story completion for enhancing students' moral value in integrated skills of listening and speaking in the fifth grade students of SDN 1 Pesawahan, Banyumas. The scopes of the study in this study were divided into object and subject of study. The participants are the subject of this research who were limited to a one class of fifth grade students. The object of this study was limited only in embedding moral values to improve the students' integrated skills of listening and speaking by using story completion.

1.5 Research Benefit

This study were expected to give benefits for some sides both theoretically and practically.

1.5.1 Theoretically

Theoretically, the outcome of study would be helpful to provide the readers to know the techniques of increasing students' moral value in integrated skills of listening and speaking through story completion. In addition, this research also could increase knowledge in the field of education as well as benchmark and guidelines for consideration and reference source for researchers who would conduct similar research.

1.5.2 Practically

For students and university students, this research would be useful to increase the appreciation of education and is expected to motivate them to produce new ideas that are more creative and innovative in the future. It also could motivate them to try to listen and speak English as often as possible, so that they could improve their ability in listening and speaking skill.

For the teachers, the outcome of this study is expected to be useful for the teacher, especially English teacher of SDN 1 Pesawahan, Banyumas in teaching integrated skills of listening and speaking. Teacher could manage classroom activities communicatively in the good way, and also build the students attitude in the classroom by using story completion technique. c) For the general public, this research can provide knowledge and open up horizons.

1.6 Definition of Terms

The researcher considered that the important to define some term used in this study, and there were the definitions of some terms in this study:

1.6.1 Improving

Improving is an acronym of Introducing the new concept, metacognitive questioning, practicing, review and reducing difficulties, obtaining mastery, verification and enrichment Kartikasari (2011: 34).

1.6.2 Moral Values

Moral value is connected to fundamental human emotions and experiences that motivate us in distinctive ways. Moral is something that is good and bad that can change behavior in human life. Hornby, (2011, p.285) also says moral values are values concerning principles of right and wrong and the standards of behavior. Moral in literary works usually reflects the views of the author's life, views on the values of truth.

1.6.3 Integrated

Integrated is frequently used as if it were almost synonymous with reinforcement. Integration is the act of bringing together smaller components into a single system that functions as one. Integration refers to the end result of a process that aims to stitch together different, often disparate, subsystems so that the data contained in each becomes part of a larger, more comprehensive system that, ideally, quickly and easily shares data when needed.

1.6.4 Skill

Skill is the ability or capacity that require basic skills of students to do something Robbins (2003:52) and Singer (2000: 62). Skill is the ability to use one's knowledge effectively and readily in execution or performance.

1.6.5 Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

1.6.6 Listening

According to Scott (1990:21) and Brown (2001) listening is the first component in language skill that children acquire first, especially if they have not learnt to read.

1.6.7 Story Completion

Story completion is a projective technique which used by the teacher in a study. Story completion is a method used or qualitative research, where in participants express their views on a topic by completing a story normally started

by the researcher Bushman & Anderson (2002). A good story stem should have a balance between providing participant with meaningful story and leaving enough ambiguity that wouldn't restrict the direction in which participants might take their stories.

1.6.8 Elementary School students

Elementary School students is the students from elementary school who have age   between 6-12 years old Longman (2004).