

# The Effect Of Story Completion Technique To Improve Students' Speaking Ability In Descriptive Text At Tenth Grade of SMA N 1 Rantau Utara On Academic Year 2020/2021

Cris Novita Sari<sup>1</sup>, Rizki Lestari<sup>2</sup>, Shopiah Anggraini Rambe<sup>3</sup>

<sup>1</sup>Fakultas Keguruan dan Ilmu Pendidikan, Pendidikan Bahasa Inggris, Universitas Alwashliyah Labuhanbatu, Rantauprapat, Indonesia

Email: [crisnovita98@gmail.com](mailto:crisnovita98@gmail.com), [rizkilestari2310@gmail.com](mailto:rizkilestari2310@gmail.com), [anggrainishopiah@gmail.com](mailto:anggrainishopiah@gmail.com)

## Abstract

This study was aimed to test the effect of story completion technique in improving students speaking ability in descriptive text and overcoming lack of confidence at tenth grade of SMA N 1 Rantau Utara. Researcher used experimental research designs that used pre-test and post-test with quantitative approaches. The researcher took all tenth students as population. The researcher used probability purposive sampling in determining the sample with 36 students from class X IPA 1 as experimental and 36 students from class X IPA 2 as control group. The independent variable is story completion technique and the dependent variable is students' speaking ability in descriptive text. The researcher compared pre-test and post-test results between two groups. Based on the result of the test, the student's speaking skill had significantly improved from the pre-test to the post-test. The Pretest mean value before using story completion technique at X IPA 1 is 64,167 with standard deviation is 8,849 while the mean value at X IPA 2 using conventional model is 63,222 with standard deviation is 9,744. The Post-test on classroom after using story completion technique at X IPA 1 is 84,889 with standard deviation 7,894 while student who using conventional model at X IPA 2 using conventional model is 79,667 with standard deviation is 6,888. The result of analyzing the data, the score of T-test is higher than T table ( $2,882 > 1,667$ ). It explains that the class gets treatment is better than the class that does not get it. As a result, the Researcher concluded that there was significant effect of using story completion on students' speaking ability.

**Kata Kunci:** Story Completion Technique, Speaking Ability, Descriptive Text

## 1. INTRODUCTION

Language is one of important media communication for human. Language is needed since human was born until he will never see the world. Without language, it is so difficult to do all activities. English is one of international language in the world. Many countries choose English as their foreign language which is it must they learn, even English included in curriculum at the school. Especially in Indonesia, English has taught from primary school until university. Government decision to choose English as one of subjects at various levels of education is very reasonable in order to prepare Indonesian generations who are ready to compete globally. For most people the successes in learning language can be seen how far they can speak and communicate in the language learn. And studying English without speaking English is useless. Teaching English to students, a teacher plays an important role because he has to give the very basic introduction of the first foreign language. They must be able to know the students' interest and motivation in learning English. Teacher must grow up students to be active and creative in the learning. Based on the observation of teaching English that the researcher conducted on February, 2020 at SMA N 1 Rantau Utara were found that there were some difficulties in teaching speaking. First, the students always think speaking English is hard work and not enjoyable, they were still face the difficulties to speak fluently and they were afraid of speaking English in front of class. They also worried to make mistakes in grammar, and they suddenly stopped speaking due to lack of vocabulary. Second, the teachers used limited number of techniques to teach students speaking especially in teaching descriptive text.

From the problems above, researcher recommend a technique to teach English speaking, it is story completion technique. Story completion is an interesting and fun technique. All of students have chance to talk in the speaking activity that they make cycle sitting. Teacher starts to tell a story, but after speak some words, teacher stop to tell. Every student starts to add some words by turns to make story complete.

## 2. LITERATURE REVIEW

Speaking is activity tell something by words with tongue to express our purpose idea, feel, or opinion in order that someone understand what we think. Speaking aims as tool of communication between two or more person. Lackman (Wirdayanti, 2019) states that rather than just have students speaking in the classroom we should be teaching students specific speaking skills, known as sub-skills or micro skills. The educational background of

teachers in Senior High School is another area that impacts their teaching practice. Teachers tend to teach in the same way they were taught at school as a student. However, they develop their own teaching style through learning from their experiences and observing others' teaching practices (Takako Nishino, 2009) and therefore in-service training is very important.

English Teacher of Senior High School must have ability to make the learning is more interactive and interesting. So that students will join the study well. According to (Suryati, 2005) mentions that students are still a long way from producing a text themselves, and activities will involve speaking, listening, reading, information gathering and so on. Here are some ways to build the context which are taken from (Suryati, 2005) build up a semantic web of students current knowledge of the topic, teaching new vocabulary as appropriate, 2) use wallpapering to collect ideas based on students current knowledge, 3) gather a list of questions from the children of things they would like to find out about, 4) read about the topic students used shared reading or big books, 5) use pictures to elicit or teach vocabulary, 6) develop a word wall/word bank about the topic, where technical vocabulary can be displayed, 7) use jigsaw listening or reading to extend the children's knowledge base, 8) use technological resources (the internet is a wonderful resource for many topics) to access additional information, 9) get the students to interview an expert in the field, 10) use picture and sentence matching game, 11) use barrier games, 12) watch a video and provide an information grid for pairs of students to complete as they watch, and 13) use the topic to practice or introduce grammar structure that are particularly meaningful to the topic.

Story completion is one of the techniques that use to improve students speaking skill. This Technique is introduced firstly by (Kayi, 2006). According to (Kayi, 2006), said Story completion is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops describing. Then, each student starts to add story 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, description.

## **2.1 Research Method**

This research was conducted at the tenth grade students of SMA N 1 Rantau Utara in 2020/2021 academic year. In this research, the researcher used the purposive sampling and took the X IPA 1 and X IPA 2 as sample of research. Quasi experimental design is used in this research. According to (Hamzah, 2019), in non-equivalent control group design there are two groups that is chosen not by random, and then given pre-test to know early condition about existence differences between experiment group and control group. After know the condition, the experiment group is given the treatment. Then, after the experiment group is given the treatment, the experiment group and the control group are given a test that is posttest, to know the result after given the treatment.

## **2.2. Research Procedure**

Based on explain about Quasi experimental design model nonequivalent control group design by (Hamzah, 2019), research procedure in this research is as follow:

1. Pre- test  
Students are given a pre-test to find out the stating point of students' speaking in descriptive text before treatment. Pre-test is given to experimental group and control group in the first meeting. Teacher will give a picture to students. Then, students asked to take turns in describing the picture through answer questions.
2. Treatment
  - a. Experimental Group  
The experimental group in this research is students of X IPA 1 in SMA N 1 Rantau Utara. Experiments in this group provide Story Completion Technique for learning descriptive text. The procedure in teaching speaking through Story Completion technique as follows:
    - 1) Teacher intruduces and explains the rule of Story Completion technique.
    - 2) Then, teacher asks students to mention their favorite thing. The thing can be food, drink, or popular idol. Teacher and students make decision which one will they describe.
    - 3) After that, teacher will start describe in one until two sentences, and then students take turns to complete the story. Students free to add charracter, event.
  - b. Control Group  
The treatment will not apply in control group. The control group in this research is X IPA 2. Teacher will teach descriptive text by traditional method. Teacher mentions thing, the thing can be food, drink, or popular idol. Then teacher will devide the class into three or four group, and students asked to describe the thing by the group.
3. Post-Test  
After given treatment, the next step is to provide a final test or post-test to determine whether there are significant differences on students speaking ability in descriptive text after treatment. Post-test is

given to Experimental and Control Group. Teacher will give a picture to students. Then, students asked to take turns in describing the picture through answer questions.

### 3. RESULT AND DISCUSSION

#### 1. Result and Discussion

Table 4.1. Result of Validity pre test

r count	0,470	0,257	0,334	0,320	0,265	0,321	0,403
r tabel	0,278	0,278	0,278	0,278	0,278	0,278	0,278
Criteria	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid

Table 4.2. Result of Validity post test

r count	0,517	0,486	0,341	0,320	0,655	0,270	0,217
r tabel	0,278	0,278	0,278	0,278	0,278	0,278	0,278
Criteria	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid

Table 4.3. Result of Validity pre test (Eksperiment)

r count	0,441	0,495	0,645	0,636	0,532
r tabel	0,278	0,278	0,278	0,278	0,278
Criteria	Valid	Valid	Valid	Valid	Valid

Table 4.4. Result of Validity post test (Eksperiment)

r count	0,585	0,580	0,368	0,592	0,585
r tabel	0,278	0,278	0,278	0,278	0,278
Criteria	valid	valid	Valid	Valid	Valid

Table 4.5. Result of Validity pre test (Control)

r count	0,631	0,380	0,732	0,468	0,411
r tabel	0,278	0,278	0,278	0,278	0,278
Criteria	valid	valid	Valid	Valid	Valid

Table 4.6. Result of Validity post test (Control)

r count	0,459	0,623	0,443	0,404	0,457
r tabel	0,278	0,278	0,278	0,278	0,278
Criteria	valid	valid	Valid	Valid	Valid

2. Result of Reliability Test

Table 4.7. Result of Reability Test

Class	Test	r count	Result	Criteria
Experiment	Pre test	0,351	Reliable	Low
	Post test	0,385	Reliable	Low
Control	Pre test	0,339	Reliable	Low
	Post test	0,130	Reliable	Very low

3. Result of Mean and Standart Deviation

Calculation of Mean (average) and standard deviation of student learning outcomes are:

Pre Test

Exp-Class :  $(X1)^{-} = 64,167$

Std. Dev 1 = 8,849

Con-Class :  $(X1)^{-} = 63,222$

Std. Dev 1 = 9,744

Post Test

Exp-Class :  $(X2)^{-} = 84,889$

Std. Dev 2 = 7,894

Con-Class :  $(X2)^{-} = 79,667$

Std. Dev 2 = 6,888

4. Result of Normality Test

To test the student's ability to use data normality test Liliefors.

Table 4.8. Normality test

Test	Lcount	Ltable	Statement
Pre-test (Eks)	0,138	0,148	Normal
Post-test (Eks)	0,120	0,148	Normal

5. Result of Homogeneity

Turns F count < F table, means learning outcomes with using simulation technique on student's speaking skill have the same variance (homogeneous).

Table 4.9. Homogeneity test of Experimental class

F count	1,26	F count < F table	<b>HOMOGEN</b>
F table	4,12	1,26 < 4,12	

Table 4.10. Homogeneity test of Control class

F count	0,50	F Count < F table	<b>HOMOGEN</b>
F table	4,12	0,50 < 4,12	

6. Result of Hypothesis Test

Hypothesis testing is conducted to test the one hand by using statistical T-test, with the testing criteria are: accepted  $H_0$  if  $T_{count} < T_{table}$ .

Table 4.11. Hypothesis test

<b>T count</b>	2, 882	$T_{count} > T_{table}$
<b>T table</b>	1,667	<b>Ha : Accepted</b>

7. Conclusion

The result of analyzing the data, the score of T-test is higher than T table ( $2,882 > 1,667$ ). It explains that the class that gets treatment is better than the class that doesn't get it. And can be concluded that there is an effect of story completion technique on student's speaking skill at SMA N 1 Rantau Utara.

## DAFTAR PUSTAKA

- Hamzah, A. (2019). *Metode Penelitian & Pengembangan Uji Produk Kuantitatif dan Kualitatif Proses dan Hasil*. Literasi Nusantara.
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 12(11).
- Suryati, N. (2005). *Teaching Various Monologue Texts (One- Day Workshop on Making the Most of Various Monologue Texts in the Teaching of English)*.
- Takako Nishino. (2009). *COMMUNICATIVE LANGUAGE TEACHING IN JAPANESE HIGH SCHOOLS: TEACHERS' BELIEFS AND CLASSROOM PRACTICES*. Temple University.
- Wirdayanti, A. (2019). Teaching Speaking in Senior High School Using Gallery Walk. *Journal of English Language Teaching and Islamic Integration*, 2(2).