

THE EFFECTIVENESS OF USING STORY COMPLETION ON STUDENTS SPEAKING SKILL

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Abstract: The study aims to test the effectiveness of story completion techniques in developing speaking skills and overcoming lack of confidence at eighth grade of SMPI Darussa'adah Malang. Researcher used 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 32 students from class 8a 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, $p < 0.05$. 0.05 was α (alpha) value. As a result, the researcher concluded that there was significant effect of using story completion on students' speaking skill. Finally, the researcher expects criticism and other suggestion for the development for many limited of time and action because of covid-19 also many shortages in her research.

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

Introduction

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 to music, watching, movies, and etc. According to Harmer (2001), we can apply three major stages when teaching speaking a language or producing skills: introducing new language, practice, and communicative activity. Each step above affects each other.

Based on the statement above, students must learn and master it. By knowing the language, we can have the opportunity to multiply partners or relationships. Frank Smith (2004) said that one language shows you in one corridor of life. Two languages show you the way to all corridors. In other words, the main function of language is communication. Communication will not be created without sharing knowledge and assumptions between the speaker and the listener.

The researcher wants to get more information for his research about the school that is near from researcher environment, SMPI Darussa'adah. This school is in the Gubugklakah village, Poncokusumo district, Malang. The researcher is interested in this school because the school is based on an Islamic boarding school not using technology as instruction media yet. However, the Arabic language almost becomes a daily activities language in this Islamic boarding school. The students practice what they get from the little vocabulary as much as possible.

After a few meetings, the researcher concludes that the students use a simple conversation English such as ask for and answer it. Most students choose to be speechless than responding to the teacher's questions or asking a question so, most students' problem is shy of speaking English and afraid to make a mistake. Yunus and Sari (2018) assumed that some students still face some obstacles in learning speaking. Like in Indonesia, it is found that the challenges in teaching speaking are influenced by the social and learning environment during students' study. More than that one of the objectives in foreign language teaching in Indonesia is to improve speaking skill accurately and fluently (Yunus, 2010).

From the problems and other researcher's experiences above, the researcher assumes that story completion can be an alternative technique to develop speaking skills, especially for students because story completion is a joyful speaking technique. The researcher desires to use this technique to develop the students' speaking skill at SMPI Darussa'adah. 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.

Some advantages of story completion, such as: increase children's willingness to communicate thoughts and feelings and verbal skill, promote active participation, use of imagination and creativity, students' cooperation, listening skill augment and stories encourage positive adrenaline.

In the speaking process, story completion is also a projective technique in the 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. Just like in reading, completion is like the process of previewing qualified texts in which readers will always curious to know further about the message behind the text by always questioning the validity and trustworthiness of the given information that can boost readers' comprehension and readers' criticality (Yunus, 2015).

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

Method

The researcher uses experimental research designs. This design aims to find a causal relationship between variables under controlled conditions. In this study, the class will be divided into two groups within a specified time period. This experimental research uses pre-test and post-test design with a quantitative approach. Researchers want to know the effectiveness of story completion on the speaking skill of eighth-grade students at Darussa'adah junior high school.

The researcher takes all of the eighth-grade students (84 students) in SMPI Darussa'adah in the second semester as a population. Next, the researcher uses a probability sampling type purposive sampling technique for this research. In that, it was impossible to take the sample randomly in case of the design and the agreement of the

school, the researcher should be sure that the sample is representative and suitable for the purpose of research. So, the researcher manipulates that kind of a sampling to get the sample and for the result, the researcher gets 32 students from VIII A. Prof. Dr. Sugiyono (2010) states Intact-Group Comparison in which in this design there is one group used for research, but divided into two, namely; half the experimental group (treated) and half the control group (untreated). Based on the theory above, the researcher divides them to 16 students as an experimental group member and 16 as control group members after doing pre-test, homogeneity test and getting a recommendation from the English teacher that handles first-grade students' of SMPI Darussa'adah. In this study, the researcher uses some procedure;

a. Doing a pre-test to obtain the data,

The researcher gives the pre-test to VIII A as an experimental and control class. The test is carried out to assess how far the students' speaking ability before the researcher gives treatment. The results of the pretest will illustrate that the students of this class are homogeneous or not

b. Giving the treatments,

The researcher has conducted the three treatments for experimental and control classes. The students of the experimental class had been taught by using story completion as treatment. Meanwhile, in the control class, the students use role-play. The researcher greets and calls name by name. Then, the researcher talks about her experience while explaining the material (past tense) and the story completion technique. After that, the researcher discusses, asks, and answers with the students. Next, the researcher divides them into two groups and gives them two stories. For the experimental group, they are asked to translate and understand it. For a few seconds, the researcher points at one of student and requests to tell it. After several sentences, the researcher point at one of a student again to continue it and so on to finish until changing of hours. After that, for the control group, the researcher splits some part story and asks them to retell their part.

In the second treatment, the researcher leads the pray and checks the attendance list. Then, the researcher spins a yarn while explains the structure. After that, the researcher divides them into eight groups that have 8 members and gives them one story. To control group, the researcher splits some sentence of the story and ask them to

represent their part. After charging the hours, for the experimental group, they are requested to understand it. Since few second, the researcher points at a student of one group and ask him to tell it. After several sentences, the researcher points at one student of another group again to continue it and so on to finish.

At the last treatment, the researcher leads the pray and checks the attendance list. Then, the researcher talks about recount stories. After that, the researcher divides them into four groups that had 8 members and give them two stories. To control group, the researcher asks one of them to order other student to represent their part that he split. After charging the hours, for experimental group, they are asked to comprehend it. Since few seconds, the researcher appoints a student of one member to order other members of the group and requests to tell it so on to finish.

c. Doing the post-test to obtain the data,

After four the treatments, the researcher made the post-test after the treatments. The researcher administrated post-test in order to know the students' speaking skill development and to assess is there any effect and difference between the two techniques that are taught.

d. Collecting and analyzing the data.

The researcher compared the result of pre-test and post-test between experimental group and control class from himself and other raters (teacher) in analyzing the result to know the effect this technique (story completion)

The instruments used for this research are speaking tests (oral) to measure students' speaking skills. It was provided two speaking tests. They were the start item (pre-test) and end test item (post-test). On the other hand, the researcher also makes the evaluation sheet for assessing of oral students' speaking skills. The evaluation sheet consists of five aspects: pronunciation, fluency, and comprehension, grammar, and vocabulary. The researcher uses content validity in this study. Content validity is the extent to which the test and instrument show the content. To validate the content, researchers used instruments based on the 8th grade junior high school curriculum on the material and teaching goals at the school. The researcher uses interpreter reliability by the 8th grade English teacher of the school and the researcher himself. They will assess the students' speaking skills in the class and compare the result from the researcher and the result from the teacher to get the reliability of instruments.

The researcher collects the data for answering what the most aspects developed, the researcher used a list of the specification aspect of speaking skill. The data from the evaluation sheet in the pretest and posttest will be noted and computed. The researcher used a program of SPSS 17.00 computer for windows to analyze the data. Several steps in analyzing the data; formulating and calculating of the pretest and posttest score (the researcher inputs the scores and analyzes it with SPSS 17.00), determining significant of value and testing hypothesis (the significance of value should be lower than 5% significance level (< 0.05)). For the hypothesis, it is rejected if the number is higher than 0.05, and accepted if the number is lower than 0.05 in this case), and making the conclusion (from the calculation, the researcher can conclude what the story completion is effective or not).

Findings and discussion

a. The result of the pre-test

The researcher gave the assessment for the experimental group to know the extent of their speaking ability or the students' score before they were given treatment with the story completion technique. 2 students had 38, 1 student had 40, 3 students had 42, 2 students had 46, 5 students had 50, 1 student had 54, 1 student had 66, and 1 student had 68 of the score. It was shown that all of them did not achieve KKM.

In this test, the lowest score was 38 for two students and the highest score is 68 for one student. The mean of the experimental group was 48.25. Mean was the average value that students could be 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 the 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 the control group to measure the level of their speaking ability before they were given treatment by role-play technique. 2 students had 34, 2 students had 38, 2 students had 42, 4 students had 46, 3 students had 50, 1 student had 54, 1 student had 60, and 1 student had 62 of the score. It was shown that all of them did not achieve KKM the same as the experimental group. Its mean, median, etc. Was presented in std. Deviation was 7.650. The minimum score was 34 for 2 students

and the greatest score was 62 for one student. The mean of the experimental group was 46.63, its median or the middle value of the group was 46.00.

b. The result of post-test

After four treatments, the researcher gave the assessment again for the experimental group to check the development of their speaking ability or the students' score after they were given treatments. 2 students had 54, 4 students had 58, 2 students had 62, 3 students had 66, 2 students had 70, 1 student had 74, 1 student had 86, and 1 student had 88 of the score. 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 the lowest value was 54 for two students.

The researcher had the test again for the control group after four treatments, to check of their speaking ability enhancement or the students' score after they were given treatment with role-play technique. 4 students had 42, 1 student had 50, 6 students had 58, 4 students had 62, 1 student had 78 of the score. The greatest score or highest value was 78 for one student and the least value or lowest score was 42 for four students. The mean of the experimental group was 57.13, its median was 58.00 and std. Deviation was 10.906.

c. The result of reliability

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. A (alpha) value was the greatest limit of researcher error used as a benchmark. Tests can be said to be enough 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 the researcher and teacher.

The reliability of the posttest can be seen in table 4.6, appendix 11. Based on the calculation with cronbach's α (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 a high or good reliability because it was bigger than 0.7. It also came from 10 items.

d. The result of homogeneity

The researcher used an independent t-test of SPSS to know what the experimental group and control group is homogenous or not. It can be seen at table 4.7 the

homogeneity of the experimental group is 0.764 and the control group is 0.884. Both p-value (sig) is higher than 0.05. 0.05 is α (alpha). A (alpha) is value was the greatest limit of the researcher in determining the homogenous subject or not. If the p-value is lower than 0.05, the subject is not homogenous. If the p-value is higher than 0.05, the subject is homogenous. So, the students in VIII A class is homogeneous. In posttest, the p-value from experimental (0.820) and control group (0.923) also shows that higher from 0.05. As a result this class is homogeneous.

e. The result of hypothesis

The researcher used an independent t-test in SPSS. The hypothesis formulas:

Ha: there is a significant effect of using story completion on student speaking ability at eighth grade of SMPI Darussa'adah in academic year 2019/2020

Ho: there is no significant effect of using story completion on student speaking ability at the eighth grade of SMPI Darussa'adah in academic year 2019/2020

The hypothesis can be accepted if the sig.(2-tailed) is < 0.05 or can be rejected if the sig.(2-tailed) is > 0.05 . 0.05 was an α (alpha) value. A (alpha) value was the maximum limit of researcher error used as a benchmark. While the value of p (p-value) or sig. Was the error value of researchers obtained from the results of statistical calculations.

Based on the analysis data by the independent t-test above, the p-value (the value of significantly generated sig) was 0.033. It was < 0.05 so, ho was rejected and ha was accepted. Ha could be accepted if the p-value or sig. Was lower than 0.05 or 0.01 so, ho was rejected. In other words, ha could be rejected when the p-value or sig. Higher than α (alpha), 0.05 so, ho was accepted. As a result, the researcher concluded that there was a significant effect of using story completion on student speaking ability at eighth grade of SMPI Darussa'adah in the academic year 2019/2020.

f. Discussion

The researcher found the much development of the student speaking ability by using story completion techniques. The students felt very enjoyable in producing short monologue (Kayi, 2006). They often heard vocabulary and more words 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 the experimental member.

From the result above, the story completion was more effective than who was taught without it (the role-play technique). It is true that the speaking ability of student was more developed than before they were taught by two techniques. However, the students, who were taught by story completion technique, had higher score than students who was taught without it. The means of experimental group developed from 48.25 to 65.50 (+17.25). Different from control group, the average developed only from 46.63 to 57.13 (+11). It might occur because the story completion did not limit the creativity of student in speaking process.

Therefore, the researcher determined that the story completion technique had the influence and effectiveness on student speaking ability development of eighth grade of SMPI Darussa'adah in academic year 2019/2020 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

Lutifani (2018) also argued that story completion was proven effective in teaching and learning. Students feel happy and did not feel bored in the classroom, also could make the effectiveness of instruction. This was reinforced by the findings of researchers at MTSN 02 Blitar. In the pre-test, before story completion was applied, the mean value of 45 students was 56.98. After treatment, the average value of the students increased to 80.67.

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 tell at will. Moreover, Rahmawana (2017) said that the story completion could make student opening their mind. For the teacher, this technique could be helpful and gave many kinds of material. In her research at SMAN 6 Soppeng, the students' scores had a development from a mean of 2.88 to 4.21.

Based on the result of research and other research, the researcher concluded that the main point of students' success in developing 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. 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. Intrinsic factors included the wish 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.

Conclusions and suggestions

a. Conclusions

Based on the result of research, the story completion technique had the effect on the development of student speaking ability at eighth grade of SMPI Darussa'adah. It was shown by result posttest between the 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 the control group. Moreover, the average score of the experimental group was 65.50, and the mean of the control group was 57.13.

Second, the students, who were taught by the story completion technique, had a higher score than the student who was taught without it (role-play technique). The means of the experimental group developed from pre-test to posttest +17.25 (48.25 to 65.50). Different from the 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 significantly 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 Darussa'adah in the academic year 2019/2020.

b. Suggestion

Based on the result of research, some of the advantages and the benefit of using story completion on student speaking ability in the eighth grade of SMPI Darussa'adah in the academic year 2019/2020 may be applied in other places. But there are two disadvantages of this technique: it needs supervision extra from the teacher and how to optimize time in delivering material. The researcher also would like to give a suggestion:

1. For students, they should practice and more active in implementation of 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 a 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 the new method and technique that helps the 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 time and action because of COVID-19 also many shortages in her research. Moreover, the researcher hopes this thesis can give some benefit and meaningful for students and English teachers as well as the further researcher.

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