

IMPLEMENTING TEXT TYPE-BASED STORY COMPLETION TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan keterampilan berbicara antara teks deskriptif dan naratif setelah mereka diambil menggunakan teknik *story completion*. Subjek penelitian ini adalah 30 siswa dari kelas X IPA 6. Penelitian ini menggunakan desain *Repeated Measure*. Data penelitian dijang menggunakan tes pada teks deskriptif dan teks naratif dengan mengambil nilai dari tes berbicara. Hasil penelitian menunjukkan bahwa terdapat perbedaan dalam keterampilan berbicara antara test pada teks deskriptif dan teks naratif dengan nilai signifikansi 0.05. ini mengusulkan bahwa pemahaman di teks deskriptif dan kosa kata di naratif teks memudahkan siswa untuk meningkatkan kemampuan berbicara mereka.

The aims of this study are to find out whether there was a statistically significant difference of students' speaking ability in descriptive and narrative texts after they were taught through the story completion. The subjects were 30 students of class X natural science 6. The study employed the repeated measure t-test design. The data were collected through the posttests in descriptive text and narrative text taking the form of speaking tests. The result showed that there was a statistically significant difference of speaking achievement between the posttest in descriptive and in narrative texts, with the significant level 0.05. This suggests that the strong comprehensibility in the descriptive text and vocabulary in the narrative text facilitate students to improve their speaking ability.

Keywords: speaking, story completion, descriptive, narrative.

INTRODUCTION

Speaking is often regarded as the most important language skill to master. According to Leong and Ahmadi (2017), speaking is one of the most important skills to be developed and enhanced as means of effective communication. Hetrakul (1995) says that the students use English more frequently only inside the classroom and less frequently outside the classroom. 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 cause senior high school students to have difficulties to communicate in English.

The students' difficulties in speaking were due to some factors, one of which is the environment where the students live outside the class. The second 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 activities commonly happen in the learning process. This indicates that teachers tend to dominate classroom activities. These conditions may lead to students' uninteresting class for students. This circumstance often leads students to the boredom in classroom. As a result, students become lazy to develop their skill in English, especially in spoken form.

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 express their words. They were also afraid of speaking English before in front of their friends. They were worried about making 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 study was intended to investigate the difference of the story completion technique in descriptive and narrative texts on the students' achievement of speaking.

METHOD

This research was a quantitative research. The researcher used repeated measure design. The subjects of this research were the first grade students of SMAN 9 Bandar Lampung in 2017/2018 academic year. This research employed one class as the experimental class. This research was conducted in six meetings. The first and second meetings were for treatment by using story completion based on descriptive text, and the third meeting was for posttest using descriptive text. The forth and the fifth meetings were for treatment using story completion based on narrative text, and the last meeting was for posttest using narrative text.

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, 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 DISCUSSION

The objective of this research was to find out the difference of students' speaking ability in descriptive and narrative after being taught through story completion and the aspects of speaking are performed best by the students in descriptive and narrative texts after being taught through story completion. The population of this research was the first grade students of SMAN 9 Bandar Lampung. The researcher took X IPA 6 class as the sample of this research. This class consists of 30 students this research was conducted in six meetings; first and second, the researcher administered treatment for descriptive text by using story completion technique. Third, the researcher administered posttest of descriptive text. In the fourth and fifth, the researcher conducted the treatment for narrative text by using story completion technique. In the last meeting, the researcher administered posttest of narrative text.

The researcher used SPSS 16.00 to analyze the scores of the posttest in descriptive and narrative text in the class. The mean score of descriptive text was 72.93, the highest score was 98.00, the lowest score was 52.00, and the median was 72.00.

From the result of posttest in descriptive text, it showed that the total score of students' pronunciation was 108, the total score of students' grammar was 101, the total score of students' fluency was 107.5, the total score of students' vocabulary was 110.5, the total score of students' comprehensibility was 120.

After conducting posttest for descriptive text and treatments for narrative, the researcher administered the posttest for narrative text. This posttest was administered to measure the students' speaking achievement in narrative text by using story completion technique.

From the result of the posttest score for narrative score, it showed that the total score of students' pronunciation was 70, the total score of students' grammar was 101.5, the total score of students' fluency was 97, the total score of students' vocabulary was 109, and the total score of students' comprehensibility was 107.

From the statistical calculation by using SPSS 16, it was also found that there is significant difference of students' speaking ability in descriptive and narrative after the being taught through story completion. The result of hypothesis testing showed that the significant 2 tailed is $p=0.009$ and the level of significant is if $p<0.05$.

There were many possible factors that contributed to the difference of story completion technique in descriptive and narrative texts. The factors related to the aspects of speaking.

Firstly, there were difficulties faced by students in their pronunciation and grammar. It was because the highest difference between two tests was in their pronunciation. Pronunciation was probably one of the hardest skills in English to learn, especially for students. It takes a lot of time and effort to improve pronunciation. Some students still had difficulties in pronunciation. They pronounced wrong even though what they meant could be caught by the other students.

Further, pronunciation has five main areas of difficulty. They are pronunciation of individual sound, word stress, sentence stress, rhythm, intonation. One of the most mistakes in pronunciation that students did was in intonation. Intonation in narrating the story especially for narrative text is important but not all the students could use good intonation. It was in line with Tongyin (2016) that it would be difficult to increase the number of students through narrative. The students were not able to tell

the story with the correct intonation. When they told direct speech, they were still flat in telling it. Whereas, using direct speech made the story funnier, creative and also it could catch the attention of the audience. They made the story not interesting even though they were good in making story. Likewise, in descriptive, it does not have direct speech. Not only in direct speech, the students did not know when to leave room for a pause. They always continued the story without thinking about full stop.

Another problem faced by the students was in descriptive text. Students had lower mistake in descriptive. They could pronounce and also made a good sentence in a good grammar when they were in treatments. Grammar was the only aspect in narrative that had higher score than descriptive. It was because the students forgot about adding *s/es* in verbal sentence in simple present tense. Besides, students actually knew how the good one is. They just forgot because the test was speaking test, which was they had to tell the description directly. It was in line with Etherton (2004). He states that many students forget to add 's' to the verb when the subject is 'he', 'she', 'it' or an equivalent singular word.

Another aspect was comprehensibility. The average score of comprehensibility in descriptive was higher than narrative. It was because descriptive text tells about fact. So the students could predict what she/he meant. For instance comprehensibility, most of their speaking was easy to follow, their intention and was always clear through rather halting in delivering, but one students' speaking was rather complicated so the listener can understand a lot of what is said, but she/he must constantly seek clarification. So, descriptive text was easy to be understood. It was supported by Gusmiati (2013), she states that of the 5 types of discourse analyzed, the discourse of description is more easily understood by students.

In narrative, the best aspect performed by the students was vocabulary. It was because the students were familiar with the story and some of them had read the story. It was in line with Sarudin et al. (2016) that for children who are exposed to story books, magazines and educated adults found their language acquisition increasing faster. It made the students have a lot of vocabularies related to the narrative text.

In the other words, descriptive was easier to present. In addition, descriptive text is simple and doesn't need any rules besides narrative text was pushed to have more creativity. This statement was in line with Ellis et. al (1989), that a descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers in narrative.

Above all, it can be concluded that the story completion is effective in improving students' speaking ability for descriptive text in SMAN 9 Bandar Lampung. Therefore, story completion can be used as an alternative teaching in teaching speaking.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of the data analysis and discussion, the researcher concludes that there was significant difference of students' speaking ability in descriptive and narrative after being taught through story completion, and comprehensibility was the aspect performed best by the students in descriptive text whereas vocabulary was the aspect performed best by the students in narrative text. From the hypothesis test it was known that the significance value (2-tailed) was 0.009 ($p < 0.05$). it could be concluded that null hypothesis was rejected, and it could be inferred that the story completion could be used in teaching speaking in descriptive text.

Suggestions

Some suggestions are provided for the teachers and further research. English teachers are suggested to use story completion technique in teaching speaking especially in descriptive texts because the technique facilitates students to enjoy learning process and stimulate the students' speaking ability, in implementing this technique, the teachers are suggested to give more attention to students awareness in grammar because grammar was the lowest score in descriptive.

There are also some suggestions for further research. Further research needs to compare the other types of texts. Then, further research also to conduct this technique at different levels of students.

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