

THE USE OF STORY COMPLETION TO IMPROVE STUDENTS' SPEAKING SKILL

Aisah Mahartika¹
Sri Handayani²

English Language Education
Teacher Training and Education Faculty, Slamet Riyadi University
Sumpah Pemuda 18, Kadipiro, Banjarsari, Surakarta, 57136, Central Java,
Indonesia.

Email: aisahmahartika@gmail.com¹

ABSTRACT: Speaking skill is necessary skill which very important in conversation with others. It means that people need to master speaking skill. The aim of the research was to know whether Story Completion can improve students' speaking skill at the tenth grade of MAN 1 Surakarta in 2019/2020 Academic Year. The method of the research was classroom action research which consist of two cycles. Each cycle consisted of planning, implementing, observing, and reflecting. The test was oral test and the non-test were observation, interview, and documentation. While, to analyze the data was used t-test. The result of this research showed that the implementation of Story Completion was successfully improve students' speaking skill. The mean score of pre-test was 55,38. Meanwhile in the post-test 1 in cycle 1, it improved to 66,5. In the post – test 2 the score had improved to 79. To try the significance result of teaching and learning speaking in first and second cycle, it was used t-test. The result showed the t-test between pre-test and post-test 1 was improved, while the t-test between post-test 1 and 2 also improved. It can be concluded that Story Completion was appropriate to improve students' speaking skill in teaching and learning process.

Keywords: Story Completion, Classroom Action Reseach, Speaking Skill.

INTRODUCTION

Speaking is the way to communicate with others. People can sharing idea, information, and emotion by speak to the other. In this world, there were so many language that can be used to communicate. English is global language which is very important for everyone. Mastering English becomes a must for communicating with others and for sharing infomation, idea, and

emotion with all of people from all of countries.

Speaking skill is one of four skill which an important in English. Speaking skill is needed as the main key to communicate with another people. Richard & Renandya (2002: 201) state that “we may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes”. It means that

speaking skill is used everywhere. It is very useful to communicate with new people around the world in order to do some activities more easily.

There are many definitions of speaking by experts. According to Cameron (2001: 40), "speaking is the active use of language to express meanings so that other people can make sense of them". It means that speaking is the tool to speak and communicate with other people by transfer the emotion, information, and idea.

According to Lewis and Hill (1993: 54), speaking is a process that covers many things in addition to the pronunciation of individual sounds. It means that pronunciation is not the one thing in speaking but still many others. Widdowson (1996: 59) says that speaking is simply the physical embodiment of abstract system or of the grammatical system of language or both. In other words, speaking is a way to express a thought or grammar that can be combined into a sentence.

In addition, Mackey (1965: 266) defines that speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. In other words, speaking can affect the meaning of information based on the rhythm and intonation.

In other hand, skill itself defined as the ability of the students in understanding and obtaining the material. Every student has different skill in mastering English, such as speaking skill, reading skill, listening skill, and writing skill. According to Bygate (1997: 1), skill is a hierarchy of decisions and automated actions used as an integrated whole, the lower ones depending on higher ones. It means that every student has different skill based on their ability. Students who have low skill will depend on students who have high skill.

Based on the definition above, it can be concluded that speaking skill is the action of an

oral expression or an interactive process to communicate with other people like sharing idea, information, and emotion by constructing the meaning of words that consists of grammatical system, pronunciation, and intonation in order to get optimal result in speaking.

Mastering English can make students able to compete with other students. It is intended to improve students' skill and to improve English skill in Indonesia. In senior high school especially at MAN 1 Surakarta, English education is very needed for the students. In English teaching and learning process, it applied Curriculum 2013. Based on the result of observation conducted for students in class X IPA 5, it assumed that they were caused by several problems. The students showed that they had problem in English especially in speaking skill. The problems in speaking skill were: (1) students felt shy to come in front of the class and to tell their opinion, (2) vocabulary mastery was limited so that students felt difficult to arrange a

sentence, (3) students were not usual to use English in their daily activity, so that they felt difficult to speak English.

Based on some problems above, there was a solution to improve speaking skill for the students. There were so many methods that can be used to improve speaking skill for the students and to help the students to comprehend the English language. One of them is story completion. According to Kayi (2006), "story completion is an activity which is very enjoyable for the whole class and it is a good choice activity to push students to do oral communication". Patel (2008: 107) states that completing story is good technique for conduction oral work. It means that story completion is fun technique that can be used for the whole students in the class to speak up in order to improve their speaking skill.

By using Story Completion, students were expected to be able to communicate fluently and the students are able to improve their speaking skill in English. In addition, students can learn casually because

this method focused on the students. The beginning of the story would be given then the students continued the story by using their own words, character, plot, etc. So that students could be confident because they were not alone to speak in front of the class. The students could try to ignore the error that they made later. It trained the students to be brave to express their own words and their opinion. Story completion gave chance to students who get less chance to explore their ability and idea without afraid to speak.

The research aims to know how far the improvements of the students at the tenth grade of MAN 1 Surakarta in 2019/2020 Academic Year especially for the students of X IPA 5 in teaching learning process after implemented Story Completion.

RESEARCH METHOD

This research was held at MAN 1 Surakarta in 2019/2020 Academic Year. It is located at Sumpah Pemuda street number 62, Kadipiro, Banjarsari, Surakarta City, Central Java 57136. The research was

conducted from July to September 2019 at class X IPA 5 which consisted of 32 female students. The method of this research was Classroom Action Research. According to Car and Kemmis and Mc Taggart in Burns (1999: 32), action research conduct in a dynamic and complementary process, there are planning, action, observation, and reflection. The research was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used oral test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, it used observation, interview, and documentation. While, the results of the tests analyzed using non-independent t-test. It is showed the problem whether there was a significant difference between the students' achievement before and after the action.

RESULT AND DISCUSSION

In this research, it tells about the result of the research by using Story Completion to improve students speaking skill at the tenth

grade of MAN 1 Surakarta in 2019/2020 Academic Year. The finding of the research proved that the implementation of Story Completion was successful to improve students' speaking achievement scores. The students did the pre-test before the implementing Story Completion to measure the students speaking skill. The mean score of pre-test was 55,38. The pre-test did to know the students' problem in English lesson, particularly speaking activities. It still far under the *KKM (Kriteria Ketuntasan Minimal)*. It was caused by the insufficient students' abilities to support their speaking skill, which covering comprehension, pronunciation, vocabulary, grammar, and fluency. The research was conducted through two cycles. Each cycle consisted of a series of steps consisting of identifying the problem, planning, implementing, observing, and reflecting.

The result of the research showed that there were so many positive impact for the students' speaking skill by using Story Completion in learning English. At

the first cycle, the students' interest and motivation were improved. Since it is fun to use and easy to learn. It is suits the students well. Because they were loved to tell the story with their friends. Moreover, the students' speaking skill by using Story Completion was improved.

Meanwhile, there was found some improvements in cycle 2. The class condition were slowly quiet and better than cycle 1. They looked so enthusiastic and enjoyed in learning speaking English. They looked more cooperative and passionate in telling story of their group. They could express their idea, they could pronounce the words correctly, they could arrange the sentence grammatically, and they could enhance their vocabulary. It is support with the result of the test. Based on the result of the post-test after the action, the researcher found the score was slowly going up from post-test 1 (66,5) and post-test 2 (79).

It meant the students' speaking skill improved. Story Completion can improve students' speaking skill (include of grammar, pronunciation, vocabulary, comprehension, and

fluency). In fact, the findings of the study showed that the use of Story Completion in the tenth grade improved students' speaking skill. The improvement could be achieved because Story Completion helped the student's language, so that Story Completion could improve language skills especially in speaking skill.

To know the significant between the test, it used t- test in analyzing the data. The data of the mean score of pre – test, post – test 1 and post – test 2, it showed the improvement of speaking skill by using Story Completion. The mean score of post – test 2 (79) was higher than pre – test (55,38) and post – test 1 (66,5). The result of test among pre – test and post – test 1 was 14,324. So, the result in cycle 1 by using t- test was $1772 < 14,324 > 2128$.

Table 1. Result of Cycle 1

The Mean Score of Pre-test	The Mean of Post-test 1	T-value of cycle 1
55,38	66,5	14,324

There was an improvement as well between pos-test 1 and post-test 2 after applying the method in cycle 2. After comparing the mean score, the reseracher found the score of cycle 2 was higher than post-test 1. The result of test among post – test 1 and post – test 2 was 17,007. So, the result in cycle 2 by using t – test was $2128 < 17,007 > 2528$. It can be concluded that there was a significance improvement of the students' speaking skill by using Story Completion.

Table 2. Result of Cycle 2

The Mean of Post-test 1	The Mean of Post-test 2	T-value of Cycle 2
66,5	79	17,007

Based on the implementation of Story Completion, it has strength in teaching learning process. It can improve the students speaking skill obviously from the data that showed the result of the score. The students bravely to speak in English and they can speak up confidently.

CONCLUSION

Based on the result of the research, it can take the straight of the conclusion considering the improving speaking skill by using Story Completion at the tenth grade of MAN 1 Surakarta in 2019/2020 Academic Year. Story Completion can improve students' speaking skill. As showed by the result of research, It showed a significant improvement of the students especially in speaking skill. Before the resarch was conducted, the students got difficulty in finding vocabulary, using grammar, and the students were afraid to speak up. After Classroom Action Research was implemented, the students' speaking skill improved. The students could speak by using correct grammar, they could pronounce the words correctly, and they got new vocabularies. They also did not feel afraid when they speak in front of the class. The achievement of speaking test was increased.

REFERENCES

Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*.

Cambridge: Cambridge University Press.

Bygate, Martin. 1997. *Speaking*. New York: Oxford University Press.

Cameron, Lyne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Kayi, H. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Nevada: University of Nevada. The Internet TESL Journal. Vol. 12. No. 11. <http://itesjl.org/Articles/Kayi-TeachingSpeaking.html>.

Lewis, M & Hill, J. 1993. *English Language Teaching*. London: Heineman.

Mackey, W. F. 1965. *Language Teaching Analysis*. London: Longman.

Patel, M. F. And Jain, Praveen M. 2008. *English Language Teaching: Methods, Tools, Techniques*. Jaipur: Sunrice Publisher and Distributors.

Richard, J. and Renandya, W. 2002. *Methodology In Language Teaching An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Widdowson, H. G. 1996. *Teaching Language as Communication*. Hong Kong: Oxford University Press.

