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IMPROVING STUDENT'S SPEAKING SKILL BY USING STORY COMPLETION TECHNIQUE AT SMP N SATAP WARINGIN

Nurfat Sehe¹, Balqis Husain^{1*}, Megawati Basri¹

¹English Education Study Program, Universitas Pasifik Morotai, Pulau Morotai

Email: balqishusain.bh@gmail.com

ABSTRACT

This research aims to determine the use of story completion techniques in improving students' speaking skills of SMP N Satap Waringin. This independent variable was the story completion technique, and the dependent variable was the students' speaking skills. This research population was the second-grade students of SMP N Satap Waringin academic years 2020/2021, consisting of 90 students. The sample of the research consisted of 26. The sample was chosen by using a lottery. The instrument used in this research was the test. The test was used in the pre-test and post-test. Hypothesis test showed that there was significance value $= 0,000 < = 0.05$ it meant that H_0 was accept. It can be concluded that using story completion was increasing students' speaking skills of the SMP N Satap Waringin.

Keywords: Story completion, technique, speaking skills

INTRODUCTION

In this process of internationalization, English is critical for existence. It is the world's second most spoken language. Globalization expanded the use of English. Speaking and writing English is a critical benchmark skill in the professional world. Learning English in Junior High School is essential as the preparation for the globalization process. It provides junior high school students to continue the higher education level of existing English teaching to be managed by students.

As a professional language teacher, mainly teaching English procedures for greater efficiency in students' English acquisition, formulating and creating objects, testing, and practice. Educators are capable of teaching students with insufficient information to adequate English-speaking climate. In the last few decades, the instructors' tent is found to carry out the classroom's teaching process by introducing

conventional and monolingual teaching methods. This shows that teachers are enriched with effective teaching environment forms, which is why teaching English as a second language by introducing new and updated fashions to provide more feedback to achieve a happy learning outcome. Recently, worldwide, people promote English as their goal or second language used based on complete contact and connection with the dominant position in all aspects of their lives. English is most commonly used in the teaching phase of wider educational opportunities, either formal or environment.

According to the Ministry of Education (2003), as one of English's necessary skills in programming as the first foreign or second language in many countries on this planet, English is a communication tool among the world's peoples to achieve economic, social, cultural, scientific, and technology goals. Moreover, English skills are essential in

career growth, so students need to understand and use English to boost their confidence to compete globally. Cameron (2001) says speaking is the deliberate use of language to convey meaning so that others can make sense of it. She adds that attention to specific language information is needed to speak in a foreign language to share others' understanding. According to the high school-based curriculum (KTSP). To achieve functional literacy, students are required to develop communicative skills in spoken and written language. Students must understand and construct various usable text, monologues, and procedural, descriptive, recap, narrative, and study essays.

Two variables improve students' speaking skills, both internal and external. Internal influences come from students, including inspiration, trust, and context information. Externally, the instructor comes from a particular system and setting. Some students also have trouble learning to talk. They still think English is hard work and not fun. So when teachers ask them to practice speaking in class, they were not brave enough to speak up, particularly before class. They often feel insecure and less assured about their voice, pronunciation, or grammar.

Based on the researcher interview with SMP 3 Daewo's English teacher in Morotai on January 27, 2020, it can be mentioned that the teacher still finds some problems teaching voice. Next, students also face many people's difficulties in speaking fluently. They were even afraid to speak English to many people. They were concerned about making any grammar errors, then immediately stopped speaking due to a lack of vocabulary.

METHOD

The research was conducted with a pre-experimental design; one- group pre-test and post-test design. In the experimental

class, the story completion technique was conducted well to the experimental class with three research steps: pre-test, treatment, and post-test. This research was conducted in April 2020 in SMP N Satap Pulau Morotai. This research was applied to first-grade students with the total number of the students as the sample of this research is 25 students. A model of pre-experimental design can be described by the diagram below;

O1 X O2

Figure 1. Pre-experimental Design

Where:

O1 : The value of pre-test (before treatment)

X : Treatment that will be given for the experimental class by using the story Completion technique

O2: The value of post-test (after giving treatment)

There were two variables of this experimental research. They were an independent variable and dependent variable: First, the independent variable was the story completion technique, which was the independent variable by using this technique. Second, the dependent variable was the student's speaking skills. The dependent variable was affected by the Independent variable. This research analyzed the story completion technique affected the student's ability to speak or not.

Population and sample

This research's population was taken from the second-grade students of SMP N Satap in 2019. The total number of the population was 90 students, consists of 3 classes. This research's technique sampling was simple random sampling; the research was conducted to the 25 students spread to the three classes. The sample is chosen by using the lottery. However, all of the second-grade students participate during

sample recruitment, and only 25 students can join in the experimental class.

The instrument of the research

The researcher began the tests that consist of pre-test, treatment, and post-test to obtain the data. The pre-test was to know the students' ability in speaking skills before using the story completion technique. In

contrast, treatment aimed to apply a particular technique to improve students' speaking skills. In the treatment session, this treatment was held for the seventh time, and the purpose of the post-test is to know the improvement of students' ability to speak after using story completion techniques. Fluency scoring and criteria in pre-test and post-test can be shown by this table below;

Table 1. Fluency scoring in speaking skill

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a relatively wide range of expression. Searches for words occasionally but only one or two unnatural pauses
Very good	5	Has to make an effort to search for words: Nevertheless, smooth delivery on the whole, and only a few unnatural pauses.
Good	4	Although it has to make an effort and search for words, there are not too many unnatural pauses, relatively smooth delivery. Occasionally fragmentary but general meaning, an acceptable range of expression.
Average	3	Has to make an effort too much of the time, often has to search the desired meaning. Somewhat halting delivery and fragmentary, range of expression often limited
Poor	2	Long pauses while he searcher for the desired meaning. Frequently fragmentary and halting delivery. It almost gives up making the efforts at a time-limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary ideas. At times gives up making an effort. Minimal range expression.

(Heaton,1991: 100)

Classifying the score of the students into the rating scale as follows:

Table 2. Rating Scale of Students Score

Rating	Skill to Communicate Orally
5.01-6.00	Excellent
4.01-5.00	Very good
3.01-4.00	Good
2.01-3.00	Average
1.01-2.00	Poor
0.00-1.00	Very poor

(Heaton,1991)

Scoring the Students' Achievements as follow;

$$\text{Score} = \frac{\text{students gained a score}}{\text{total of score}} \times 100\%$$

The data analysis technique used is the Wilcoxon Sign Rank Test when the significance level lower than 0.05 ($\alpha = < 0.05$). It meant H_0 was accepted. Normality tests used Shapiro Wilk with rules used when the significance level higher than 0,05 ($\alpha = 0.05$) is called a normal distribution.

RESULT AND DISCUSSION

Several significant points are revealed in this part. The first table below could present the table of conversion data.

The table above shows the students' achievement on speaking ability both pre-test and post-test. Before conducting treatment, the students' result of pre-test was categorized into a low level. It can be seen that nobody got an excellent, right, as well

as a fair score. More than half of the students just achieved fail levels with a percentage 80.77%. The rest were classified into a low level, with a range of scores started from 40-59 or 19.23%. Conversely, after carrying out the treatment, the students' scores increased dramatically. In contrast, the students achieved good and fair levels with 12%, respectively, 42% of students were able to get low, and only 34 % failed.

Table 3. Data conversion

Range of Score	Interpretation	Letter Grade	Pre-test	Percentage	Post-test	Percentage
80-100	Excellent	A	0	0%	0	0%
70-79	Good	B	0	0%	3	12%
60-69	Fair	C	0	0%	3	12%
40-59	Poor	D	5	19.23%	11	42%
0-39	Fail	E	21	80.77%	9	34%
Total			26	100%	26	100%

Table 4. Case processing summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-test	26	100.0%	0	.0%	26	100.0%
Post-test	26	100.0%	0	.0%	26	100.0%

The statistic summary indicates that the number of students who participated in the pre-test and post-test was 26 students (100%) without missing (0%).

Table 5. Tests of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.095	26	.200*	.974	26	.717
Post-test	.163	26	.075	.951	26	.239

On this data, the researcher used Shapiro-Wilk to conduct a normality test due to the sample of this research, not reaching 30 students. The data of the pre-test was categorized normal, whereas the sig. The value of the pre-test (0.717) was more

significant than 0.05. In comparison, the post-test data was 0.239, lower than 0.05. The data is believed not to be normally distributed.

Table 6. Ranks test

	N	Mean Rank	Sum of Ranks
Post-test	Negative Ranks	0 ^a	.00
- Pre-test	Positive Ranks	26 ^b	13.50
test	Ties	0 ^c	
	Total	26	

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

It can be found that the values around negative, Mean, and Sum rank were 0 so that no reduction between pre-test and post-test was observed. In comparison, the positive rank data shows that all 26 students have increased by comparing the pre-test and post-test scores. The Mean rank was 13.50, and the Sum of ranks was 351.00. Furthermore, the tie score was 0, so that no

equivalent value was identified before and after the test.

Table 7. Non-parametric test

	Post-test - Pre-test
Z	-4.460 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The data reveal that Asymp. Sig (2-tailed) was 0.00; thus, it was lower than 0.05. To sum up, there was an improvement in the students' speaking ability after they were taught story completion techniques.

The researcher's finding reveals an improvement in the students' speaking ability after they are taught story completion techniques. Asymp. Sig (2-tailed) is 0.00 to be lower than 0.05. So, the story completion technique is considered a useful technique in implementing EFL teaching, mainly speaking ability.

The research study was associated with the prior research conducted by S. & Priska (2018). Her research was carried out to the eighth-grade students of SMP Muhammadiyah 1 Lubuklinggau. It is significantly useful to teach speaking by using Story Completion Technique. Wisnu Wijaya, Muhammad Sukirlan (2014), declares that the students give positive responses toward story completion techniques. Even though in the learning process, several are less self-confident when required to speak out on the class even though they can speak. Hukom (2019), on his paper, discusses a medium to support communication in the learning activity. The completion of the history technique was regarded as a learning medium that can be an exciting activity to inspire students, mainly speaking. It promotes the students to learn English confidently. The technique includes activities that allow students to communicate their thoughts and require all

students to speak at each meeting. The exercises are oral activities that encourage the students to relax, appreciate, and support each other. The technique equips the students with good English grammar and enough vocabulary to test their ideas. It does not mean that Story Completion cannot be used for students with poor English skills. The English teachers were able to manipulate the course by providing students with the vocabulary of specific subjects and times before learning about the technique. Roisul Ashdaq has done another prior study (2015). He attempts to describe the effects of using a story completion technique to improve the communication skills of international class program boarding students of Salatiga Batch 2015 and find out the success rates by using story completion techniques to enhance the speaking ability of students. The research method used in this research is class action research. The researcher uses two cycles; each cycle includes planning, observation of action, and reflection. This study's result is that students enjoy lessons with story grading techniques. Students receive a great deal of attention in the classroom. Students are highly motivated to speak English and can speak as long they like. The research shows that the students' ability to speak using a story finishing technique is improved. Hamsia (2018) expresses that the story completion technique was successfully implemented to improve students' speaking skills. The technique can encourage students to speak up. They have got to be brave and have enough confidence when they want to talk. Her research tries to describe the completion of the story in the teaching of speaking, explain students' improved speaking skills after applying story completion, and describe the student's response to the completion of the story. Descriptive quality was used as a research method while observation was conducted to obtain data to

answer back the first research on how is the implementation of story completion technique. Forward study has been carried out by Putri et al., (2015) their study attempt to find out the aspects of speaking of the students that increase most after being taught through story completion technique. Furthermore comprehensibility increased the most of the other aspects of speaking. Hypothesis test showed that the significance value (2- tailed) was 0.000 ($p < 0.05$). It could be concluded that null-hypothesis was rejected, and it was inferred that story completion technique increase the students' speaking in all aspects, especially incomprehensibility.

To sum up, the story completion technique is considered as an attractive and effective medium that can support the achievement of the students' speaking ability.

CONCLUSION

Based on the previous research problem in the previous chapter, it is clear that using story completion techniques can improve students' speaking skills. The students' score before gave treatment by story completion technique was low. It is different from the students after using story completion in learning speaking. The score of the post-test was higher than the score of the pre-test.

It proved by the t-test value (0.717) was higher than the t-test value was (0.239). It means that the hypothesis was accepted. In other words, using the story completion technique can increase improving students speaking skills.

It can be concluded that using the story completion technique effectively improves students' speaking skills at SMP N. Satap Waringin.

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