

## **The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students**

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**ABSTRACT:** The aims of this research are to find out whether Story Completion technique can improve speaking skill and to find out how Story Completion technique can improve speaking skill of the tenth grade students of SMK WIJAYA KUSUMA Surakarta in the academic year of 2017/ 2018. This research was conducted at the tenth grade students of SMK WIJAYA KUSUMA Surakarta in the Academic Year of 2017/2018. The researcher used Classroom Action Research which was conducted from January until February 2018 at the class of X.B. The research was conducted in two cycles and each cycle consisted of two meetings and one test. Each cycle also consisted of identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. The researcher used qualitative and quantitative data to collect the data. In collecting the qualitative data, the researcher used interview, observation, and documentation. While in collecting the quantitative data, the researcher used pre-test, post-test 1 and post-test 2. To analyze the data, the researcher used qualitative and quantitative method. The result of the study showed that the mean score of students from pre-test until post-test 2 increased. The mean score of pre-test was 52.84, the mean score of post-test 1 was 64.21, and the mean score of post-test 2 was 73.68. There were also significant improvement of the students' motivation, confident and situation in teaching and learning process. The class was more conducive. The students was interested with the activity. They enjoyed the teaching and learning process. It made the students could speak English well and confidently. It can be concluded that Story Completion Technique can improve students' speaking skill in teaching and learning process.

*Keywords: Speaking Skill, Story Completion Technique, Classroom Action Research, qualitative and quantitative*

## INTRODUCTION

Language is mean of communication. People cannot communicate each other without language. Language can brings idea, opinion, and feelings. English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language (Patel. M, F, 2008). English is the first foreign language in Indonesia which is important to transfer and get knowledge, science and technology, art and culture, and establish international relationship.

In Indonesia, English is regarded as the first foreign language. From elementary school until University, even in kindergarten they have started to study English. So, the teacher needed more ability which can establish students' ability and hopefully the teacher should be able to create interesting method and technique in order to obtain a good result and avoid the student boredom.

The teaching of English is intended to develop the student's communicative abilities which put the

emphasis on the language skills covering listening, writing, reading and speaking. Speaking is the most important ability, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with others. Teaching speaking ability is focused on making students active and creative. The great part of time in the process of learning speaking is dominated by students.

Speaking is very important because by mastering speaking ability, people can carry out conversations with others, give the ideas and exchange the information with others, give the ideas and exchange the information with others. In this case, speaking make students should be master on the elements of speaking, such as grammar, vocabulary, comprehension, fluency, and pronunciation. English language is included as one of the important lesson to the students because through English language the students not only know about the material but also they can learn how to

speak English with the other people well especially with the foreign people.

After doing pre-observation, the researcher found that the students still have difficulty in speaking. The minimum value is 70. This value is so difficult to reach by the students. So, the teacher has to get an appropriate method or technique for the students. This is the reasons that the researcher applies completion technique create new styles of teaching rather than old fashioned direct instruction.

In reality, when the researcher did observation. The researcher found many problems during the process of teaching speaking. They are as follows: (1) The students felt confused or not confident to express their idea and they do not have any abilities to support their speaking; (2) The teacher always uses the same technique in teaching English. It will make the students get bored; (3) the library does not supply English book. English books which are supplied in the library are the book from government that is used as the main book in teaching and learning process.

To solve these problems, the researcher wants to propose solutions by using story completion technique to improve student's speaking ability. Story completion technique is a simple technique which is can be applied in the class. The first solutions for the students are the students always brought dictionary which

was helped the students to find new vocabulary. When they find new vocabularies it helped the students to speak English language well, they are not afraid again and the students could be more active. The second solution for teacher, the teacher should be creative to changes English Lesson to be fun and give opportunity to the students to speak their mind in front of class. Then the last solution is the school must complete the books in the library especially English books because it will help the students more interest with the English language.

## **RESEARCH METHOD**

The research has finished doing research On January – February 2018. The subject that was chosen by the researcher in this research was the Tenth Grade of SMK WIJAYA KUSUMA Surakarta. The class consists of 19 students are girls, it is the lowest class in tenth grade level. The class has middle low ability in English Lesson, especially in speaking ability.

In this research, the researcher uses classroom action research. According to J. Mason and Bramble (1997 : 42), classroom action research is research designed to uncover effective ways of dealing with real word problems. The research implementation of using Story Completion Technique to improve students' speaking skill consisted of two

cycles. Each cycle consists of two meetings. Each cycle in this Classroom Action Research had procedures, they were identifying the problem, planning the action, implementing the action, observing the action, reflecting the observation, result and revising the plan.

## **CONCLUSION**

The researcher gave pre-test before the action, exercise and post-test after the action to know the students' speaking skill improvement. The researcher gave pre-test to the students first. The test was speaking in front of the class. The researcher asked the students "to complete a part of Cinderella story using their own words". They complete the story using their own words and tell the story in front of the class one by one. The researcher determine the question related to the material about narrative text. From the pre-test result, the mean of the students' score was 52,84. It was under minimum completeness criteria score or KKM. The researcher then made lesson plan for cycle 1. Cycle 1 consisted of two meetings and based on the material on the main book of the school. The material that was given by the researcher was Simple Past Tense. The researcher implemented the action designed in the planning. The stage of acting included in two cycles and each cycle consisted of two meetings. The

researcher did the first meeting on 24<sup>th</sup> Januari 2018. The class began at 13.00 until 14.30. The researcher taught the students based on curriculum 2013 with Story Completion Technique. The researcher gave the students picture and Text and then the students observe the pictures and read the text that was given by the researcher. The researcher explained about "Simple Past Tense" and the students get explanation from the teacher about the use of simple past tense. After the researcher gave explanation, the teacher gave narrative text about Malin Kundangs' The students pay attention to teacher's instruction and than the teacher divides the class be several groups to make the story based on their own words and imagination, five in each group. The students discuss with their group

The teacher started to read a part of Malin Kundang's and the students listened carefully the story. The teacher stop to narrate the story, and then the teacher asked the students to continue the story about Malin Kundangs' and they used their own words and imagination. The students do that in a group, and every person had to speak up at least three sentences. And the students present their result in front of the class and the researcher gave score for them. The second meeting was conducted on

Wednesday, 31 January 2018. The class began at 13.00 until 14.30. The researcher gave the students video about Roro Jonggrang story and ask them to observe the video that given by teacher. The researcher explained the material about simple past tense (positive, negative and interrogative). After the researcher gave explanation, the researcher gave narrative text about Roro Jonggrang. The researcher start to read a part of Roro Jonggrang and the students listened carefully the story. The researcher stopped narrating the story, and then the researcher asked the students to continue the story about Roro Jonggrang using their own words and imagination. The students do that in a group, and every person had to speak up at least three sentences. And the students present their result in front of the class and the researcher gave score for them. In the third meeting, the researcher gave post-test 1. The topic of the post-test was still the same of the meeting before; it was about narrative text. He would give post-test 1 as evaluation for the students. It was done to know the increasing of students' speaking skill individually. The fourth meeting was conducted on 7<sup>th</sup> February 2018. The condition of the classroom was little bit condusive; the researcher would give post-test as evaluation to the students. The students looked ready with the test and the students who came to the class that day

was complete. It means that no students were absent at the post test 1. The researcher reminded the students about the material that they learned at the first and second meeting. Most of students still remembered about the material. After that, the researcher told the students to do the test. The Teacher gave the Text about Bawang Merah and Bawang Putih story, the teacher started to read the text and the students continued the story using their own words and imagination. They can add a new character, situation in the story. The students do that in a group, and every person had to speak up at least three sentences. And the students present their result in front of the class and the researcher gave score for them.

Actually, the improvement speaking aspect could be seen clearly from the post-test's score. The mean score of post-test 1 increased from the mean score of pre-test. The mean score of pre-test was 52.84 while the mean score of post-test 1 was 64,21. There some findings from observing and monitoring this cycle. The first is that the instructional meeting in cycle 1 ran better then pre-test. Some students could not reach minimum completeness criteria or KKM (*Kriteria Ketuntasan Minimal*) yet but they have improvement in their score of pre-test. The

researcher could say that she did the job better. She could manage the class well.

Based on the result of cycle one, it was necessary to solve problems that were found in the first cycle. The problem was about the students' pronunciation and fluency. Most of students could not produce the word correctly. Because of that how they produce the word also could not fluent. Before doing the second cycle, the researcher prepared lesson plans and the students' work sheet that related to the material. The researcher used the material about Generic Structure of Narrative Text and the researcher prepared the text, picture, and material that would be discussed by the students. She also would focus in how they produce the word (pronunciation and fluency). The researcher prepared the post-test 2 to collect the data and to know if there are some students' improvement scores from post-test 1 to post-test 2. The researcher showed the picture in the slide show about Snow White Story and the students observed that pictures. After that, she also gave them the text about Snow White Story. The researcher gave students opportunity to ask about the material that they learned. The researcher gave explanation about Narrative Text. She explained focus in generic structure. After that, the researcher divided the students into some several

groups. The researcher start to read a part of Snow White Story and then she asked them to continue the story based on their own words or imagination. All of the students had to speak up at least three sentences. And the students present their result in front of the class and the researcher gave score for them. The researcher showed the Narrative Text about Ugly Ducking Story. The researcher asked the students to read and practice the text. It could improve their ability in pronunciation and fluency. The researcher gave explanation about Generic Structure of Narrative Text,. After that, the researcher start to read a part of Ugly Ducking story and then she asked them to continue the story based on their own words or imagination five in each group. All of the students had to present their result of discussion one by one in front of the class.

The researcher conducted the post-test 2 in the sixth meeting. The class began at 13.00 and the researcher come in the class. The researcher greeted and the students responded it. Then, the researcher checked students' attendance. No one of students was absent. The researcher gave information about the text. The researcher distributed post-test 2 to the students. The researcher gave them narrative text about Timun Mas story. The teacher start to read

the text and the students continue the story using their own words and imagination. They can add a new character, situation in the story. The students do that in a group, and every person had to speak up at least three sentences. And the students presented in front of the class and the researcher gave score for them.

The next meeting the researcher collected the data from post-test 2 to know how far using story Completion technique could improve the students speaking skill. In this second cycle, mean score of post test increased. The result of post-test 2 showed that the mean score of the students increased from 64,21 which was the minimum completeness criteria or KKM (*Kriteria Ketuntasan Minimum*) to be 73.68. Based on the result of the students' speaking score, the pronunciation and fluency's score increased. It meant that the treatment that was given by researcher could solve students' problem.

The researcher decided to stop the cycle since the result of the cycle 2 showed good improvement of students' speaking skill, students' behavior and class condition. After analyzing the cycle, the researcher found that the students can understand about Narrative Text which was given by the researcher. They could answer the researcher' questions correctly and clearly. They also could complete

every single post-test correctly. It meant that they could memorize the meaning and function of speaking well.

In the end of cycle 2, the researcher conducted the post-test 2 to support the data. The students' speaking improvement was significant, it could be seen from the students' mean score. The mean score of the post-test 2 was 73,68. There was an improvement of the students' speaking skill after cycle 2. The mean score of students before got treatment was under KKM but after got treatment, the mean score was over KKM.

In cycle 2, the condition of the class was conducive. It because of the use of Story Completion technique. The students could pay attention in every people who speak. Every students in a class could have the same opportunity to speak. Even the students who was shy or not confident in class, they had to speak. It motivated and facilitated the students.

The Story Completion technique made the students interested to improve their speaking ability because they looked enjoy when they did speaking activity. In cycle 2, the students had a good motivation and concentration to learn more about English vocabulary, pronunciation, grammar, comprehension and fluency.

## **Discussion**

This part covers the discussion of the teaching speaking by using Story Completion Technique. The discussion is based on the implementation of Story Completion Technique to improve students' speaking skill.

**The Strengths**

The finding of the research proved that Story Completion can improve students' speaking. It can be seen from improvement of the students' speaking score. The students' mean score of pre-test was 52,84. After the implementation of using story Completion technique, the mean score of post-test 1 cycle 1 was 64,21. Then, the researcher continued to the second cycle with the mean of post-test 2 was 73,68.

The result of the research then can be theorized in two points as follows: a) Story Completion can improve students' speaking skills (include of grammar, vocabulary, comprehension, fluency, pronunciation) and b) Story Completion Technique can improve classroom situation and students' motivation. The discussion of the theories is presented in the following section.

**The Weaknesses**

Meanwhile, the implementation of Story Completion technique in Cycle 1 and 2 had weaknesses. The weaknesses

were as follows: 1) some of the students still used *Bahasa* when they spoke, 2) the time to applied the Story Completion technique is limited because the students needed much time to comprehend the story and also to make a new story based on their own words, 3) sometimes the students did not follow the rule and discuss with another friends out of material. It made the class situation was crowded. But, overall the implementation of Story Completion technique is successful to improve students' speaking skill.

The improvement can be seen in the table below:

**Table 1. The result of each test in every cycle**

Mean Score	Pre-test.	Cycle 1.	Cycle 2.
		52.84	64.21

Based on all of the findings above, it can be concluded that Story Completion technique can improve the students' speaking skill at the tenth grade students of SMK WIJAYA KUSUMA Surakarta in academic year 2017 / 2018.

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the students practice their speaking. The students are confident to speak up and share their idea. Story Completion technique also can make the situation of the class be enjoyable and more conducive. All of the students have same opportunity to speak, there is no differences and every students have to speak.

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