

STUDENTS' SPEAKING ACHIEVEMENT THROUGH STORY COMPLETION TECHNIQUE

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Abstract

Penelitian ini bertujuan untuk (1) menginvestigasi apakah ada peningkatan pencapaian berbicara sesudah diajar menggunakan teknik *story completion*, dan (2) menemukan aspek berbicara manakah yang paling meningkat setelah diajar menggunakan teknik *story completion*. Untuk mencapai tujuan ini, peneliti menggunakan studi kuantitatif yang melibatkan satu kelas. Instrumen untuk pengumpulan data dalam penelitian ini adalah tes berbicara dan rekaman. Penelitian ini menggunakan *content and construct validity*, dan juga *inter-rater reliability* untuk mengukur konsistensi tes. Hasil analisis data menunjukkan bahwa terdapat peningkatan pencapaian berbicara siswa setelah diajar menggunakan teknik *story completion*. Kemudian, pemahaman adalah aspek yang paling meningkat diantara aspek yang lain. Hasil tes hipotesis menunjukkan bahwa nilai signifikan (*2- tailed*) adalah 0.000 ($p < 0.05$). Dapat disimpulkan bahwa H_0 ditolak dan menunjukkan bahwa teknik *story completion* dapat meningkatkan kemampuan berbicara siswa di semua aspek terutama dalam aspek pemahaman.

This study aimed at (1) finding out whether there was an increase of students' speaking achievement after being taught through story completion technique, and (2) finding out the aspects of speaking of the students that increase most after being taught through story completion technique. The researcher carried out quantitative study with one group pretest posttest design, involving one class as experimental class. The instrument in this research was speaking test and recording. This study used content and construct validity, and also inter-rater reliability to measure the consistency of the test. The results of data analysis showed there was an increase of students' speaking achievement after being taught through story completion technique. Then, 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 in comprehensibility.

Keywords: speaking, speaking achievement, story completion technique

INTRODUCTION

Speaking is one of the productive skills beside listening. It is not only to say a word or sound, but one of way to communicate ideas, express our feeling, and etc. There is such a process of understanding the message from the speaker. 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. Then, Brown (2001:270) says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Many factors might influence that case.

From the previous research conducted by Rasika (2013), it was found that there were some problems in students speaking ability before she conducted the research using storytelling technique. The result of her research showed that there is positive influence of students' speaking ability through storytelling technique. Then, Santy (2011) found that students' speaking skill was increased by using role play technique. She conducts various types of role play technique in teaching speaking as the treatment to see the increase of students' speaking skill.

Storytelling and role play are some examples of activity to promote speaking offered by Kayi (2006). He also mentions another example, that is story completion technique. Considering the positive influence of students' speaking skill through storytelling and role play, therefore the researcher is interested in

observing students' speaking skill through story completion technique, especially for junior high school students.

Furthermore, based on the researcher's pre observation and interview with an English teacher in SMPN 4 Bandar Lampung, it could be reported that the teacher still found some problems in teaching speaking. First, the students still face the difficulties to speak fluently in front of many people. They are sometimes shy to produce the words. Besides that, they are also afraid to speak English in front of many people. They worry to make some mistakes in grammar, and then they suddenly stop speaking due to lack of vocabulary. It is because they seldom use English to communicate with their friends. Secondly, the teacher still uses limited number of technique to teach student's speaking in teaching narrative text. Therefore, the teacher needs some information about new techniques for teaching speaking, especially in oral communication.

In line with the problems, this research was interested to use story completion technique to conduct the research. This research was conducted to (1) find out whether there was an increase of students' speaking achievement after being taught through story completion technique, and (2) to find out which aspect of speaking increases the most after being taught through story completion technique.

METHOD

This research was a quantitative research. The researcher used one group pretest-posttest design (Hatch and Farhady, 1982: 20). The population of this research was second grade students of SMPN 4 Bandar Lampung in 2014/2015 academic year. This research employed one class as the experimental class. The researcher used random sampling to choose the class and class 8L was chosen as the experimental class. This research was conducted in four meetings. The first meeting was for pretest. The second and third meeting was for treatment by using story completion technique. After that, the last meeting was for posttest.

To collect the data, the researcher used speaking test and recording as the instruments. The test was story completion test. This research also provided content and construct validity, and also inter-rater reliability to measure the consistency of test. Students were in the form of group while having the test. Students speaking was scored from their recording by two raters in terms of five aspects of speaking by Haris (1974:81), which were comprehensibility, vocabulary, pronunciation, grammar, and fluency.

RESULTS AND DISCUSSIONS

Results

The results of data analysis showed that there was an increase of students' speaking achievement after being taught through story completion technique. Then, the aspects of reading comprehension which increased the most was comprehensibility after being taught through story completion technique.

In testing the hypothesis, paired sample t-test was used to know whether there was significant difference or not, in which the significance level was determined by $p < 0.05$. The result of t-test is shown in the following table:

Table 4.10 The Analysis of Hypothesis Testing

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.4800	25	10.63453	2.12691
	Posttest	79.9200	25	5.64151	1.12830

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - retest Posttest	-1.74400E1	8.05233	1.61047	-20.76384	-14.11616	-10.829	4	.000

Paired samples statistics showed us the summary of the average score from two comparisons (pretest and posttest). Before using story completion technique in teaching speaking, the mean score was 62.48, but after using story completion technique in teaching speaking, the mean score was 79.92. Then, from the output, we can see that the significance value (2-tailed) was 0.00 ($p < 0.05$).

Based on the table above, it can be stated that there was an increase of students' speaking achievement. In other word, it can be claimed that the use of story

completion technique in teaching speaking can increase the students' speaking achievement.

Meanwhile, in answering the second research question, that was what aspects of speaking of the students that increases most after being taught through story completion technique, the researcher analyzed and compared the increase of each aspect in speaking. The result showed in the table below:

No.	Components	Pretest	Posttest	Increase
1.	Comprehensibility	11.84	16.24	4.4
2.	Vocabulary	12.16	16.08	3.92
3.	Pronunciation	12.64	14.72	2.08
4.	Grammar	14	18	4
5.	Fluency	11.84	14.88	3.04
	Total	62.48	79.92	17.44

The table showed that comprehensibility got an increase 4.4, vocabulary got increase 3.92, pronunciation increased 2.08, grammar increased 4, and fluency increased 3.04. It meant that comprehensibility was the aspect of speaking increased the most after being taught through story completion technique. It can be inferred that H_0 was rejected and H_1 was accepted.

Discussions

The result of the research shows that there is an increase of students' speaking achievement after being taught through story completion technique. It indicates that the hypothesis proposed is accepted. The difference can be seen by comparing

the mean score of the pretest and posttest, from 62,48 up to 79,92 with the gain scores is 17,44.

Story completion technique is one of the appropriate techniques to teach speaking. This is because story completion technique requires students to work in group. Therefore they will not feel shy, because they do not tell the whole story individually. In the field, the researcher conducted pre-test for the first process of the research. Pre-test was aimed to measure how far the students ability in speaking. In the pre-test the researcher gave a story of Malin Kundang. Teacher told the plot of story of Malin Kundang, then students had to discuss with their group about the story and divide the part of story for each student in group. After discussion, teacher told the beginning of story only about two or three sentences, then they had to continue and complete the story based on the part they got. Their maximum time to tell their part was 2 minutes. And the result of pretest showed that the students' ability in speaking were still low. That was proved by the students' score in pre-test. The mean score of pre-test was only 62.48.

After conducting pretest in the first meeting, the researcher had twice treatments in the next two meetings. This was intended to increase the students' ability through implementing the technique. The researcher started the first treatment like she did in the pretest. The researcher gave the story of Snow White in the first treatment. Then they divided the part of story and discussed the story after discussion, they did story completion. They had two minutes to tell their part. In the next meeting, the researcher gave story of The Legend of Lake Toba. Then

they did the same as the previous meeting. The last meeting, the researcher conducted posttest. This aimed to find out the increase of students' speaking ability after being taught through story completion technique. The researcher gave the same story and the same instruction of pre-test in posttest, but they had to tell different part of story from pretest. And the result of posttest showed that the students' speaking ability increased. The mean score of posttest was 79.92. While in the pre-test the mean score was only 62.48.

As Kayi (2006) says that story completion is an activity which is very enjoyable in whole class and it is a good choice activity to push students to do oral communication, the increase of students' speaking achievement was also proved by the results described previously. Students were got used to comprehend the story, tell the story with their own words, pronounce the words better, tell the story in past form, more fluent in every meeting. Therefore, their mean score and all the aspects of speaking increased.

The increase of each aspect of speaking was explained in the following paragraph. For comprehensibility, there were some students who still forgot the plot of story. It was because they did not know the plot exactly and also lacked of vocabulary. The example could be seen in this sentence from the transcription, "*Malin Kundang's father had passed away when has ee away when he was a baby and ee apa ya and (silent in 3 seconds) and Malin Kundang to live to live to live hard with his mother*". The students did not tell the story correctly because they did not comprehend the story well. They also sometimes made the sentences they told

meaningless. In the pretest, most students did not comprehend the story, they just remembered what was written on the text. Therefore, they could not comprehend the story well and their comprehensibility was still low at pretest. While in the posttest, students were already able to comprehend the plot of story. They could comprehend the story better than in the pretest and complete the story although they got different part of story from the pretest.

Then, in vocabulary, the students still lacked of this aspect. They used the original sentences from the story. They did not use their own words since students of junior high school are still lack of vocabulary. There were many words that they did not know the meaning. They also sometimes spoke unappropriated diction. The example was in this sentence, *“When mother when mother came, Malin Kundang in front of his well dressed wife, his ow, his crews, and his own, Malin Kundang meet (silent in 2 seconds) thats old (silent 2 seconds) the dirty and the ugly woman.”* Students only remembered the sentences from the text given without comprehending the plot. It made them could not use their own word when telling the story. If they did not know the meaning of words in the text, they just unconsciously said the wrong words, phrases, or sentences which sounded the same as in the text when they forgot the text they had remembered. While in the posttest, students spoke better dictions and they could use their own words. They had already got used to use their own words since the first treatment. They also sometimes were not shy to ask the researcher to know whether they used the wrong diction or not. For the example is some students changed some words from the text and made the story simpler.

For pronunciation, students often mispronounced some words when they were telling the story. It happened because they were not habituated to speak English. The example was when one of student mispronounced the word “hard”. The student pronounced it /h3:d/, while the correct was /hɑ:d/. Another eample was from the word “brought”. The student pronounced it /brəʊk/, while the correct was /brɔ:t/. While in the posttest, there were many students who already could pronounce words and sentences well because they already knew the pronunciation of the words in story of Malin Kundang and they also already got used to pronounce they words while they were telling the stories in the treatments.

For grammar, students sometimes did not use the appropriate grammar while they were telling the story. They had to use past form to tell the story. They often forgot to use past form which was the correct form of narrative text. They forgot because they lacked of the knowledge of past form. So that, they used the infinitive verb. For the example, they used the word “meet” while the correct was “met”. While in the posttest, students were already able to use appropriate grammar. Most students could already use past form verbs when they were telling the story. They were more fluent to use the past form because they were already habituated in the treatments.

For fluency, the students often stopped when they were telling the story because they were afraid of making mistakes and they were not habituated speaking in English. Most of them just remembered the story without comprehending it. That made them did not fluently tell the story. The example is *“eee long time ago*

(silent in 3 seconds) ee long time ago long time ago eee ee apa sih long time long time ago in a small in a small village near the beach in in West Sumatera eee live lived a woman and her son, Malin Kundang". The students often suddenly said in Bahasa, such as "*apa sih*" and also said "*eeee*" if they forget the plot. They also often stopped narrating for a couple of seconds and repeated the words or phrases when they forgot what was the next. While in the posttest, most of students could fluently tell their part of story, since they already knew the plot at the pretest. They were also already habituated to tell story since the first treatment. They did not have much pause when they were telling the story.

In terms of average improvement of five aspect of speaking, we can see that comprehensibility is the one aspect which improved the most with 4.4 (11.84 up to 16.24). This may be caused by the students were get used to comprehend and tell the stories. Students got different stories in twice treatments. In treatments, researcher and students discussed about the plot of stories, then they also discussed the story with their group and divide the parts too. While they had time to discuss with their group, they could ask the difficult words in story to researcher or they could look up their dictionary. They could also ask about the pronunciation of some words in the story to the researcher. Therefore, they could comprehend and tell the story with their own words well. In posttest, they got the same story which was Malin Kundang, but they got different part of story from pretest. Since they already know the plot of story in pretest, so it was not a problem for them if they got different part of story, moreover if they could already comprehend the story well.

In accordance to the previous research explained in chapter 2, Kayi (2006) promoted some speaking activities. There are some previous studies as explained in chapter 2 using speaking activities promoted by Kayi. Rasika (2013) found a positive influence of students' speaking skill through storytelling technique. Santy (2006) found the students' speaking skill was increased through role play technique. One of the speaking activities promoted by Kayi was also story completion. 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. The researcher also found the increase of students' speaking skill after being taught through one of speaking activities promoted by Kayi (2006) which is Story Completion in this research.

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 of pretest is 62.48 and the mean score for posttest is 79.92.

However, the process of teaching speaking through story completion technique in SMPN 4 Bandar Lampung which conducted by the researcher ran successfully since it could increase the students' speaking achievement. The result showed a positive increasing in students' speaking achievement. The mistakes which occurred during the research can be fixed by giving the students longer treatment, therefore they have more time to develop their ability.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In relation to the result and discussion of the research the following conclusions are drawn: (1) There was an increase of students' speaking achievement after being taught through Story Completion technique, and (2) Comprehensibility was the most increase aspect of speaking than the other aspects. From the hypothesis test it was known that the significance value (2- tailed) was 0.000 ($p < 0.05$). It could be concluded that null-hypothesis was rejected, and it could be inferred that the story completion technique could be used to increase students' speaking achievement in all aspects especially in comprehensibility.

Suggestions

Some suggestions are provided for the teachers and further researchers. English teachers are suggested to use story completion technique in teaching speaking

because the researcher found in the field that most of students were interested to study speaking through story completion technique. In implementing this technique, the teachers are suggested to give more attention to students awareness in pronunciation, since students lacked the most in pronunciation.

There are also some suggestions for further researchers. Further researchers are suggested to try to use this technique to improve the other skills beside speaking. Then, the researcher used this technique to improve students' speaking ability of junior high school. Further researchers are suggested to conduct this technique at different levels of students.

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