

**TEACHING STUDENTS' SPEAKING ABILITY THROUGH STORY  
COMPLETION TECHNIQUE AT THE FIRST SEMESTER OF  
EIGHTH GRADE OF SMP NEGERI 17 BANDAR  
LAMPUNG IN THE ACADEMIC YEAR  
2019/2020**



**Advisor : Dr. Mohammad Muhassin, M.Hum**  
**Co-advisor : Septa Aryanika, M.Pd**  
**Study program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
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2021**

## **ABSTRACT**

### **TEACHING STUDENTS' SPEAKING ABILITY THROUGH STORY COMPLETION TECHNIQUE AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMPN 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

**By**

**WULAN FITRIANI**

Speaking is one of the important skills in the teaching English. It is almost possible to have true mastery of a language without real speaking. This research was about teaching students' speaking ability through story completion technique at the first semester of the eight grade of SMPN 17 Bandar Lampung in the academic year 2019/2020. The objectives of this research were to know the process of teaching students' speaking ability through story completion technique, to know the teachers' problem in teaching students' speaking ability through story completion technique and to know the students' problems in learning speaking ability through story completion technique.

This reasearch used qualitative research method. The writer used purposive sampling technique to determine the sample. The writer chose class VIII.9 as sample which consisted of 31 students. In collecting the data, the writer used three kinds of instruments, they were: observation, interview, and questionnaire. The writer used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification.

The writer conducted in one meeting. After analyzing the data, there were three points of the result. The first, the process of teaching students' speaking ability through story completion technique at SMPN 17 Bandar Lampung has been conducted and was not running well, in which the teacher runned the steps based on Ridgeway, Rodrigues, and Waters. The second, the teachers' problems in teaching speaking through story completion technique were that the teacher had difficult to calm and handle the students that seemed so noisy because the students focus on their activity like chatting. The third, the problems faced by the students in learning speaking through story completion technique were that the students felt shy, unconfident to show their feeling; furthermore the students had difficulties to speak because the students had lack vocabulary, felt shy, fear of making mistakes.

**Keywords: Story Completion Technique, Teaching, Speaking, Qualitative Descriptive Research Method.**



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat : Jl. Let.Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : **TEACHING STUDENTS' SPEAKING ABILITY THROUGH STORY COMPLETION TECHNIQUE AT THE FIRST SEMESTER OF EIGHTH GRADE AT SMPN 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

Students' Name : **WULAN FITRIANI**  
Students' Number : **1511040362**  
Study Program : **English Education**  
Faculty : **Tarbiyah and Teacher Training**

APPROVED

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Islamic University  
Raden Intan Lampung

Advisor,

**Dr. Mohammad Muhassin, M.Hum**  
NIP. 197708182008011012

Co-Advisor

**Septa Aryanika, M.Pd**  
NIP.

The Chairperson of  
English Education Study Program

**Meisuri, M.Pd.**  
NIP. 198005152003122004



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat : Jl. Let.Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled : **“TEACHING STUDENTS’ SPEAKING ABILITY THROUGH STORY COMPLETION TECHNIQUE AT THE FIRST SEMESTER OF EIGHTH GRADE AT SMPN 17 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020”**, By: **WULAN FITRIANI, NPM: 1511040362**, Study Program: English Education, was tested and defended in the examination session held on: October, 28<sup>th</sup> 2021

Board of Examiners:

The Chairperson

: Dr. Melinda Roza, M. Pd

The Secretary

: Dian Reftyawati, M. Pd

The Primary Examiner

: Dewi Kurniawati, S.S. M. Pd

The First Co-Examiner

: Dr. M. Muhassin, M. Hum

The Second Co-Examiner

: Septa Aryanika, M. Pd

The Dean of

Tarbiyah Training Faculty



## DECLARATION

I hereby state that this entitled: Teaching Students' Speaking Ability Through Story Completion Technique at the First Semester of the Eight Grade of SMPN 17 Bandar Lampung in the Academic Year of 2019/2020. is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged text.

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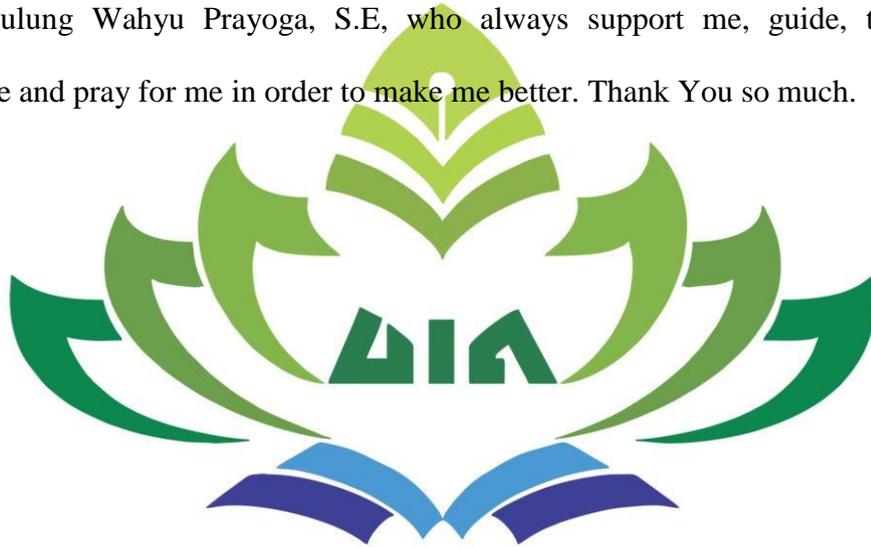
Wulan Fitriani  
NPM.1511040362



## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this to:

1. My beloved Father and Mother, Mr. Sugiono and Mrs. Khoriantun, who always love me and keep praying for my life and success. Thanks for everything for me. I love you forever.
2. My beloved lecturer and almamater, UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
3. My beloved best friend Rini Oktiyan, S.Pd, all of member PBI-F 2015 also Fajar Sulung Wahyu Prayoga, S.E, who always support me, guide, teach, motivate and pray for me in order to make me better. Thank You so much.



## MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ  
الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا ﴿٥٣﴾

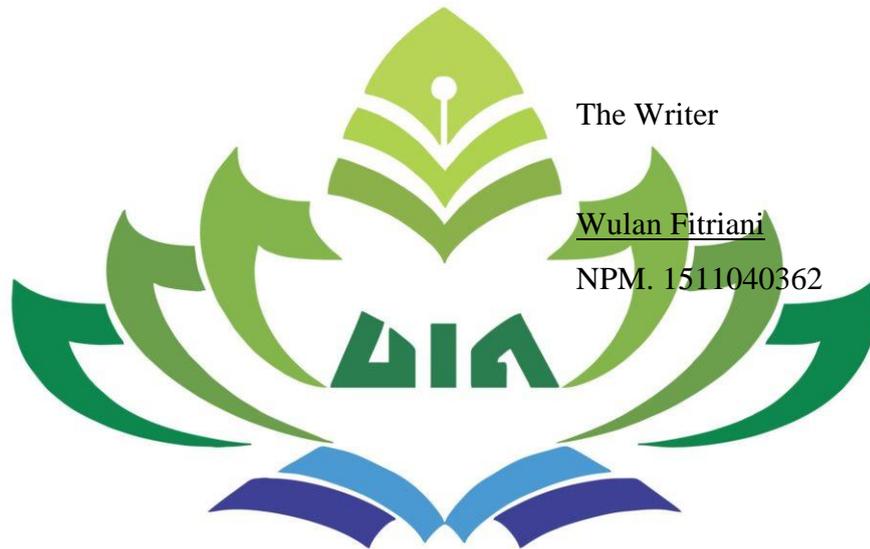
*“And tell My servants to say that which is best. Indeed Satan induces (dissension) among them. Indeed Satan is ever, to mankind, a clear enemy. (Al-Isra:53)*



## CURICULUM VITAE

The name of witer is Wulan Fitriani. She is called Wulan. She was born in Pagaram, on February 15<sup>th</sup>, 1997. She is the first child of Mr. Sugiono And Mrs. Khoriahtun.

The writer started her formal study in elementary school of MIN 1 Teluk Betung and finished in 2009. She continued her study to SMPN 17 Bandar Lampung and finished in 2012. After that she continued her study to SMKN 4 Bandar Lampung and finished in 2015. In the same year she decided her study in English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung.



## ACKNOWLEDMENT

First of all, praise to Allah swt the almighty, the Most Morceful, the Most Beneficent for his blessing and mercy given to the writer during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad saw peace be upon him.

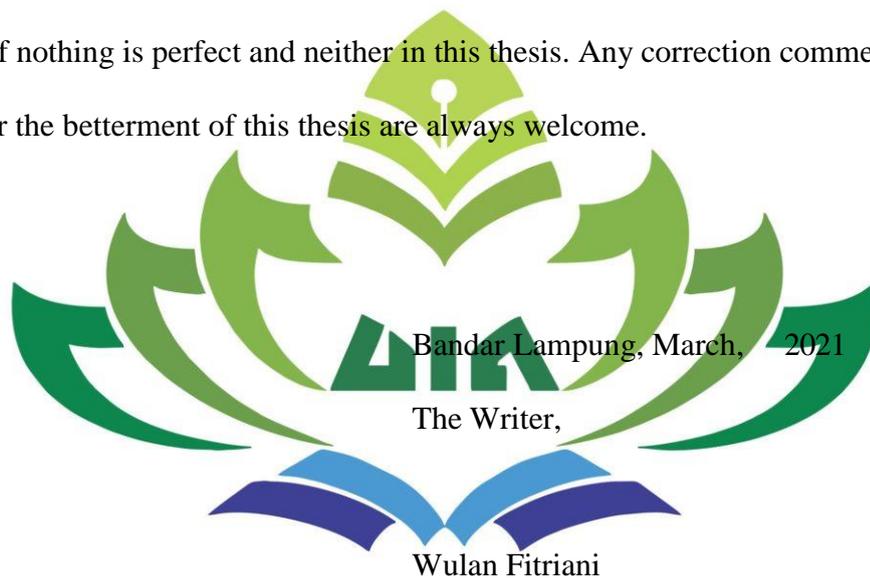
This thesis entitle “Teaching students’ speaking ability through story completion technique at the first semester of the eight grade of SMPN 17 Bandar Lampung in the academic year of 2019/2020”. It is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

The writer would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none of nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always welcome.



## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ADMISSION</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>DECLARATION</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	6
E. Objective of the Research.....	7
F. Significance of the Research.....	8
G. Scope of the Research.....	9
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b>	
A. Concept of Teaching and Learning English .....	10
1. Concept of Teaching.....	10
2. Concept of Learning .....	11
B. Speaking .....	12
C. Elements of Speaking .....	14
D. Concept of Story Completion Technique .....	16
E. Advantages and Disadvantages of Story Completion Technique.....	17
F. Procedure of Story Completion Technique .....	21
G. Students' Problem in Learning Speaking .....	22
H. Teachers' Problem in Teaching Speaking.....	25
<b>CHAPTER III : RESEARCH METHODOLOGY</b>	
A. Research Design .....	27

B. Research Subject.....	28
C. Data Collecting Technique .....	30
D. Research Instrument .....	31
E. Research Procedure .....	33
F. Data Trustworthines .....	34
G. Data Analysis.....	36

**CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION**

A. Research Procedure .....	38
B. Data Analysis.....	39
C. Disscusion of Findings .....	63

**CHAPTER V : CONCLUSION AND SUGGESTIONS**

A. Conclusion.....	67
B. Suggestions .....	68

<b>REFERENCE.....</b>	<b>70</b>
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<b>APPENDICES.....</b>	<b>73</b>
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## LIST OF TABLES

Table 1	Number of Students at First Semester at the Eighth Grade of SMP Negeri 17 Bandar Lampung in The Academic Year 2019/2020.....	29
Table 2	Observation Guideline .....	31
Table 3	Teachers' Interview Guideline.....	32
Table 4	Students' Questionnaire Guideline .....	33
Table 5	The Data of Questionnaire .....	47
Table 6	Observation Sheet .....	51
Table 7	Result of Questionnaire no. 1 .....	53
Table 8	Result of Questionnaire no. 2.....	53
Table 9	Result of Questionnaire no. 3.....	54
Table 10	Result of Questionnaire no. 4.....	54
Table 11	Result of Questionnaire no. 5.....	54
Table 12	Result of Questionnaire no. 6.....	55
Table 13	Result of Questionnaire no. 7.....	55
Table 14	Result of Questionnaire no. 8.....	55
Table 15	Result of Questionnaire no. 9.....	56
Table 16	Result of Questionnaire no. 10.....	56



## LIST OF APPENDICES

Appendix 1	Preliminary Research Interview .....	75
Appendix 2	Question – Answer Preliminary Research Interview .....	76
Appendix 3	Questionnaire Sheet – Preliminary Research .....	78
Appendix 4	Rencana Pelaksanaan Pembelajaran .....	80
Appendix 5	Observation Report Of Teaching And Learning Speaking .....	90
Appendix 6	Questions – Answer Of Teachers’ Interview .....	93
Appendix 7	Questionnaire Sheet .....	96
Appendix 8	Students’ Speaking Score Viii.9 .....	98
Appendix 9	Documentation .....	99



## CHAPTER I INTRODUCTION

### A. Background of the Problem

One of lessons since the students at the kindergarten until the university have to learn is English. In the competitive era of globalization, the ability to communicate in English is a precious value. As one of language in the world, English is considered to be the international language. It is one of the most dominating language of the world which is having its impact on every field of work. Although, we know that English in Indonesia is as foreign language.

Harmer states that English is foreign language, it is generally taken to apply to the students who are studying general English at school and institutes in their own country or as transitory visitors in target language country.<sup>1</sup> Then, learning English involves four basic language skills that students have to master and to have good English, there are listening, speaking, reading and the last is writing. Those skills support each other and can not be separated with each other.

People will produce languages, do communication with another involves express their emotion, and try to organize their idea when they are speak. It will be a relationship and it is called communication. Dauglas Brown in his book said that speaking is an process of build up meaning that includes producing and

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<sup>1</sup> Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.39

receiving also processing information.<sup>2</sup> In the nature of communication, we can find some important elements in a communication, there are speaker, message, listener, and feedback.<sup>3</sup> Speaking is one important of four basic competences that the students should gain well. It becomes vitally aspect in language teaching learning success. It is measure through someone ability to carry out a conversation in the language.

Based on the data obtained by speaking test from the students of the eighth grade at SMP Negeri 17 Bandar Lampung, as from 258 students of VIII grade only 118 students (45,7%) got score above criteria of English achievement and 140 students (54,2%) got under criteria of English achievement. The writer assumes that most of students are still difficult to speaking English well.

Based on the result of data observation and interviewed an English teacher of SMP Negeri 17 Bandar Lampung Mrs. Ida Nilia, S.Pd showed that many of students were unable to use English well in their class. The English teacher has used Story Completion technique in teaching and learning speaking but most of students at the eighth grade of SMP Negeri 17 Bandar Lampung still found difficulties in speaking. Firstly, the students do not have ideas in their mind if they are asked to practice their speaking, those make them keep silent during the activities in the classroom. Secondly, the students fear of making mistakes, also the students feel shy, then fear of being laughed by their friends. Thirdly, the

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<sup>2</sup>H. Dauglas Brown, *Language Assesment : Principles and Classroom Practice*, (New York: Pearson Education, 2004), p.140

<sup>3</sup>Stephen E. Lucas, *The Art Of Public Speaking* (9th.Ed), University of Wisconsin-Madison, p.17

students having less confidence of their own ability. This was supported by the students' speaking score from the English teacher. Many of students at the eighth grade of SMP Negeri 17 Bandar Lampung still got under criteria of English achievement.

There are several previous research and studies that relevant to this research as follows: Buana Mutiara Santerika from UIN Raden Intan Lampung with the title "The Influence of Using Story Completion Technique Towards Students' Speaking Ability At The First Semester of The Eighth Grade Of SMP N 19 Bandar Lampung in Academic Year 2017/2018" the result shows that there is a significant influence of using Story Completion Technique towards students' speaking ability. It can be seen from post-test score in the experimental class is higher than students' post-test score in control class. The calculation of the independent sample test, Sig. (P-value) is 0.016 and  $\alpha = 0.05$ . It means that Sig. (P-value)  $< \alpha = 0.05$ . In conclusion that  $H_0$  is rejected and  $H_a$  is accepted. It is also supported by the mean score of post-test in experimental class that was given taught by using Discussion technique and also by the number of the of Minimum Mastery in experimental class.<sup>4</sup>

Wisnu Wijaya with the title "The Implementation of Story Completion Technique In Teaching Speaking" the result shows that there is significant increase of students' speaking skill after being taught by Story Completion Technique and the students responded positively toward Story Completion technique. It can be

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<sup>4</sup>Buana Mutiara Santerika, *The Influence Of Using Story Completion Technique Towards Students' Speaking Ability At The First Semester Of The Eighth Grade Of SMP N 19 Bandar Lampung*, Undergraduated Thesis, Raden Intan State Islamic University Lampung, 2017.

seen from the difference average score pre-test and post-test. The average score from pretest (53.29) to post-test (71.57). Then, the result of hypothesis test showed that the hypothesis was accepted because T-rasio was higher than T-table ( $8.124 > 2.052$ ).<sup>5</sup>

Raissa Utami Putri with the title “Students’ Speaking Achievement Through Story Completion Technique At The Eight Grade of SMP Negeri 4 Bandar Lampung In Academic Year 2014/2015”. Based on the result can be concluded that there was an increase of students’ speaking achievement after being taught through Story Completion Technique. Then, comprehensibility was the most increase aspect of speaking than the other aspect. From the hypothesis test that there was significant value (2- tailed) was 0.0000 ( $p < 0.05$ ), it can be concluded that the story completion technique could be use to increase students’ speaking achievement in all aspects especially in comprehensibility.<sup>6</sup>

Priska Natalia Nasaru with the title “Using Story Completion Technique In Teaching Folktales To Increase Students’ Vocabulary At SMP Negeri 7 Manado”. The result of the study shows that Story Completion Technique is effective to

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<sup>5</sup>Wisnu Wijaya, *The Implementation of Story Completion technique in Teaching Speaking*, available at [download.portalgaruda.org/article.php?article=287230.html](http://download.portalgaruda.org/article.php?article=287230.html), [March 22,2019]

<sup>6</sup>Raissa Utami Putri, *Students’Speaking Achievement Through Story Completion Technique At The Eight Grade of SMP Negeri 4 Bandar Lampung In Academic Year 2014/2015*. Undergraduated Thesis. University of Lampung. 2015.

increase students' vocabulary stocks. That mean score of post-test is higher than pre-test score.<sup>7</sup>

Based on the discussion of some studies above there are some differences and similarities. The differences are the purpose of the research, research design and kind of component in the speaking skill which the research. Then, the similarities like on technique. Therefore the researcher expects that Story Completion Technique can help the students' speaking ability. Here, the researcher conducted a qualitative research with the title Teaching Students' Speaking Ability Through Story Completion Technique at the First Semester of The Eighth Grade of SMP Negeri 17 Bandar Lampung in Academic Year 2019/2020.

Concerning to the problem above, the writer did the research regarding to the technique used by teacher. Here, writer was interest to conducted a research intensively about teaching students' speaking ability through story completion technique. The writer conducted the research at the first semester of the eighth grade of SMP Negeri 17 Bandar Lampung in academic year 2019/2020.

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<sup>7</sup>Priska Natalia Nasaru, *Using Story completion Technique In Teaching Folktales To Increase Students' Vocabulary At SMP Negeri 7 Manado*, Undergraduated Thesis, Manado State University.

## **B. Identification of the Problem**

Based on the background above, problems can be identified as follows:

1. The students do not have ideas in their mind if they are asked to practice their speaking, those make them keep silent during the activities in the classroom.
2. The Students have less confidence of their own ability.
3. The students fear of making mistakes.
4. The students fear of being laughed by their friends.

## **C. Limitation of the Problem**

Based on the identification of the problem above, the writer focused on teaching students' speaking ability through story completion technique and the problems faced by the teacher and the students in teaching students' speaking ability through story completion technique at the eighth grade of SMP Negeri 17 Bandar Lampung.

## **D. Formulation of The Problem**

Concerning with the background of problem, the writer formulated the problem of the study as follows:

1. How was the process of teaching students' speaking ability through story completion technique at the first semester of the eighth grade of SMP Negeri 17 Bandar Lampung in academic year 2019/2020?

2. What were the teachers' problems in teaching students' speaking ability through story completion technique at the first semester of the eighth grade of SMP Negeri 17 Bandar Lampung in academic year 2019/2020?
3. What were the students' problems in learning speaking ability through story completion technique at the first semester of the eighth grade of SMP Negeri 17 Bandar Lampung in academic year 2019/2020??

#### **E. Objective of Research**

The objectives of this research are:

1. To know and describe how is the process of teaching students' speaking ability through story completion technique at the eighth grade of SMP Negeri 17 Bandar Lampung.
2. To know the teachers' problems in teaching students' speaking ability through story completion technique at the eighth grade of SMP Negeri 17 Bandar Lampung.
3. To know the students' problems in learning speaking ability through story completion technique at the eighth grade of SMP Negeri 17 Bandar Lampung.

## F. Significant of the Problem

This research is expect to bring benefit and advantages for the teacher and the students.

### 1. Theoritically

This research is expect to show how the use of story completion technique in teaching students' speaking ability throught story completion technique at the first semester of the eighth grade of SMP N 17 Bandar Lampung in the academic year of 2019/2020.

### 2. For the teacher

- a. The teacher can motivate students to speak English.
- b. Teaching English by using story completion technique is attractive and variously. So, it is able to improve student's speaking ability.
- c. It might for students develop their idea, about how to asking and give respons the material.

### 3. For the students

- a. The students are able to increase their skill in speaking ability..
- b. By applying story completion technique in teaching learning activity, hopes it can dig the student's interest in speaking English because the technique is more fun and enjoy able.
- c. Students will be more attracted in learning speaking English without under pressure feeling and forced.

## **G. Scope of the Research**

### 1. Subject of the research

Subject of the research was the English teacher and the students at the first semester of the eighth grade of SMP Negeri 17 Bandar Lampung in academic year 2019/2020

### 2. Object of the research

The object of the research was the teaching students' speaking ability through story completion technique at the first semester of the eighth grade of SMP N 17 Bandar Lampung in academic year 2019/2020

### 3. Place of the research

The writer conducted the research at SMP Negeri 17 Bandar Lampung.

### 4. Time of the research

The writer conducted the research at the first semester in academic year 2019/2020.



## CHAPTER II LITERATURE REVIEW

### A. Concept of Teaching and Learning English

#### 1. Concept of Teaching

According to Harmer, teaching is offering learning facilities enable the learner to learn circumstance for learning and showing or helping someone to learn how to do something, serve a purpose with knowledge, and induce to know or understand.<sup>8</sup> It means that, teaching process that done by teacher or someone to share their knowledge, also their experience to students or someone others. As teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities. Therefore, the teacher has to be creative in creating a lesson through appropriate task, where students can be active and succesful in pair and also group work.<sup>9</sup>

Suzanne states that teaching is an activity that shared work between learners and teachers.<sup>10</sup> It means that, teacher uses a condition where the activities they give assignment or learning material to the students. In other hand, the students should be able to understand about the learning material. Then, here the students should be able to give response or ask something that related to the material. Moreover, the goals in

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<sup>8</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed), (Singapore: Longman Group UK Limited, 1991), p.39

<sup>9</sup>Muhassin, Teachers' Communicative Activities In Teaching English as a Foreign Language (TEFL): a Study at SMAN 9 Bandar Lampung. *Humaniora* 7 (4). (2016) p.485

<sup>10</sup>Suzanne L. Miller, Penelope, *Theoris of Learning and Teaching What do They Mean for Educators?* (Washington DC: NEA, 2006), p.11

teaching, teachers should notice the needs of students to make that process get the best result.

Based on theories above, it can be concluded that teaching is a process where a condition for sharing or transferring knowledge by providing opportunity students to learn to gets the best result.

## 2. Concept of Learning

According to Kimble in Brown, learning is obtain or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>10</sup> It means that learning is an activity where someone or students do to get knowledge, skill, and experience about subject learning that needs practice to improve the understanding of it. Then, learning also can be defined as changes in behavior. And then, changes occur as a consequence of experience in some specify situation. Also, change brought by developing a new skill and changing someone attitude.

Based on explanation above, in can be concluded that learning is a process of someone or students to get more knowledge and understanding the lesson, subject, also new knowledge from the teacher or others who offer it to them.

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<sup>10</sup>H.Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Longman, 2000), p.7

## B. Concept of Speaking

Speaking is the important part of our daily life that we take it for granted, generally every people produces tens of thousands of words a day, although some people probably produce even more than that.<sup>11</sup> It means that, in the process of speaking, every people or the students have to pronounce words everyday, they also use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation. Thus, it involves using speech to express meaning to other people.



In the speaking skill, students should practice intensively so that they are able to produce so much word or English vocabulary communicatively both in oral and written form. Then, the activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing. Nevertheless, speaking activities are not simply producing words and sounds, yet every speaker has purposes on doing the activities. In brief, the success of English language teaching is to some extent, measured from the students' ability to make conversation which involves producing, receiving, and processing information.

Speaking is the skill that the students will be judged upon most in the real-life conditions.<sup>12</sup> It is an important part of everyday interaction and most often the

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<sup>11</sup>Scott Thornbury, *How To Teach Speaking*, (Longman, 2005), p. 1

<sup>12</sup> Hornby, *Definition of Speaking Skill*, (.New York: Publisher, 1995), p. 37

first impression of a person is based on his/her ability to speak fluently and comprehensively. Thus, when someone speak to other person, there will be a relationship, itself is called communication. In other hand, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real situation inside and outside the classroom. Nonetheless, in formal environment between teachers and students have to always interact to make a good communication.

The goal of English language teaching is to develop the students ability in using English as a means of communication. Thus, It is to send the message for the other one or to be able to communicate about something in language and understood by someone who becomes a listener. While, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Speaking is a productive skill that can be directly and empirically observed, those observations are without exception colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>13</sup> Thus, the way of speech is very requiring for social relationship. For that Allah almighty says:

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<sup>13</sup>H. Brown Douglas, *Language Assessment Principles and Classroom Practices*, (New Jersey: Longman,2004), p.140

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ  
الشَّيْطَانَ كَانَ لِلإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

*“And tell My servants to say that which is best. Indeed Satan induces (dissension) among them. Indeed Satan is ever, to mankind, a clear enemy. (Al-Isra:53)”<sup>14</sup>*

A lot of the Qur’an verses from our Holy Qur’an told us that the way of speech can be understood by good talk. It described as such as the verse before, He ask us to do a good activity and good talking. Thus, that it will become good communication relation that consists of producing systematic and meaningful verbal of the speaker.

From some definitions above, it would be concluded that speaking is productive skill in which it is used to communicate with others and not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speakers’ ideas to the listeners.

### C. Elements of Speaking

In speaking, the ability to speak fluently not only that they can speak and communicate with others and not expected knowledge of language features, but we must understand the elements involved in English speaking particularly. Harris in Amri states here as follows:

- a) Pronunciation

<sup>14</sup>Abdullah Yusuf Ali, (*The holy Qur’an Text and Translation*), (Millat Book Centre: New Delhi, 2006), p. 365

Pronunciation is about how to make the sound of a word. In other hand, it is the way in which we produce the sound of words. When we speak a foreign language, our muscles may not be well developed for that language, and we will find pronunciation more difficult.

b) Vocabulary

Vocabulary is list of words and their meaning. It is mean that vocabulary as content and function words of language which are learned so throughly so that became part of childs' understanding, speaking, reading, also writing vocabulary.

c) Grammar

Grammar is one important aspect of speaking. Grammar is the description or the ways of how the words can change their form also about how to combine the word to be sentences.

d) Comprehension

Comprehension related with the personal ability to understand and an exercise that trains students to understand a language.

e) Fluency

Fluency related with the quality of being able to speak or write a language, especially a foreign language, easily and well.<sup>15</sup>



#### D. Concept of Story Completion Technique

Story completion is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle.<sup>16</sup> Thus, it was introduced firstly by Kayi. It is a good choice activity to push students to do oral communication. Firstly, in story completion, everybody should have a lot of idea to get a good story. However, it conducted by the teacher, teacher starts the play with talking about an interesting story but after a few sentences the teacher stops narrating or talking. Then, each student in one by one starts to talk or narrate from the point one the previous one stopped. Besides, students can tell and explore the idea about the story. Also, they can use their perception and imagination. In other hand, students can tell the new characters, events, descriptions and so on.

Story completion is a method used where in participants express their views on a topic by completing a story normally started by the teacher.<sup>17</sup> It is an open task and it is students who manage the story and try to complete it. Thus, 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. Then, it is going to be an interesting technique because every student is motivated to speak,

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<sup>15</sup>Amri Khaerul, *Using Group Leadership In Improving The Students' Speaking Ability at Second Year Student of SMAN 1 ALL' Kabupaten Enrekang*, Undergraduated Thesis, Universitas Islam Negeri Alauddin Makassar, 2013.

<sup>16</sup>Hayriye Kayi, "Teaching Speaking : Activities to Promote Speaking In A Second Language". *Jurnal ESL*, available on: <http://www.iteslj.org/Techniques/Kayi-TeachingSpeaking.html> [November 12<sup>nd</sup>, 2018]

<sup>17</sup>Martina, "Guidance Resources, Story Completion" <http://blogs.brighton.ac.uk/sasspsychlab/2017/10/15/story-completion/> access on November, 26<sup>th</sup> 2018 at 21.00 WIB

ignoring the error that they will make later on. Consequently, this technique helps students' speaking skills improving. In other hand, this type of teaching students creativity also improve. In contrast it is to story retelling, in this technique students must use vocabulary of their own. Although, with few hesitations or unnatural pauses, false starts, word searches, and so on.

### **E. Advantages and Disadvantages of Story Completion Technique**

According to ShimaGhiabi, there are some advantages of story completion such as:

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- a) stories can allow students to explore their own cultural roots
  - b) experience diverse cultures
  - c) enable students to empathize with unfamiliar people/places/situations
  - d) offer insights into different traditions and values
  - e) help students understand how wisdom is common to all peoples/all cultures
  - f) offer insights into universal life experiences
  - g) help students consider new ideas, and
  - h) reveal differences and commonalties of cultures around the world.<sup>18</sup>

Meanwhile, based on O'Malley, J M, and Pierce L said that there are some advantages of Story Completion Technique, as follows:

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<sup>18</sup>Shima ghiabi, "Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story-Completion as an Open Task on EFL Learners' Speaking". *International Journal of English and Education*, Vol. 3 (Juli, 3<sup>rd</sup> 2014), p.23

- a) Students will produce the oral report

It is an interactive process of constructing meaning that involves producing and receiving also processing information for students. It is one of the most important skill for students to mastery. Important thing when one considers everything that is involved when speaking are: ideas, what to say, language, grammar, vocabulary, pronunciation as well as listening and reacting to the person you are communicating with.

- b) Stories promote feelings well-being and relaxation

Story Completion is one of a new technique in teaching speaking which can increase the students' speaking skill. Students will easily be plunged into the plots of the story as they had to tell the part of story decided. So, students not only focus on story in a book.

- c) Increase childrens' willingness to communicate thoughts the feelings

Story Completion is very enjoyable and free speaking activity. In other hand, this technique can to stimulate the students' feelings. Because the student can add new character, events, description and other based on what their idea.

- d) Encourage active participation

In the implementing of Story Completion, each student will be participated in speaking activity, each student can starts to narrate from the point where the previous one stopped.

- e) Increase verbal proficiency

Verbal proficiency is about the ability of an individual to speak or perform in a language.

- f) Encourage use of imagination and creativity

Story Completion technique can be encouragement for student to explore their imagination also creativity, because they can add new character, events, description based on their thinking.

- g) Encourage cooperation between students and enhance listening skill<sup>19</sup>

In the process implementation of Story Completion technique, each student should be able to listen carefully what their friend said in the previous. So, he or she able to continue the sentence of story or text.

From all advantages above, there are also disadvantages found in Story Completion technique, as follows:

- a) Students need many vocabularies to tell story.

Vocabulary is the basic that must be learnt first by learners. It will help the learner in learning English language well. Students will improve their ability if they learn more words and expressions.

- b) Students should have more attention.

Successful of program, event or activity that will be achieved if it gets good attention from the respondent.

- c) Students should have more motivation in their selves to speak English.

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<sup>19</sup>O'Malley, J M, and Pierce L V, *Authentic Assessment For English Language Learners*, (Addison: Wesley Publishing Company, 1996), p.12

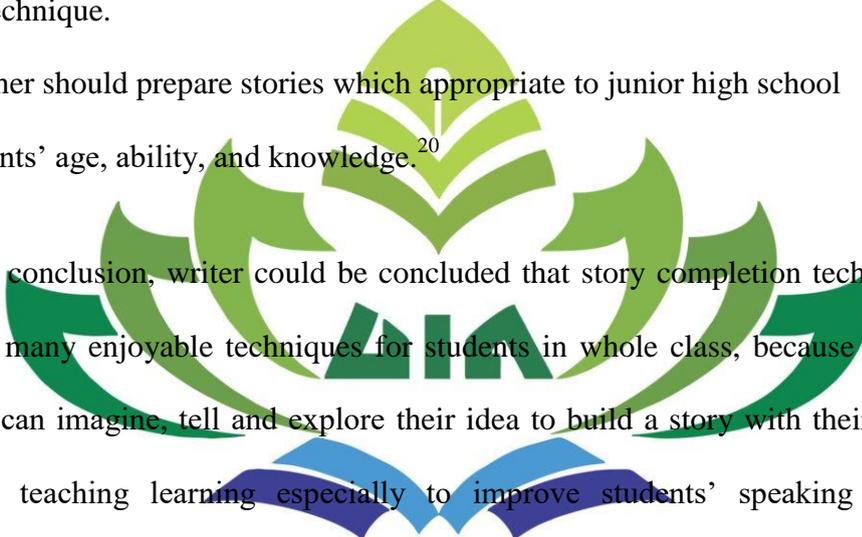
Motivation is the effort, the drive, the desire, and the energy a person uses to activate and maintain goal driven behavior. It is also relates to the learning process, a motivation is important thing for students as an effort to encourage their creativity.

- d) Students should have self-confidence to speak in front of their friend.

Based on Oxford Dictionary, self-confidence is a feeling of trust in one's abilities, qualities, and judgement.

- e) Time. In this activity, teacher need more time in the process of implementing the technique.

- f) Teacher should prepare stories which appropriate to junior high school students' age, ability, and knowledge.<sup>20</sup>



In conclusion, writer could be concluded that story completion technique is one of many enjoyable techniques for students in whole class, because all of students' can imagine, tell and explore their idea to build a story with their own words in teaching learning especially to improve students' speaking skill. Although, that there are some disadvantages, but it is not a big problem as long as the teacher can conduct the class, manage them by following step and make students' relax also enjoy the situation.

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<sup>20</sup>Ibid.,

## F. Procedure of Story Completion Technique

Story completion is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. The procedures of story completion stated by Kayi are:

- A teacher starts to tell a story in the beginning
- After a few sentences he or she stops narrating.
- Each student starts to narrate from the point where the previous one stopped
- Each student is supposed to add from four to ten sentences.
- Students can add new characters, events, descriptions and so on.

The procedure of story completion is also stated by Ridgeway, Rodrigues, and Waters. They conduct experiment for children using story completion.

- The procedure begins with the mother and child playing in a room of toys for 10 min. They then join in the play session by the experimenter for a short period of time.
- When the child appears at ease with both the environment and the experimenter, the mother is asked to sit in a corner while the story-telling task is conducted.
- The session begins with a warm-up story about a birthday party where the child and the experimenter complete the story together to ensure that the 19 child understand the procedure.
- The story stems, which represent familiar situations that are likely to elicit attachment themes, are then introduced one at a time in a standard order

(Spilled Juice, Rock Climbing, and Monster in Bedroom). At the end of each story stem, the child is asked to “show me” (using the dolls) and “tell me what happens next.”<sup>21</sup>

According to explanation above, the writer chosen to observe the process of teaching and learning students’ speaking based on Ridgeway, Rodrigues, and Waters’s procedures. The writer chosen it because in the SMP Negeri 17 Bandar Lampung, the English teacher used the procedure by Ridgeway, Rodrigues, and Waters.

### **G. Students’ Problem in Learning Speaking**

In order to know clearly about the problems in learning speaking that students’ may have problems. They are included:

- a) **Inhibition.** Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students’ attention towards themselves.
- b) **Nothing to say.** When they learn in the classroom, sometimes they cannot remember anything to say and they do not have any motivation to express themselves. The learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about the topic.

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<sup>21</sup>Harriet Salatas Waters, Lisa M. Rodrigues, and Doreen Ridgeway, “Cognitive Underpinnings of Narrative Attachment Assessment”. *JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY* 71,211–234 (1998) ARTICLE NO. CH982473

- c) Low or unevent participation. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.
- d) Mother tongue use. Sometimes when the teacher ask their learner to talk about a topic that they do not have enough knowledge, they will try to use their language. It is very natural for learners to use. If the teacher do not urge their learner to talk in English, learners will automatically use their first language to explain something to their classmates.<sup>22</sup>

Besides, in the English learning process especially on teaching learning process through Story Completion technique, there are some factors that usually faced by students:

- a) Students need many vocabularies to tell story.

Vocabulary is the basic that must be learnt first by learners. It will help the learner in learning English language well. Students will improve their ability if they learn more words and expressions.

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<sup>22</sup>Penny Ur, *A Course In Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1995), p.121

- b) Students should have more attention.

Successful of program, event or activity that will be achieved if it gets good attention from the respondent.

- c) Students should have more motivation in themselves to speak English.

Motivation is the effort, the drive, the desire, and the energy a person uses to activate and maintain goal driven behavior. It is also relates to the learning process, a motivation is important thing for students as an effort to encourage their creativity. Sometimes, in a class that only one participation can talk at the time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem compounded by the tendency of some learners to dominate, while other speak very little or not at all.

- d) Students should have self-confidence to speak in front of their friend.<sup>23</sup>

Self-confidence is about a feeling of trust in one's abilities, qualities, and judgement. Learner are often fear about making mistakes, fearful of criticism or losing face, shy, worried to say things in a foreign language. In the classes where all or a number of learners often use their mother tongue to talk with their friend, he or she has a tendency to stutter that is easier and feels unnatural to speak to one another in a foreign language.

From the explanation above, it can be concluded that students' problem in learning speaking is different language. Because the students are foreign learner. English is difficult from Indonesian because difference of vocabulary, grammar,

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<sup>23</sup>Op.Cit O'Malley, J M, and Pierce L V

pronunciation, which rare to heard, written, spoken and read. They become less confidence, shy, fear of being laughed by their friend, fear of making mistakes in vocabulary use also grammar. and difficult to pronounce the foreign language.

## H. Teachers' Problem in Teaching Speaking

In the teaching process especially in the teaching speaking, the teacher usually finds some problems in the classroom, they are as follow:

1. Students' will not talk or say anything

It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to encourage and relax shy students to speak more.

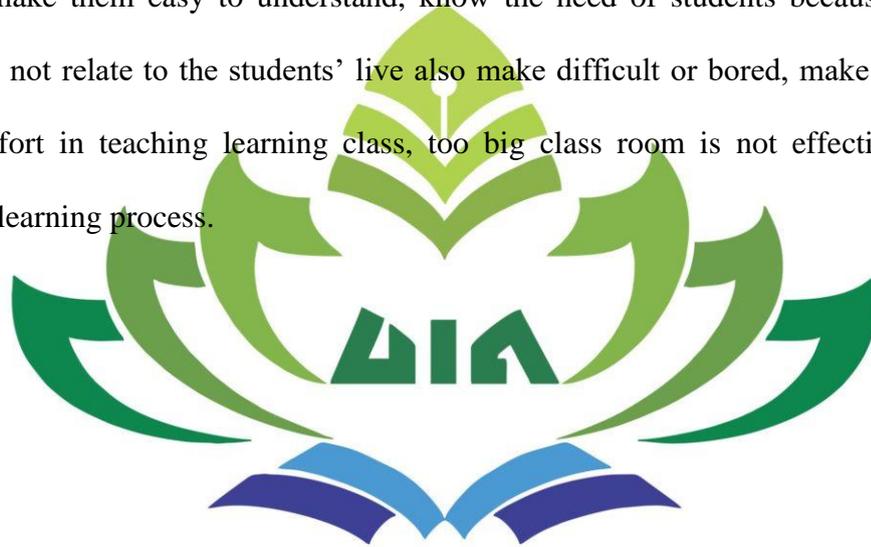
2. When students work in pairs or groups they just end up chatting in their own language.
3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.

Meanwhile, in the process of teaching, especially in the teaching speaking activity through Story Completion technique that the teacher usually finds some problems. There are as follows:

- a) Time. In this activity, teacher need more time in the process of implementing the technique. Time allocation also be an important thing, especially when the teacher in a large classroom, for example in a class there are 30 or 40 students, it is difficult for the teacher to ask and receive individual attention students' need.

- b) Teacher should prepare stories which appropriate to junior high school students' age, ability, and knowledge. In this part, teacher should be able to prepare the interesting story, the story should be able to catch students' attention, also appropriate with the students' age, students' ability, and students' knowledge.<sup>24</sup>

Beside the explanation above, it can be concluded that teacher problems in teaching speaking is how to set the class. How to catch attention of the students, how to make them easy to understand, know the need of students because the topics do not relate to the students' live also make difficult or bored, make them feel comfort in teaching learning class, too big class room is not effective in teaching learning process.



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<sup>24</sup>Ibid.,

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