The Effect of Using Story Completion Technique on Students' Speaking English Ability in Grade 9 at SMP Pembangunan Laboratorium UNP

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Article History	Abstract
	Speaking is one of the most essential abilities in learning English. Story completion is the right method in learning English speaking that the students being able to speak in class within a group. This Research is conducted to find the effect of the use of the story completion technique on students' speaking English Ability in grade 9 at SMP Pembangunan Laboratorium UNP. The students of SMP Pembangunan Laboratorium UNP in grade 9 contributed to the study's population. The population consisted of 80 students and class IX C was selected to be the sample in this study through the cluster random sampling method. Ten sessions of the treatment were given to the students including the pretest and posttest that were held to conduct this research. Researchers used an English-speaking test by retelling a narrative story to collect the data. Story completion helps the students increasing their interest to speak English. The result of the data analysis denote that the null hypothesis found in this study is rejected which means that the effect of using story completion technique in students' speaking English ability does give a significant effect to increase the speaking English ability of the students,and is accepted as the study's result.

INTRODUCTION

Speaking is becoming one of the most essential abilities that EFL learners should master. It is because speaking is the activity in which humans attempt to express their thoughts, opinions, and exchange information through the use of utterances in communication. Speaking is important as Liu (2014) said it allows students to make presentations, provide explanations, transmit information, explain things, make polite requests, exchange ideas with others, and express their thoughts. Speaking is considered as a very important thing of the four key skills of language when learning certain language. Speaking is the skill that gives the ability to communicate in the effective way. So, it is necessary for pupils to help the

communication as Brown and Yuke (1983) also stated that speaking is the skill which students will be evaluated on the most in the real-world circumstances.

Despite of its significance, the skill of speaking has been often underestimated, and the majority of EFL or ESL instructors continue teaching speaking English through the memorizing of dialogues or repetition of drills. Yet, the modern world requires language learners to have speaking skill, and English teachers are needed to teach learners the necessary skill therefore they can develop their speaking abilitiy and then perform effectively in the actual world circumstances.

Teaching and learning English in Indonesia has been quite difficult as an EFL country. According to Al-Esaifer and Al-shareef (2018), many pupils struggle with speaking skills due to linguistic and mother tongue differences. After having studied English for many years, many students are still unable to communicate in English as surveyed by The British Council (2022) that only 30% of Indonesian populations that have the proficiency in speaking English. Amalia (2020) also states that many Indonesian students were having difficulties with their vocabularies, pronunciation, and memorizing words that turn them to have the fear of making mistakes in speaking the language and choose to not do it instead.

To meet one of the government's education aims, all Indonesian schools and teachers work diligently to increase their students' English proficiency. The objective from teaching the oral communication is to increase the students' interpersonal communication skills. According to the curriculum for the 2013 Syllabus, the assessment of speaking must reach the ability of students not only on how to produce and comprehend accurate sentences as isolated linguistic units of random occurrence, but also on how to employ sentences effectively to achieve a communicative purpose.

However, the development of English speaking is still quite difficult for EFL students. Many EFL students believe speaking is a highly challenging aspect from learning English. According to Geria (2022) some challenges faced by Indonesian pupils while learning speaking English are often the lack of vocabularies, confidence, and motivation. Speaking is also becoming the English language learning challenge by schools. According to Garret (2008) many English teachers still employ the lecture style and place greater emphasis on teacher-centred instruction

Limited opportunities the students get to practice speaking in classroom made pupils who are learning to talk also have difficulty in acquiring this skill. It implies that if pupils rarely talk in class, they will not enhance their speaking ability. Putri (2020) stated that the students are passive in the classroom because they only listen to the teachers when they teach or they receive less attention.

Several techniques generally used in teaching and learning English speaking to EFL students, for example, teaching with role play, storytelling, presentations. According to Najizade (2010), a role-playing exercise in the classroom that students act out characters in particular role. Storytelling, according to Zaro and Saberri in Akhyak and Indramawan (2013: 20), is the activity that involves communication on some level between the storyteller and the audiences as well as among an individual and the listener. Then, Harmer (2001) stated that presentation is one of the techniques to teach simple language to lower-level students. The techniques above have the similarities in helping students to learn English speaking in the classroom.

However, they still have the weaknesses in applying those method. The role-playing exercises stated in Idris (2022) utilised in Indonesian classes, which stiffen students and take a lengthy time. Kresna (2021) stated that storytelling still has disadvantages in the students understanding and bore them in class. Also based on Sayyidah (2014) with this technique many students still have a little courage to present something in front of the class.

Story completion according to Rahmina (2019) is a new technique in language teaching that improves students' speaking skills. This may be caused by the actual situation in the class, and completing the story is said to be a very enjoyable activity throughout the class, thus increasing the pupils' interest to follow the lesson. Because learner has only job telling a fixed part of the story, it is easy to become immersed in the plot of the story. According to Adler and Oppenheim (2015), a story completion approach in narrative is an exercise in which students are asked to complete a narrative story in which children enact play narratives in response to story starts (also referred to as stems).

The researcher aims to prove her claim about English instruction in SMP Pembangunan Laboratorium UNP where she conducted a field practice program (Praktek Pengenalan Lapangan (PPL)). The researcher collects first-semester ninth-grade students by joining the class to get the problems. After several meetings, the researcher concludes that learners are poor at simple English conversation like asking and answering. Most students are nervous of speaking English and fearful of making mistakes, therefore they prefer to remain silent rather than answer the teacher.

Thus, it is known that story completion can be an alternate strategy for developing speaking skills, particularly for pupils, since story completion is a pleasurable technique of speaking. Therefore, researcher is interested to conduct research titled the effect of using story completion technique on students' speaking ability in grade 9 at SMP Pembangunan Laboratorium UNP. The research population consisted of 80 students with the cluster random sampling method to choose the representative sample of population. Class IX C with 20 pupils was chosen to be the sample of this study. The researcher uses the instruments within the pretest and posttest that had been validated by the experts. The pretest and posttest consist of a fairytale narrative text story with using the intensive speaking test.

The researcher analyzed the data with the quantitative method to see if there any significant differences before the pretest and after the posttest given. After collecting the data, the researcher determined the normality of the result. Kolmogorov-Smirnov test was performed to ensure the data distribution was normal. The researchers evaluate the result using paired sample t test to see any significant differences in the students' learning outcomes with the technique employed in classs.

METHOD

This experimental research was employed with the pre-experimental research design. The research aimed in examining the usefulness and the efficiency of educational practices or techniques used in teaching speaking. According to Gay (2012) only experimental research can evaluate hypothesis to determine cause and effect relationship. The researcher was conducted the pre-experimental design type with the one-group pretest and posttest research design. This study attempts to see

the effect of the Story Completion technique on students' speaking English ability. The researcher conducted the pretest and posttest procedure to discover the effect from using the technique. The pretest was given to the students before the treatment and the posttest given after the treatment.

The population of the study consisted of 80 students and class IX C with 20 pupils was selected to be the sample of this study through the cluster random sampling method. According to Gay (2012), simple random sampling used to select a sample from a large population whenever a well-defined population had the same rights and capacity. To gather data, the researcher used a tool called instrument. Intensive speaking task was used as the research instrument for this study both in pretest and posttest. According to Brown (2010), intensive speaking is designed when developing tasks for intensive speaking performance, speakers should provide brief discourse stretches to showcase their linguistic capabilities at a particular language level. The pretest and posttest with the intensive speaking test was tested orally by retelling a narrative story. According to Gay (2012) that validity is referred to the extent to which tests measure what is designed to judge and therefore allow for proper interpretation of scores. Therefore, the researcher determined the validity and reliability of the instrument used for the research with using the expert review testing technique along with the lecturers from English Department of Universitas Negeri Padang. Before using the Story Completion technique in the speaking English learning, the class completed a pretest. After the pretest done, the researcher applied the technique in the class then took the posttest. The learning outcomes of this pre-experimental method was increased significantly if there was an effect occurred in the learning process with the Story Completion technique in speaking English.

The data was evaluated by the researcher in order to determine the significance of the differences seen before and after the treatment. Upon completion of data collection, the researcher proceeded to assess the normality of the data distribution. In order to find out the normality of the data distribution, the researcher conducted a normality test utilizing the Komolgorov-Smirnov test. The researcher conducted a normality test subsequent to conducting the pre-test in order to ascertain the normality of the data. The data was assessed for normalcy using a significance value of 0.050. If the significance value was greater than 0.050, the data was considered to be normally distributed. In contrast, if the significance value was lower than 0.050, the data was considered to be non-normal.

RESULT AND DISCUSSION

The participant of this study was the ninth-grade students of SMP Pembangunan Laboratorium UNP. The researcher chose grade IX C as the class using the cluster random sampling method to employ the use of the Story Completion technique. The researcher applied the Story Completion technique in the class throughout the problem-based learning. The class learned about the narrative text with fairytales kind of text during the research. Before teaching the information in the class, the researcher gave the pretest to the students to measure their speaking English comprehension. The class then was given the material about the use of story completion technique using the narrative texts. Eight meetings were required to cover the subject in the class. The classes completed the posttest after finishing the

lesson to evaluate how well the use of the story completion technique had been implemented. The table below shows the results of the pretest and posttest:

Students	Pretest		Posttest	
	Rater 1	Rater 2 (expert)	Rater 1	Rater 2 (expert)
1	40	40	72	76
2	40	40	72	72
3	52	64	72	76
4	52	64	72	72
5	56	76	76	76
6	60	76	68	68
7	20	20	44	40
8	72	80	88	88
9	72	80	88	84
10	64	80	88	88
11	80	80	84	76
12	56	72	72	72
13	64	72	76	72
14	60	76	80	80
15	60	80	76	76
16	60	60	72	72
17	52	60	68	68
18	60	68	72	72
19	60	60	68	64
20	80	80	90	88
Mean	**62.20**		**74.50**	

Table 1. The pretest and posttest result.

According to the data presented in the table above, the pre-test score of the sample class ranged from 20 to 80 while the posttest ranged from 40 to 90. The average score of the class increased from 62.20 to 74.50.

1. Data description

This study produced some data after the treatmen was given, subsequent with the prestest and posttest procedures. To provide a description of the data, SPSS was used to processs the data. The description of the information includes the mean, the lowest score, the highest score, and the standard deviation. Based on the results of the pretest and posttest, the following table displays the findings of the data description carried out using SPSS:

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	20	20	80	1244	62.20	14.767
posttest	20	42	90	1490	74.50	10.380
Valid N (listwise)	20					

Table 2, Data Description

According to the data table presented above, the pretest score ranged from 20 to 80 while the post-test score ranged from 42 to 90. The mean of the pretest is 62.20 while the post-test mean is 74.50. The minimum score of both pretest and posttest of the class and the means had increased.

2. Normality test

Normality test was the next step that was done by the researcher after getting the data description. The researcher used the paired sample t-test method to analyze the data. Prior to applying a paired sample t-test to analyze the data, the researcher must first perform a normality test. The purpose of the normalcy test is to determine whether or not the data is distributed properly. The researcher utilized Kolmogorov-Smirnov Test in SPSS to determine whether the data were normal. The table below displays the outcome of the normality test that was performed in SPSS using the Kolmogorov Smirnov Test.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.60993226
Most Extreme Differences	Absolute	.167
	Positive	.088
	Negative	-.167
Test Statistic		.167
Asymp. Sig. (2-tailed)		.145[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 3. Normality Test Result

In order to be considered as a normal data, the significance value must be more than 0.05. the significance value of the pretest is greater than 0.05 that is 0.145. As the result, the data is considered to be distributed normally.

3. Hypothesis test

After doing the normality test, the researcher analyzed the data by using the paired sample t-test. The researcher analyzed the data to test the hypothesis which are:

a. The null hypothesis (H0) is rejected when the t-value greater than t-table with significant below 0.05. It signifies that the story completion technique had the considerable impact on pupils' speaking abilities.

b. The null hypothesis (H0) is accepted when the t-value lower than t-table with significance above 0.05. It signifies that the story completion technique had no substantial effect on the pupils' speaking abilities.

In order to analyse the data, paired sample t-test in SPSS is used by the researcher. The result is presented below:

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	-12.300	8.761	1.959	-16.400	-8.200	-6.279	19	.000

Table 4. Paired sample test result

To evaluate the research hypothesis using a paired sample t-test, it is necessary to assume that if the significant values for the paired sample t-test are less than 0.05, the null hypothesis (H0) is to be rejected. Conversely, when the p-values obtained from the paired sample t-test above the threshold of 0.05, the null hypothesis (H0) is believed to be supported. As seen in the previous table, the p-values of the paired sample t-test are 0.000. The p-values obtained from the paired sample t-test are less than 0.05, suggesting that there is sufficient evidence to reject the null hypothesis (H0). Because the null hypothesis (H0) is rejected signifies that the story completion technique had the considerable impact on pupils' speaking abilities after the tests and treatment given.

Discussion

The result of this study is in line with the study conducted by Idris in 2022. Idris (2022) studied the effectiveness of story completion on the eighth-grade students' speaking skill. This research studied the implementation of the story completion technique in developing speaking skills of 8 grade students of junior high school by considering two aspects which are students' learning activities and students' learning outcomes. The students' learning activity in this study consist of individual and group activity. The study revealed that there was the increase of the students' learning activities and differences of students' learning outcomes. Idris

(2022) claimed that the use of story completion technique had the effectiveness to improve students' speaking English ability. Then, the use of story completion technique in students' speaking English ability also maximizes learning quality that push the students to learn English speaking and improved their ability in the aspects of pronunciation, grammar, fluency, vocabulary and comprehensibility in speaking English that leads to the improvement of students' learning outcomes.

The story completion technique also provided a very enjoyable learning activity in classroom which will be potentially improved the students' speaking English ability in class or daily activities. According to Hamsia (2018), the main goal of story completion exercises is to stimulate imagination, establish an environment for introducing new language, and generate a compelling motivation for language learners to engage in speaking activities. In Santerika (2017), the use of the story completion technique in group settings encourages a reduction in student anxiety and enhances student engagement inside the classroom. Therefore, it can be inferred that the use of the story completion technique becomes advantageous in facilitating the development of speaking skills, thus creating a highly engaging learning environment wherein students actively engage in the exploration of fresh ideas and make improvements of their oral language proficiency within the classroom setting.

The result that was done by the researcher showed there was impact in teaching speaking occurred by the use of Story Completion technique on students' speaking English ability in grade 9 at SMP Pembangunan Laboratorium UNP. This research result is supported by several previous research that the Story Completion had been successful to help the students in the learning activity and has enriched the theory about Story Completion.

CONCLUSION

After conducting the research about the effect of using story completion technique on students' speaking English ability in grade 9 at SMP Pembangunan Laboratorium UNP, it can be concluded that the Story Completion Technique is helpful to the students in increasing their speaking English ability based on the aspects of speaking assessment. It could be inferred that this technique is successful to have the impact on students speaking English ability because of the enhancement of the pretest to posttest score conducted by the researcher. Moreover, Story Completion Technique is strong enough to be used as a method to learn and improve the speaking English ability of junior high school students

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