THE EFFECT OF STORY COMPLETION TECHNIQUE ON STUDENTS' SPEAKING ABILITY

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Abstract

The objective of this study is to determine the effect of the Story Completion Technique on the Students' Speaking Ability. The research design uses a Quasi Experimental Design; None Equivalent Control Group. The place and time of this study will be conducted at SMK Nurul Gina Abidin, Kasomalang in the second semester of the academic year 2021/2022 from January to March 2022. The sample of this research is the X TKJ (Teknik Komputer Jaringan) class students as the Experiment group with 25 students and X TKR (Teknik Kendaraan Ringan) as the Control Group with 25 students. The sampling technique will use purposive sampling. In collecting data, researchers will conduct pretest in Experiment Class and Control Class. Then, the researcher will give Treatment. In Experiment Class, researcher will use the Story Completion technique. Students make a circle while a teacher in a center of circle. Teacher begins telling stories, students continue to make a good story one by one. The control class will only use conventional teaching method. Posttest will give after the researcher carried treatments, it will know the different results between Experiment and Control classes. The instruments of this research are the syllabus, lesson plans, and tests. The primary data collection techniques in this research are pretest and posttest. Data analysis of this research is used SPSS. This Technique assume can effective to the students' speaking ability.
Keywords: Story Completion Technique, Speaking

INTRODUCTION

English is an international language spoken in many countries. English is taught in every school in Indonesia, one of which is the Vocational High School. Students have to understand what is spoken by native speakers or people in English because it is important language to support the job needs after graduation. There are four basic English that are expected to be mastered, namely Listening, Reading, Speaking, and Writing.

Speaking is one of the elements of language skills. Speaking is a way to express opinions, ideas, and what you want to convey. According to (Bailey & Nunan, 2003) defines that Speaking is the systematic production of verbal utterances to convey meaning. Then, (Gert & Hans, 2008) states Speaking is defined as words or utterances with the intention of being recognized by the

speaker, and the receiver processes the statements to recognize the speaker's intention. Speaking aims for communication, it makes human succeed to compete in human social life. (Luoma, 2004) states that "speaking as interaction, and speaking as a social and situation-based activity". Therefore, speaking is an activity of communicating with other people in everyday life. People can express ideas, goals, repetition, and negotiate meaning verbally to the listeners. According to (Harris, 1969) that Speaking is a complex skill that requires the simultaneous use of a number of different abilities that often develop at different rates. Either four or five components are generally recognized in analyses of the speech process are Pronunciation, Grammar, Vocabulary, Fluency, Comprehension.

In learning English, especially at SMK Nurul Gina Abidin speaking is one of the skills that may be difficult for some students. They must have the ability to speak English and practice so that they can communicate with others both orally and in writing. Because English covers many fields that will help in the world of work. So, it is the most important skill. There are several factors that affect the low ability of students in speaking skills, namely self-confidence, motivation and lack of vocabulary mastery. Another factor is the teaching method and the environment. Students think speaking English is hard work and not fun.

Anticipating the factors above, teachers should choose the right approach, strategy, and method to achieve teaching goals more effectively. The right teaching method will create good speaking activities. Harmer (2007) states Good speaking activities can and should be extremely engaging for the students. The teacher must be creative in the teaching and learning process to create a good atmosphere, make English lessons interesting to make students want to speak English. One of the fun techniques is Story Completion for Speaking. Story completion is one of the techniques used to students' speaking abilities. In this method, story completion is combined with semi-structured interviews in which participants were invited to reflect on their experiences in writing stories (Gravett, 2019). According to (Kayi, 2006), story completion is a very enjoyable activity in which the entire class is free to speak while sitting in a circle.

The Story Completion Technique activities, a teacher selects a topic and begins telling stories, but after a few sentences, teacher stops telling stories. Then, each student begins to narrate from where the previous one left off. Each student should add four to ten sentences. Students can add new characters, events, descriptions, and so on. It depends, and it is up to the students to add to the stories they describe. As a result, the story should not end until the final round. Story completion can help to improve intercultural understanding and communication in a variety of

ways. According to (Gravett, 2019) states the aim of Story Completion is to share experiences and suggestions. (Gravett, 2019) defines that there are other benefits of story-telling, such as increasing feelings of well-being and relaxation, increase the child's willingness to communicate thoughts and feelings, encourage active participation, improve verbal skills, encourage the use of imagination and creativity, encourage collaboration between students, and improve listening skills. To achieve the goal of the Technique, there are steps of Story Completion Technique. The activities in class are Introduction, Assessment, Preparation, Performance.

Taking into account the aforementioned explanation, this research attempts to address the following questions:

1. Does story completion technique affect the students' speaking ability for the Tenth Grade of SMK Nurul Gina Abidin Semester 1 of the 2021/2022 Academic Year?

2. Is there difference between Experiment group and Control Group of story completion technique on students' speaking ability for the Tenth Grade of SMK Nurul Gina Abidin Semester 1 of the 2021/2022 Academic Year?

METHOD

Research Design

In this research, researcher is used Quantitative Research. It is an experimental teaching to developing hypothesis with use mathematic model and based on the fact numeric and know measurement and validity data of research. Quasi Experimental Design is a true experimental design development. This design has a control group (Sugiono, 2013). This is focused on Pretest-Posttest Control Design. This design research is involved two groups of classes. One group is treated as the experimental class and the other group is treated as the control class. In experimental class, the Story completion Technique is conducted as well as post-test, treatment, and pre-test. The control class only get the post-test and pre-test. This compares the final results of the pre-test and post-test whether there are different values or not.

The research design of this research is designed by (Sugiono, 2013) that can be seen below:

$$O_1 \qquad X \qquad O_2$$
$$\text{----------------}$$
$$O_3 \qquad\qquad O_4$$
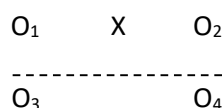
Where:

O1 = Pretest Experiment Class

X = Treatment

O2 = Posttest Experiment Class

O3 = Pretest Control Class

O4 = Posttest Control Class

This research will be carried out in SMK Nurul Gina Abidin Kasomalang in the second semester of the 2021/2022 academic year. The time of this research will conduct on January, 10th 2022 to March, 14th 2022.

The population is all the student SMK Nurul Gina Abidin Kasomalang. The total numbers of population are 203 students, consists of 8 classes. According to (Sugiono, 2013), Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions.

The researcher took two classes as samples from population in tenth grade of SMK Nurul Gina Abidin Kasomalang, the tenth grade TKJ (*Teknik Komputer Jaringan)* as Experimental group with a total 25 students and tenth grade TKR *(Teknik Kendaraan Ringan)* as Control Group with 25 students.

The technique Sampling used purposive sampling in selecting samples. The researcher chose the sample based on the same purpose. They are same grades and they study English in same material.

The research instruments are syllabus, lesson plans, and tests. A syllabus is an outline for a course you are taking or teaching. It has several sections. From the first is the introduction of the class to the coverage of the material. Learning plans that describe learning outcomes and the organization to achieve the basic competencies set out in the content standards and set forth in the syllabus. A test is a set of planned tasks to obtain information about education that has an answer.

The research procedures are Preparation, Try out, Pre-test, Treatment, and Posttest. First before try out, the researcher will preparation for the research. After that, Try out will give to the

same grade is X TB *(Tata Busana)*. This action does to know the pretest and posttest question is valid or not that it can be the instrument of the research. After that, Researcher conducts 4 treatments to students. The researcher will give a Pre-test to Experimental Class and Control Class. Treatment, researchers will perform treatment using the Story Completion technique; it will use in the experimental class. While the researcher uses Conventional Teaching Method to Control Class. Posttest, the researcher will give post-test to the students of the Experimental Class and the Control Class. Students' post-test scores are obtained. In this post-test, the researcher will know the effect of students after being given treatment.

Data Collection Technique

In data collection technique, the researcher uses the criteria to assess students. According to (Brown, 2004) states that the researcher assesses students' speaking skills by using several criteria and elements that are standardized in the form of speaking assessment.

Pronunciation= score indicator 1-4

Grammar = score indicator 1-4

Vocabulary = score indicator 1-4

Fluency = score indicator 1-4

Comprehension = score indicator 1-4

Maximum scores are 20

There are primary data collection techniques in this study. The main ones are Pretest and Posttest. Different data collection techniques were used to ensure that the data collected is valid. The collection of valid quantitative data using SPSS is to find paired sample t-test and independent sample t-test. According to (Akramah, 2019), Paired sample t-test is a test used to see if there is a significant effect on students' speaking skills before and after treatment. Thus, an independent sample t-test is used to compare the mean of one variable for the two groups of cases. If the t-test value is greater than t-table at a significance level of 0.05, it means that (H_1) is accepted and (H_0) is rejected. On the other hand, if the t-table is greater than the t-test, it means that (H_1) is rejected and (H_0) is accepted.

CONCLUSION

The conclusion from the explanation above is that this research is still in planning. It can change sometimes. The research hypothesis is There are a significant effect of Story Completion technique on students' speaking ability at the Tenth Grade in SMK Nurul Gina Abidin Kasomalang. Hopefully, this technique can facilitate students' speaking ability because of free and fun activities.

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