

THE EFFECTIVENESS OF STORY COMPLETION ON THE EIGHTH GRADE STUDENTS OF SPEAKING SKILLS OF SMPI SALAFIYAH SINGOSARI IN THE ACADEMIC YEAR OF 2021/2022

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Abstract: The study aims to investigate the effectiveness of story completion techniques in developing speaking skills and overcoming lack of confidence at the eighth grade students of SMPI SALAFIYAH SINGOSARI. The researcher optimized the experimental research designs that used pre-test and post-test with quantitative approaches. The researcher took all eighth students as population. The researcher used probability purposive sampling in determining the sample with 28 students from class 8 as experimental and control group. The independent variable is story completion technique and the dependent variable is students' speaking skills. The researcher compares pre-test and posttest results between two groups from inter-rater and used an independent SPSS t-test to analyze the data. The pre-test to posttest of experimental was 48.25 to 65.50, control group was 46.63 to 57.13, and the p-value was 0.033, $p < 0.05$. As a result, the researcher concluded that there was significant effect of using story completion on students' speaking skill.

Keywords: effective, story completion technique, student speaking skill.

INTRODUCTION

This chapter discusses some topics, which introduce the readers to the present study. They are: background of study; research problem; aim of study; significance of study; research scope and the key term definition.

1.1 Background of the Study

Speaking is a means to communicate with others. It has become part of our daily activities and takes role everywhere. When someone talks, he or she interacts, uses the language to express his or her ideas, feeling and shares information to other (Hornby, 1995). For academic aspect, speaking is one of English skill that be taught from elementary school.

The speaking skill can be developed in various ways either through oneself such as learning in the classroom with the teacher, or through existing media such as listening music, watching, movies, and etc. According to Harmer (2001), we can apply three major stages when teaching speaking language or producing skill: introducing new language, practice, and communicative activity. Each step above affects each other.

From the problem and other researcher's experience above, the researcher assumes that story completion can be alternative technique to develop speaking skill especially for

students, because story completion is a joyful speaking technique. The researcher desires using this technique to develop the students' speaking skill at SMP Salafiyah. According to what Kayi (2006) stated, Story completion can make the students interested in following the lesson in the class because using the real-life situation of the world. Some advantages of story completion, such as: Increase children's willingness to communicate thoughts and feelings and verbal proficiency, promote active participation, use of imagination and creativity, students' cooperation, listening skill augment and Stories encourage a positive adrenaline

In speaking process, story completion is also a projective technique in speaking process, such as when one student gets part of a story. The others pay enough attention to certain themes to be followed by others. After that, they make preparation and practice it with their own words in turn to the story completed

Different from role play be used in Indonesian class, which makes students stiff and also takes a long time. It is a technique allows students behave in real situations by structured socialization with others in relevant environments. This technique only focuses on certain situations and also limits the student's character. The researcher hopes by story completion, students can learn and practice the language more in the group of discussion easily.

METHOD

The Researcher uses experimental research designs. This design aims to find a causal relationship between variables under controlled conditions. Researcher usually uses one or more independent variables, observe the effect of usage on the dependent variable and control other related variables.

In this study, the class will be divided into two groups and two research trials using experimental designs generally within a specified time period. The researcher used the quasi-experimental design. quasi-experiments are the simplest form of research design. In a quasi-experiment either a single group or multiple groups are observed subsequent to some treatment presumed to cause change.

This experimental study uses pre-test and post-test design. one group was measured or observed by applying pre-test before and after being exposed to some sort of treatment, before doing a post-test. the researcher then assessed participants after treatment to measure some of the attributes or characteristics that were rated as developing.

Researchers used experimental research with a quantitative approach in this study.

Researchers want to know the effectiveness of story completion on the speaking skill of eighth grade students at Salafiyah junior high school. Because of the experimental design, purposive sampling is used by researchers in determining samples.

The researcher decided to take VIII that consists of 28 students which based on the criteria made and recommendation from the English teacher. The effectiveness was known after finding out the significant difference between the students taught before and after using story completion by comparing pre-test and post-test score.

FINDINGS

Several subtopics in this section present the data of pretest and posttest during the researcher, that are:

a. Pre-Test Result of Experimental Class

The researcher gave the assessment for experimental group to know the extent of their speaking ability or the students' score before they were given treatment with story completion technique. It can be seen on figure 1 in appendix 6. 2 students had 38, 1 student had 40, 3 students had 42, 2 students had 46, 3 students had 50, 1 student had 54, 1 students had 66, and 1 student had 68 of score. It was showed that all of them did not achieved KKM.

In this test, lowest score was 38 for two students and the highest score is 68 for one students. Its mean, median, etc. was pointed out in table 4.1, appendix 6. The mean of the experimental group was 48.25. Mean was the average value that students could were in one group. While, its median was 48.00. Median was the middle value of the group. Last, std. Deviation was 8.760. standard deviation was a measure of the amount of variation in value set. The high standard deviations showed that values were spread over a wider range. While the low standard deviation indicated that values tended to be close to the set average.

The researcher also gave the test for control group to measure the level of their speaking ability before they were given treatment by role-play technique. It can be seen on figure 2, in appendix 7. 2 students had 34, 2 students had 38, 2 students had 42, 3 students had 46, 2 students had 50, 1 student had 54, 1 student had 60, and 1 student had 62 of score. It was showed that all of them did not achieved KKM Same as experimental group.

Its mean, median, etc. was presented in table 4.2. Based on table 4.2, appendix 7, std. Deviation was 7.650. the minimum score was 34 for 2 students and the maximum score was 62 for one students. The mean of the experimental group was 46.63, its median or the middle value of the group was 46.00.

b. Posttest result of experimental group

After four treatments, the researcher gave the assessment again for experimental group to check the development of their speaking ability or the students' score after they was given treatments. It can be seen on figure 3, in appendix 8. 2 students had 54, 3 students had 58, 2 students had 62, 2 students had 66, 2 students had 70, 1 students had 74, 1 students had 86, and 1 students had 88 of score.

Based on table 4.3, appendix 8, The average of the experimental group is 65.50, its medium value was 64.00, and std. Deviation was 10.289. In this test, the highest score was 88 for one student and lowest value was 54 for two students.

c. Reliability result of pre-test and post test

The researcher used Cronbach's A (alpha) reliability test of SPSS for calculating the data. The reliability can be observed on table 4.5, appendix 10. The reliability of this test was 0.873. It indicated that was high because $0.873 > 0.7$. 0.7 was an α (alpha) value. α (alpha) value was the maximum limit of researcher error used as a benchmark. Test can be said to be sufficient reliability if the alphabet value > 0.7 . while reliable of all item and all tests could consistently be considered to have strong reliability, if the alphabet > 0.80 and for α (alpha) > 0.90 then the reliability was considered perfect. The item came from 5 criteria from researcher and teacher.

The reliability of posttest can be seen in table 4.6, appendix 11. Based on the calculation with Cronbach's A (alpha) reliability test in SPSS, the reliability of the posttest showed 0.920. It means that the reliability of the posttest was very high because the $0.920 > 0.7$. so, the test had the high or good reliability because it was bigger than 0.7. It also came from 10 items.

DISCUSSION

The researcher found the much development of the student speaking ability by using story completion technique. The students felt very enjoyable in producing short monolog (Kayi 2003). They often heard vocabulary and more word from their friend and tried to

follow their pronunciation and spelling. So, they had more practicing in daily activities in the school. Different without using any technique (role-play technique that generally had been taught at a lot of school), the student felt passive because the time is very limited and not all students can speak (Santoso 2011). So, in control class, the students were stiffer and not full participation than experimental member.

Therefore, the researcher determined that the story completion technique had the influence and effectiveness on student speaking ability development of eighth grade of SMPI Salafiyah in academic year 2021/2022 than role-play technique. The previous research, such as Santerika's research (2018) had supported and completed this research result so the theory of story completion can be enhanced

According to Ashdaq (2017) story completion could grow high motivation in students and made students having a deep concern in the process of teaching English. In addition, with this story completion, students and teachers were mutually active and could told at will. Moreover, Rahmawana (2017) said that the story completion could made student opening their mind. For teacher, this technique could be helpful and gave many kinds of material. In her research at SMAN 6 Soppeng, the students' score had development from mean of 2.88 to 4.21.

The second discussion is about teaching strategies. In the findings provided, the researcher found 3 teaching strategies. In this part, the discussion focuses on the strategies that have been found by researcher. The first strategy is a tutorial program. This tutorial program is one of the keys to learning and understanding the material quickly and effectively. The students are greatly helped by this program because the number of students is not too many so that students get a wider space to be active than in the core class. Azadovna and Inatullaevna (2021) in small groups, students can discuss and exchange opinions to solve complex problems.

Based on the result of research and other research, the researcher concluded that the main point of students' successful in developing of English speaking was the students' comfort and passion. Motivation greatly affected the level of failure and success of student learning. learning without motivation would be very difficult to succeed (Hamalik, 2011: 161).

Djamarah (2008: 148) stated that as long as something was not needed, everything that made other people interested, he would not feel interested. McCarty and Siccone (in Sumarno, 2011) explained that when teacher assessed the student skills level, and understood

students' interests, they would know that it was the most effective thing they got and reached out in English instruction.

Last, Uno (2011: 23), said that motivation of learning could arise due to extrinsic and intrinsic factors. The extrinsic factor was the appreciation existence, interesting learning activities and a conducive learning environment. While intrinsic factors included the desire to succeed and the drive for the need to learn, and the hopes for ideals. As a result, when the level of enthusiasm and comfort of students was higher, the level of their success was greater and vice versa.

CONCLUSION

Based on the result of research, the story completion technique had the effect on development of student speaking ability at eighth grade of SMPI Salafiyah. It was shown by result posttest between experimental group and control group also the difference between the posttest and pre-test.

First, in this test, the maximum was 88 and the minimum score was 54 for experimental while the maximum was 78 and the minimum score was 42 for control group. Moreover, the average score of experimental-group was 65.50, and the mean of the control group was 57.13.

Second, the students, who were taught by story completion technique, had higher score than student who was taught without it (role-play technique). The means of experimental group developed from pre-test to posttest +17.25 (48.25 to 65.50). Different from control class, the average developed only +11.57 (46.63 to 57.13).

Consequently, the hypothesis result, based on analysis data by independent t-test above, the P-value (the value of significant generated Sig) was 0.033. It is < 0.05 so, H_0 is rejected and H_a is accepted so there is any significant effect of using story completion on student speaking ability at eighth grade of SMPI Salafiyah in academic year 2021/2022.

The second is teaching strategy. In learning grammar which is very complicated and detailed, students need strategies to make it easier to absorb and understand the material. Therefore, the teacher has several strategies, namely, tutorial programs, mapping and stepping, and weekly exams. These strategies have a very large positive impact on students which affects the absorption and understanding of the material in the learning process.

Based on result of research, some the advantages and the benefit of using story completion on student speaking ability at eighth grade of SMPI Salafiyah in academic year 2021/2022 may be applied in other place. But there are two disadvantages of this technique: it

needs the supervision extra from teacher and how to optimize time in deliver material. the researcher also would like to give suggestion:

1. For students, they should practice and more active in implementation the English word that they had on daily activities in their environment with their teacher or their friend.
2. For the teacher, story completion can be alternative and recommended technique to attract the student interest and solution in English learning and be applied to develop student speaking ability.
3. For the next researchers, it is recommended to develop, solve the problem and complete this experimental research about story completion technique in next time
4. for school, it can support the teacher to use new method and technique that help development of students' skill and to provide the English book, technology, media and another facility to develop their English competency.

Finally, the researcher expects criticism and other suggestion for the development for many limited of time and action also many shortages in her research. Moreover, the researcher hopes this thesis can give some benefit and meaningful for students and English teacher as well as further researcher.

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