

THE EFFECT USING STORY COMPLETION ON STUDENTS' SPEAKING SKILL TO ELEVENTH GRADE STUDENTS OF SMK SWASTA YPIS MAJU BINJAI

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ABSTRACT

The research aims to find out the effect of using story completion on students' speaking skill to eleventh grade students of SMK Swasta YPIS Maju Binjai at academic year 2020/2021. The problems that had been identified by the researcher are including that students were not interested in learning English. This research uses narrative text with oral test. This type of research is an experiment research. The populations of this research were students of the eleventh grade students of SMK Swasta YPIS Maju Binjai which consisted of five classes of the eleventh grade. The sample of the research consisted of 42 students. The study was an experiment and control research, the experiment class is XI TKJ and the control class XI AKL. The test was used in the pre-test and post-test. After that, the data has been computed by using t-test, it showed that t_{value} was 11,797. The experimental class, standard deviation was 2, 81 and the control class, standard deviation was 2, 45. Then, after looking of distribution table value in certain degree of freedom (df), the result showed that the degree of freedom was 42 ($n - 2 = 42 - 2 = 40$). The value of table in line 40 was 2,021 at level significance 0, 05. This remarked that t_{value} was higher than t- table ($11,797 > 2,021$). The hypothesis was accepted. It means that there was a significant effect of using story completion on students' speaking skill to eleventh grade students of Smk Swasta Ypis Maju Binjai at academic year 2020/2021.

Keywords: Story Completion Technique, Speaking Skill, Narrative Text

I. INTRODUCTION

Language is a system of conventional vocal sign by means of which is examines in some detail. Those terms are systems, sign, and vocal, conventional, human, communicate (Algeo, 2005:2). In addition, language is system of arbitrary, vocal symbols that permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro, 1984:3). So, language is a medium for communicating between one person and another person, language has characteristics in communicating.

English is an international language. It has various functions in different countries. Some

countries use English as a first language, any other use it as a second language and other use it as a foreign language (Santerika, 2017:1). In addition, English is an international language. Many countries use English even though English is not the native language of their country. Nowadays, English is very important to learn in the world of study or work. It is not easy to speak English quickly and fluently. English is very familiar and popular language in the world.

English have four language skills. There are listening, speaking, reading, and writing. Speaking is one of the four language skills. Speaking is a skill in direct communication. Speaking is one of the skills that students don't like, because speaking is a skill that required

having component, there are grammar, vocabulary, pronunciation, fluency and comprehension. (Ashdaq, thesis, 2017:1) opine that speaking is one of the productive skills besides listening. It is not only to say a word or sound, but one of way to communicate ideas, express our feeling. There is such a process of understanding the message from the speaker.

Speaking is one of the important skills that students must master in listening, reading and writing in learning English. Speaking is very different from other language skills, because speaking requires orientation and fluency in speaking such as pronunciation. Through speaking people could express and deliver feeling and ideas directly. They make speaking be more natural than other forms of communication. However, to speak well is not easy because someone who wants to speak should be able to give understanding to people who listen to them and express their ideas (Ghiabi, 2014: 17).

In Indonesia, English is also used as a second language in that country. And many people also use English as a daily language to communicate with other people. Some people think that speak English is not easy. Because speak English must have a lot of words and proper pronunciation. So many people cannot speak fluently. In addition, Indari (2020: 26) the less confident that the most factors in the problem of speaking. It considers that students have less habit to practice English in their daily life. The students don't want explore their capability in English even though they have learned the basic structure and any else which are the components theory about English. The researcher found problems of students in learning English is speaking. Speaking is not easy for students who speak English fluently. There are so many factors that affect students in learning to speak. The factors that affect students are lazy to look for vocabulary, afraid

make mistakes in speaking English, lack motivation, not self-confident, shy to express them, the method taught by the teacher is less attractive, the students do not want to the practice of directly and hates learning English. The students also assume that learning English was bored and not enjoy. But if we are as a teachers have to make learning techniques that can make active and make students interested in learning English. One technique that can make students to learn speak effectively is to use story completion learning technique. This technique is a technique that connects a story from the first person who made the story after that connected with the second person, the story can make new cast in the original to the story's first creator. This technique makes students active, fun and easy speaking English to learn English.

Based on the research background, the research problem is formulated as follows "is there any effect of using story completion on students' speaking skill to eleventh grade students of SMK SWASTA YPIS MAJU BINJAI at academic year 2020/2021?" that The objective of this research is to find out the effect of using story completion on Students' speaking skill to eleventh grade students of SMK SWASTA YPIS MAJU BINJAI at academic year 2020/2021.

Based on the theories that has been described previously the hypothesis in this research is There is a significant effect of using Story Completion technique on students' speaking skill to eleventh grade students of SMK SWASTA YPIS MAJU BINJAI at academic year 2020/2021.

Story completion

According to Kayi (2006), Story Completion is a free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell the story, but after a few sentences, he or she stops narrating. After that, each student

starts to narrate 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 and so on. Ghiabi (2014: 23) said that stories can allow students to explore their own cultural roots, allow students to experience diverse cultures. Enable students to empathize with unfamiliar people, places, and situations, offer insights into different values and traditions, help students understand how common wisdom is for all people or all cultures, provide insight into life experiences, help students allow new ideas and reveal differences and commonalities of cultures around the world.

Narrative Text

Peter Knapp and Megan Watkins (2005: 220) tell the genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students pick up and write naturally. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language. The first point we would want to make, therefore, is that this genre, while being universally popular, is far from natural; nor is it easy to simply pick up for a significant number of students. Singular generic purpose as do some of the other genres. We cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways

that are not possible in news reports and current affairs programs.

Djarmika & Wulandari (2013: 18-19) says narrative text has an organizational structure which includes orientation, complications and resolution. In addition, Djarmika and Wulandari (2013: 100), narrative text uses language features in sentences namely adverb, adverbial phrase, adverb of time, noun phrase, past tense, past perfect tense, direct speech and indirect speech. Generic Structure Narrative Text (Djarmika and Wulandari, 2013 in thesis Nurhasanah):

Orientation

Orientation is part of the opening story. It is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

Complication

Complication is the main body of the story. This part is including an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication, and this serves to thwart the characters in their efforts to achieve what they want is to build tense feelings and anticipation for the reader.

Resolution

Resolution is the crisis resolved for the story. This part contains the ending of the characters problem and conflict. There are three ending resolutions, first the story will be ended with the happy ending, second the story will be ended by sad ending, and the last the writer allows the reader to guess the end of the story.

Speaking

Nunan in Kayi, (2006: 1) defines speaking as the use of language quickly and confidently

with few unnatural pauses, which is called as fluency.

Rebecca Hughes (2011: 6-9) says in her book about Teaching and Researching Speaking is:

Speaking is not a discrete skill. One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other areas and disciplines. How far, for instance, is the structure of a conversation culturally determined, How far are the grammar and vocabulary of speech different from other sorts of grammar, what are the critical factors in the stream of speech that make it intelligible. Speaking in its own right whilst relating it from time to time for clarity to these distinct areas: the global or discourse level, the structural level and the level of speech production; these three areas broadly relate to fairly stable areas of activity in linguistics of discourse, lexis and grammar, and phonology/phonetics and map on to, and overlap with, other threads of study in theoretical and applied linguistics.

Teaching speaking versus using speaking to teach; a key question to ask, therefore, is whether a teacher is engaged in teaching the spoken form of a language or teaching a language through speaking. This distinction is important, although it may seem trivial at first sight. Spoken forms of language have been under researched whether at the level of grammar or in broader genre based studies. I will be arguing that this is due, in part, to attitudes to language data in linguistic theory. A teacher or materials writer may feel some confidence in dealing with stable written forms and genres the essay, the business letter, or the laboratory report and have a genuine understanding of the language appropriate to newer discourses, such as e-mail, texts, or chat room etiquette. However, the notion of how spoken genres are structured, and what forms are most typical of them, is difficult to

establish. I will also be suggesting that this means there is a great deal of speaking going on in classrooms, but that this may be different from the effective teaching of speaking as a holistic skill.

Teaching speaking is not easily, separated from other objectives when the spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, a task may be carried out to help the student gain awareness of, to practice, some aspect of linguistic knowledge whether a grammatical rule, or application of a phonemic regularity to which they have been introduced, to develop productive skills for example rhythm, intonation or vowel-to-vowel linking, and to raise awareness of some socio-linguistic or pragmatic point for instance how to interrupt politely, respond to a compliment appropriately, or show that one has understood.

Insight from speech corpora, a corpus in linguistic contexts is a collection of language samples. As such, a teacher's collection of photocopies of student essays might be regarded as a corpus. However, the term is strongly associated with the computer-aided analysis of language, and, in corpus linguistics, with the statistical analysis of word (and less often) structural frequencies. Just as the teacher might look through a collection of learners' essays before planning a class to see what common problems they were encountering, a corpus linguist can find patterns and frequencies in many million word samples of language. The collection of speech data for corpus design is a particular problem as large amounts of naturally occurring speech need to be both recorded and transcribed for the computer. This is a time-consuming and difficult to automate process and means that there has been a tendency for corpora to be biased in favor of the written mode.

The objectives in the speaking classroom may well change quite radically over the next ten years as insights emerging from corpora of natural speech and language processing combine to help us understand what speaking is actually like.

Bringing the facets of speaking together; the human voice and the faculty of speech are inherently bound up with the projection of the self into the world. As a second language learner acquires a living language, a large number of aspects other than grammar and vocabulary also need to be acquired for successful communication to take place. These relate to culture, social interaction, and the politeness norms that exist in the target language. To learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices needed to speak appropriately with a new voice.

According to Brown (2001: 406-407), the elements of speaking consist of fluency, comprehension, grammar, vocabulary, and pronunciation. Definitions from components are:

a) Fluency

Fluency is the speaker speaks to other people with good language and able to speak quickly and accurately.

b) Comprehension

Comprehension is the way we understand the content of speech or the purpose of speaking in a speech.

c) Grammar

Grammar is one of five elements, where grammar is a series of words that the speakers say or the form of sentences that the speaker says.

d) Vocabulary

Vocabulary is the basic of language. It means vocabulary is a word to form sentences which very important in language. When the speakers want to be fluent in speaking, the speaker must have a lot of vocabulary, especially in learning English. The speaker have a lot of vocabulary, the speaker are able to speak fluently.

e) Pronunciation

Pronunciation is very important component of language. If you say the word properly and correctly it will make people understand what you are talking about.

The researcher concluded that speaking is one of the skills in English, which means speaking is the ability to communicate to other in a direct way. Speaking can also express something with meaningful words and sentences. Speaking is a skill that is required to have components such as grammar, vocabulary, pronunciation, fluency and comprehension. Speaking is one of the skills that use an oral test. Speaking is different from reading, listening and writing.

II. RESEARCH METHODOLOGY

Research Design

In this research, the researcher used an experimental design. The research is quantitative research. These researches have two variables. They are independent and dependent variable. In educational research methods book (Louis Cohen, Lawrence Manion, and Keith Morrison, 2018: 391) described that experimental research is that the researchers deliberately controlling and manipulating the conditions that determine the events, in which they are interested, introduce interventions and measure the difference was doing. An experiment to make changes in the

value of the independent variables and observing the effect of those changes on other variables dependent variables; experimental research can be confirmatory, seeking to support or not to support a null hypothesis, or exploratory, discovering the effects of certain variables. In an experiment the post-test measures the dependent variable, and the independent variables are isolated and controlled carefully. In addition, According Sugiyono (2006:80), experiment research is a research which has the purpose to find the cause-effect relationship among a variable in a controlled condition.

Population, Sampling, Sample

The population of this research was taken from the Eleventh Grade Students of SMK SWASTA YPIS MAJU BINJAI in academic year 2019/2020. The total numbers of population were 102 students from five classes.

Ary et al (2006: 149) states there exist two main types of sampling procedures are sampling probability and non-probability sampling. Probability sampling involves the selection of samples in which the elements are selected through the procedure by chance. While non-probability sampling includes methods of selection in which elements are not chosen by chance procedure it success depends on the knowledge, expertise and judgment of the research. This research used probability simple random sampling. The sample of this research was taken two classes, one as the experimental class and one as control class. The sample of the research was taken two classes as XI-TKJ the experiment class and XI-AKL control class.

Technique of Data Analysis

In technique of data analysis, the researcher used an oral form to know the students' in speaking after teaching Story Completion technique. The researcher was collected the

data by test (pre-test and post-test) on 22 September 2020.

III. RESEARCH FINDING AND DISCUSSION

Finding

The data has been taken by the researcher from sequence of data analysis collected. The test consisted of 5 (pronunciation, grammar, fluency, vocabulary and comprehension) components. Each correct answer was given 60 score low score and the highest score was 90.

From the data that has been collected from 42 students as research subjects, there are two classes that were sampled in the research, namely XI TKJ class as an experiment class used story completion techniques with narrative text in speaking skill, while the XI AKL as a control class who did not use these techniques. The control class only used narrative text in learning speaking. From the calculation results, the pre-test experiment value was 1785 and the pre-test of control class was 1195. The post-test experiment class was 1983 and the control class was 1335 it can be seen from the pre-test and post-test that the experiment class was higher scores using the technique story completion instead of the control class. After that, the mean score of experiment class was 8, 4 and the standard deviation of experiment class was 2, 81, and the mean score of control class was 8, 23 and the standard deviation of control was 2, 45. It can be concluded from both of the tests; the experiment class obtained a greater mean score than the control group. The significant score between experiment and control class can be determined by using t-test. After being calculated using t-test that the hypothesis has been answered, namely that t-test is greater than the t-table, and then the hypothesis was accepted. The researcher concluded that, t-test value was higher than t-table ($11,797 > 2,021$).

If t-table value is higher than t-test at the level of significance α 0.05 and $df (n-2) = (42-2) = 40$. It can be concluded from the calculated results that there is an effect of using story completion in speaking skill. In other word, H_0 was accepted.

Discussion

The problem's of students are afraid, shy speaking in front of the class, learning English is not fun, English is not easy, less motivation, and not confident. Teacher must have precise strategy when teaching in the classroom so students enjoy the lesson such as story completion techniques. This technique is able to make students become active in learning process. The story completion is not only active, but this technique increase creativity and insight in a connecting a story.

According to Ur (2009: 121), there are four problems with speaking activities:

First, inhibition unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes, fearful of criticism or losing face, simply shy of attention that their speech attracts.

Second, nobody says. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Third, uneven participation only one participant can talk at a time if they are to be heard and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

Fourth, mother-tongue in classes where all or a number of learners share the same mother tongue, they may tend to use it, because it is easier, because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

Penny Ur (2009: 120) says that there are four characteristics of a successful speaking activity as follows:

- a. Learners talk a lot. As much as possible of period of time allotted to the activity in fact occupied by learner. This may seem obvious, but often most the time is taken up with teacher talk or pause.
- b. Participation in the classroom. Discussion is not dominated by a minority of active speech participants all get chance to speak and contributions are fairly evenly distributed.
- c. More interest. Learners are eager to speak because they are interested in the topic and have a new to say about something or they went to contribute to achieving and ask objective.
- d. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to other and an acceptable level of language accuracy.

In addition Littlewood in Al Hosni (2014:24), motivation is important force which determines whether a learner embarks in a task at all.

IV. CONCLUSION

After analyzing the data, conclusions are following:

Students are more effective, interested, fun, enjoy, and not afraid of mistake speaking in speaking and learning through story completion in English speaking students.

That t_{value} was 11,797. Then, after looking of distribution table value in certain degree of freedom, the calculating showed that the degree of freedom was 42 ($n - 2 = 42 - 2 = 40$). The value of table in line 40 was 2,021 at level significance 0,05. This remarked that t_{value} was higher than t -table ($11,797 > 2,021$). The hypothesis was accepted, there is effect of using story completion significantly affect narrative text speaking skill to eleventh grade students' of SMK Swasta YPIS MAJU BINJAI at academic year 2020/2021.

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