THE EFFECTIVENESS OF STORY COMPLETION TECHNIQUE ON STUDENTS' SPEAKING SKILLS

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Abstract: The research purpose was to evaluate the effectiveness of skills in learning speaking after using the technique of story completion, which emphasizes comprehension, fluency, and vocabulary. Utilizing a pre-test, treatment, and post-test quantitative design, the researchers gathered data by administering the pre-and post-tests. Thirty students from class VIII A at SMPN 1 Langsa made up the research sample. Purposive sampling was the method used to obtain the sample. The study's findings indicated that the pre-test score was 2.03 and the post-test scores were 3.63. This study also demonstrates that the t-test value (4.979>1.703) was greater than the t-table value. It indicates that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. The technique of story completion application in descriptive text at SMPN 1 Langsa eighth grade effectively enhanced speaking abilities, including vocabulary, fluency, and comprehensibility.

Keywords: *Pre-Experimental Design*, *Speaking, Story Completion*

1. INTRODUCTION

Humans utilize language as a tool for communication. There will always be a human component to language use in daily life. Since language serves as a means of communication between people, it is vital to life. Language is the corpus of words and the mechanism by which they are used in communication that is shared by members of a similar nationality, community, geographic region, or heritage of culture (Verderber, 1999). In summary, language is a system of symbols that people use to express ideas and thoughts to one another or to communicate. It also impacts or influences culture and vice versa, therefore it can be claimed that language and culture are closely related.

Active skill is needed to produce the words or sentences that become information and transfer to others. If someone masters speaking, it provides a chance to gain and share information with other people. The first thing that a person needs is speaking which requires talking with someone else well. Thus, the students need to have this skill to help them in communicating in English and it is also the learning objective of teaching English. In line with Morozova (2013), a crucial part of English is speaking which needs to improve daily.

Since speaking is a means of interpersonal communication, it is one of the most crucial language abilities. Through education or the teaching and learning process, some life skills can be improved. Speaking is one of them; it's a communication ability that helps people compete in the social sphere. Speaking is thought to be the primary ability (Irawati, 2015). We try to talk clearly and smoothly because we want to interact with people, often in person and in real time.

Nowadays, the most difficult thing that students face when they learn English is speaking. According to Muslem and Abbas (2017), the proficiency of students in speaking English for interactions with English native speakers and other people is still lacking. Muslem et al. (2019) believe that speaking is a challenge because it involves a complicated cognitive processing activity that is difficult for EFL learners to complete.

The students gain some problems which can be seen in the classroom. They are not comfortable speaking English, prefer to remain silent even when they comprehend what others are saying, lack the enthusiasm to study English, and are concerned about making mistakes.

The researchers' observation shows a fact that the students in the second grade did not practice English well

when the researchers taught in the school. Before beginning to teach, the researchers ask a simple question, such as who is the class leader, ask the students to clean the blackboard, and attempt to communicate with them, but the researchers receive no response, and the students remain silent, unable to understand what the researchers are saying. As a result, the student's score in English lessons is 65. Countering this fact, the researchers conducted the study to investigate the effectiveness of the story-completion technique on students' speaking skills. To determine the impact of the technique of story completion on students' speaking abilities, this study concentrated on their speaking abilities. The components of speech were the researchers' main focus. They are comprehension, fluency, and vocabulary.

In terms of speaking, someone is not only producing the words but also considering the several elements of speaking to support in producing the words or sentences properly. Speaking is a multifaceted ability that requires the use of several different talents at the same time, many of which develop at different speeds. Five elements of speaking skill concerned with pronunciation, vocabulary, grammar, fluency and comprehensibility (Heaton, 1990).

One of the teaching techniques to improve the students, especially in speaking is story completion. The rule of this technique is to tell the story in several sentences, then, the teachers will pause the story. The rest of the story will be continued by the students using their own words (Kayi, 2006). All students are allowed to share their ideas to continue the story. The next students will continue the story and refer to the previous story delivered. The interesting is the students can create a new plot or character as an additional story.

Ghiabi (2014) emphasizes that story completion can enhance students in speaking English which means the students' creativity will develop. The students have their ideas to create the story by using their vocabulary. It exercises the students to arrange the story

and create the story creatively to complete the whole story. It assists the students to understand and practice using the language. This method aids in the improvement of pupils' speaking abilities. pupils' creativity also improves with this kind of instruction; Unlike narrative recounting, pupils using this method are required to utilize their own words. Students handle the story and attempt to finish it in this open-ended assignment. Completing a tale can improve cross-cultural understanding and communication in a variety of ways. Stories can:

a) Permit pupils to investigate their cultural heritage.
b) Provide children with exposure to a variety of cultures.
c) Help pupils develop empathy for strangers in places, situations, and people.
d) Provide perspectives on various customs and values.
e) Assist pupils in realizing the universal knowledge shared by all individuals across all cultures.
f) Provide perception into the common experience of life.
g) Encourage kids to think critically.
h) Highlight cultural differences and similarities.

To finish a story well, a lot of ideas are needed from everyone. Concerning the teacher's conduct, the teacher begins the play by narrating an intriguing story. However, after a few sentences, the teacher ends the conversation. Subsequently, one by one, each pupil begins to speak or tell a story starting from where the last one ended. Pupils can narrate stories and investigate the story's concept. They can see and imagine. Pupils can recount the narrative, characters, incidents, and more. Students will therefore truly love learning because they will be required to present the story's idea in a group setting.

Based on the preceding statement, the researchers conclude that the narrative completion technique used in this study is a type of speaking instruction strategy in which students work in groups to complete a story told by a previous speaker, using the teacher's portion as a

guide. The teacher starts the story that the students need to finish before that. Because every pupil is driven to talk and ignore future mistakes, it will be an exciting technique.

The researchers include several types of previous results of other studies to show their relevance to current research. Hamsiah (2018) researched the theory of speaking. The research analyzed developing student's skills in speaking through story completion. In this research, the researchers showed that the students' confidence improved which indicated that they could speak well when they used story completion. The second journal is from Syaprizal (2018) about how to teach skills in speaking using techniques by story completion. The research findings concluded that story-completion techniques had a significant effect on speaking skills. The researchers discovered an improvement in scores from the pre-test to the post-test.

There are certain parallels between this research and the previously mentioned study on speaking usage story completion. In addition, the data source and the research aims of this study differ from those of earlier studies. The researchers used SMPN 1 Langsa second or eighth grade as their data source. An analyst analyzed how the way they speak based on the elements of speaking: vocabulary, grammar, pronunciation, fluency, and comprehension that used story completion techniques.

2. RESEARCH METHOD

The design for this research uses a pre-experimental quantitative design to investigate the implementation of the technique of story completion to increase skill for skill-speaking students. The research instrument consists of a design for pre-test – treatment – and post-test. The goal is to investigate improving the skills for speaking of students which reflect the speaking elements. They are vocabulary, pronunciation, grammar, fluency, and comprehensibility. The population is defined as all parts of any well by people, events, or objects (Ary, 2010). The research population consisted of 100 students who were separated into 3 classes; there was VIII A with 30 students, VIII B with 35 students and VIII C consisting of 35 students. Purposive sampling is a technique for research. A purposive sampling includes a technique that sampling with certain considerations (Sugiyono, 2016). The research sample was one class with sample size in this study was 30 students.

The researchers get the data using a test of pre-test and post-test. The pre-test starts on Sunday 12 February 2024. The pre-test determined the background knowledge of the students in speaking. It was without using the technique the post-test assessed students' knowledge after doing the research. In the pre-test, the researchers gave them some pictures to describe it. Next, the researchers provided treatment such as an explanation of speaking and story completion, followed by a pre-test in which the researchers presented another picture, and finally, the researchers assessed their vocabulary, pronunciation, and comprehensibility.

3. FINDINGS AND DISCUSSION

The research results are similar to the analysis results of the pre-test and post-test values, the mean values, standard deviation and t-test. The results are shown as follows:

1. The Students' Classification of Pre-test and Post-test score

Table 1. The students' Pre-test results

No	Score	Classification	Frequency	Percentages
1	5.01-6.00	Excellent	0	0%
2	4.01-5.00	Very Good	0	0%
3	3.01-4.00	Good	11	36,7%
4	2.01-3.00	Average	19	63,3%
5	1.01-2.00	Poor	0	0%
6	0.00-1.00	Very Poor	0	0%
Total			30	100%

After the pre-test, the students were confused about speaking or saying something about the picture because the

students have lack of vocabulary and comprehensibility.

Table 2. The students' Post-test results

No	Score	Classification	Frequency	Percentages
1	5.01-6.00	Excellent	0	0%
2	4.01-5.00	Very Good	3	10%
3	3.01-4.00	Good	27	90%
4	2.01-3.00	Average	0	0%
5	1.01-2.00	Poor	0	0%
6	0.00-1.00	Very Poor	0	0%
	Total		30	100%

By analysis of the scores and percentages by the pre-test and post-test in the table, the conclusion is the post-test percentages score is better than the pre-test percentages score.

2. The Students' Speaking was Seen by Vocabulary Improvement

Table 3. The Students' Speaking was seen by Vocabulary Improvement

Indicators	Mean Score		Improvement (%)
	Pre-test	Post-test	
Vocabulary	1,88	3,37	79,2%

Table 3 shows that the mean score of students' speaking viewed to fluency in the pre-test was 1,88 and the score of mean in post-test was 3,37 and the improvement of the speaking refer to vocabulary was 79,2%.

3. The of the Students' Speaking Was Seen by Fluency Improvement

Table 4. The students' speaking was seen by fluency Improvement

Indicators	Mean Score		Improvement (%)
	Pre-test	Post-test	
Fluency	1,93	3,75	94,3%

Table 4 shows that the score of mean students' speaking was seen by to fluency in the pre-test is 1,93 and the

score of mean in the post-test is 3,75 and the speaking increase to fluency is 94,3%.

4. The Students' Speaking was Seen by Comprehensibility Improvement

Table 5. The students' speaking was seen by comprehensibility improvement

Indicators	Mean Score		Improvement (%)
	Pre-test	Post-test	
Comprehensibility	2,28	3,97	74,1%

Table 5 shows that the score mean for students' speaking seen to comprehensibility in the pre-test is 2,28 and the score of mean in the post-test is 3,97 and the speaking improvement referred to comprehensibility is 74,1%.

5. The Skills for Speaking of Students Improvement

Students were given two tests by the researchers to respond to the problem statement in the first chapter. Before treatment, a pre-test was administered. Second, following treatment, a post was made. The table below displays the students' scores of the mean from the pre- and post-tests:

Table 6. The Skills for Speaking of Student Improvement

Speaking Skill	Pre-test	Post-test	Improvement (%)
	2,03	3,63	78,8%

Table 6 shows that the skill speaking of students was rated as fair in the pre-test 2,03 and as good in the post-test 3,63. This means that the score of post-tests by students is better compared with the score of students' pre-tests.

6. The Score and Standard Deviation of Mean by skills for Speaking Skill of Students

Table 7 shows that the pre-test score mean was 2,03 with a standard deviation of 0,222, while the post-test score mean was 3,63 with a standard deviation of

0,344. These two tests provide enough information to conclude that the post-test received an average score that was greater compared with the pre-test's score of average.

Table 7. Mean Score and Standard Deviation

Speaking Skill	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental group	2,03	0,222	3,63	0,344

7. The Significance of the Students' Ability in Speaking Skill

The researchers use the t-test to analyze the level of significance (p) = 0.05 with degrees of freedom (df) = N-k, where N = total number of students (30 students) and k = number of variables, to ascertain the level of significance between the two variables (pre-test and post-test). With a 1,703 t-test statistic as the outcome of the t-table value produced, the analysis for an independent sample is used. The t-test computation results are displayed in the following table.

Table 8. T-test and T-table of the Students' Ability in Speaking Skill

Speaking Skill	T-test	T-table	Comparison	Classification
	4,979	1,703	T-test>T-table	Significantly different

Table 8 shows the result indicates that the t-test score for the students' speaking skills is (4,979>1,703), indicating that the t-test scores were higher than the t-table (T-test>T-table). This demonstrates that the student's speaking abilities before and after applying the story completion technique differed significantly. Additionally, it was stated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

Researchers found that there was a significant difference between the data in the table and the t-test, indicating that teaching speaking using the story-completion technique was beneficial for enhancing students' speaking abilities.

4. CONCLUSION

According to the score analysis, students scored a mean of 29.46 on the pre-test and 42.23 on the post-test. Fluency, comprehensibility, and vocabulary results were used to calculate the score. This demonstrates that between the pre-and post-tests, student scores have increased. Therefore, it can be concluded that using the story completion technique had a positive impact on the skills for speaking of students.

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