

## ARTICLE

### ***THE EFFECT OF STORY COMPLETION TECHNIQUE TO THE STUDENTS SPEAKING ABILITY AT 11<sup>TH</sup> GRADE OF SMA MUHAMMADIYAH KEDIRI IN ACADEMIC YEAR 2016/2017***



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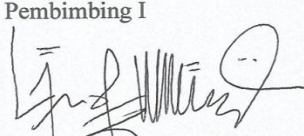
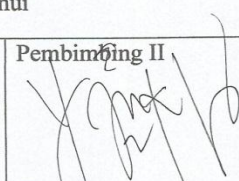
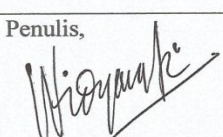
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ACADEMIC YEAR 2016/2017**

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**ABSTACT**

The student difficulties in speaking might be caused by some factors. The factors are environment, pronunciation, grammar and limited vocabulary. The environment does not support the students to speak English frequently. The objectives of this research were to find out (1) the students speaking ability before and after being taught using story completion and, (2) the effect story completing technique is effective to teach speaking at English conversation class of 11th grade of SMA Muhammadiyah Kediri 2016/2017. The research conducted here is quantitative. This research is in the area of experiment where the researcher used pre-test and post-test. There are two variables, dependent and independent variable. The dependent variable is students' speaking ability and the independent variable is story completion technique. The subject of the research was the eleventh grade of SMA Muhammadiyah Kediri in academic years 2016/2017. By using clustering sampling, the researcher uses the 22 students of IX IPA. The result shown that the mean of post-test (52) is higher than pre-test (41.4545). the It means that the student score is increasing. the result of the t-test is (9.566). Furthermore, the result of the calculation then consulted to the value of t-table in accordance to the degree of freedom (dt) 21 and level of significant 5% and the value is 2,074. The result shown that t-test (9.566) is > t-table (2.074). It means that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Based on the research finding and discussion, it can be concluded that story completion technique is effective to improve the students speaking ability at 11th grade students of SMA Muhammadiyah in academic years 2016/2017.

**KEY WORDS:** speaking, teaching speaking, story completion technique.

## I. INTRODUCTION

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking regarded as a skill centred. The desire to communicate with others, often face and in real time, encouraging us to try to speak fluently and correctly. Sangeetha (2015: 2) states that speaking is considered one of the most important communication skills. Bailey (2005: 2) states that Speaking is such a fundamental human behaviour that we don't stop to analyse it unless there is something noticeable about it. Moreover, Nunan (2003: 45) states that teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Based statement above teaching speaking is important to improve the speaking ability the student. The teaching learning process of speaking can help the student speak fluency in the future.

In the teaching learning process of speaking many students have difficulties.

Pollard (2008: 33) states that speaking is one of the most difficult aspects for students to mastery. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.

Ur (2009: 212) states that there are many factors that cause difficulty in speaking, they are as follows; Inhibition, Students are worried about making mistakes, fearful of criticism, or simply shy. Nothing to say, students have no motive to express themselves. Low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Mother-tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

To solve the problems, the teacher should find the technique to teach speaking. The researcher thinks that the story

completion technique is suitable to improve the speaking ability. This technique was introduced firstly by Kayi (2006). In this research, the researcher modifies Story Completion technique. Kayi (2006: 3) Story Completion Technique is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. Patel (2008: 107) state that Completing story is good technique of conduction oral work. This technique develops the logical thinking and sentence sense in the students.

From the explanation above, the researcher discuss about the effect of story completion technique to the student speaking ability at 11th grade of SMA Muhammadiyah Kediri academic year 2016/2017. For the reason, the researcher is interested to know how the students before and after taught using story completion technique to the students speaking ability at 11th grade of SMA Muhammadiyah Kediri academic year 2016. The researcher also want to know how the effect of story completion technique to the students speaking ability at 11th grade of SMA Muhammadiyah Kediri academic year 2016/2017.

## II. METHODOLOGY

This research was a quantitative research. The researcher used one group pre-test post-test design. Ary (2010: 303) state that the one-group pre-test–post-test design usually involves three steps: (1) administering a pre-test measuring the dependent variable; (2) applying the experimental treatment *X* to the subjects; and (3) administering a post-test, again measuring the dependent variable. Based on the statement above, the researcher gives the pre-test to know the speaking ability before being taught use story completion technique. After that the researcher do the treatments for students, and the last the researcher gives the post-test to know the speaking ability after being story completion technique. The result of the pre-test and the post-test was analysing by t-table to know the effect of story completion technique in speaking ability of the students. The population of this research was second grade students of SMA Muhammadiyah Kediri in academic years 2016/2017. This research employed one class as the experimental class. The researcher used cluster sampling because the unit chosen is not an individual but a group of individuals who are naturally together. The sample of this research is one



class the 11th of SMA Muhammadiyah Kediri, the researcher identifies sample in this research is 24 students which divided into 9 boys and 15 girls. The sampling means the way take the sample. Therefore, the researcher uses cluster sample. This research was conducted in four meetings. The first meeting was for pre-test. The second and third meeting was for treatment by using story completion technique. After that, the last meeting was for post-test. To collect the data, the researcher used speaking test and recording as the instruments. The test was story completion test. The researcher used monolog text to observe the students speaking ability. To the assess the speaking skill uses six indicators who get from macro and micro speaking skill and the researcher used the rubric scoring by Brown (2003: 173) there are pronunciation, grammar, fluency, comprehension, vocabulary and fluency.

### III. RESEARCH FINDING AND DISCUSSION

After analyzing, the data from the result of pre-test and post-test, the results of data analysis showed that there was an increase of students' speaking achievement after being taught through story completion technique.

#### 1. Research Finding

There were data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, and Paired Samples Test.

##### a. Mean

| Paired Samples Statistics |           |         |    |                |                 |
|---------------------------|-----------|---------|----|----------------|-----------------|
|                           |           | Mean    | N  | Std. Deviation | Std. Error Mean |
| Pair 1                    | Pre-test  | 41.4545 | 22 | 7.56387        | 1.61262         |
|                           | Post-test | 52      | 22 | 4.32049        | 0.92113         |

From the Paired Samples Statistics table above, it showed the mean score of pre-test was 41.4545 with standard deviation 7.56387 and the mean score of post-test was 52.0000 with standard deviation was 4.32049. The number of participants in each test (N) is 22.

##### b. Corellation

| Paired Samples Correlations |                      |    |             |
|-----------------------------|----------------------|----|-------------|
|                             |                      | N  | Correlation |
| Pair 1                      | Pre-test & Post-test | 22 | 0.752       |

From Paired Samples Correlations table above, the output shown the data before and after being taught using story completion technique was 0,752 with significance value (sig.) 0.000. It means there is any correlation between students' speaking ability before and after being taught using story completion technique.

##### c. T-test

| Paired Samples Test |                         |                    |                |                 |   |        |       |      |       |
|---------------------|-------------------------|--------------------|----------------|-----------------|---|--------|-------|------|-------|
|                     |                         | Paired Differences |                |                 |   | t      | df    | Sig. |       |
|                     |                         | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |       |      |       |
|                     |                         |                    |                |                 | Lower                                     |        |       |      | Upper |
| Pair 1              | Pre-test<br>– Post-test | 10.5455            | 5.17068        | 1.10239         | 12.838                                    | 8.2529 | 9.566 | 21   |       |

From Paired Samples Test table above, it showed t-test is 9.566 and the t-table with degree of freedom 21 is 2.074 at the level of significance of 5%. It means t-test was higher than t-table ( $9.566 > 2.074$ ) and Sig. (2-tailed) is 0.000 was lower than 0.05. Then, the means difference between pre-test and post-test score was 10.54545.

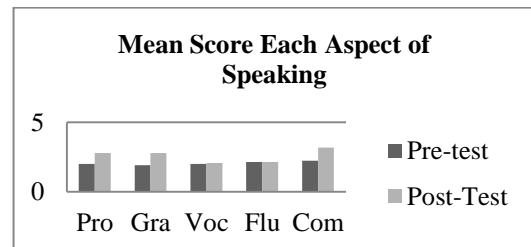
For the different score of pre-test and post-test can see in the table below. The table is easier to read table of different mean score pre-test and post-test.

| No. | Score Rubrick | Pre-test | Post-test | Increase |
|-----|---------------|----------|-----------|----------|
| 1   | Pronunciation | 2.02     | 2.79      | 0.77     |
| 2   | Grammar       | 1.93     | 2.79      | 0.86     |
| 3   | Vocabulary    | 2.02     | 2.07      | 0.05     |
| 4   | Fluency       | 2.14     | 2.16      | 0.02     |
| 5   | Comprehension | 2.25     | 3.18      | 0.93     |

From the table above, the researcher get the different score each aspect. The score is increase in all aspect but the significant increase only in pronunciation, grammar and comprehension.

For the different mean score of pre-test and post-test can see in the diagram bellow. The diagram is easier to read table

of different score pre-test and post-test, the researchers also shown the number of score of them.



From diagram above, it seemed clear the students speaking ability score increased student. All students had increased score although not all students got a significant increase. This means that the use of story completion technique can increase the score of students speaking ability.

## 2. Discussion

Based on the data above, the purpose of the researcher was to find out the answer of question study were how is the students' speaking ability before and after being taught using story completion technique and the significant effect of story completion technique on students' speaking ability at 11<sup>th</sup> grade students of SMA Muhammadiyah Kediri.

It's supported by the Kayi (2006: 3) states that story completion technique is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a

story, but after a few sentences he or she stops narrating. It is also supported by previous research conducted by as the previous research by Shima Ghiabi, M.A. (2014: 8) states that story completion better than story retelling for developing students' speaking skills. Story retelling technique is not creative in uses the vocabularies of the story, but in the story completion technique students are more creative and use their own vocabularies and also they pay more attention to the grammar of their speaking.

After the teaching learning process used the story completion technique, the students speaking ability also increase. It is proven by the mean of post-test (52) is higher than the mean of pre-test (41.4545). So, the students speaking ability score increased. The third data shown there was very significant effect of using story completion technique to students speaking ability to be used in teaching speaking. It is proven by the result of t-score (9.566) is higher than t-table in the level of significant 5% (2,074) and P score t-test is lower than level of significance of 5% ( $0,000 < 0,05$ ). From this analysis can be concluded that there is any significant correlation between story completion technique and speaking ability. It can be seen the result of data

where the t-test score is higher than t-table in significant 5%.

From the data analysis above it can also be concluded that there is any significant correlation between story completion technique and students' speaking ability. Furthermore, story completion technique is effective on students speaking ability. After used this technique, the students score increase. And also students more active in learning process. Story completion technique has advantage point it's better to speaking teaching.

According to researcher research result data and the data supported above, it can be concluded students speaking ability before taught using story completion technique was low and students speaking ability after taught using story completion technique was increased and also there was significant effect of story completion technique on speaking ability. Therefore, the story completion technique gives influence to the students speaking ability. The score of all aspect in the post-test are increase but only pronunciation; grammar and comprehension got the significant increase. The increase the mean score of all aspect are pronunciation 0.77, grammar 0.86, vocabulary 0.05, fluency 0.002 and



comprehension 0.93. It means that this technique good to teach speaking.

This result is same as with the previous research conducted by Raissa Utami Putri, Patuan Raja, Deddy Supriyadi, (2014) the shown that there was an increase of students' speaking achievement after being taught through used Story Completion technique and students' speaking increase in all aspects especially in comprehensibility. The previous research supported the result data in this research, it can be concluded the story completion technique give the influence to the students. It proven that the aspect, there are pronunciation, grammar, and comprehension score is increase.

#### IV. CONCLUSION

Based on the research finding and discussion, it can be concluded that story completion technique is effective to improve the students speaking ability at 11th grade students of SMA Muhammadiyah in academic years 2016/2017. Story completion technique is good technique that gives the students have chance to speak. The students sit in the circle and continuously tell the story. This technique can increase the students speaking ability and the researcher gets the

result that there is significant effect of story completion technique to the student speaking ability.

Based on the result of the research, story completion technique makes students more active in the speaking class activity. There are interactions between students in learning process. By story completion technique the atmosphere of learning process more fun because the students do the task in group. The other points the teacher can use this technique to the test students reading ability and understand quickly the story then speak with the same time.

The researcher found some limitations and handicaps in conducting the research. Students tend to be individuals because the material is not interesting. Also the teacher still found difficulties to control in teaching learning process so because the students study in a group. There are some weakness in this research; first, the researcher cannot choose by herself the sample of the research but the English teacher at SMA Muhammadiyah choose the IPA class to be sample of the research. The researcher had a hunch that students' cleverness can be influence the result finding. Second, class atmosphere is also give influence to the students score. in the

pre-test the class quiet because some student to the pray at the time but in the post-test so crowded, the researcher cannot control the students thus the student who do the oral test lost concentration. in the treatment, not all of the student can follow the material very well because every students have different ability. Finally, situation can give the bad effect to the students with result that the score can increase in all aspect significantly.

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