

**USING STORY COMPLETION TO INCREASE STUDENTS' ABILITY IN
SPEAKING SKILL AT MTS MARDHATILLAH**

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ABSTRACT

Learning English as a foreign Language is challenging. It needs motivation and strong effort. The most difficult skill in English is Speaking. There are some components for making speaking improved. Those components must be covered and faced by all speakers. In order to teach Speaking skill to students, the teachers can use appropriate method which is effective and right for students' need. Story completion can be the solution to make students easy to speak and get ideas. Story Completion has been applied and the result showed that it was effective and helped students to write. Therefore, many methods can be applied to make students fun and happy in speaking. We can choose method which is effective and easily to be used. The purpose of this study is to know whether the story completion is effective or no to increase students' ability in speaking skill. Quantitative method with quasi experimental were used. The result of this study showed that there was significant improvement the use of story completion in speaking skill

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ABSTRAK

Pembelajaran Bahasa Inggris sebagai Bahasa asing cukup menantang. Sehingga membutuhkan semangat dan motivasi yang kuat karena berbicara Bahasa Inggris merupakan keahlian yang sulit. Ada beberapa komponen dalam membuat kemampuan Bahasa Inggris meningkat. Untuk mengajarkan berbicara Bahasa Inggris kepada siswa membutuhkan metode yang tepat yang efektif dan sesuai kebutuhan siswa. Story completion adalah salah satu solusi untuk berbicara Bahasa Inggris. Story completion dapat membuat pembelajaran speaking menjadi menyenangkan. Tujuan dari penelitian ini untuk mengetahui apakah efektif atau tidak dalam penggunaan story completion pada keahlian berbicara Bahasa Inggris. Kuantitatif eksperimental telah dipakai. Dan hasilnya terdapat peningkatan yang signifikan pada penggunaan Story completion dalam Keahlian Berbicara Bahasa Inggris siswa.

Introduction

In this Era, English will have important role in communication. It will connect us with some information in this world. Getting knowledge, information and lesson will be the main part in this world. So, People must be able to communicate in English, Especially students, employee and entrepreneur.

There are four skills in English: Listening, speaking, reading and writing. Those four skills have difficulty each other. As the students learn English as a Foreign Language, they will have limited area to practice their English. So, it makes them lazy to practice. Speaking will be the hardest skill in Foreign Language Students, because They are seldom to speak and Practice. They are not confidence to speak and make a mistake grammatically. It will be serious problem if the Students are lack of motivation to speak. Speaking will be scary skill for some students

Speaking is totally hard, if the students do not practice. They do not know how to speak and pronounce even a single word. It is very serious. Some schools conduct English as the Language in the school. So, speaking can be their second language. But not all schools can conduct this activity. The limitation of area will make students feel lazy and uncomfortable to learn and practice. Speaking skills are important part of the curriculum in language teaching (Luoma, 2009:1). Speaking is one of four skills that should be mastered in learning English. Speaking is productive language skill the same like writing. The productive language should pass the mental process or it is called as a process of thinking. When the people want to say something and transmit information they need communication.

This problem must be faced. In order to develop students' motivation to speak , Story completion can be used. It is one of a good method to motivate students to practice speaking. In story completion , students are going to complete the story which is given by the teachers or their friends. So, they can be motivated to speak and practice. Before the students get the topic, the teachers will give clue about some topics which will be the topic for their speaking Practice

Based on the description above, This method will be applied to students at junior high school at MTS Mardhatillah Banyuasin. It will be challenging to apply this method to improve students ' speaking skill and motivate students to practice their speaking. Based on the observation before the research, some teachers say that" students are lack of motivation and low ability in speaking. Because of this illustration, This research will be conducted.

Method

To conduct this study, quasi experimental research using non equivalent control group pretest-posttest design was used. Fraenkel and Wallen (1991) state, “ an experiment usually involves at least two groups of subjects: an experimental group and a control or comparison group” (p.191). The study was conducted by using two groups: experimental and control groups. The experimental group received a treatment of some sort (a new text book, a different method of teaching , and so forth), while the control group did not have treatment.

The Population of this study was seventh grade students of junior high school. In this study, purposive sampling technique was used. The sample was taken by lecturer’s judgment and results of speaking performance were used. Finally, there were 14 students were taken as the sample into experimental group.

In collecting the data , this study applied story completion which is selected by the students. There were 14 students who perform and describe the picture. To analyze the vocabulary test, raw scores were used. The scoring focused on the number of correct answers. The scores and the grades of the students’ vocabulary achievement were grouped as follow: 27-31 (excellent), 22-26 (good), 17-21 (average), 12-16 (poor), 0-11 (very poor). For the speaking test, in order to score the students’ speaking achievement, the scoring scale from Mid –continent comprehensive center (SOLOM) was used. The scoring focused on five main aspects: pronunciation, fluency, comprehensibility, vocabulary, and grammar (See Appendix 1). The speaking test was recorded and then scored by two raters who fulfill the requirements of English background and have at least 525 TOEFL scores. The scores and the grades of the students’ speaking achievement were grouped as follow : 21-25 (excellent), 16-20 (Good), 11-15 (average), 6-10 (poor), <16 (very poor)

Results and Discussion

The results and discussion are adjusted to the research approach. If the quantitative research approach consists of descriptive statistics, the results of the assumption test and the results of hypothesis testing are then analyzed critically. If the qualitative approach is in the form of themes from the results of the qualitative analysis carried out.

The results of the speaking achievement in the experimental group was presented in the following tables.

Table 2
Score Distribution of speaking achievemets in the Experimental Group

Score	Category	Pretest		Posttest	
		N	%	N	%
27-31	Excellent	0	0	8	80
22-26	Good	5	10	2	20
17-21	Average	5	10	0	0
12-16	Poor	0	0	0	0
0-11	Very Poor	0	0	0	0
Total		10	100	10	100

Normality and Homogeneity Tests

To check the normality and homogeneity of the tests, Kolmogorov-Sminov and Levene's test were applied. Santoso (2010) states, "The data can be categorized as normal data if the value is higher than 0.05"(p.204). The results showed that all the Sig-Values of the normality and homogeneity tests exceeded 0.05 , it can be concluded that all the data of speaking and vocabulary tests were both normal and homogeneous.

Paired Sample t-Test Analysis for students' Vocabulary and Speaking Achievements

The results of paired sample t-test of vocabulary and speaking tests in the experimental groups were presented in the following table

Table 5
Results of Paired Sample t-Test of Vocabulary and Speaking Achievements in Experimental Group.

Variable	Mean	Standar Deviation	Sig 2-tailed
Vocabulary	2.26	2.12	.001
Speaking (total)	6.10	3.34	.000
Comprehension	1.46	.876	.000
Fluency	1.10	.573	.000
Vocabulary	1.36	.743	.000
Pronunciation	1.10	.849	.000
Grammar	1.06	.678	.000

In the vocabulary pretest and posttest in the experimental group, t-value was 4.141, and Sig. Value was lower than 0.05. It could be concluded that there was a significant difference in vocabulary achievement after the treatment. In the speaking pretest and posttest in the experimental group, t-value was 7.064 and sig. Value was lower than 0.05. In terms of speaking aspects, all aspects gave significant differences with sig. values (2 tailed) were lower than 0.05. It could be concluded that there was a significant difference in speaking achievement after the treatment.

Independent Sample t-Test

The results of independent sample t-test of vocabulary and speaking achievements were presented in the following table.

Table 7
Results of Independent t-Test of Vocabulary and Speaking Achievements

Variable	Mean	Standar Deviation	Sig 2-tailed
Vocabulary	2.00	.640	.004
Speaking (total)	2.06	.791	.014
Comprehension	.467	.191	.021
Fluency	.533	.150	.001
Vocabulary	.500	.181	.010

Pronunciation	.200	.190	.301
Grammar	.400	.193	.047

In the vocabulary posttest in the experimental group mean difference was 2.000, t-value was 3.125 and sig. value (2tailed) was lower than 0.05. It could be concluded that there was a significant difference in vocabulary achievement between the students who were taught through Project based learning

In the speaking posttest in the experimental group, mean difference was 2.067, t-value was 2.612, and sig. value (2tailed) was lower than 0.05. In terms of speaking aspects, there were four aspects which gave significant differences namely comprehension (.021), fluency (.001), vocabulary (.010), grammar (.047). Meanwhile, there was a difference in pronunciation (.301) but it was not significant. It could be concluded that there was a significant difference in speaking achievement between the students who were taught through project based learning and those were taught without project based learning

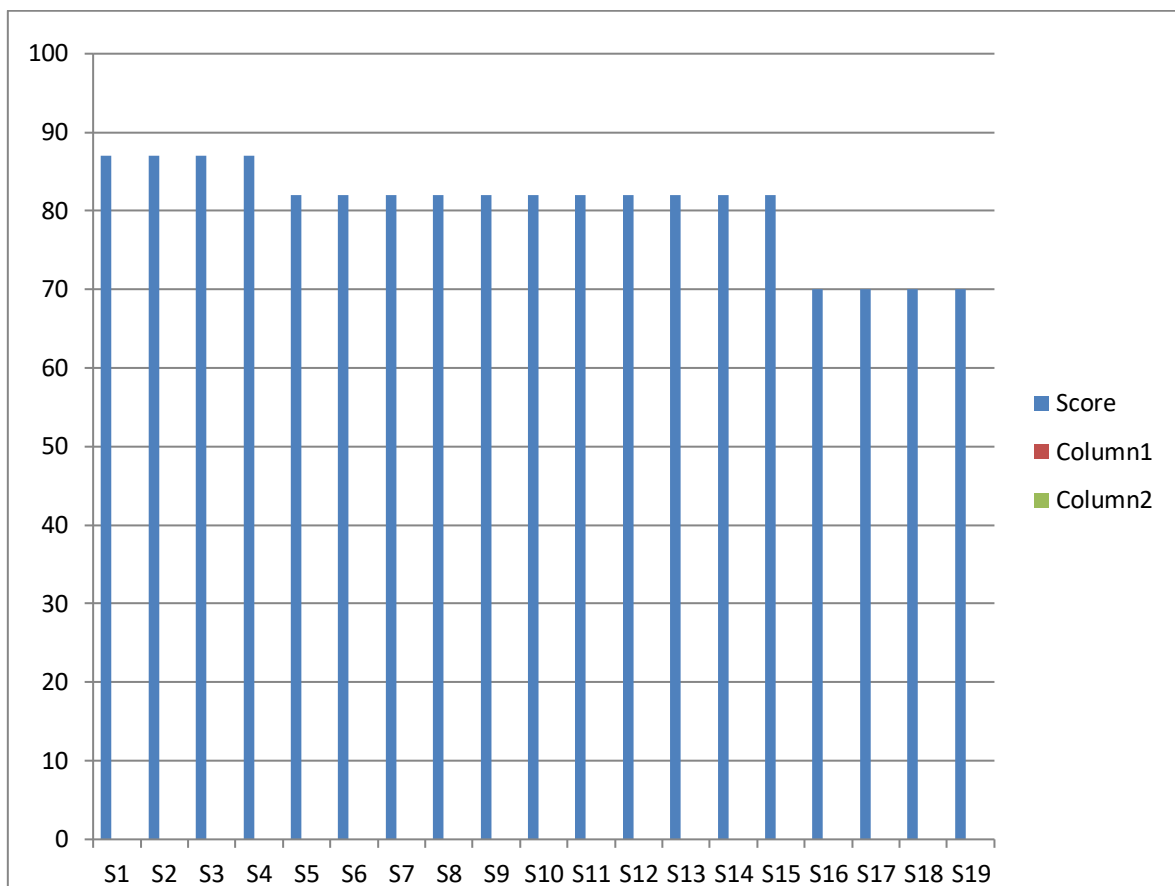
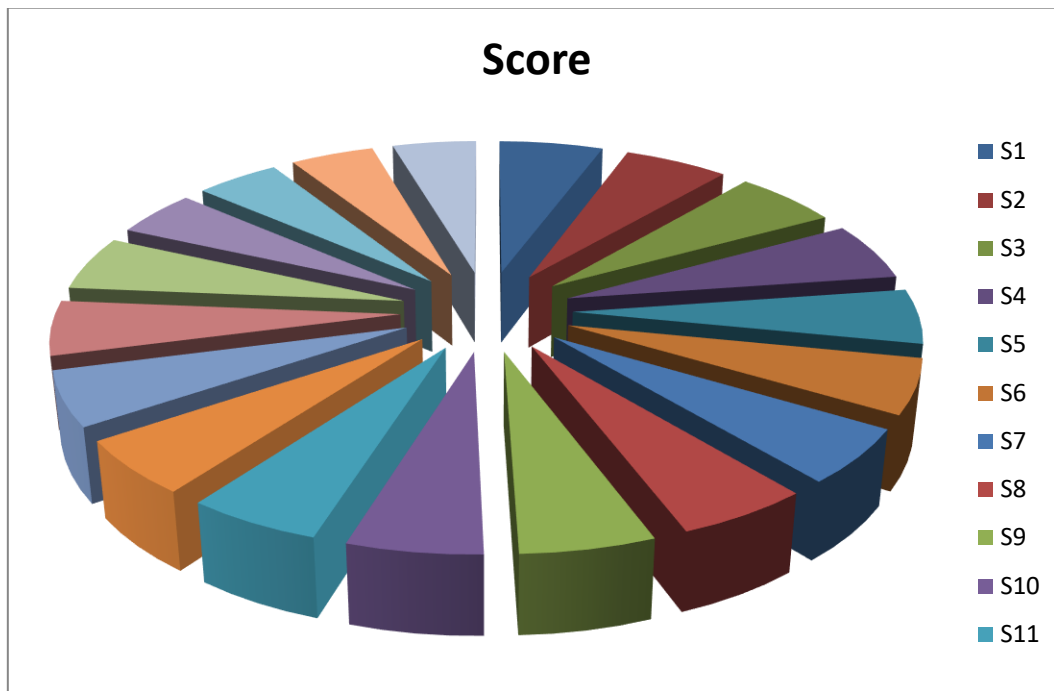
Contribution of Aspects of Speaking to Speaking Achievement

In analyzing the contribution of aspects of speaking to speaking achievement in the experimental group, stepwise regression was used. The results showed that the highest contribution was comprehension (84.2%). The contribution of pronunciation was 9.2%, vocabulary 4.9%, grammar 1%, and fluency 0.7%. It means, vocabulary gave contribution to speaking even the score was not as high as comprehension, but the value still existed although it was small.

Table 10

Contribution of Speaking Aspects to speaking Achievement

Model	R	R Square	Change Statistics	Sig.F Change
			R Square Change	
1	.918 ^a	.842	.842	.000
2	.967 ^b	.934	.092	.001
3	.991 ^c	.983	.049	.000
4	.997 ^d	.993	.010	.003
5	1.000 ^e	1.000	.007	.



Based on the above mentioned findings, some interpretations could be described that teaching by using story completion can improve students' vocabulary and speaking achievements. The following is the interpretation in detail.

First, it might be influenced by some activities in teaching by using project based learning such as cases, arguments, rebuttals, listening, research and advanced issues. in which requires the students to discuss, learn, search the information to respond and answer to the topic or to defend their argument, and to stimulate their interest in the topic. This is also supported by Krieger (2005) that "project based learning is assembling and organizing effective arguments, persuading and entertaining an audience, and using the language to convince people that your arguments outweigh your opposition's" (p.1). In addition, after having project based learning, the students can conclude and share their ideas to one another in a group, and finally, it will improve vocabulary and speaking achievements among students.

Second reason why project based learning could improve students' vocabulary and speaking achievements was because the topics of project based learning which exposed to real-life that can attract students' attention and make the teaching and learning process more alive. This statement is strengthened by Halversen (2005) that project based learning is a method to force students to think about the multiple sides of an issue and it also forces them to interact not just the details of a given topic, but also with one another. The other reasons why project based learning could improve students' vocabulary and speaking achievements might be caused by its implementation, the students seemed excited and enthusiastic to speak in a group discussion.

In addition, in relation to the results of findings of each aspect of speaking achievement by using the Stepwise Multiple Regression Analysis, there were some aspects in the aspect of speaking achievement such as comprehension, fluency, vocabulary, pronunciation, and grammar. Based on the results, vocabulary gave significant contribution to speaking. This statement is strengthened by Thornbury (2002) who claims, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that grammar gives a role in conveying something, but vocabulary gives a role in conveying something, but vocabulary gives a role in conveying everything" (p.3). As stated before, this might be caused by some activities by using project based learning such as cases, arguments, rebuttals, listening, research and advanced issues activities which require the students to be more actively participate in the teaching and learning process.

Conclusion

Based on the results of the analyses there was a significant difference in vocabulary achievement between the students who were taught through project based learning and those were taught without project based learning, and there was a significant difference in speaking achievement between the students who were taught through story completion and those were taught without story completion.

Moreover, based on the results of analyses speaking achievement of the Junior High School Students was improved. In terms of speaking aspects, there was contribution of speaking aspects to speaking achievement. The highest contribution was comprehension, but other aspects still gave contribution to speaking. Meanwhile, there was a contribution also of vocabulary to speaking aspect. The highest contribution was grammar, but vocabulary still gave contribution to other aspects. Based on the conclusions above, some suggestions are given to teachers and learners in learning English. First, the learners should be given more method in relation to the English speaking activity for instance using project based learning in the classroom which explores critical thinking and arguments. Second, the teachers should help the students to have self-confidence to speak English by using group discussion and games. Third, teachers should be able to select appropriate and effective instructional technique and material to support the teaching and learning activities in the classroom.

The learners should be given more method in relation to the teaching vocabulary activity for instance using hot seat in the classroom which explores critical thinking and arguments. Second, the teachers should select the vocabulary of using hot seat that can attract students' interest and make the teaching and learning process more alive.

Teachers should be able to control the students and motivate the students who do not participate actively. For researchers, who want to conduct similar research, it is suggested to consider the topics of hot seat that suitable for their level. In addition, teachers should be able to guide the students to pronounce the words accurately and fluently.

Declarations

Author Contribution

Hartini Agustiwati: Conceptualization, Methodology, Data Curation, Original draft preparation.

Wulandari Berliani: Investigation, Reviewing and Editing

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Conflict of Interest

The Authors, Hartini Agustiwati and Wulandari Berliani are listed immediately below certify that they have no affiliations with or involvement in any organization or entity with any financial interest (such as: honoraria:educational Grants: stock ownerships or other equity interest and expert testimony or patent licensing arrangement), or nonfinancial interest (such as personal or profesional relationship, affiliation, knowledge or belief) in the subject matter or material discussed in this manuscript

Additional Information

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