

THE IMPLEMENTATION OF STORY COMPLETION TECHNIQUE IN TEACHING SPEAKING

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Abstract

Tujuan penelitian ini adalah untuk menemukan peningkatan kemampuan berbicara siswa, respon siswa, dan proses implementasi teknik *Story Completion* di SMAN. Subjek penelitian ini adalah siswa tingkat pertama kelas X sosial 1 yang terdiri dari 31 siswa. Penelitian ini menggunakan desain *Embedded*, penggabungan metode kuantitatif dan kualitatif. Data Penelitian dijaring menggunakan tes berbicara, kuesioner, dan observasi. Hasil penelitian menunjukkan bahwa (1) nilai rata-rata pada *pretest* adalah 5,29, sedangkan nilai rata-rata pada *posttest* adalah 71,57 dengan nilai signifikansi $p=0,000$, $p<0,05$, (2) siswa memberikan respon positif terhadap teknik *Story Completion*, dan (3) dalam proses pembelajaran, beberapa siswa tampak tidak percaya diri ketika berbicara padahal sebenarnya mereka bisa berbicara dengan baik. Dari hasil temuan, dapat disimpulkan bahwa *Story Completion* efektif untuk pengajaran berbicara.

The objectives of this research were to find out the increase of students' speaking skill, the students' response, and the process of implementing Story Completion technique in SMAN. The subject of this research was the first grade students consisting of 31 students in class X social 1. This study used Embedded design, a mixed method of quantitative and qualitative research. The data were collected using speaking test, questionnaire, and observation. The result showed that (1) the mean score of pretest is 53.29, while the mean score of posttest is 71.57. The significance value (2-tailed) is ($p=0.000$, $p<0.05$), (2) the students gave positive response toward Story Completion, and (3) in the process of learning, some students were lack of confidence to speak English although actually they were able to speak well. From the findings, it can be concluded that Story Completion is effective for teaching speaking.

Keywords: embedded design, speaking skill, story completion.

INTRODUCTION

Speaking is often regarded as the most important language skill to master, therefore the goal of English language teaching is to develop students' ability in using English as a means of communication. Students should practice intensively so that they are able to use English communicatively both in oral and written form. Thus, the success of ELT is, to some extent, measured from the student's ability to make conversation which involves producing, receiving, and processing information. Hornby (1995: 37) defines that speaking as the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. In addition, Bailey and Savage (1994:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. So, those statements imply that speaking is very important to be learnt by the students in order to communicate well.

Since English is a foreign language taught at schools in our country, most students especially senior high school students are not accustomed to it (Hetrakul, 1995). He also says that the students use English more frequently only inside the class and less frequently outside the class. Whereas, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the

class in order to get familiar with English. These cases bring a problem that make senior high school students have difficulties to communicate in English.

The students' difficulties in speaking might be caused by some factors. The first is the environment that does not support the students to speak English frequently. The environment here means the people outside the class. These people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

The next cause is the problem on how the teacher presents the materials. It is found that there are several teachers who are still unable to create a life-class situation. Teacher-centered commonly happened in that learning process. Whereas, the teachers have to give more opportunities to their students to express themselves by providing speaking activities that enable them to speak English (Brown, 2001). These conditions may cause the class uninteresting for the students. They can feel bored with the situation. Finally, they are lazy to develop their skill in English, both in spoken and written.

Based on the researcher's pre observation and interview with the English teacher of SMAN, it can be reported that the teacher still found several problems in teaching speaking. Firstly, the students still faced the difficulties to speak fluently in front of

many people. They were sometimes shy to produce the words. Besides that, they were also afraid to speak English in front of many people. They were worried to make some mistakes in grammar, and then they suddenly stopped speaking due to lack of vocabulary. It was because they seldom use English to communicate with their friends. Secondly, the teachers still used limited number of technique to teach student's speaking in teaching narrative text. The teacher often used drama technique to teach. Therefore, the teacher really needed some information about new techniques for teaching speaking, especially in oral communication.

To cope with the problems, the teacher should find the technique to teach the student's speaking. One of recommended technique is Story Completion. This technique was introduced firstly by Kayi (2006). In this research, the researcher modified Story Completion technique. The students in a group are asked to complete the story which is previously told by the speaker based on the part given by the teacher. Before that, the teacher should begin the story that must be completed by the students. It is going to be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on.

Therefore, this article discusses three major issues:

1. To find out the increase of students' speaking ability through Story Completion technique at the first grade students of SMAN.
2. To find out the students' response toward story completion technique in SMAN.
3. To find out the process of implementing Story Completion at the first grade of SMAN.

METHOD

In this research, the researcher used Mixed Method research design. It is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. The basic mixed method design used in this research was *Embedded Design*. It is a mixed method by which the researcher combines the collection and analysis of both quantitative and qualitative data within a traditional quantitative research design or qualitative research design (Caracelli and Greene, 1997; Greene, 2007). The design used in the quantitative research was *One-Group pre-test and Post-test design*. The researcher used one class as the experimental class. This research was conducted to see whether there is an increase of students’ speaking skill after being taught using Story Completion technique. Here is the illustration of one group pretest posttest design based on Hatch and Farhady (1982:20) :

T1 X T2

T1: Pretest
 X: Treatment
 T2: Posttest

Then, the researcher used participant observation in three times treatments to conduct the qualitative research. The aim was to find out the process of implementing Story Completion technique.

The data were taken in class X social 1 of SMAN by collecting from pretest, treatments, posttest, questionnaire, and observation. For quantitative data, they were

analyzed by using Statistical Package for Social Sciences (SPSS) for windows version 16 to test whether there is influence or not.

RESULTS AND DISCUSSION

This section discusses three issues of concerns that have been put forward previously.

1. Increase of Students' Speaking Skill

The researcher conducted pretest to find out the students' speaking skill before being taught through Story Completion. After three time treatments, the researcher conducted posttest to find out the increase of students' speaking achievement. The result of students' speaking skill in pretest and posttest are presented in the following table:

Table 1. Distribution of Students' Score in Pretest and Posttest

Score Interval	Quality of Scores	Pretest		Posttest	
		Number of Students	Percentage	Number of Students	Percentage
100	5	-	-	-	-
80-99	4	3	10.71%	6	21.43%
60-79	3	5	17.86%	17	60.71%
40-59	2	16	57.14	5	17.86%
20-39	1	4	14.29	-	-

From table above, it can be reported that the students' speaking skill increased after being taught through story completion. In pretest, we can see that there were 3 students (10.71%) who got score 80-99, then 5 students (17.86%) got score 60-70. After that, there were 16 students (57.14%) who got score 40-59, and 4 students (14.29%) who got score 20-39. Since the minimum score of English subject (KKM)

at SMAN was 75, therefore there were only 4 students who could achieve it. Meanwhile, the rest 24 students could not achieve the minimum score. The total score of pretest was 1492. Then the average score was 53.29.

Meanwhile in posttest, it can be seen that there were 6 students (21.43%) who got score 80-99, and then 17 students (60.71%) who got score 60-70. After that, there were 5 students (17.86%) got score 40-59. Since the minimum score of English subject (KKM) at SMAN was 75, thus there were 16 students who could achieve it. Meanwhile, the rest 12 students still could not achieve the minimum score. Hence, there is significant increase of the students who could pass the minimum score. The total score of posttest was 2004. Then the average score was 71.57.

Based on the results of the research, the researcher suggested recognizing story completion as one of the technique to increase the students' speaking skill in teaching narrative text. The researcher found that there was a significant increase of students' speaking skill after being taught narrative text through Story Completion technique. It can be seen from the difference of mean in pretest and also posttest. The mean score for pretest is 53.29 and the mean score for posttest is 71.57.

Story Completion is one of a new technique in teaching speaking of narrative text which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson. As Kayi (2006) who states that Story completion is an activity which very enjoyable in whole class. The learners will easily be plunged into the plots of the story as they

had to tell the part of the story decided. They can use their gesture as the expression when they are telling a story. Therefore, it is recommended to use Story Completion in teaching speaking of narrative text.

Then, five components of speaking in posttest increased after being given the treatments. It can be reported by the following table:

Table 2. Increase of Pretest and Posttest in Each Aspect

No.	Components	Pretest	Posttest	Increase
1	Pronunciation	11.36	14.79	3.43
2	Grammar	10.71	14.64	3.93
3	Vocabulary	10.21	14.5	4.29
4	Fluency	10.07	13.43	3.36
5	Comprehension	10.93	14.21	3.28
	Total	53.29	71.57	18.28
	Average	10.66	14.31	3.66

The table presents that in terms of the average increase of five aspects of speaking, we can see that vocabulary is the one aspect which improved significantly with 4.29 (from 10.21 up to 14.5). This may be caused by the vocabularies given by the teacher to the students in three times treatment. Therefore, they got a lot of new vocabularies. There were some new words gained by the students in treatments which then those were used in posttest such as ran, laughed, etc. Whereas, the students sometimes used Bahasa in pretest when they did not know the English word, such as *ketawa*, *lari*, etc.

Next, the grammar aspect increased 3.93 (from 10.71 up to 14.79). in pretest, the students sometimes made an error by stating the verbs in present tense form. Meanwhile it should be past tense form. In treatments, the researcher always taught the students to use the right grammar when they were speaking. Thus, they were aware of their error and finally used the right grammar. Besides, the pronunciation

aspect also increased 3.43 (from 11.36 up to 14.79). Although the story in every treatment was different, but the researcher guided the students to pronounce the word well, especially in pronouncing the certain words which were mispronounced by the students in pretest such as wife, some regular verbs in past participle form, and etc. As the result, they could know and pronounced the word better than in pretest.

In addition, the fluency aspect also increased 3.36 (from 10.07 up to 13.43). By always giving the practice to speak in three times treatment, some students were able to speak fluently enough. It can be seen from transcription in posttest that eee... or emmm signs decreased. It means that their fluency aspect increased as stated by Brown (2001) that only a small number of pauses “ums” or “ers” signs can indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message. Last, comprehension aspect increased 3.28 (from 10.93 up to 14.21). It might be caused by the researcher who always gave the students different story with a different plot of story. Because of that, the students started to be able to understand the content of the story. Therefore, they could understand the story easily.

From the result of paired sample test in T-test computation, it can be reported that T-ratio was higher than T-table ($8.124 > 2.052$) and with the level of significant is $p < 0.05$ and two tails is $pp = 0.000$ ($p < 0.05$). It means that there was a significant increase of students' speaking ability after being taught by Story Completion technique and H1 is accepted. The result is presented in the following table:

Table 3. Statistical Computation of Students' Speaking Score Increase

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest Pair 1	-1.82857E1	11.90971	2.25072	-22.90382	-13.66761	-8.124	27	.000

2. The Students' Response

The researcher distributed questionnaire to the students with 15 questions to find out the response. The questionnaire is based on Osgood et al. (1957) where he developed the 'semantic scale'. This is a scale designed to measure the 'semantic space' of interpersonal experience. Each item has a numerical value; strongly agree (SS) has 5 points, agree (S) has 4 points, neutral (BS) has 3 points, disagree (TS) has 2 points, and strongly disagree (TS) has 1 point. The result of students' questionnaire score is shown in the table below:

Table 4. The Distribution frequency of Students' Questionnaire Score

No.	Score Interval	Frequency	Percentage
1.	56-75	19	61.29%
2.	36-55	12	38.71%
3.	15-35	0	-

The table shows the distribution of students' score in questionnaire to find out the response classification, it can be reported that there were 19 students (61.29%) scored at 56-75 interval, 12 students (38.71%) scored at 36-55 interval, and no student scored at 15-35 interval. It means that the students responded story completion

positively because there were more than half students in the classroom who agreed to be taught by story completion.

3. The Process of Implementation

The researcher conducted observation during three times treatment to find out the problem that might occur in learning process including students' activity and teacher's evaluation. The result of observing the students' activity based on the observation sheet in three time treatments can be seen by this following table:

Table 5. The Students' Activity in Three Times Treatment

No	The Aspects Observed	1st Treatment		2nd Treatment		3rd Treatment	
		Yes	No	Yes	No	Yes	No
1	Following the lesson seriously	√		√		√	
2	Giving comment of a problem	√		√		√	
3	Delivering the argument actively		√		√	√	
4	Asking question clearly and bravely		√		√	√	
5	Following the learning process well	√		√		√	
6	Being communicative in solving a problem	√		√		√	
7	Behaving not to force their argument	√		√		√	
8	Being cooperative in their group	√		√		√	
9	Being confident in learning process		√		√		√
10	Being creative in learning process	√		√		√	

The table above shows that the students were active in learning process through Story Completion technique. It can be seen from the result that the students tended to be communicative, following the learning well, being creative, being cooperative and etc. In aspect of bravery to deliver the argument and also ask the question to the

teacher, the students did not do it at the first, and at the second treatments. They tended to keep silent in the classroom. They were frightened to deliver their argument, and to ask some questions to the teacher. But it was different at the third treatment. They actively delivered their argument. They were brave to ask some question to the teacher. It shows that there was finally a classroom interaction between teacher and students after two times treatment.

What problem found by the researcher was on the students' confidence. There were some groups who were not brave to come in front. They tended not to be confident in learning process starting from the first until the third treatment. Some students were not confident enough to perform Story Completion. This might be caused by the students' anxiety of making any errors when they were speaking. They did not believe in themselves. Students who have high level of speaking anxiety expressed fear of making mistakes and being corrected by the teacher (Horwitz, 1986). This means that what made them anxious in speaking should be defeated. Meanwhile, they could do a good job finally in performing Story Completion.

Next, the second thing observed was the problem on teacher's perspective based on the observation in Teacher Evaluation form. There were some aspects observed by the observer (the second rater beside researcher). Then, it is found some problems of teacher based on the result as follows:

1. The teacher did not use varied teaching technique.
2. The teacher did not tell the steps of learning activity at the beginning.

3. The teacher did not offer questions in certain levels.
4. The teacher did not speak fluently.

For the first problem, it can be seen that the teacher did not use varied teaching technique. It might be caused by the teacher who only focused on teaching speaking through Story Completion. However, the teacher should use some variations in teaching narrative text through Story Completion so that the learning effectiveness reached. It is very important to reinforce the students' speaking skill when the teacher teaches speaking. Therefore, the teacher should be creative to give some variations in teaching narrative text through Story Completion.

Then for the second problem, the teacher did not tell any steps of learning activity at the beginning of the learning. The teacher might think that the students understood about Story Completion since it had been used in pretest. In fact, the students were still confused about what they had to do. It can be seen at the first meeting, there was one group who could not perform Story Completion due to the limitation of the time. Therefore, the teacher should inform the steps of learning activity at beginning to make it effective.

The third one was the teacher who did not offer the students some questions with certain levels. Meanwhile, there are six levels of question on Bloom Taxonomy. They are (1) Knowledge, (2) Comprehension, (3) Application, (4) Analysis, (5) Synthesis, and (6) Evaluation. Based on the note taken by the observer, the teacher only asked the students by "Do you know?" questions. It means that the teacher only gave

students the question in Knowledge level. However, it is better for the teacher to give the other levels of question so that the aim of learning can be achieved. Last, the teacher was difficult to teach fluently when he was teaching narrative text through Story Completion. The teacher sometimes did not speak fluently in front of the students. From the first until the last treatment, it can be reported that the teacher produced *eee....*, *mmm...* in explaining the material. This case might disturb the process of learning itself.

CONCLUSION

Having conducted the research at the first grade of SMAN, it can be concluded that:

1. Based on the result and discussion explained before, there was significant increase of students' speaking skill after being taught by Story Completion Technique. It can be seen from the difference of average score in pretest and also posttest. The result of posttest was higher than the result of pretest. There was an increase from the average score of pretest (53.29) to posttest (71.57). Then, the result of hypothesis test showed that the hypothesis was accepted because T-ratio was higher than t-table ($8.124 > 2.052$).
2. The students responded positively toward Story Completion technique. It can be reported that 61.29% students were scored at 56-75, 38.71% students were scored at 36-55 and there was no student scored below 36.
3. In the process of implementing Story Completion in SMAN 1 Kotagajah, there were some problems faced by the students and also the teacher. The students

sometimes were not confident to speak in which actually they could speak English. In teacher's perspective, the teacher was unable to create some variations and could not give the steps of learning. Beside that, the teacher also was not fluent enough in teaching, and could not offer the level questions.

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