IMRPOVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH STORY COMPLETION TECHNIQUE AT SMPN 8 BANDARLAMPUNG

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Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan *Story Completion Technique* dalam meningkatkan kemampuan penguasaan kosa kata siswa dalam belajar Bahasa Inggris, dan juga untuk mengetahui partisipasi siswa selama proses kegiatan belajar mengajar. Desain yang digunakan adalah *one group pretest posttest*. Populasi penelitian adalah siswa kelas delapan SMPN 8 Bandarlampung pada tahun akademik 2018/2019. Sampel penelitian adalah siswa kelas VIII F yang terdiri dari 13 siswa perempuan dan 17 siswa laki-laki diambil melalui undian. Pengambilan data dilakukan dengan tes objektif penguasaan kosa kata dalam bentuk pilihan ganda dan juga lembar observasi dalam bentuk observasi deskriptif. Data diambil melalui nilai dari pretest dan posttest dan dianalisis menggunakan Paired Sample t-test. Berdasarakan hasil statistik tes penguasaan kosa kata siswa menggunakan SPSS 16 membuktikan bahwa skor siswa meningkat secara signifikan dengan nilai signifikansi adalah p <0.005 (p = 0.000). Lalu, hipotesis penelitian yang menyatakan bahwa ada peningkatan dalam kemampuan kosa kata siswa dapat diterima. Nilai rata-rata pre-test siswa adalah 3.93 dan pada post-test skor rata-rata adalah 6.20. Hal itu juga berpengaruh pada partisipasi siswa dalam hal bertanya. Berdasarkan temuan, dapat disimpulkan bahwa *Story Completion Technique* dapat meningkatkan kemampuan penguasaan kosa kata siswa.

The objectives of the research were to find out the effect of the implementation of Story Completion Technique in improving students' vocabulary achievement in learning English, and also to know students' participation during the learning process. The research design was *one group pretest and posttest*. The population of this research was the second grade students of SMPN 8 Bandarlampung in academic year 2018/2019. Then, the sample of this research was class VIII F which consisted of 13 females and 17 males students taken by using lottery. The data were collected by using objective vocabulary test in the form of multiple choices and observation sheet in the form of descriptive observation. The data were in the form of scores taken from the pretest and posttest and were analyzed by using Paired Sample t-test. The statistical result of students' vocabulary test by using SPSS 16 proved that the students' score improved significantly with the significance value was p<0.005 (p=0.000). Therefore, the hypothesis of the research which stated that there is an improvement of students' vocabulary achievement is accepted. The students' mean score is 3.93 and in the post-test the mean score is 6.20 It also affected on students' participation in the aspect of asking, they frequently asked questions. Based on the finding, it can be concluded that teaching English by using Story Completion Technique could improve students' vocabulary achievement.

Keywords: *improve, vocabulary, story completion technique*

INTRODUCTION

It is essential to have distinctly understanding about the aspects that underlying English language skill such as vocabulary. Vocabulary is the basic aspect to be mastered. By having large vocabulary, the ability of communication of person will increase. Mastering vocabulary in listening skill is needed by students to understand what the teacher and speaker say. Vocabulary can not be separated from English language skills because without vocabulary it is impossible to have good communication or knowledge in English. It is important to learn vocabulary in terms of increasing those four English language skills.

Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995: 1). Burns and Broman (1975: 295) define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different, where vocabulary is used by one to do an activity or language skill. Besides, vocabulary becomes the aspect that makes communication run as well. Vocabulary is needed in any condition of communication whether in the spoken or written form.

Lack of vocabulary could be the reason why students got less confidence to speak up. Furthermore, they were shy to deliver their thoughts in front of people. This case was supported by the researcher's pre-observation at SMPN 8 Bandar Lampung. In SMPN 8 Bandar Lampung, students faced problem in vocabulary, their vocabulary mastery was low. Besides, they did not master English grammar enough so they did not understand English well. The students got difficulty in learning vocabulary such as they could not memorize the words and also they got bored easily when they were memorizing the words, it makes they not have various vocabulary.

To solve that problem there are many techniques that can be used to teach voabulary, such as jigsaw technique, using picture, semantic mapping and story completion technique. Story completion is one of the techniques that can be used to teach vocabulary where the students have to complete the story systematically. This technique is introduced by Kayi (2006), in his journal, story completion technique was an activity which was very enjoyable in the whole class.

This technique was implemented to help the students master the vocabulary easily, since vocabulary is important to be learned because it is a basis of language, which means that vocabulary takes important point in language structure (Schmitt (1997: 40). The researcher puts interest in vocabulary achievement through story completion technique in order to see that this technique can improve students' vocabulary achievement. Therefore, this article discusses two major issues:

1. To find out whether there was an improvement of students' vocabulary achievement after being taught by using Story Completion Technique.
2. To find out students' participation toward the technique being used.

METHOD

Quantitative method was used in this research in order to see the improvement of students' vocabulary achievement. This research also used qualitative method in order to know the students' participation toward the implementation of story completion. The population of this research was the second grade students of SMPN 8 Bandarlampung in academic year 2018/2019. The sample of this research was class VIII F which consisted of 13 females and 17 males students taken by using lottery. *One-Group pre-test* and *Post-test* design was used in this research because this research only used one experimental class. Then, the researcher used participant observation to take the data on students' participation.

The aim of this reseacrh was to find out students' vocabulary achievement in the process of implementing story completion technique. The illustration of *one group pretest and posttest design* is given below.

T1 X T2

Where:

T1= Pretest: The pretest was done before the treatment to find out students' ability before the treatment.

X= Treatment: The treatment was done in five meetings.

T2= Posttest: The posttest was done after the treatment to find out students' achievement

(Setiyadi, 2013: 131)

RESULTS AND DISCUSSIONS

Results

Table 1.1. Distribution Frequency of Pre-test and Post-test Scores

No.	Students' Score	Pre-test		No.	Students' Score	Post-test	
		Freq.	Percen.			Freq.	Percen.
1.	15 – 25	4	13.3	1.	35 – 43	4	13.3
2.	26 – 36	11	36.6	2.	44 – 52	8	26.6
3.	37 – 47	8	26.6	3.	53 – 61	1	3.3
4.	48 – 58	3	10	4.	62 – 70	7	23.3
5.	59 – 69	3	10	5.	71 – 79	4	13.3
6.	70 – 82	1	3.3	6.	80 – 88	6	20
	Total	30	99.8		Total	30	99.8
	Mean	5	16.63		Mean	5	16.63

The results of data analysis showed that there was an increase of students' vocabulary achievement 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 table 1.2. below shows students gain of vocabulary achievement:

Table 1.2. Students' Pre-test and Post-test Score

Pre-test	Post-test	Gain
3.93	6.20	2.27

Based on the table 1.2. above, it can be seen that the students' mean score of the post-test increased about 2.27 points after the treatment of teaching English through Story Completion Technique was implemented. The result of t-test is shown in the table 1.3.:

Table 1.3. Result of Pretest and Posttest T-Test

Posttest-Pretest	Paired Difference			95% Confidence Interval of the Difference		T	Df	Sig.
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
	2.27500	1.67429	.30568	1.64981	2.90019	7.442	29	.000

In testing the hypothesis, Repeated Measure T-Test was used and also statistically tested by using statistical computerization (SPSS 16), in which the significance was determined by $p<0.05$. The t-test result was significance (p=0.00) which proved that there was an improvement of students' vocabulary achievement. Then the researcher used observation sheet's cycle to collect the qualitative data. The result of the students' observation is explained below:

At the first meeting, the researcher greeted the students and asked their feeling that day, at that situation, the class was still crowded and a little bit uncontrolled because they had just finished the previous lesson. It could be said that the first meeting could not run smoothly at the beginning of teaching learning process. It

happened also in the next meeting; when they were talking each other, but it was better than the first meeting. In the third meeting, the students were under controlled because they were waiting the material and curious about it. The same condition happened in the third, fourth and fifth meeting, although they were knew about the material and the technique but the condition still under controlled. They kept on their own business and pay less attention to the lesson.

While in the learning activity, at the first meeting, the researcher started to introduce herself then asked back the students. The researcher started to give them a clue about the topic and some students respond it enthusiastically, because the topic seemed familiar to them. In this phase, the researcher needed to find out students' knowledge and guide them to explore more about their knowledge. However the situation became uncontrolled when the researcher gave them a work but they need to do it by themselves. They started complaining and it made the class crowded. The researcher told them to discuss the task with their members of the group so that they can easy to understand about their task. In the second meeting they were absolutely understood what they should do so they could do the task properly and this happened until the fifth meeting.

Start from the first meeting, in the post-activities, the students were able to do performance in front of the class even though they still felt shy to speak up. Yet, they were not cooperative along the learning process, they followed the rules but also they were talking to each other during the learning activity.

Discussions

To answer the question number one, the researcher used a quantitative approach. The result showed that the students' vocabulary achievement improved after being taught through Story Completion Technique at SMPN 8 Bandar Lampung. It can be proved by seeing the students' mean score in the pre-test was 3.93 while in the

post-test was 6.20, so the gain of the test score was 2.27. It means that there was a significant improvement of students' vocabulary achievement before the treatments through Story Completion Technique.

There was a factor that causing the Story Completion Technique can be used to improve students' vocabulary achievement that was the technique let the students to make the story based on their creativity and imaginatively without any limitation but still on the line of the story as stated by Kayi (2006) that Story Completion Technique gives the students to perform freely by their creativity.

The research result supported by the previous researcher that was done by Arisca (2013) which the result of her research showed that Story Completion Technique is one of effective techniques and can give positive impact to students' vocabulary achievement. In this research, the highest improvements of the students' vocabulary mastery were in verb achievement.

In line with that, Wijaya (2017) in his research stated that Story Completion Technique gave significant effect of students' speaking skill, one of them is vocabulary, The mean score of the students' vocabulary in experimental group was got 22.12 while in control group got 18.25.

Besides, Story Completion Technique can improve students' ideas and imaginations when teaching vocab, also can maximize students' vocabulary achievement because students are having free activity, O'Malley and Pierce (1996) in Arisca (2013). So that the used of this technique made the students had a feeling of well-being and relaxation, increase students willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and creativity. Also the technique gave the participants control and allows for creativity Clarke et. al. (2017:5-9) in Arisca (2013).

Then, to answer the research question number two the researcher used qualitative approach that is observation sheet. From students' participation based on the students' observation sheet it can be concluded that Story Completion Technique has influenced in students' participation—in learning vocabulary—at the aspect of asking questions of the task were given to them. They also asked about their task, whether it was right or not. They had curious about the technique that given freedom for them to write whatever they wanted, so that they kept asking about the story they made. They participated well in the test.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In reference to the result of the research the researcher draws some conclusions; first, there is a significant improvement of students' vocabulary achievement after being taught through Story Completion Technique. This can be seen from the mean score obtained by the students during the pre-test and also the post-test. The result of posttest was higher than the result of pretest. The mean scores of students' pre-test and post-test increased from 3.93 to 6.20. Then, the result of hypothesis test showed that the hypothesis was accepted because the significance value was $p<0.005$ ($p=0.000$). From this, it can be concluded that learning English vocabulary through the Story Completion Technique has a good effect on students' vocabulary achievement. Second, there is an increase in some students' activeness in asking questions while in the learning activities. This was proven by the results of observation sheets made by the researcher that more than half of them asked about their assignments and also the results of their work whether it was correct or not.

Suggestions

Based on the conclusions, two suggestions are recommended.

First is the suggestions for English teacher, teacher should choose the story that is suitable with the teaching materials, students' level and age. It is intended to make students do not feel distressed because the stories are not familiar or the stories are stories from other countries that they have never read before. Therefore English teachers should prepare stories that are appropriate and suitable with students' abilities so that students can take part in teaching and learning activities using Story Completion Technique.

The second is the suggestions for the further researchers, it is hoped that further researchers can contribute in developing this model to be used in other skills, i.e. reading, speaking or writing to see if the technique can give positive impact as well. Then, further researchers are suggested to conduct this technique at different levels of students and use media as well to make students interested.

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