

**THE INFLUENCE OF USING STORY COMPLETION
TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY
ON NARRATIVE TEXT IN THE FIRST SEMESTER OF THE
TENTH GRADE OF MA MATHLA'UL ANWAR GISTING IN
THE ACADEMIC YEAR 2021/2022**

A Thesis

**Submitted as a Partial Fulfillment for the
requirements for S1-Degree**

By :

**IRA RISNAWATI
NPM. 1711040074**

Study Program : English Education



**TARBIYAH AND TEACHING TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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CHAPTER I INTRODUCTION

A. Background of Problem

In Indonesia, students learned English from elementary school to senior high school. In several elementary schools in the Tanggamus district, students learn English from grade 4 as local content. Followed by Permendiknas No. 22-23/2006 concerning Content Standards and Graduate Competency Standards, states that English language learning at the SD/MI level is directed at developing reading, writing, speaking, and listening skills so that graduates can communicate and discourse in English at the per formative literacy level.¹ On average, students in Indonesia have studied English for 6 to 12 years. The quality of English for today's young generation must be better, especially in speaking because they have been studying English since elementary school. However, why were there still many who cannot speak English especially in speaking? Based on the preliminary research in MA Mathla'ul Anwar at the tenth grade, the researcher found that the students have difficulty in speaking ability. From the results of the questionnaire with students, 73.3% of students do not like English, 90.7% of students do not like to speak English, 97.3% of students had difficulty learning speaking, 100% of students cannot speak English fluently and 57.3% of students were not happy with the teaching techniques used by the teacher. The reasons students found in the questionnaire it was found that many students at the tenth grade experienced difficulty in speaking such as the students are lack speaking practice, they cannot speak fluently due to lack of vocabulary, not confidence, and they were difficulty to pronounced well. So, it was a problem for students to speaking. And when studied in class students often feel bored in the following learning in the class because the teacher is too fast to

¹ Yuli Sugianto, Nur hasibin. *The Local Content of English Basic Schools As a Meaning of Preserving and Developing Regional Advantages and Banyuwangi Regional Experiences*. (PGRI University of Banyuwangi, English Language Study Program. 2020) Vol. 4, No.1 pp. 10-18

explain the material. It made the class atmosphere bored in learning the English process.

Besides, based on the preliminary research in MA Mathla'ul Anwar, the researcher interviewed the English teacher there. The teacher's name is Mrs. Munfarida, S.Pd, a lot of students had a problem with their speaking skills, the researcher found that students were still passive in speaking English, and they also cannot practice their English in class, because students do not feel confident, and afraid to speak English, it is because of a lack of vocabulary as well as the time allocated for speaking is limited. There are many obstacles faced by students in speaking English. Those factors affect students' fluency in speaking. If students lack vocabulary, it means they cannot speak continuously because they still looked for words that they want to mention. The last thing is they do not practice speaking English. They will make a lot of mistakes on the final test if they had those factors. The teacher used the scientific approach in teaching students in the classroom.

Speaking is a way that is used to communicate between two or many people. It is additionally used to convey data, thought, and message. In human society, communication is very important. Through language, people can easily exchange information with others. According to Bailey, Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.² That means speaking is a concept that follows from what they were going to say. Through speaking, it can be expressed by reading and writing, because speaking is one of the productive skills. In our social life, speaking is a way to express our thoughts and help us in social interactions to make a better social life. So, speaking is very important. If they cannot communicate how they can transfer what they are going to talk or communicate.

The English learning system in the classroom should prioritize students' speaking skills because in such a way students will be able to express themselves. One way to improve students'

²Kathleen M. Bailey, ed David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies. 2003). p.48

speaking skills is by storytelling. Storytelling is a teaching method for student in which they are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener.³ And the type of text suitable for storytelling is narrative text. Narrative Text is a type of text that tells a fictional story with the aim of entertaining. However, based on the problem above, students cannot speak fluently due to a lack of vocabulary, not confidence, and difficulty to pronounce well so that it will be difficult for students to speak or tell stories. Types of narrative text were fairy stories, mysteries, romances, horror stories, myths, legends, and fable. In this research, the researcher used a narrative text type of legend based on the syllabus in the tenth grade.

To help students improve their speaking skills, teachers should carry out interested and challenged activities. In this way, students can produce the target language. They experience speaking English in more attractive and communicative ways. A new technique was going to used to find out the good way to teach English in the classroom. Most of the students were afraid to speak in English and they often get bored easily during the class. Story completion technique can be used to solve the problem that was faced by the students in learning English, such as not confident, lack of vocabulary and difficulty pronounced well, etc.

Story Completion was an activity that is very enjoyable for the whole class and it is a good choice activity to push students to do oral communication.⁴ Learning English with the Story Completion technique probably was build their encouragement to speak in front of the class and increase their interest while learning a foreign language especially English. By using the story completion technique, it was made the students improve their speaking ability easier. This technique can improve students 'speaking ability and increase students' enthusiasm for classroom learning. In this technique, the students in a group are asked to

³ Mukminatus Zuhriyah, *Storytelling to Improve Students' Speaking Skill*. (Jombang: Hasyim Asy'ari University, 2017) Vol 10 (1), 2017, 119-134

⁴ Kathleen M. Bailey, ed David Nunan, *Loc.Cit*

complete the narrative text story which is told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the students. This technique is similar to Storytelling, the difference is the Story Completion technique is done in groups and tell the story with a fun way.

From many genres taught in the tenth grade, the researcher chose the narrative text because the narrative text was a type of text that tells a story that has a series of connected chronological events and because it was suitable with the used of the story completion technique. While the researcher chose the story completion technique because by used this technique the students be fun and don not feel bored in the teaching-learning process. And based on preliminary research, teachers at MA Mathla'ul Anwar had never used the story completion technique. This technique was expected to improve students' speaking ability. The students' scores of speaking can be seen in the followed table 1

Table 1

The Score of Speaking at the Tenth Grade in the First Semester of MA Mathla'ul Anwar Gisting in the Academic Year of 2021/2022

No	Score	Classes					Total	%
		X MIA 1	X MIA 2	X IIS 1	X IIS 2	X IIS 3		
1	≥70	12	10	14	11	13	70	46.15%
2	< 70	12	14	12	16	16	70	53.85%
Total		24	24	26	27	29	130	100%

Source: The Data of Students' Speaking Score from English Teacher of MA Mathla'ul Anwar

Based on the table above, the average speaking score of tenth grade at MA Mathla'ul Anwar was 70, there were 60 out of 130 students from five classes who passed the speaking test based on average score and there were 70 students who failed in this case. This means that in the table there were still students who had difficulty speaking. This preliminary research was conducted in the tenth grade because the

narrative text was taught in the first semester of the tenth grade.

There were a lot of previous researches that have been done before. The first previous research has been conducted by Akramah (2019) *The Effect of Story Completion Technique on Students' Speaking Skill at the Tenth Grade of MAN 1 Kota Jambi*.⁵ This research used quantitative research, with the quasi experimental design. The population of this research was the tenth grade students of MAN 1 Kota Jambi which consist of 117 students. The sample of the research consisted of 42 students which were taken by using purposive sampling technique, 21 students from X IPA 2 as experimental class and 21 students from X IPA 1 as control class.

The second previous research has been conducted by Rahmawana (2017) *Using Story Completion in Teaching Speaking to the Second Grade Students of SMAN 6 Soppeng*.⁶ The result was Quasi Experimental Design; exactly Nonequivalent Control Group Design that involving two groups of classes. One Group was treated as the experimental class and other group was treated as the control class.

The third previous research conducted by Ainina Nurillah (2021) *The Effect Using Story Completion on Students' Speaking Skill to Eleventh Grade Students of SMK Swasta Ypis Maju Binjai*.⁷ The result is an experiment and control research, the experiment class was XI TKJ and the control class XI AKL.

⁵Akramah, *The Effect of Story Completion Technique on Students' Speaking Skill at the Tenth Grade of MAN 1 Kota Jambi*. (Jambi, 2019) accessed on March 5th 2021.

⁶Rahmawana. *Using Story Completion in Teaching Speaking to the Second Grade Students Of SMAN Soppeng*. (Makassar, 2017), <http://repositori.uin-alauddin.ac.id/7521/1/RAHMAWANA.pdf>, accessed on February 24th, 2021.

⁷Ainina Nurillah, *The Effect Using Story Completion on Students' Speaking Skill to Eleventh Grade Students of SMK Swasta Ypis Maju Binjai*, *Jurnal Serunai Bahasa Inggris* Vol 13, No. 1, Maret 2021

From the third previous research above, all of them used the same technique namely Story Completion. However they are different, First previous research by Akramah used quantitative research, with the quasi experimental design, the second previous research by Rahmawana used Quasi Experimental Design; exactly Nonequivalent Control Group Design that involved two groups of classes, The third previous research by Ainina used The result was an experiment and control research, the experiment class was XI TKJ and the control class XI AKL. All researcher used Story Completion technique in their research, and the researcher used two groups control class and experimental class.

The researcher used Story Completion technique because Story Completion was a good choice activity to push students to do oral communication and the researcher used pre experimental design one group pre test and post test. The researcher conducted the research by found out “The Influence of using story completion technique towards students speaking ability on narrative text in the first semester of the tenth grade MA Mathla’ul Anwar Gisting in the academic year 2021/2022”

B. Identification of the Problem

Based on the background of the problem, the researcher identified the problems of speaking as follows:

1. The students’ vocabulary mastery was inadequate.
2. The students do not feel confident speaking English.
3. The students cannot speak English fluently because they do not practice speaking.
4. The students were less interested and feel bored in the learning process.

C. Limitation of the Problem

Based on the identification of this research, this research focused on students’ speaking ability, narrative text and the used of the Story Completion technique. This research focused on speaking monologue and focused on narrative text

because it is suitable with the used of the story completion technique. The researcher focused on used the type of narrative text legend. Moreover, it is also taught in the first semester of the tenth grade of MA Mathla'ul Anwar Gisting.

D. Formulation of the Problem

Referring to the identification of the problem and limitation of the problem above, formulated the problem as follow: is there any significant influence of using Story Completion technique toward students' speaking ability on Narrative Text in the First Semester of the Tenth Grade of MA Mathla'ul Anwar Gisting in the academic year 2021/2022?

E. Objective of the Research

The objective of the research was to know whether there was a significant influence of using the Story Completion technique toward students' speaking ability on Narrative Text in the first semester of the tenth grade of MA Mathla'ul Anwar in the academic year 2021/2022.

F. Significance of the Research

1 Theoretically

This research provided information and alternative in used Story Completion as a technique in speaking ability on narrative text

2 Practically.

a. For the English Teacher

To give information for the English teacher that Story Completion Technique was effective to be used in learning process, especially in speaking monolog narrative text with the legends topic

b. For the Students

The students get used to speak English after used Story Completion Technique, it could

be helped the students to develop their opinions, ideas, and feelings.

c. For the Future Researchers

The researcher knew about the students' speaking ability especially in speaking monolog narrative text with the legends topic by used Story Completion Technique and the researcher carried out the technique to the next teaching and learning in the classroom.

G. Scope of the Research

The scope of the research is as follows:

1. The subject of the research

The subject of the research was the first semester students of the tenth grade of MA Mathla'ul Anwar Gisting.

2. The object of the research

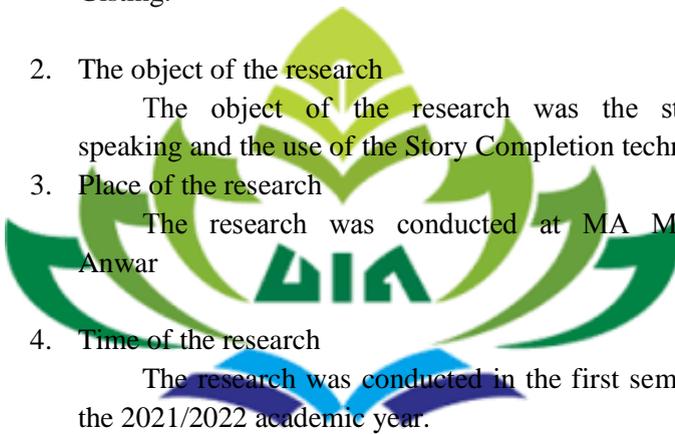
The object of the research was the students' speaking and the use of the Story Completion technique.

3. Place of the research

The research was conducted at MA Mathla'ul Anwar

4. Time of the research

The research was conducted in the first semester of the 2021/2022 academic year.



CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

According to Thornbury, speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted.¹ The average person produces tens of thousands of words a day, although some people may produce even more than that. It means that speaking is one effective way to interact and communicate with people in social life.

According to Brown, speaking skill is the ability to use the language in oral form to show what is in the mind.² It can be interpreted that speaking is a way of communicating with others, sharing information, expressing ideas, feelings, emotions to others or giving explanations, or asking questions to someone.

Meanwhile, Schott in Johnson and Morrow defines speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed.³ It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. Based on the ideas, speaking is very important in daily activities, because we can react to other people and situations, express our ideas, thought, and feeling, through spoken language.

Based on the explanation above, it can be concluded that speaking is a productive skill used by someone in daily life to communicate, an act of producing words, which is communicated the speech sound for

¹Scott Thornbury, *How to Teach Speaking*, (Malaysia, Longman, 2005), p.1-2

²H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Logman,2003), p.149.

³Keith Johnson & Marrow, *Communication in the Classroom*, (New York: Longman, 2000), p.70

expressed and conveyed a message or ideas to build communication to a listener or a group of listeners.

2. Speaking Ability

The ability to produce a language is known as speaking ability. Because speaking ability is a form of verbal intelligence, students have to practice in their daily activities. This is supported by Richard, who states that it is important that students should be able to produce naturally the language which has been presented to them and which he has practiced in various more or less controlled situations.⁴ This means that speaking ability is a type of verbally productive skill that allows students to practice their English communication skills in a naturalistic way.

Speaking ability often evaluates their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.⁵ This means that students must learn not only listening, reading, and writing, but also speaking as one of the objectives of studying English.

According to Luoma, speaking is an important skill of the curriculum in language teaching, and it also makes them an important object of assessment. Assessing speaking is challenging because there are so many factors that influence our impression of how well someone can speak a language.⁶ This means that speaking ability can be measured correctly using a rating scale or rubric, which

⁴Jack C Richard, *Teaching Listening and Speaking from Theory to Practice*, Cambridge: Cambridge University Press, 2008), p.9

⁵Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Pearson Education Limited, 2007), p.19

⁶Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p.1

includes vocabulary, grammar, pronunciation, comprehension, and fluency.

Based on the explanation above, speaking ability can be defined as verbal intelligence in the spontaneous production of language to improve communicative competence through the use of speaking elements such as vocabulary, grammar, pronunciation, comprehension, and fluency.

3. Students' Speaking Ability

Students' speaking ability is the ability of students to speak with others, where the students are can express their ideas, feelings, opinions, which can be measured by five criteria: vocabulary, grammar, pronunciation, comprehension and fluency. Students' speaking ability it can be succeeded if the ability of students has met the criteria of speaking.

4. Aspect of Speaking

Harmer states that speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they are:

a. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. There are three basics of the main range of the teaching technique which can be involved to assist pupils in learning pronunciation. The first is exhortation. Exhortation is the instruction to imitate and mimic, to make such a sound, without further explanation. The second is speech training. It is the construction of special games and exercises which entail the use of word or sentence so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The third is practical phonetics which including description of the organ of speech, description of the

articulation of sounds, description of stress, rhythm, and intonation.⁷

b. Grammar

The study of how words and their component parts combine to form sentences, structural relationship in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammars refers it is a kind of regularity of sounds structure that nobody could learn language without grammar.⁸

c. Fluency

Fluency is the smoothness of flow with which sounds, syllables, words, and phrases are joined together when speaking. It can be seen that fluency as the maximal affective operation of the language system so far acquired by the students. It refers to the one who express a language quickly and easily without and difficulty.⁹

d. Comprehension

Comprehension the study how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer question. Besides that, comprehension is the ability to understand completely and be familiar with a situation, facts. It refers to the ability of understanding the speakers intension and general meaning.¹⁰

⁷ Jeremy Harmer, *How to Teach English*, (Edinburg Gate: Pearson Education Limited, 2007), p. 343

⁸ *Ibid.*

⁹ *Ibid.* p.344

¹⁰ *Ibid.*

e. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Vocabulary refers to the selection of words that suitable with content. Vocabulary is divided in to two parts close class and open class. Close class consist of preposition, pronoun, conjunction.¹¹

Based on the explanation above, speaking is one of the four basic language abilities, and it plays an important part in everyday life because it is the best way to communicate. Therefore, in speaking we must pay attention to aspects, aspects of speaking are: pronunciation, grammar, fluency, comprehension, and vocabulary.

5. Types of Speaking

There are two types of speaking, according to Nunan in Brown are dialogue and monologue. Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata) therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.¹² It means that a dialogue is a dialogue between two or more people to present messages.

¹¹ H. Douglas Brown, *Op. Cit*, p. 365

¹² David Nunan, ed H. Douglas Brown, *Principles of Language Learning and Teaching*, (London: Longman,2001), p. 251

Monologue is when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption will go on whether unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease incomprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.¹³ It means monologue is a series of sentences spoken by someone where there is only one-way communication. Monologues can be used for narrative purposes as well as to express one's inner thoughts.

Based on the explanation above, the researcher chose monologue as the type of speaking related to the story completion technique, because when students were already in one group they would individually take turns telling stories to continue the previous narrative story, therefore the researcher conducts monologue is a good choice to be used by students.

6. Assessment of Speaking

According to Brown, a teacher should provide the widest possible opportunity for students to interact, both with the teacher, subject matter as well as with other students.¹⁴ Each assessment in learning should be directed to learning itself. Assessment is an attempt to measure the

¹³*Ibid.*

¹⁴H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (2nd Ed) (San Francisco:Addison Wesley Longman,2002), p.140

achievement of the goals set. Assessment can be oriented to products and processes.

Arends in Alwasilah said that assessment has six types, there are:

a. Performance assessment

Performance assessment is done to see the results perform on students in speaking, in this type students are usually given problem situations used to test students' performance.

b. Authentic assessment

Authentic assessment is similar to performing an assessment. In this assessment, the students are given a real-life setting. While in authentic assessment or assessment perform things to note that the assessment should focus on the skill of the students.

c. Portfolio assessment

Portfolio assessment is done by assessing the works of students in the form of journals, essays, and other exercises.

d. Assessment of learning potential

Assessment study focused on the student works in using learning potential.

e. Assessment of group effort

Assessment group is the assessment made at the time students do working group.

f. Checklists and rating scales

The assessment checklist is systematically prepared based on certain criteria and indicators so that the teacher is marking the time of assessment and based on the results of the checklist on each indicator.

Based on the explanation above, assessment is a way to know the outcome of the students' ability to learning. Assessing each capability requires its way, the performance assessment, authentic, portfolios, learning potential, the assessment within a group, and checklist. Students are evaluated based on their performance in the classroom, when they convey their expression,

storytelling, or when they convey knowledge, which is why performance evaluation is commonly utilized in learning speaking. Assessment is carried out not only to evaluate students' learning outcomes but also to evaluate their learning process by examining their talents. In this research, the researcher used performance assessment. In performance assessment we can see the students' speaking ability because in this research students perform by telling stories.

B. Story Completion Technique

1. Definition of Story Completion Technique

According to Kayi, Story Completion is an activity that is very enjoyable for the whole class. Story Completion is a good choice activity to push students to do oral communication.¹⁵ This means that story completion is suitable for use in the classroom to encourage students to actively communicate in a fun way.

While according to Patel, completing a story is a good technique for conduction oral work. In this work, the teacher tells a story twice or thrice and then he asks students to repeat it again and again. Last he asks them to tell the story in their own words. This technique develops logical thinking and sentence sense in the students. The story should be brief, simple, and interesting. It should be full of actions.¹⁶ It means that the story completion encourages pupils to think and gives them free speaking options. They can use their perception, imagination, or other skills to finish the story.

¹⁵Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. (Nevada: University of Nevada, 2006) The Internet TEST Journal.Vol. 12.No. 11. <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> (accessed on 23rd Mei 2021)

¹⁶M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*. (Jaipur: Sunrice Publishers & Distributors, 2008), p.107

Story Completion will change the classroom atmosphere to be more active, because students may use their perceptions and imaginations to tell stories using this story completion technique. The learning process begins with the teacher narrating a wonderful story, but after a few words, the teacher stops telling or talking. Then, each student one by one begins to talk or tell from the point where they previously stopped. Students can tell and explore story ideas. Therefore, students will enjoy learning in class because they have to express story ideas in groups and learn in a fun and not boring way.

According to the researcher, the Story Completion technique used in this study is a kind of speaking teaching technique in which students in groups are instructed to complete the story delivered by the previous speaker based on the teacher's part. Before that, the teacher begins the story that the students must complete. This will be a great technique because each student will be motivated to speak, given the fact that they will make mistakes later. Moreover, based on the theory above, this technique can be used to teach speaking skills. This technique not only to teach speaking skill but also to teach writing skill however in this thesis the researcher only focused on speaking skill.

2. Advantages of Story Completion Technique

The following are some of the advantages of using the story completion technique:

- a. Students produce an oral report, it can be scored on content or language components, it is scored with rubric or rating scale, and it can determine reading comprehension, and speaking development
- b. Stories promote a feeling of well-being and relaxation.
- c. Increase children's willingness to communicate thoughts and feelings.
- d. Encourage active participation.
- e. Increase verbal proficiency.

- f. Encourage the use of imagination and creativity.
- g. Encourage cooperation between students and enhance listening skills.¹⁷

In conclusion, there are several advantages to using Story Completion Technique to teach speaking. Story completion allows students to speak at length if they are able, and encourages them to actively use their imaginations to tell stories in casual situations.

3. The Disadvantages of Story Completion Technique

There are disadvantages of the story completion technique:

- a. Students need many vocabularies to tell a story, where most EFL senior high school students, especially in Indonesia, lack vocabulary.
- b. The teacher should prepare stories which appropriate to senior high school students' age, ability, and knowledge.¹⁸

In a conclusion, the Story Completion technique has some weaknesses. However, as long as the teacher can control the classroom environment, it is not a big problem. The teacher can control them by following the procedures step by step and creating a fun environment in the classroom. Here is a solution for the disadvantages of story completion techniques:

- a. The teacher will introduce some vocabulary that might appear when they will talk about the topic they are going to tell.
- b. The teacher will prepare a legend story according to the syllabus and will help students in providing the picture sequence.

¹⁷J M O'Malley and L V Pierce, *Authentic Assessment for English Language Learners*, (Addison: Wesley Publishing Company, 1996), p.12

¹⁸*Ibid.* p.12

4. The Procedure of Story Completion Technique

The procedure of Story Completion technique stated by Kayi as Follows:

- a. The teacher asks students to make groups consist of 5 students eachgroup.
- b. The teacher gives the topic of a narrative text, and then the teacher gives them 5 minutes to discuss with their group.
- c. The teacher starts to tell the story at the beginning (tell orientation part)
- d. After a few sentences, the teacher stops narrating.
- e. Then, each student starts to narrate from the point where the previous one stopped.
- f. Each student is supposed to add from four to ten sentences.
- g. Students can add new characters, events, descriptions, and so on.¹⁹

In closing, the teacher makes groups of 5 students and asks them to discuss the narrative text topic that has been distributed to each group by dividing the sections they will tell such as complications or resolutions. The teacher tells about the orientation section and the teacher tried to ask each students to make 10 sentences in complication and resolution section but if students cannot at least if they have 4 sentences they can move on and can ad new characters, events, description, and so on. The application of this technique can make students active in class to communicate and develop their speaking skills.

C. Narrative Text

1. Definition of Narrative Text

According to Siahaan, the narrative text is any written English text in which the writer wants to amuse, entertain people, and deal with the actual or vicarious

¹⁹Hayrie Kayi, *Loc.cit*

experience in different ways.²⁰ It means that narrative text is a type of text that tells the reader about a story as if the reader is a player in the story, to entertain the reader.

The narrative text is a kind of text not only a story of fiction and legend but also a story of a real-life story.²¹ It means that the story in narrative text not only fiction but also the real story.

From the statements above, it can be concluded that a narrative text is a piece of writing that contains a variety of stories, such as fiction, legends, fables, and tales, all of which are aimed to entertain and inform the reader. The narrative text is helpful for students because it can motivate and stimulate them while they read.

2. The Generic Structure of Narrative Text

There is the Generic Structure of Narrative Text :

- a. Orientation : the beginning of the story
- b. Complication : the problem faced by the main character.
- c. Resolution : the problem is resolved.
- d. Re-orientation : the moral value of the story.²²

Based on the statement above, the generic structure of narrative text is orientation, complication, resolution and re-orientation. In this study will only use orientation, complication and resolution. Moreover, the technical procedure used by students is divided into groups, each group consists of five people and the teacher will tell the story earlier in the orientation section, so the complication section will be told by three students, and the resolution section will be told by two students.

²⁰Sanggam Siahaan, et.al. *Generic Text Structure*.(Yogyakarta : Graha Ilmu, 2008). p.73

²¹ Emi Emilia. *Pendekatan Genre Based dalam Perngajaran Bahasa Inggris: Petunjuk untuk Guru*.(Bandung: Rizqi Press, 2011). p.92

²² Nur Latifah, et.al. *Teaching and Learning Narrative Text Writing through Story Completion*. (English Education: Jurnal Tadris Bahasa Inggris). Vol 12 (1) 2019, 78-96

3. Language Features in Narrative Text

There is six language features of narrative text:

- a. Use the past time marker.
- b. Using language telling so it does not seem formal but easy to digest.
- c. Using various types of punctuation and types of words such as nouns, adjectives, adverbs, and verbs.
- d. Contains dialogue, monologue, and story narration.
- e. Using active and passive verbs.
- f. In one sentence it does not always consist of subject, predicate, object, and description.²³



²³Joyce, H & Feez S. *Writing Skills: Narrative and Non-fiction Text Types*.2000. (Sydney : Phoenix Education Pty Ltd), p. 13

The Legend of Toba Lake



(Orientation)

Long ago, in a village in the northern part of Sumatra Island there lived a young orphan farmer. He lived from farming and fishing. One day he was fishing a very beautiful fish. The color is golden yellow. When he holds, the fish turned into a beautiful princess. He doomed to be a fish for violating a ban. He will turn into a kind of creature who first touched it . Because the human touched, then she turns into a princess.

(Complication)

The young men fascinated by the beauty of the princess and ask her to marry. The application is accepted on condition that the young man would not tell the origin of the princess who comes from fish. He agreed the terms. After a year, the couple blessed with a boy. He has a bad habit that is never satiated. He ate all the food.

(Resolution)

One day the child was eating all the food from their parents. The young man was very annoyed said: "The basis, this child, breeds fish ! "That statement by itself had unlocked the secrets of their promise has been violated. Hearing the words of the father, the child complained to her mother, asking what the meaning of his father's words. Knowing the husband had broken a promise. The princess and son disappeared mysteriously. The land of their former footing bursts a springs. Then the water that flows from the spring growing bigger and bigger. And become a vast lake. Now, The lake is called Lake Toba.

(Re-orientation)

The lesson we can take from this folklore is that a father should be patient and be able to control his emotions in dealing with the behavior of his children. As a husband, you must be able to keep promises before marriage. If dad can be more patient and can control his emotions, maybe there will be no words that will break his promise.²⁴

(Source:<https://bahasainggris-jepang.blogspot.com/2014/02/cerita-asal-usul-danau-toba-dalam.html>)

Figure 1
Example of Narrative Text

4. Students' Speaking Ability in Narrative Text

According to Brown, speaking is the ability to use the language in oral form to show what is in the mind.²⁴ It can be interpreted that speaking is a way of communicating with others, sharing information, expressing ideas, feelings, emotions to others or giving explanations, or asking questions to someone.

The English learning system in the classroom should prioritize students' speaking skills because in such a way students will be able to express themselves. One way to improve students' speaking skills is by storytelling. Then, the purpose of teaching speaking through telling story activities is to make the students able to use the language communicatively and meaningfully not only paying attention on its language features and generic structure but also using good simple vocabulary, good pronunciation and fluency.²⁵ Therefore, learning speaking in narrative text will make students more communicative and students will tell stories based on the topic of the story given and tell stories in their language according to their imagination.

The students tell the story of narrative text used story completion technique. The teacher divides the students into groups of five and invites them to discuss the narrative text topic that has been given to each group by dividing the sections they will narrate, such as complications and resolutions. The teacher presents the orientation section, and the students continue the story after a few phrases, adding additional characters, events,

²⁴H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Logman,2003), p.149.

²⁵ Lia Diana. *Improving Students' Speaking Skill through Storytelling of Narrative Text at Grade VIII A of SMN 1 Tempuling Indragiri Hilir*. (ABA Yayasan Pendidikan Persada Bunda : English Journal of Indragiri (EJI) 2018, Vol. 2 No. 1 <https://ejournal.unisi.ac.id/index.php/eji/article/view/231>

descriptions, and so on. The use of this technique can enable students to communicate and improve their speaking skills in class.

D. Theoretical Framework

A lot of students had a problem with their speaking skills; one of their problems is when they are doing speaking. Several factors make students difficult to do it, especially when telling stories. The first one is students are lack speaking practice. Besides lack of practice, vocabulary also being a problem in their speaking skills. If students lack vocabulary, it means they cannot speak continuously because they still looking for a word that they want to mention. The next problem is they not confident and they are difficult to pronounce well. They are not confident because they cannot so they are ashamed to say words and they find it difficult to pronounce English. The last one is they are less interested and feel bored in the learning process. They feel that the way teachers teach at school is too fast when explaining so that it makes them lazy to continue learning so that they are easily bored when learning English. The teacher used the scientific approach in teaching students in the classroom.

Seeing this problem, a new technique is going used to find out the good way to teach English in the classroom. Story Completion Technique will be used as a technique to learn English. Most of the students are afraid to speak in English and they often get bored easily during the class. From many genres taught in the tenth grade, the researcher chose the narrative text because the narrative text is a type of text that tells a story that has a series of connected chronological events and because it is suitable with the use of the Story Completion Technique. Learning English by telling a story of narrative text with the Story Completion technique probably will build their encouragement to speak in front of the class and increase their interest while learning a foreign language especially English. Learning English by telling a story of narrative text with the Story Completion Technique will

probably build a class atmosphere when storytelling becomes fun, enjoyable, and fun.

E. Hypothesis

The hypothesis in this research, as follows:

H₁: There is a significant influence of using story completion technique toward students' speaking ability on narrative text in the first semester of the tenth grade of MA Mathla'ul Anwar Gisting in the academic year of 2021/2022.

H₀: There is no significant influence of using story completion technique toward students' speaking ability on narrative text in the first semester of the tenth grade of MA Mathla'ul Anwar Gisting in the academic year of 2021/2022.





CHAPTER III RESEARCH METHOD

A. Research Design

In conducting the research, the researcher used an experimental design to know the influence of used the Story Completion Technique towards students' speaking ability on narrative text. An experimental design is a traditional approach to conducted quantitative research. This chapter defines experimental research, identifies when you use it, assesses the key characteristics of it, and advances the steps in conducting and evaluating this design.²⁶

According to Ary, et al., experimental research design has four types there are:

1. True experimental designs involve the random assignment of each participant to a group in the study. True experimental design has three basic characteristics: a) a control group (or group) is present. b) both of the subjects are chosen by random. c) initial test is given to see the capabilities of the two groups.²⁷
2. Quasi-experimental designs do not have a random assignment. This is because the experimenter cannot artificially create groups for the experiment.²⁸
3. Pre-experimental designs do not have the key defining attributes of experimental studies, random assignment, and direct manipulation of one independent variable. This section presents two designs that have been pre-experimental because they provide little or no control of extraneous variables.²⁹

²⁶ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (4th Edition) (Boston: Pearson, 2012), p. 294

²⁷ Donald Ary, et al., *Introduction to Research in Education* (8th ed) (New York: Cengage Learning, 2010), p. 305

²⁸ *Ibid.* p.316

²⁹ *Ibid.* p.303

4. Factorial design is one in which the researcher manipulates two or more variables simultaneously to study the independent effect of each variable on the dependent variable, as well as the effects caused by interactions among the several variables.³⁰

This research used pre experimental design, because the researcher does not have control class in this research, and then the researcher applied this strategy only in the experimental class. There were three types in pre experimental design: the first, one-shot case study, the second, the one group pretest-posttest design, the third, and the static-group comparison. From the types of pre experimental design the researcher chose the one group pretest-posttest design, usually involves three steps: 1) Administering a pretest measuring the dependent variable. 2) Applying the experimental treatment X to the subjects. 3) Administering a posttest again measuring the dependent variable. Differences attribute to application of the experimental treatment are then evaluated by comparing the pre-test and post-test score.

The research design is as follows:

Table 2
Research Design

Pre-test	Independent Variabel	Post-test
Y	X	Y

Note:

Y1: Pre-test

Y2: Post-test

X: Treatment by using Story Completion Technique

In this research, the researcher did pre-test to know students' speaking ability, especially when they did tell stories. After the researcher got the pretest, the researcher did treatments to experimental class.

³⁰*Ibid.* p.311

Treatments by used story completion technique to the experimental class. At the end of the research, student got post-test in order to know achievement after using story completion technique.

B. Variable of the Research

In this research, there were two variables. They are:

1. Independent variable of the study was Story Completion Technique (X)
2. The dependent variable of the study was the students' speaking ability on narrative text. (Y)

C. Operational Definition of the Variable

The operational definition of a variable was to define the characteristics of the investigate variable so that the data and information can be obtain by the writer. In this analysis, the operational variable description is as follows:

1. Independent Variable (X)

The independent variable of the study was Story Completion Technique. This technique helped the students learn to tell stories in an enjoyable, fun, and exciting way.

2. Dependent Variable (Y)

The students' speaking ability on narrative text is the ability in expressing the ideas, feelings, and thoughts in a type of text to highlights the ideas about a certain case and to persuade the readers that something is important to analyze or explain by presented arguments by payed attention to the five important points of writing such as content, grammar, organization, vocabulary, and mechanics.

D. Population, Sample, and Sampling Technique

1. Population

The population is the group of individuals had one characteristic that distinguishes them from other groups.

The target population is the actual list of sampling units from which the sample is selected.³¹ The whole subject which we want to generalize and learn in this research was called population. It is taken from the students at the tenth grade of MA Mathla'ul Anwar Gisting. Consists of five classes of 130 students.

Table 3
The Total Number of the Students at the Tenth Grade of MA Mathla'ul Anwar Gisting in the Academic Year of 2021/2022

No	Classes	Gender		Total
		Male	Female	
1	X MIA 1			24
2	X MIA 2			24
3	X IIS 1			27
4	X IIS 2			26
5	X IIS 3			29
The Total of the Students				130

Source: MA Mathla'ul Anwar Gisting in the academic year of 2021/2022

2. Sample of the Research

As a part of population, the sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population.³² In this research, the researcher took one class as the sample of the research that was X MIA 1 as the experimental class.

3. Sampling Technique of the Research

The researcher used cluster random sampling to collect the sample from the study community, the population in groups is consider homogeneous and the population in groups. Cluster sampling is a quantitative

³¹*Ibid.*, p.381

³² *Ibid.*

sampling procedure in which the researcher chooses a sample in two or more stages because the populations cannot be easily identified or they are extremely large.³³ The researcher research in the tenth grade which consists of five classes.

This procedure to take the class:

- a. The researcher writes five names of the tenth classes (X MIA 1, X MIA 2, X IIS 1, X IIS 2, XIIS 3) on a small piece of paper.
- b. Then put them into a glass.
- c. After that, the researcher shakes the glass and takes one of the pieces of the paper. The first paper is as an experimental class.

E. Data Collecting Technique

In collecting the data, the researcher used a test as a technique to collect the data, which is pre-test and post-test. According to Creswell, a pre-test provides a measure of some attribute or characteristic that you assess for participants in an experiment before they receive treatment. Whereas a post-test is a measure of some attribute or characteristic that is assess for participants in an experiment after a treatment.³⁴ The purpose of the pre-test and post-test is to know about the students' speaking ability through Story Completion Technique, the researcher uses of speaking test where the students practice speaking in front of the class.

F. Instrument of the Research

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or developing advance of the study.³⁵ In this research, the researcher analyzes students when they practice speaking in front of the

³³*Ibid.* p.624

³⁴*Ibid.* p.297

³⁵*Ibid.* p.14

class in the form of students telling stories. The researcher then evaluates the students' performance in terms of components of speaking assessment such as pronunciation, grammar, vocabulary, and fluency. The purpose of the oral test was to measure the students' speaking ability. In addition, the researcher used picture sequence. According to Bowenn, picture sequence as a series of pictures of a single subject. Its function is to tell a story or a sequence of events.³⁶ Picture sequence helped students tells stories by followed the plot of the picture sequences because she considers about students had difficulty in telling stories because they were less familiar with legend stories compared to fairy tale stories.

The researcher used additional vocabulary to students in learning and remembering sentences or vocabulary in stories, especially the primary characters in English stories, which are adjusted based on the theme, such as ikan hiu (shark), ayam jantan (rooster), danau (lake), apa kabar (how are you), etc.³⁷ The researcher employs additional vocabulary to help students who may be unfamiliar with vocabulary based on the picture sequences. Moreover, the researcher limits it to just introducing six vocabularies that students may not know the meaning, because if there are too many it make a sentence.

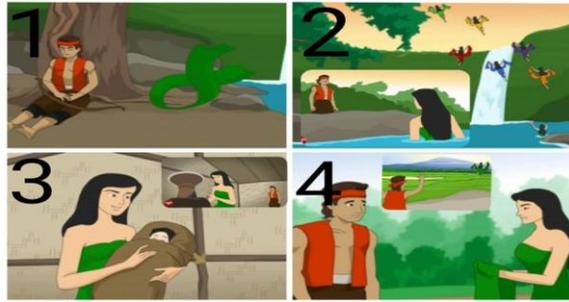
1. Pre-test Instrument

Instruction:

- a. Personally perform in front of the class spontaneously.
- b. Present the monolog by choosing one of the titles given below.
 - 1) The Legend of Jaka Tarub

³⁶ Betty Morgan Bowenn. *Look here! Visual Aids in Language Teaching*, (London: Language Teaching Series. 1973), p. 28

³⁷ Titin Kartinah. *Pengenalan Bahasa Inggris melalui Metode Storytelling Berbantu Media Gambar*. (Bandar Lampung : UIN Raden Intan Lampung, 2018) <http://repository.radenintan.ac.id/5606/1/SKRIPSI.pdf> (accessed on November, 19th 2021)



Vocabulary aid:

Telaga =	Lake	selendang =	Shawl
bidadari =	Angel	mencuri =	Steal
kendi =	Pitcher	kayangan =	Heaven

2) The Legend of Malin Kundang



Vocabulary aid:

durhaka =	Disobedient	kaya raya =	Rich
kutukan =	Curse	miskin =	Poor
batu =	Stone	petir =	Lightning

3) The Legend of Tangkuban Perahu (Sangkuriang)



Vocabulary aid:

kapal =	Ship	terusir =	Expelled
daging =	Meat	luka =	Hurt
tampar =	Slap	gunung =	Mountain

Direction:

- a. Each student performs the monolog text in front of the class.
- b. Each student should practice the story orally about the taken title.
- c. Each student is free to speak and supposed to add from four to ten sentences.
- d. Each student is given time 2 minutes to present their story.
- e. Students can add new characters, events, descriptions, and so on.

2. Post-test Instrument

Instruction:

- a. Personally perform in front of the class spontaneously.
- b. Present the monolog by choosing one of the titles given below.
- c. The Legend of Situ Bagendit



Vocabulary aid:

Pendek = Short	Tenggelam = Drowning
Air mancur = Fountain	Kikir = Miser

Banjir = Flood

Tongkat = Stick

d. The Legend of Timun Mas



Vocabulary aid:

Timun = Cucumber	Cermin = Mirror
Raksasa = Giant	Lautan = Ocean
Terusir = Expelled	Kesaktian = Magic

e. The Legend of Nyi Roro Kidul



Vocabulary aid:

kutukan =	Curse	ratu =	Queen
buruk rupa =	Ugly	tahta =	Throne
terusir =	expelled	ilmu hitam =	black magic

Direction:

- Each student performs the monolog text in front of the class.
- Each student should practice the story orally about the taken title.
- Each student is free to speak and supposed to add from four to ten sentences.

- d. Each student is given time 2 minutes to present their story.
- e. Students can add new characters, events, descriptions, and so on.

G. Research Procedure

There is some steps plan by the researcher to apply the research procedure. The procedures of the research are:

1. Determining Subject of the Research

The subject of this research was the students at the tenth grade in MA Mathla'ul Anwar Gisting in the academic year 2021/2022

2. Determining the Sample

The researcher chose two classes as the sample of the research: one class was as the control class and one class as an experimental class

3. Determining the Instrument of the Research

The instrument used oral test. The students earn the same instrument for the two classes

4. Administering Pre-test

The pre-test is given to the students in the experimental class to find out the students' speaking ability before the treatment.

5. Selecting the Material that would be given

The research used material to be taught to class X students of MA Mathla'ul Anwar. The material was about telling story about narrative text legend.

6. Giving treatment

The treatment was given three meetings for the experimental class. In the experimental class, the researcher used the story completion technique to teach speaking on telling the story of narrative text.

7. Doing pre-test to get the data

This had done to determine the students' speaking ability in the experimental class and the control class before the treatment. The time given for the experimental

and control class is 60 minutes. Then the students started to speak

8. Conducting treatment

For the experimental class the researcher gave the material in three times in meetings, each meeting takes 60 minutes. The researcher in the experimental class teach the students by using the Story Completion Technique. Whereas, in the control class, the research teach the students by using a scientific approach has been used by the teacher there.

9. Doing the post-test to get the data

The researcher conducted the post-test after the treatment. To find out whether the students' speaking ability has improved or not. The test includes an oral test.

10. Analyzing the result of the post-test

The researcher analyzed the data to find out whether the media that is used is effective or not.

H. The Criteria for Evaluating Students' Speaking Ability

In evaluating the students' speaking ability, the researcher used the oral test English rating sheet propose by Harris.³⁸ Based on the oral rating sheet, there are five aspects to be considered: grammar, vocabulary, comprehension, fluency, and pronunciation.

Table 4
Scoring Rubric for Speaking

1. Grammar

Score	Criteria
5	Make few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.

³⁸ David P. Harris, Testing English as a Second Language, (New York, Mc.Grew-Hil, 2004), p.18

3	Make frequent errors of grammar or order, which obscure meaning.
2	Grammar and word order make comprehension difficult must often rephrase sentence
1	Errors in grammar and word order to reserve as to make speech virtually unintelligible

2. Vocabulary

Score	Criteria
5	The use of vocabulary and idiom virtually that is of native speaker
4	Indicates that sometimes a student uses inappropriate terms and or must rephrase ideas because of inadequate vocabulary.
3	Refers to using frequently the wrong word, conversation somewhat limited because of inadequate vocabulary.
2	Denotes that utilizing the word and very limited vocabulary make conversation quite difficult.
1	Means that vocabulary limitation so extreme as to make conversation virtually impossible.

3. Comprehensibility

Score	Criteria
5	Appear to comprehend everything without difficulty.
4	Comprehend nearly everything at normal speed although occasionally repetition may be necessary.
3	Comprehend most of what is said at lower than normal speed with repetition.
2	Has great difficulty following what is said.
1	Cannot be said comprehend even simple conversation in English

4. Fluency

Score	Criteria
5	If that speech is fluent and effortless as that native speaker.
4	Refers to speech speed rather strongly affected by language problem
3	Refers to that speed and fluency are rather strongly affected by language problem.
2	Means that a student usually doubts and often forced into silence by language problem.
1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.

5. Pronunciation

Score	Criteria
5	If speech is fluent and effortless as that of a native speaker.
4	Denote that if it is always intelligible though one is conscious of a definite accent.
3	Refers to pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding
2	Indicate that it is very hard to understand because of pronunciation problem most frequently asked to repeat.
1	Shows that pronunciation problem so serves as to make conversation unintelligible

Criteria for score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

I. Validity and Reliability of the Instrument

1. Validity

According to Arikunto, validity is a measurement, which shows the degree of the instrument.³⁹ When an instrument can measure what you want it to measure, it is said to be valid. The researcher uses content and constructs validity to determine the test's validity.

a. Content validity

Content validity concerns whether the test were a good reflection of the materials that need to be tested or not. Content validity refers to whether or not the content of the manifest variables that we are trying to measure.⁴⁰ To see whether the content is valid or not, the measurement of content validity is needed. Content validity refers to how far the measurement represents the elements of a construct. Since in this research the test is intended to measure students' speaking ability on a narrative text at the tenth grade of MA Mathla'ul Anwar Gisting, the test will be a test that can measure students speaking ability.

To get the content validity of a speaking test, the researcher tries to arrange the materials based on the objectives of teaching in the school based on a curriculum for the tenth grade of MA Mathla'ul Anwar Gisting. After that, the researcher consulted the instrument to Mr. Yuspik to make sure the instrument is valid.

b. Construct validity

According to Muji, Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is

³⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010), p.10

⁴⁰ Daniel Muji. *Doing Quantitative Research in Education With SPSS*, (London: Sage Publications, 2004), p.66

measuring. Once again, this is related to our theoretical knowledge of the concept we are wanting to measure.⁴¹ It means that refresh to assumption, showing the measurement is use contains a correct operational definition, which is based on the theoretical concept. In other words, construct validity is focus on the kind of test which is used to measure the ability. In this research, the researcher administers a speaking test. The scoring covers five aspects of speaking that are adapted from Brown. They are grammar, vocabulary, comprehension, fluency, and pronunciation. The researcher will consult the instrument with the Lecturer at UIN Raden Intan Lampung to make sure the instrument is valid.

2. Reliability

In this research, the researcher used inter-rater reliability. To get the reliability of the test, the researcher uses inter-rater reliability by two raters. The English teacher in the tenth grade of MA Mathla'ul Anwar Gisting and the researcher herself examine the student's speaking ability. The researcher records the speaking test and compares it the with teacher's assessment. In counting the inter-rater reliability the researcher is SPSS (Statistical Package for Social Science) for reliability.

Furthermore, to know the degree of reliability of the writing, the researcher consulted the criteria of reliability as follows.⁴²

- a. 0.800-1.000 = very high
- b. 0.600-0.800 = high
- c. 0.400-0.600 = medium
- d. 0.200-0.400= low
- e. 0.000-0.200 = very low

⁴¹*Ibid.* p.68

⁴²Suharismi Arikunto, Prosedure Penelitian Suatu Pendekatan Praktik (Jakarta: Rineka Cipta, 2010), P.319

3. **Readability test**

Kouame says that readability tests were indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be a solid predictor of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.⁴³ The students were asked to evaluate instruction of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that easy to read and describes an item that is difficult to read. Based on the finding of Kouame's research, if the mean of all items of the instrument text has to mean under 4.46 the instrument is quite readable and understandable by the reader or test takers.

J. Data analysis

The researcher investigates the data through a parametric statistical pair sample test. Before analyzing the data, two tests must be fulfilled, they are normality test and the homogeneity test.

1. Fulfillment of the assumption

To analyze the data, there are two ways such as normality and the homogeneity test, it could be described below:

a. Normality test

Normality test to determine whether the data are normally distributed or not. The researcher applies statistical computation for normality by using SPSS (*Statistical Package for Social Science*). The tests of normality are employ Shapiro Wilk. While the hypotheses as follow:

⁴³ Julian B. Kouame, Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended For Low-Literate Participant, *Journal of Multi-Disciplinary Evaluation*, (Michigan: Westren Michigan University, 2010), p.133

H_0 : Data are normally distributed

H_a : data are not normally distributed

As well, criteria of normality are acceptance or rejection as follow:

H_0 is accepted if $\text{sig}(P_{\text{value}}) \geq \alpha = 0.05$

H_a is accepted if $\text{sig}(P_{\text{value}}) < \alpha = 0.05$

b. Homogeneity Test

After getting some conclusion of the normality test, the researcher does the homogeneity test to know whether the data obtain from the sample are homogeneous or not. The homogeneity test uses statistical computation by using SPSS (*Statistical Package for Social Science*). Test of homogeneity employ Levene's tests.

Hypothesis for homogeneity test is formulated as follow:

H_0 : Variances of data are homogeneous

H_a : Variances of data are not homogeneous

While criteria of homogeneity test are acceptance and rejection:

H_0 is accepted if $\text{sig}(P_{\text{value}}) \geq \alpha = 0.05$

H_a is accepted if $\text{sig}(P_{\text{value}}) < \alpha = 0.05$

H_a is accepted if $\text{sig}(P_{\text{value}}) < \alpha = 0.05$

2. Hypothetical test

After knowing the data of normally and homogeneity. The data is an analysis by using a pair sample test. This research applies statistical computation by using SPSS (*Statistical Package for Social Science*) for a hypothetical test.

The hypotheses in this research are as follow:

H_a : There is a significant influence of using story completion technique toward students' speaking

ability on anarrative text in the first semester of the tenth grade of MA Mathla'ul Anwar Gisting in the academic year of 2021/2022.

H₀ : There is no signifikan tinfluence of using story completion technique toward students' speaking ability on a narrative text in the first semester of the tenth grade of MA Mathla'ul Anwar Gisting in the academic year of 2021/2022.



CHAPTER IV RESULT AND DISCUSSION

A. Research Procedures

The research was conducted on 29th November – 14th December 2021. The researcher carried out the research through the subsequent steps:

1. The researcher had determined the subject of the research: students at the tenth grade of MA Mathla'ul Anwar Gisting at the first semester in the academic year of 2020/2021.
2. The researcher had determined the sample in this research used cluster random sampling.
3. The researcher held pre-test on 29th November 2021.
4. The researcher analyzed the data that were gained through pre-test.
5. The researcher gave the treatment to the experimental class by using Story Completion Technique.
6. The researcher held post-test on 14th December 2021 to know students' score after all the treatment.
7. The researcher analyzed the data that were obtained through post-test. The data were analyzed by using SPSS v.25.
8. The researcher examined the hypothesis and completed the conclusion.
9. The researcher reported the outcome of the research.

B. Process of Treatment Experimental Class

As an experimental class, X MIA 1 was chosen to be treated or taught by using Story Completion Technique. Through three meetings of treatment using Story Completion Technique and added two meetings of pre-test and posttest, the students of X MIA 1 were both learning the materials from school syllabus which was Narrative text as well as learning speaking. The Story Completion Technique itself was triggered the students to tell story based the topic, because the researcher had discussed the materials with the English teacher before did the treatment, to help students tell stories based on topics, researchers used picture

sequences to help students tell stories following the plot in the picture sequence. In the first meeting the topic was about The Legend of Surabaya, The Legend of Banyuwangi and The Legend of Batu Menangis, and the second meeting the topic was about The Legend of Joko Kendil, The Legend of Keong Mas, and The Legend of Ande Ande Lumut, and the third meeting the topic was about The Legend of Candi Prambanan, The Legend of Lutung Kasarung, The Legend of Atu Belah Atu Betangkup. Therefore, the students just spoke up based on the plot of picture sequence. For the description of the treatment it can be seen in the appendix 6.

C. Data Analysis

This research was gained in order that the researcher knew whether there was any influence for the students' speaking ability after they were given treatment. The researcher examined at the first semester of the tenth grade of MA Mathla'ul Anwar Gisting. There was one class as the sample of the research that was X MIA 1. In this research, the researcher used cluster random sampling to choose the sample.

1. Result of Pre-test

In the first meeting the researcher began with pre-test in order to discover the students' speaking ability before the treatment. This examination was on 29th November 2021 at 09.00 a.m for X MIA 1 as experimental class.

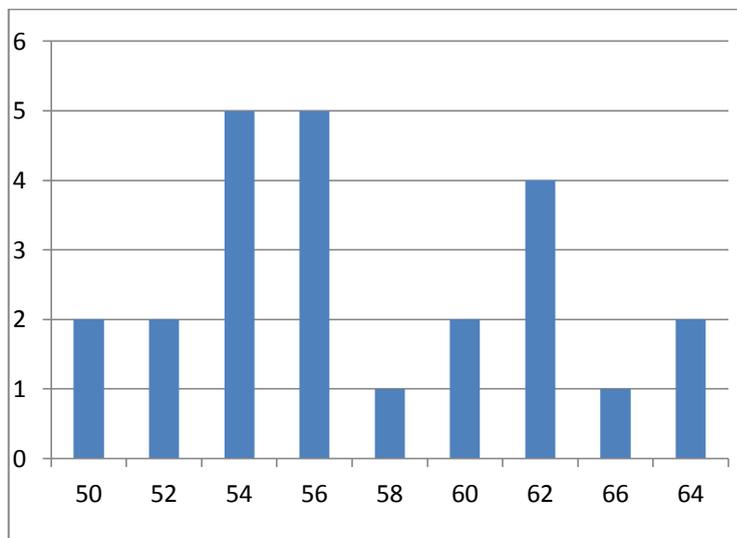


Figure 2
The Result of Pre-Test

Based on figure 2, 2 students got 50 score, 2 students got 52 score, 5 students got 54 score, 5 students got 56 score, 1 student got 58 score, 2 students got 60 score, 4 students got 62 score, 1 student got 66 score, 2 students got 64 score. From the result pre-test in the experimental class, it can be seen that the highest score was 64 and the lowest score was 50.

2. Result of Post-test

After providing treatment in three meeting the researcher examined the post-test as the final test. The post-test was examined on 14th December at 09.00 a.m for the X MIA 1 as the experimental class

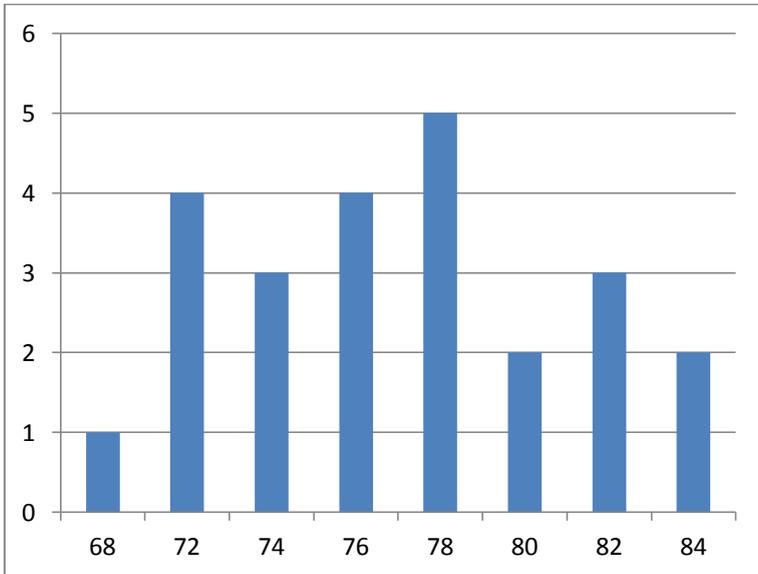


Figure 3
Result of Post Test

Based on figure 3, 1 student got 68 score, 4 students got 72 score, 3 students got 74 score, 4 students got 76 score, 5 students got 78 score, 2 students got 80 score, 3 students got 82 score, 2 students got 84 score. From the result pre-test in the control class, it can be seen that the highest score was 84 and the lowest score was 68.

3. Result of Normality Test

The normality test was used to measure whether the data in the experimental class was normally distributed or not.

The hypotheses formulas as follows:

Ha: the data are normal distribution

Ho: the data are not normal distribution

The criteria of acceptance:

Ha is accepted if data significant > 0.05 it means that the distribution of the data is normal.

Ho is accepted if data significant < 0.05 it means that the distribution of the data is not normal.

4. Result of Homogeneity Test

Homogeneity test was used to examine whether the data obtained from the sample homogenous or not.

The hypotheses formula as follows:

H_a = the variance of the data is homogenous

H_0 = the variance of the data is not homogenous

The criteria acceptances:

H_a is accepted if data significant > 0.05 it means that the variance of the data is normal.

H_0 is accepted if data significant < 0.05 it means that the variance of the data is not normal.

5. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the following t-test by paired t-test for hypothetical of test.

The hypothesis as follows:

H_a : There is a significant influence of using Story Completion Technique towards students' speaking ability on narrative text at the tenth grade of MA Mathla'ul Anwar Gisting at the first semester in the Academic year of 2021/2022.

H_0 : There is no significant influence of using Story Completion Technique towards students' speaking ability on narrative text at the tenth grade of MA Mathla'ul Anwar Gisting at the first semester in the Academic year of 2021/2022.

The criteria of the test as follows:

H_a : is accepted if Sig. $< a = 0.05$

H_0 : is accepted if Sig. $> a = 0.05$

Table 5 Descriptive Statistics
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	24	50	66	57,25	4,637
POST-TEST	24	66	84	76,92	4,211
Valid N (listwise)	24				

Table 5 described that the descriptive statistic of the data. It contained the number of sample, the smallest amount score, the greatest score, the mean score, and the standard deviation of the research data.

Table 5.1 Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,19699270
Most Extreme Differences	Absolute	,085
	Positive	,085
	Negative	-,079
Test Statistic		,085
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the output table 5.1 it was known that significant score on both of Kolmogorov-Smirnov > 0.05 on the other hand, the researcher data was normal distributed and the paired t-test could be conducted as the next step to know the homogeneity of variances.

Table 5.2 Test of Homogeneity of Variances
Test of Homogeneity of Variances

		Levene	df1	df2	Sig.
		Statistic			
The Result of Students' Score	Based on Mean	0,658	1	46	0,421
	Based on Median	0,190	1	46	0,665
	Based on Median and with adjusted df	0,190	1	44,113	0,665
	Based on trimmed mean	0,626	1	46	0,433

In this research, the homogeneity test was aimed to know whether the variances of the data are homogenous or not. Based on the table 5.2 the significant mean score was $0.421 > 0.05$ thus the variance of the data of experimental class were same homogeneity and the paired sample test was able to conduct in this research.

Table 5.3 Paired Sample Test

		Paired Differences						Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		df
					Lower	Upper			
Pair 1	pretest - posttest	-19,667	6,005	1,226	-22,202	-17,131	-1604,5	23	0,000

Based on the output of table 5.3 Paired Sample Test, it was gained all of significant (2-tailed) $0.000 < 0.05$. Therefore, there was a different mean to the entire test which means that there was an influence of using Story Completion Technique toward students' speaking ability on narrative text in this research.

D. Discussion

In the preliminary research the researcher found that the students were unconfident to speak in English, students'

vocabulary mastery was inadequate, students were not interested and felt bored in learning process, not confidence, and they were difficult to pronounce the words well. Referring to the background above, the researcher would like to know the influence of using Story Completion Technique towards students' speaking ability based on the idea the researcher has entitled "The Influence of Using Story Completion Technique toward Students' speaking Ability on Narrative Text in the First Semester of the Tenth Grade of MA Mathla'ul Anwar Gisting in the Academic Year 2021/2022".

The researcher decided that this research was conducted as the Pre-Experimental Design in Quantitative Research. This research had three meeting for three treatment and one meeting for Pre-Test and Post-Test and the research counted by using SPSS (*Statistical Package For Social Science*).

Based on experiments conducted in class X MIA 1, students who study in classes that use the Story Completion Technique were very enthusiastic in telling stories with the help of picture sequence and make the class atmosphere enjoyable. They were eager to finish the story based on the given topic. It can be seen when students appear telling stories most of the students were happy and excited. The use of the Story Completion Technique in learning to tell stories about narrative texts also affects the courage of students to tell stories in front of the class. This starts from the self-confidence that appears, and the readiness to tell stories about the given topic. The obstacle in learning process was they know the topic to be presented, but they lack vocabulary and need time to think about telling stories, even if they have been given additional vocabulary and a picture sequence to help them. However, that was not a problem, they can still continue the story and finish the story

Based on the findings of the study, it was found that students who were taught using the Story Completion Technique improved their ability to speak. Based on the outcome of the Pre-Test before using Story Completion Technique was applied, the students' speaking ability was lower

than after using Story Completion Technique was applied. After obtaining the treatments and Post-Test were examined, it had found that there was significant influence of using Story Completion Technique.

There were several previous research on using Story Completion Technique. The first previous research conducted by Akramah about “The Effect of Story Completion Technique On Students’ Speaking Skill at The Tenth Grade of MAN 1 Kota Jambi”. The result of this study, which showed the students’ scores were much higher after the treatment in Experimental class using Story Completion, the use of Story completion technique in teaching speaking was surely beneficial improve students’ speaking skill. This research used quasi experimental design and used descriptive text as the topic, the result of post-test score between experimental and controlled group, the skill of experimental group was getting higher than control group. It means that, the treatment of using Story Completion to the experimental group was successful.

The second previous research by Rahmawana about “Using Story Completion In Teaching Speaking to The Second Grade Students of SMAN 6 Soppeng”. The result of this study showed that after used the story completion technique student got high scores. This research used quasi experimental and used descriptive text as the topic. The result of the t-test also shown that, the use of Story Completion as technique in teaching speaking was effective in improving the students’ speaking ability because the t-test, 4.11, was higher than t-table, 2.021 (4.11 > 2.021).

The third previous research by Ainina about “, this research was conducted at eleventh grade Students of SMK Swasta Ypis Maju Binjai. The result was the application of Story Completion Technique can improve students’ learning outcomes. It indicated that the result of test analysis was significant.

From discussion above, by using the Story Completion Technique in telling a narrative text, students get better scores, because this technique is suitable for active to communicate. It

is related with Kayi's theories, he stated that this strategy is an activity that is very enjoyable for the whole class and good choice activity to push students to do oral communication for active learning.

Thus, In the first semester of tenth grade at MA Mathla'ul Anwar Gisting, there was an effect of using Story Completion Technique towards students' speaking ability. The mean of the students' scores in the pre test experimental class was 57.25. Meanwhile, barely 76.92 students in the post test experimental class. It means that the Story Completion Technique in the experimental class helps students enhance their speaking abilities. It was also supported by Patel's theories, he stated Completing a story is a fun way to increase oral work.

Consequently, there is an influence of using Story Completion Technique in teaching speaking on narrative text at the tenth grade of MA Mathla'ul Anwar Gisting and it could be said that using Story Completion Technique is a kind of teaching English for teaching speaking to help students in learning English by telling stories in fun way.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis of students' pre-test and post-test in the experimental class in the first semester of MA Mathla'ul Anwar Gisting in the academic year 2021/2022, the researcher concluded that using Story Completion Technique has a significant impact on students' speaking ability on narrative text. It was presented by the result of a paired sample test with a value of significance (2-tailed) of 0.000, which was less than 0.05, based on data analysis and calculation on a hypothetical test in which the null hypothesis (H_0) was rejected and H_a was accepted.

The Story Completion Technique has a positive effect on the students' ability to speak. The improvement in students' scores before and after the treatment may be seen clearly. Students' speaking abilities can be improved by using the Story Completion Technique. As a result, Story Completion Technique in teaching and learning can help students enhance their speaking skills, which is one of the active skills. As an active learning technique, it works well with Story Completion Technique.

B. Suggestion

Based on the conclusion above, the researcher proposes some suggestions as follow.

1. Suggestion for the Teachers

- a. The researcher found out that Story Completion Technique could increase students' speaking ability, it means that using Story Completion Technique in teaching process is a good technique that can be applied in tenth grade of MA Mathla'ul Anwar Gisting especially to teach speaking monolog narrative text with legends topic.
- b. The researcher found that students still lacked vocabulary to tell stories even though the researcher

had provided six vocabulary aids. Teachers should add vocabulary aids for students to make it easier for them to tell stories.

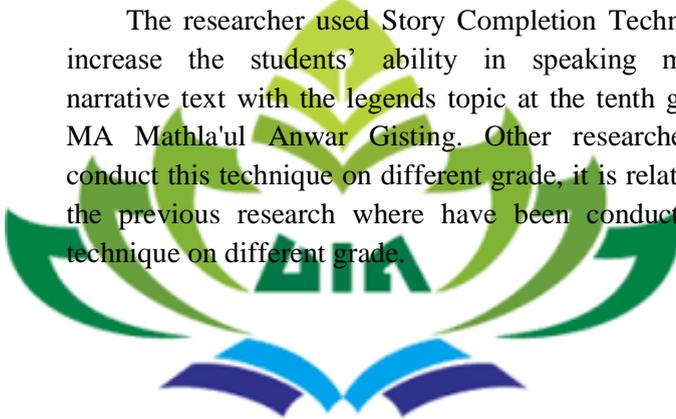
- c. Before the teacher asks students to tell stories, the teacher should read or tell stories first to familiarize the story to be told. Thus, students can understand the story and students will find it easy to retell stories that have been told by the teacher.

2. For the Students

- a. The students should be more confident and brave to telling narrative stories with legends topic in front of the class.
- b. The students should develop their vocabulary and pronunciation.

3. For the Next Researcher

The researcher used Story Completion Technique to increase the students' ability in speaking monolog narrative text with the legends topic at the tenth grade of MA Mathla'ul Anwar Gisting. Other researchers can conduct this technique on different grade, it is related with the previous research where have been conducted this technique on different grade.



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