THE EFFECT OF USING STORY COMPLETION TECHNIQUE ON STUDENTS' SPEAKING ENGLISH ABILITY IN GRADE 9 AT SMP PEMBANGUNAN LABORATORIUM UNP

Thesis

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By:

ZOLA AGHNA VABIOLA

NIM. 19018182

Advisor:

Dinovia Fannil Kher, M. Pd

NIDN. 0009118804

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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HALAMAN PERSETUJUAN SKRIPSI

Judul	**: The Effect of Using Story Completion Technique on Students' Speaking English Ability in Grade 9 at SMP Pembangunan Laboratorium UNP**
Nama	**: Zola Aghna Vabiola**
NIM	**: 19018182**
Program Studi	**: Pendidikan Bahasa Inggris**
Departemen	**: Bahasa dan Sastra Inggris**
Fakultas	**: Bahasa dan Seni**

Padang, 2 November 2023

Disetujui oleh,

Pembimbing

Dinovia Fannil Kher, M.Pd
NIDN. 0009118804

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd, M.Pd
NIP. 197707202002122002

HALAMAN PENGESAHAN UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang dengan judul

The Effect of Using Story Completion Technique onStudents' Speaking EnglishAbility in Grade 9 at SMPPembangunan Laboratorium UNP

Nama : Zola Aghna Vabiola

NIM : 19018182

Program Studi : Pendidikan Bahasa Inggris

Departemen : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 2 November 2023

Tim Penguji		Tanda Tangan
1.	Ketua : Syafitri Ramadhani, M.Pd	:
2.	Sekretaris : Carbiriena Solusia, M.Pd	:
3.	Anggota : Dinovia Fannil Kher, M.Pd	:

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Alamat Kampus Selatan FBS UNP Air Tawar Padang Telepone (0751) 447347
Web http://english.fbs.unp.ac.id

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama	: Zola Aghna Vabiola
NIM/TM	: 19018182/2019
Program Studi	: Pendidikan Bahasa Inggris
Departemen	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

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Ketua Departemen Bahasa dan Sastra Inggris,

Dr. Yuli Tiarina, S.Pd, M.Pd
NIP 197707202002122002

Saya yang menyatakan

Zola Aghna Vabiola
NIM. 19018182

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ABSTRACT

Vabiola, Zola Aghna (2023): The Effect of Using Story Completion Technique on Students' Speaking English Ability in Grade 9 at SMP Pembangunan Laboratorium UNP

This Research is pre-experimental research that 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 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. Researcher 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.

Keywords: Story Completion – Speaking Ability – Speaking English – Effect – Speaking Test

ABSTRAK

Vabiola, Zola Aghna (2023): Pengaruh Penggunaan Teknik Story Completion pada Kemampuan Berbahasa Inggris Siswa Kelas 9 di SMP Pembangunan Laboratorium UNP

Penelitian ini merupakan penelitian pre-experimen yang dilaksanakan untuk menemukan pengaruh dari penggunaan teknik story completion pada kemampuan berbicara Bahasa inggris siswa kelas 9 SMP Pembangunan Laboratorium UNP. Populasi dalam penelitian ini terdiri atas 80 siswa dan kelas 9C dipilih untuk menjadi sample dalam penelitian ini menggunakan metode cluster random sampling. Sepuluh sesi treatment dalam penelitian ini diberikan kepada siswa termasuk sesi pretest dan posttest. Peneliti menggunakan tes berbicara Bahasa Inggris dengan menceritakan kembali cerita naratif dalam mengumpulkan data. Story Completion membantu siswa dalam meningkatkan ketertarikan untuk berbicara Bahasa Inggris. Hasil dari analisis data menyebutkan bahwa hipotesis nol yang ditemukan dalam penelitian ini ditolak yang menunjukkan bahwa pengaruh penggunaan teknik story completion pada kemampuan berbicara Bahasa inggris siswa memberikan efek yang signifikan dalam meningkatkan kemampuan berbicara Bahasa Inggris siswa dan diterima sebagai hasil penelitian.

Kata Kunci: Melengkapi cerita – Kemampuan Bahasa Inggris – Berbicara Bahasa Inggris – Pengaruh – Tes Berbicara

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CHAPTER I

INTRODUCTION

A. Background of the Study

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) says 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 states that speaking is the skill which students will be evaluated on the most in the real-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) states 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) states 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 in Idris (2022) utilised in Indonesian classes, which stiffen students and take a lengthy time. Kresna (2021) states 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.

One of the learning materials for the Junior High School level is narratives (Depdiknas, 2006). A narrative is a text that conveys a story and entertains or enlightens the reader or listener (Anderson and Anderson, 1997). A narrative text's social function or communicative purpose is to entertain, educate, and deal with an actual or fictitious story (Sadler and Haylar, 2000; Derewianka, 1990).

According to Adler and Oppenheim (2015), a story completion approach in narrative is an exercise in which Students are encouraged to complete a narrative story in which they performed to play narratives in response to the 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, the 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 with the Story Completion technique and will be seeing the result after applying the Story Completion method in the classroom.

B. Identification of the Problem

Based on the introduction, some problems identified are problems in speaking English, the lack of vocabularies, difficult to convey everything in English, and many students are unable to speak in public. The technique utilized were in teaching English speaking such as roleplay, storytelling, presentations. However, the use of story completion can be an effective way to develop speaking skill in learning English speaking.

C. Limitation of the Problem

Based on the study identification above, it is still impossible to conduct all research, therefore the researcher limits this research to "The Effect of Using Story Completion Technique on Students' Speaking English Ability in Grade 9 at SMP Pembangunan Laboratorium UNP" with only by applying the story completion technique in teaching narrative text.

D. Research Questions

This study is focused on two major questions:

1. Is story completion technique helpful to the students in speaking in grade 9 of SMP Pembangunan Laboratorium UNP?
2. How strong the effects occurred through the use of story completion technique in grade 9 of SMP Pembangunan Laboratorium UNP?

E. Purpose of the Research

The purposes of this research are:

1. To find out how the story completion method can help the students in grade 9 of SMP Pembangunan Laboratorium UNP.
2. To find out how strong the effects to help the students from using of story completion technique in grade 9 of SMP Pembangunan Laboratorium UNP.

F. Significance of the Research

This study is worth conducting because speaking skill is very crucial for the students, teachers, and researchers to have a better understanding and command of the language. The previous researcher in the relevant field suggested other researchers to continue this research with the same technique. Since this study used to improve speaking by story completion, the next study will be how the technique can be used for students to learn speaking in different circumstances. It is expected to contribute to teaching English language speaking from many perspectives. By identifying the problems faced by the middle school student in grade 9 of SMP Pembangunan Laboratorium UNP, the researcher can prepare herself to be aware of any issue happening and can solve the problem in the future class as an English teacher.

G. Definitions of Key Terms

It is crucial to provide the following definitions or explanations of certain terms used in this research to prevent misunderstandings.

1. Story Completion

   Story completion is a projective method that will be given as the treatment to the ninth grade of SMP Pembangunan UNP in some small groups that requires act of speaking when a pupil gets some part of a story, the others give adequate attention to specific theme in the following. It encourages pupils to plan ahead of time and practise using their own language.

2. Speaking Ability

   Speaking ability is the ninth-grade students of SMP Pembangunan UNP's capability in making meaning, creating, receiving, and processing information they encountered.