



**IMPROVING STUDENTS' SPEAKING SKILL BY USING
STORY COMPLETION TECHNIQUE AT GRADE XI
SMA NEGERI 3 PANYABUNGAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for Graduate Degree of
Education (S.Pd.) in English*

Written By:

**NUR HAPISAH
Reg. Number. 11 340 0120**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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a.n. Nur Hapisah
Jumlah : 7 (Seven) exemplars
in -

Padangsidempuan, Agustus 21th 2017
To :
Dean Tarbiyah and teaching training faculty
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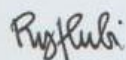
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Nur Hapisah**, entitle "*Improving Students' Speaking Skill by Using Story Completion Technique at Grade XI SMA Negeri 3 Panyabungan*". We assume that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Education (S.Pd.) in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.


Wassalamu'alaikum Wr. Wb.

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LEGALIZATION

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STORY COMPLETION TECHNIQUE AT GRADE XI SMA
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The Thesis have been accepted as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program.

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ABSTRACT

This research was talking about improving students' speaking skill by using Story Completion Technique at grade XI SMA 3 Panyabungan. The research was done to solve the students' problems in speaking skill. The purposes of this research were: to describe the students' improvement in speaking skill by using Story Completion Tecnique at grade XI SMA 3 Panyabungan and to identify the factors which influence students' speaking skill by Story using Completion Tecnique at grade XI SMA 3 Panyabungan.

Research methodology that used in this research was classroom action research by implementing the Kemmis design which consisted of four steps. There were planning, acting, observing, and reflecting. To solve the students' problems in speaking the researcher applied Story Completion Technique. The researcher used two cycles, every cycle consisted of two meetings. Moreover, the participants of this research were the class of XI IPA-3 (26 students) and also there was collaboration with an English teacher. Meanwhile, the data was derived among from speaking tests, observation, and interview.

Based on the research result showed the improvement mean score of the students in first cycle was 72.61 (30.76%) and second cycle was 79.38 (92.30%). Based on the research result in first cycle and second cycle, it shown the improvement of students' mean score and students' percentage. So, students' improvement in speaking ability by using Story Completion Technique was very good category. Students' problem in accent was difficult in pronouncing the word. Problem in vocabulary was difficult in adequate word. Problem in fluency was difficult in grouping word. Problem in comprehension wass difficult understandig word.

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Padangsidimpuan,
Researcher

Agustus 2017

NUR HAPISAH

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CHAPTER I

A. The Background of the Problems

Language is a tool of communication. By language, people can communicate what they want to inform with others. It means language is applied while interacting among people. Then, language is also one of the very important roles in social relationship among human beings. Relationship occurs through communication and communication occurs through language. One of many languages in the world is English. So, we must communicate English well, because English has many important things that must be understood by people who want to go abroad successfully

English has an important role in our life. English as an international language. It is one of essential means to communicate and to express idea among people from different countries. Basically, people need communication with others. To do this, they need language to express their feeling, ideas and desires to others..

Next, learning English is one of the important subjects. Because, there are several reasons why people must learn English. First, the high school curriculum has determined that English is a compulsory subject. Second, some people learn English because they want to be effective in English speaking society. Third, some people learn English because they realize that they will have a better chance for advancement in their future and get a better job more easily with two

languages rather than one language. Fourth, people learn English because they want to continue their studies in an English speaking country where English is used as a national language and during formal classroom instruction.

English has four language skills which people must learn. They are reading, listening, writing, and speaking. All of these are integrated which must be mastered by people especially students. Speaking and writing are productive skills, and listening and reading is a receptive skills. In this case, the researcher focuses on speaking skill that is one problem in English learning.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and involving, but it is not completely unpredictable. Speaking is the productive and oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is also a kind of oral communication for people. The last, speaking is an important language skill either for academic purpose or daily life demands. Besides, speaking in education is the commonest way of learning beside listening, practicing and other ways modeled by the scientists of education. The following illustration will present some significances of speaking for our life.

First; people can deliver information. A lot of information are presented orally form such a speech, news, radio, and chat. Many people around the world deliver the information to another people through speaking, because is easier and

more efficiency. Besides delivering ideas, people also can get information from speaking. So, speaking is a good alternative to deliver and to get information.

Second, speaking can establish the relation. Speaking is done in human life every time and everywhere, in family life, community, and also in the world. As a social human, people must build the communication with another to get some informations and to establish the good relation. They can't live without other people. So, speaking can be used as a alternative to establish the relation with another people around the world.

Third, people can learn a lot knowledge by speaking. Trying to influence attitudes and listen opinion of the person they speak, getting information orally, and learning to understand the depth and the way of thinking of ourselves and make ourselves a good in speaking skill.

Based on the illustration above, it is undeniably that speaking is necessary for everybody in variety of purposes and needs. While, even though speaking has much beneficial things to be learn, the reseacher got the information from the one of the English teacher of grade XI SMA N 3 Panyabungan, Irma Hidayani, S.Pd., that *first*, most of the students are afraid to speak out their ideas by using English. The actual fact is revealed that the students' speaking skill is low. *Second*, the students are unwilling to use English in communicating with their friends or others. *The last*, the teacher does not have many suitable techniques for more interesting teaching speaking.

Many students cannot speak English well. The English teacher has used some ways the learning process such as: teach the students based on their English book, giving explanation about their learning, giving the practice in conversation group and individually. Actually, just a little part of students can understand the lesson, especially in speaking.

In addition, based on an interview with one of the students SMA N 3 Panyabungan, she said that speaking was very difficult because she did not know what to say when she wanted to say or tell something and felt difficult to pronounce words. She also told that she could not memorize many words, less knowledge and felt bored to learn English. So, it could be concluded that the teaching technique was not appropriate because it made the students less motivated and lazy to learn.

The problem above needed to be resolved. Actually, many techniques could be used to improve students' speaking skills. The researcher would try to apply story completion to solve the students' problem. Story completion is one of many techniques that can help the students to speak English bravely. It is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle.

For this activity, a teacher starts to tell a story, but after a few sentences the teacher stops narrating. Then, each student starts to narrate from the point where the previous teacher stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and

so on. Story completion technique is one of the appropriate technique to teach speaking.

Story completion technique is one of the appropriate techniques to teach speaking. This is because story completion technique requires students to work in group and individual. The successfully of the story completion technique are, such as: vocabulary, fluency, pronunciation, and grammar.

According to the Hayriye Kayi says that story completion is an activity which is very enjoyable in whole class and it is a good choice activity to push students to do oral communication. Students are having free speaking activity.¹ Learning through presentation can makes the learning fun. It means by story completion can help students to speaking, give motivation and create effective speak and enjoy in teaching and learning process in classroom.

. Based on the explanation above, the researcher conducted a class action research to improve students' problems in speaking at grade XI SMA Negeri 3 Panyabungan. So, the researcher interested in story completion to students' speaking skill. The research the title of **“IMPROVING STUDENTS SPEAKING SKILL BY USING STORY COMPLETION TECHNIQUE AT GRADE XI SMA N 3 PANYABUNGAN”**.

¹Hayriye Kayi, “Teaching Speaking: *Activities to Promote Speaking in a Second Language*”, retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> on Sunday at 24th of January 2016.

B. The Identification of the Problem

Based on the above background of the problem, here the researcher identifies that students get difficulties in speaking skill: they are most of the students are afraid to speak out their ideas by using English, unwilling to use English in communicating with their friends or others and the teachers does not many suitable techniques for more interesting teaching speaking. Therefore, the researcher would try to apply the story completion to the students' speaking skill as one of a better teaching and learning process.

C. The Focus of the research

The researcher focused on Improving Students' Speaking Skill by Using Story Completion Technique at Grade XI SMA Negeri 3 Panyabungan.

D. The Formulation of the research

In conducting the research, the researcher describes the formulation of the research as follows:

1. To what extent did story completion technique improve students' speaking skill at grade XI SMA Negeri 3 Panyabungan?
2. What were the factors which influence students' speaking skill by story completion technique at grade XI SMA Negeri 3 Panyabungan?

E. The Purposes of the Research

Based on the above formulation of the research, here writer states the purposes as follows:

1. To describe the improvement of students' speaking skill by using Story Completion Technique at grade XI SMA Negeri 3 Panyabungan .
2. To identify the factors which influence students' speaking skill by using Story Completion Technique at grade XI SMA Negeri 3 Panyabungan.

F. The Significances of the Research

This research has significances for :

1. Information of Headmaster: to encourage English teacher to do the best for teaching.
2. Information of English Teachers: to overcome the problems in teaching speaking that can make it more enjoyable and interesting to study, especially in teaching speaking skill.
3. Information of objects: to give an alternative way how to develop their speaking skill in learning English.
4. Information of Researchers: Being a contribution to find out the best technique for teaching speaking skill.

G. The Definition of the Keys Terms

1. Improving

Improving "to make something or become better"². So improving is making through better work to realize something. In this research adapted to

² A.S Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 2000), p. 628.

be the improve students' speaking skill better from level to level trough the process of teaching from cycle to next cycle.

2. Students'

Hornby said " The students' is a person who is studying at school or college.³ So, student is a person who is learning and will be became determining to active learning process. The student in this research is a person who students at grade XI SMA Negeri 3 Panybungan.

3. Story Completion

Hayriye Kayi states that;

Story completion is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences the teacher stops narrating. Then, each student starts to narrate from the point where the previous the teacher stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.⁴

So, story completion is the enjoyable, whole-class, free-speaking technique of speaking skill activity that the teacher applied in the classroom. The students continue the teachers' narrating of a certain story while the students are sitting in the circle. The students complete their friends' telling based on the pictures.

4. Speaking Skill

According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.

³ *Ibid*, p.1187.

⁴ Hayriye Kayi, *Op. Cit.*

It is also the productive aural/ oral skill. It consists of producing systematic verbal utterance to convey meaning.⁵ So, speaking skill is the ability to express mind or feeling by presenting a certain topic or set of topics, so the students can learn about something new and then teach new topic to their classmates, so everyone learns and speaks

H. The Indicator of Action

This study is classroom action research. Classroom action research is the processing of study a real school on classroom situation to undestand improve the quality of action or instruction.⁶ Action research involves learning in and through action and reflection, and it is conducted in a variety of contexts, including the social and caring sciences, education, organization and administration studies, and management.

In this research, the researcher would make lesson plan and material that would use story completion technique. Next , the researcher would collaborate with English Teacher to make a team work who works together for solving the students' problem in improving speaking skill at Grade XI SMA Negeri 3 Panyabungan. The indicators of action are identifying accent, grammar, vocabulary, fluency, and comprehension. In addition, the researcher also would give oral test, observation, and interview to support this research.

⁵David Nunan, *Practical English language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

⁶ Andrew P Johnson (2005), *A Short Guide to Action Research, Second Edition*, (America: Pearson Education, 2015), p. 21.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Description

In arranging of research, theories were very important to explain some or term that applied in this research review of related literature involved the systematic identification, location and analysis of documents containing information related to the research problem. The terms were as follows:

1. The General Concept of Speaking

a. Definition of Speaking Skill

Allah stated in the holy quran surah thahaa verses 44:

تَنْزِيلاً مِّمَّنْ خَلَقَ الْأَرْضَ وَالسَّمَوَاتِ الْعُلَى ﴿٤٤﴾

Means: “And speaking to him mildly, perhaps he may accept admonition of fear (Allah)”.¹

The first is H. Douglas Brown said that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”.² It means that,

¹ Muhammad Taqi'uddin Al-Hilali, *Translation of the Meaning of the Noble Qur'an in Indonesian Language*, (Madinah : King Fahid Complex for the Printing of the Holy Qur'an. 1404 h), p.

² H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco: Longman, 2003), P.140.

speaking is a skill that can be observed that need validity or reliability of oral test.

The second is speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.³ So, speaking as interaction, and speaking as a social and situation based activity that involves how to construct the meaning.

The third is speaking is one of important aspects in communication besides listening. Byrne says “Speaking is an activity involving two or more participants as hearers and speakers”.⁴ Speaking does not only have to convey idea, feeling and message, but also speaking have many aspects. According to Hymes, “The word SPEAKING is an acronym for which (S) is for setting, (P) is for participant, (E) is for ends, (A) is for act sequence, (K) is for key, (I) is for instrumentalities, (N) is for norm, (G) is for genre.”⁵

Richard and Renandya in their book:

Speaking is used for many different purposes, and each purpose involves different skills. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. When we use casual conversation, for example, our purposes may be to make social contact with people to establish

³ I.S.P. Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 122.

⁴ Byrne. D, *Teaching Oral English*, (London: Longman, 2000), p.8.

⁵ Ronald Wardhaugh, *Introduction to Sociolinguistic*, (Brazil: Blackwell, 1986), p. 272.

rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.⁶

The last, Henry Guntur Tarigan says, “Berbicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan dan perasaan”.⁷ It means that speaking is the ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking.

Language skills are divided into two; receptive and productive skills which are intended to be achieved by students. David Nunan says, “Language generated by the students (in speech or writing) was referred to productive. Language directed at the students (in reading or listening) was called receptive.”⁸ Productive means oral communication. Spoken language and written language differ in many significant ways. Here are some key contrasts:

Table 1
Key Contrasts of Spoken and Written Language

Spoken Language	Written Language
1. Auditory	1. Visual
2. Temporary; immediate reception	2. Permanent; delayed reception
3. Prosody (rhythm, stress, intonation)	3. Punctuation
4. Immediate feedback	4. Delayed or no feedback

⁶Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (Cambridge: University Press, 2002), p. 204.

⁷Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p. 15.

⁸David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 48.

5. Planning and editing limited by channel reception	5. Unlimited planning, editing, revision
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Here, the researcher only focuses on productive skill. It is about speaking skill. In an oral communication, there is a process of immediate reception and feedback of communication which conveys message from a speaker to listener. A speaker has to encode the message and listener has to decide or interprets the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

From above definitions, it can be concluded that speaking is an interactive process that can produce sound of words to express feeling or sense, idea and thinking of human. Also, speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language.

b. Types of Speaking

There are two types of spoken language, they are:

- a) Interpersonal Speech (sometimes referred to as interactional) is communicating with someone for social purpose. It refers to

someone who talks about something to her/his mother, teacher, or friends.⁹

- b) Transactional Speech involves communicating to get something done, including the exchange of goods and/or service.¹⁰ It means that there is a transaction between one person with someone else. The students are able to converse with a total stranger as well as someone with whom they are quite familiar.

So that, there are two types of speaking, they are interpersonal and transactional. Interpersonal is communicating in social purposes and transactional is communicating to get something done.

While, Douglas Brown states there are five types of speaking:

- a. *Imitative*. Imitative is the ability to imitate the sound of word or phrase or possibly sentence.
- b. *Intensive*. Intensive is the production of short stretches of oral language designed to demonstrate competence, example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion.
- c. *Responsive*. Responsive assessment tasks include interaction and test comprehension such as; very short conversations, standard greetings and small talk, simple requests and comment the like.
- d. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges or multiple participants. From the above explanation, the researcher concludes that interactive is a complex interaction of speaker and listener.
- e. *Extensive* (monologue). Extensive oral production tasks include speeches, oral presentations, and story telling.¹¹

⁹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (United States of America: Longman, 1998), p. 272.

¹⁰David Nunan, *Practice English Language...*, p. 56.

¹¹H. Douglas Brown, *Language Assessment...*, p. 141- 142.

From those types of speaking, it could be concluded that there are five types of speaking. They are; Imitative, Responsive, Intensive, Interactive and Extensive (monologue). Then, the type of speaking that the researcher will be used in this research is extensive speaking, it is monologue type which is said by “Story Completion”.

c. Objectives of Teaching Speaking Skill

Teaching speaking as learning centered is seen as a process in which learners use what knowledge or skills they have in order to make a sense of the flow of new information. Silberman commented that when learning was active, the learner was seeking something, that called by learning centered as had been proposed to be conducted in teaching oral skill.¹² While, the objective of teaching speaking skill is communicative efficiency. The National Capital Language Resource Center cited that,

In speaking activities learner should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.¹³

So, the researcher makes a conclusion for objectives of teaching speaking skill as learning centered, learning is just not mental process it is a process of negotiation between individual and society. Finally, the objective of teaching speaking skill was communicative efficiency.

¹² Mel Silberman, *Activ Learning*, (Massachusetts: Allyn & Bacon , 1996), p.4.

¹³ NCLRC, *Teaching Speaking : Goal and Techniques for Teaching Speaking, The Essentials of Language Teaching*, 2003

Whereas, Jeremy Harmer states that there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command:

- a. *Rehearsal*: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to ‘get the feel’ of what communicating in the foreign language really feels like.
- b. *Feedback*: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is good reason for ‘boomerang’ lesson); students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.
- c. *Engagement*: good speaking activities can and should be highly motivating. If all the students are participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, conversation, question answer, oral report, group investigation, and group presentation) are intrinsically enjoyable in themselves.¹⁴

d. Principles for Teaching Speaking

Assumption about teaching speaking mostly concerns on real communicative and motivational learning. Lazaraton in addition states, “Oral skills classes at all levels are often structured around functional uses of language.”¹⁵ However, the difficulty that is found

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p. 87 -88.

¹⁵ Anne Lazaraton, “Teaching Language Skill”, Marianne Celce-Mercia(ed) *Teaching English as a Second or Foreign Language*, (USA: Heinle-Heinle Thomson Learning, 2001), p. 105.

by teacher in the classroom is the difficulties to students speak in English, not to use their mother tongue.

Harmer assumed that those can be handled by setting clear guidelines, choosing appropriate tasks, creating an English atmosphere and using persuasion and other in-document to promote the use of English and explain clearly what is expected by students.¹⁶

In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are in the following:

- a. Students' cognitive learning process should be engaging in plenty repetition of a limited a number of words, phrases and sentences and getting students to use practiced language for genuinely meaningful purposes.
- b. The role of teacher is the only initiator of language. Pair-work and group work are effective techniques for taking students focus off teacher and for getting them into an interactive frame of mind.
- c. Teacher talk: teacher input in the class is crucial. Teacher English needs to be very clearly articulated.
- d. Authenticity of language: language should be authentic. Utterances are limited to short, simple phrases.
- e. Fluency and accuracy: fluency is a goal at this level. Students need to practice freely and openly without fear being corrected. Teacher needs to give some treatment of selected of grammatical and phonological errors.
- f. Students' creativity: teacher gets students to be creative within confines of a highly controlled repertoire of language.
- g. Technique: group and pair activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.
- h. Speaking goals: speaking functions are meaningful and authentic communication task.¹⁷

¹⁶ Jeremy Harmer, *The Practice...*, p. 132-133.

¹⁷ H. Douglas Brown, *Teaching by...*, p. 111-113.

e. Testing Speaking

Brown states “A test is a method of measuring a person's ability or knowledge in a given domain”.¹⁸ It means that, test is used to measure students' achievement. Some important points in testing speaking are knowing the students' proficiency level. The students of Grade XI SMA N 3 Panyabungan are the intermediate categories students. It was based on their speaking achievement that was observed by researcher and also the degree of study.

A test has the purpose of measuring, it measures a person's ability or knowledge and competence. Finally, a test measures a given domain.

There are two criteria for testing a test:

- a. Practically: A good test is practical. It is within the means of financial limitations, time constraints, ease of administration, scoring, and interpretation.
- b. Reliability: A reliable test is consistent and dependable. If you give the same test to the same subject on two different occasions, the test itself should get similar result, and it should have test reliability.¹⁹

The researcher will give oral test to measure students' achievement. B. Knight describes that oral test is a fascinating workshop in which teachers investigate how to measure students' speaking skill.²⁰ That is all to know how far students' achievement after giving the explanation about the material.

¹⁸ H. Douglas Brown, *Language Assessment* ..., p. 384.

¹⁹ *Ibid.*, p 385.

²⁰ Jeremy Harmer, *The Practice* ..., p. 334

Then, Arthur Hughes explains that there are five categories to measure speaking skill as the following:²¹

1) Accent

The term accent is “used to refer to the speech of someone who speaks a language non-natively.”²² The students’ accent can be known from their speech and how they pronounce the words.

Furthermore, Arthur Hughes stated that accent can be identified looks like this:

- a. Pronunciation frequently unintelligible.
- b. Frequent gross errors and a very heavy accent make understanding difficult.
- c. “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.
- e. No conspicuous mispronunciations, but would not be taken for a native speaker.
- f. Native pronunciation, with no trace of foreign accent.²³

2) Grammar

According to Cambridge Encyclopedia “Grammar deals with the abstract system of rules in terms of which a person’s mastery of his native language can be explained”.²⁴ In addition,

²¹ Arthur Huges, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

²² Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

²³ Arthur Huges, *Testing for ...*, p. 110

²⁴Crystal, D., *The Cambridge encyclopedia of the English language*, (Cambridge: Cambridge University Press, 1995), p. 5.

grammar also refers to the students' achievement of arrange the words into a good sentence.

Furthermore, Arthur Hughes stated that grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate phrases.
- b. Constant errors showing of very few major patterns and frequently preventing communication.
- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e. Few errors, with no pattern of failure.
- f. No more than two errors during the interview.²⁵

3) Vocabulary

Nunan states "Vocabulary is more that a list of target language of words".²⁶ A spoken word is a sound or sequence of sounds, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words. In addition, vocabulary refers to the students achievement to build up the words using some relate vocabularies.

Furthermore, Arthur Hughes stated that vocabulary can be identified looks like this:

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).

²⁵ Arthur Huges, *Testing for...*, p. 287.

²⁶ David Nunan. *Practice Language...*, p. 258.

- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- f) Vocabulary apparently as accurate and extensive as an of the educated native speaker.²⁷

4) Fluency

Nunan states “Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on.”²⁸

Furthermore, Arthur Hughes stated that fluency can be identified looks like this:

- a) Speech is no halting and fragmentary that conversation is virtually impossible.
- b) Speech is very slow and uneven except for short or routine sentences.
- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
- e) Speech is effortless and smooths but perceptibly non-native in speed and evenness.
- f) Speech all professional and general topic as effortless and smooth as a native speaker.²⁹

²⁷ Arthur Huges, *Testing for...*, p. 110.

²⁸ David Nunan, *Practice Language...*, p. 55.

²⁹ Arthur Huges, *Testing for...*, p. 111.

5) Performance/Comprehension

Performance is the capacity for understanding ideas, fact, and so on. performance in think aloud technique capture preference data simultaneously rather than having to ask preferences questions later. Then, think aloud in performance may help some participants focus by falling of working and talking.

Moreover, Arthur Hughes stated that performance can be identified looks like this:

- a) Understands too little for the simplest type of conversation.
- b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.
- c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.
- e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
- f) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.³⁰

2. Story Completion

a. Definition of Story Completion

Story completion is an activity that very enjoyable in whole class. Story Completion is a good choice activity to push students do oral communication. Students are having free speaking activity.

³⁰ *Ibid.*, P. 113.

Everybody sit or play in a circle. The principle of story completion is everybody should have a lot of idea to get a good story. With conducted by the teacher, teacher starts the play with talking about the interesting story but after a few sentences the teacher stops narrating or talking. Then, each student in one by one starts to talk or narrate from the point one the previous one stopped. Students can tell and explore their idea about the story. They can use their perception, imagination and so on. Students can add new characters, events, descriptions and so on. So, students will be very enjoying to study because they have free to speak out their idea.³¹

Story completion, as part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure. It is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development. When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Telling after reading provides another opportunity for the reader to reconstruct the text.

Telling story completion is an active process that encourages students to reconstruct the text; it also allows for interaction between tutor and child. When necessary, teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. As Gibson says “For example, if a student pauses and seems

³¹ <http://advisor-blog.blogspot.co.id/2011/11/example-cummunicative-activities-in.html> .

confused, ask, What happened next? If a student needs help detailing a main character, say, Tell me more about this character”. He adds “Here, students are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read”. So, in story completion, students explore their ideas about the story and try to complete the narration that their friends talk before.

b. The Advantages of Implementing Story Completion

The advantages of story completion are not as simple as it looks like. The first advantage is to sharpen their imagination.³² Students will make their own visualization from any story they heard. They will learn to create their own image such as the situation and the characters of the certain story. Gradually, the visualization they make will be helpful to improve their creativity.

The second advantage is giving effective media for students to learn moral values and ethics as well as stimulate them to have empathy.³³ Those values are including honesty, modesty, solidarity, and hard work. It is also useful in introducing several important habits such as brushing their teeth regularly or eating enough vegetables. They will easily learn these morality and important habits from the characters of the story.

³²Hayriye Kayi, “Teaching Speaking: *Activities to Promote Speaking in a Second Language*”, retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> on Sunday at 24th of January 2016., p. 23.

³³*Ibid.*

The third is to grow their speaking interest. Hearing a lot of stories is potential in growing their interest in reading books. They might start from any story books as their first reading material. Gradually, they will have interest to read other genres such as science, general issues, spiritual books or many others.

The Scot Tornbury say story completion are:

- a. Promote a feeling of well-being and relaxation.
- b. Increase children's willingness to communicate thoughts and feelings.
- c. Encourage active participation.
- d. Increase verbal proficiency.
- e. Encourage use of imagination and creativity.
- f. Encourage cooperation between students.
- g. Enhance listening skills.³⁴

So, there are many benefits of using story completion in the speaking activities in the classroom. Story completion can promote, increase, encourage, and enhance students' active proficiency in speaking and listening skills.

c. The Procedures Implementation of Story Completion in the Classroom

According to the Hayriye Kayi. There are the steps procedure Story Completion activity in the classroom:

- a. Introduction: Teacher explains about Story Completion and tells to students how to do it well.

³⁴ Scot Tornbury, How Teaching Speaking, (New York: Longman, 2005), P. 78.

- b. Assessment: Teacher explains to students what aspects that teacher will assess to students' performance. Teacher focus to assess the fluency and understanding the task.
- c. Preparation: Teacher and students sit in a circle.
- d. Performances:
 - 1. Teacher starts to tell or narrate an interesting story.
 - 2. After teacher telling about few sentences then one by one student continue the story. Students start from the point one that the previous one stopped.
 - 3. Every student free to tell their idea about the story, so that everybody will be very enjoying speaking.
 - 4. Students free to think about the part of the story, such as what conflict of the story, climax until resolution and the last students free to think about the resolution of the story, so the story will complete as a good story.³⁵

Then, the use of literature in foreign language teaching has greatly increased over the past few years. The materials and activities that derive from literacy texts are a great aid to learn in that they appeal to the learners' imagination, increase motivation and, above all, create a rich and meaningful context. Among the techniques available to the teacher.

³⁵ [Http://advisor-blog.blogspot.co.id/2011/11/example-communicative-activities-in.html](http://advisor-blog.blogspot.co.id/2011/11/example-communicative-activities-in.html).

Zaro and Salaberry explain, "Story completion is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child's own language".³⁶ Here are the more detailed as Zaro and Salaberry consider about a good way of telling story.there are some ways to tell the story as well as possible, They are:

a. Have an interesting story to tell

The key of story telling is to provide listeners with a good story. If you don't have a story worth listening to, no one will listen. You have to focus on your audience. You are definitely not going to tell a horror story to little kids! Just like you shouldn't tell an overly childish story to older ones. Find a good story for the listeners.

b. Memorize the basic story

If your story has dialogue, you don't need to memorize the exact dialogue, just the basics.

c. Use hand motions to emphasize the story

Doing so will catch a listener's attention plus make the storytelling exciting. Hand motions should be incorporated when the tale calls for it. For example, if a line says "The tree was taller than the sky," you could point up.

³⁶ Zaro, and Salaberry , Story Completion, (New York: Macmillan, 1995), p.2.

d. Use facial expressions

If a character in the story is sad, for example, frown. If a character is happy, a smile would work. You have to pay attention to the mood of the story, as well and let the mood flow into your expressions.

e. Allow your voice to be expressive

Give the characters different voices. For example in the story of Goldilocks, the three bears could have a high, low, and medium voice. If the mood in the story is scary, low tones are perfect. Build your voice at the exciting parts, then drop it suddenly right before the most exciting part. In a simple fairytale, focus on your audience. If your audience is young children, use kind voices. Older kids may enjoy a more fun telling.

f. Add details

A girl with brown hair and blue eyes could be described in your story as a young girl with golden brown hair and eyes as blue as a river. Exaggerating small things in a story can give a wow effect.

g. Practice in advance

Before you tell your story, give it a try. You may want to videotape yourself or do it in front of a mirror so you can see the flaws in your telling. After you watch the video of your telling, mute the sound so you can only pay attention to the visual aspects. Did you use

hand motions? Check your expressions as well. Now, close your eyes and just listen to the story.³⁷

B. The Review of Related Findings

There are some related findings towards the thesis as follows:

The first: Mila Januar Widianingsih with the title about "Improving Speaking Skill by using Chain Drill Technique at the Eight Grade Students' of SMA N 1 Amlapura in Academic Year 2013/2014. The achievement of students in speaking was quite low and it influence their score and also their confidence in using English communication the teaching learning process must be needed by using chain drill technique as a solution to solve the weakneses of the students in speaking. She said classroom action study proved that chain drill technique could improve speaking skill of the eight grade students of SMA N 1 Amlapura in academic year 2013/2014.³⁸

The second, Ida Royani Hasibuan, she also had done research in SMK Negeri 1 Padangsidimpuan through the title "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan". The research design was class action research (CAR). She said that the students at grade XI had some problems in speaking skill such as: students had un-desired to practice speaking in the class, students used mostly mother tongue in English, English learning in the classroom was passively done, and low achievement of students' speaking skill. From

³⁷ *Ibid.*

³⁸ Mila januar widianingsih " *Improving Speaking Skill by using Chain Drill Technique at the eight grade Students SMA 1 Amlapura in Academic Year 2013/2014*" Unpublished Thesis, (Faculty of Education and Teachr Training Universitas Mahasaraswati Denpasar,2014) .p.x.

the problems, the researcher gave solution or alternative in teaching speaking skill to improve students' speaking skill by using simulation technique. She said that simulation technique could improve students' achievement in speaking skill. It was based on analysis result showed the hypothesis alternative (H_a) was accepted. It meant that students' achievement in speaking skill by using interview technique was better than the other strategy ($M_1 > M_2$). The mean score of students in cycle 1 was 13 become 18 in cycle 2. The score between first cycle and second cycle was $75\% > 54.2\%$. From the case, the implementation of simulation technique to improve students' skill at SMK Negeri 1 Padangsidimpuan has become one of technique that can be used by the English teacher in teaching speaking.³⁹

The last, Desi Tiaisah the title about "Improving Students' Speaking Ability Through Inside- Outside Circle Model at Grade VII SMP N 5 Padangsidimpuan". She said some problem in speaking ability at grade VII SMP N 5 Padangsidimpuan. The Researcher apply to solve problem by using inside - outside circle model, so the students' improvement in speaking ability by using inside -outside circle model is very good category (very high).⁴⁰

So that, from the above descriptions, the researcher concludes that many techniques can increase the students' speaking skill. Then, the

³⁹ Ida Royani Hasibuan, "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan in 2012 Academic Year", (Unpublished Thesis), (Padangsidimpuan: STAIN, 2012), p. 56.

⁴⁰ Desi Tiaisah, "Improving Students' Speaking Ability Through Inside- Outside Circle Model at Grade VIII SMP N 5 Padangsidimpuan in academic year 201", (Unpublished Thesis), (Padangsidimpuan: IAIN, 2015), P.44

researcher hopes that story completion can increase the students' achievement in speaking skill. So that, the researcher interested to make the research about "*Improving Students' Speaking Skill by using story completion technique at Grade XI SMA Negeri 3 Panyabungan*".

C. Conceptual Framework

In speaking, there is a process of communication between the speaker and listener. Speaking is the spoken language skill is called speaking. It is the skill of a speaker communicate information to a listener or a group of listeners. story completion is one of many ways in improving students' speaking skill. Story completion is considered to be effective way of teaching speaking because it enables the student to communicate effectively and give them many chances to practice target language. It need the students to be more active, because the technique ask the students to express their idea into speaking. The teaching learning process is focus on the students, so students must be active. So, the rsearcher describes the conceptual framework as follow:

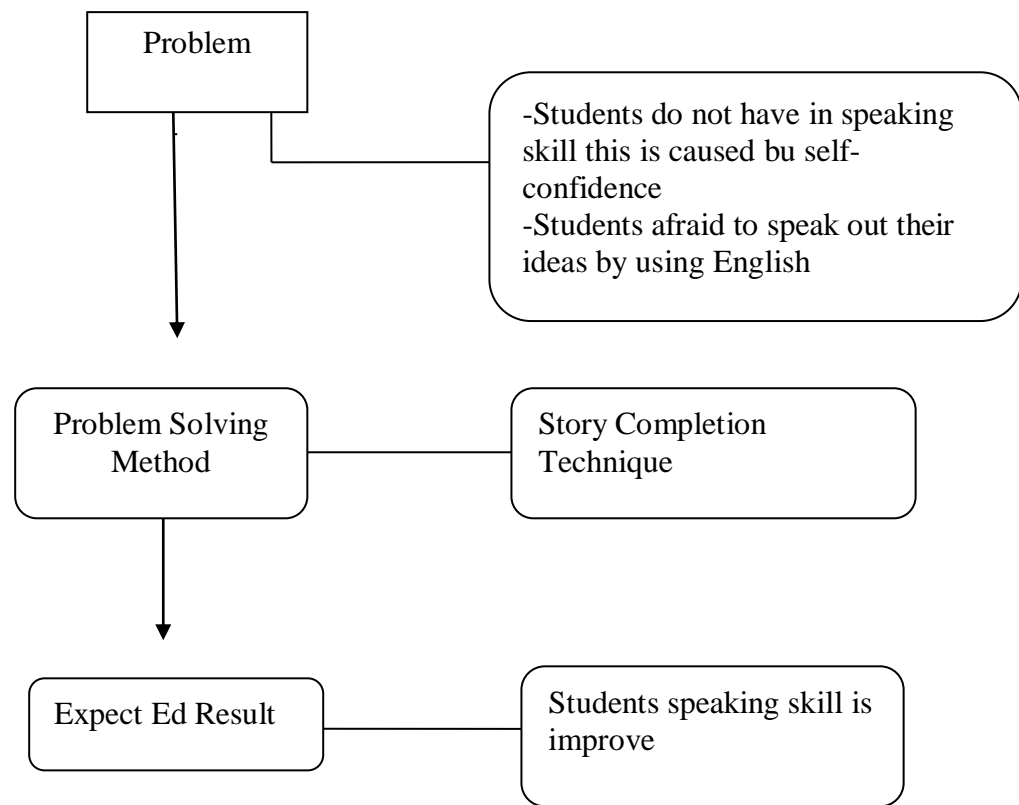


Figure 1: Research Conceptual Framework

D. Hypothesis

The hypothesis is useful to give the answer or tentative solution which can help the researcher in finding the result and conclusion of the study. Therefore, in this study the hypothesis can be stated as follows: speaking skill of the XI grade students of SMA N 3 Panyabungan in academic year 2016/2017 can be improved by using Story Completion Technique.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

The place of the research was at SMA Negeri 3 Panyabungan. It is located at Jl.Complex STAIM, Panyabungan. This subject of research is at the XI grade of students at SMA Negeri 3 Panyabungan 2016/2017 Academic years. This research is done from arranging the proposal till the research finished. It is started on March 2016 until .

B. Research Design

Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically.¹ This research has purpose to improve students' speaking skill by using story completion technique, it is called classroom action research (CAR). Action research is working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.² Bassey in Valsha describes "action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to

¹ Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rded, (India: SAGE Publication, 2011), p.94.

²Valsa Koshy, *Action Research for Improving Practice*, (New Delhi: Paul Chapman Publishing, 2005), p. 8.

improve educational practice”.³ Meanwhile Corey in yogesh states that “ action research is a process for studying problem by part owners scientifically to take decision for improving their current practices.”⁴

Research design of this research follows action research spiral by Kemmis because this form is one of the best models and the essential steps of the classroom action research process.

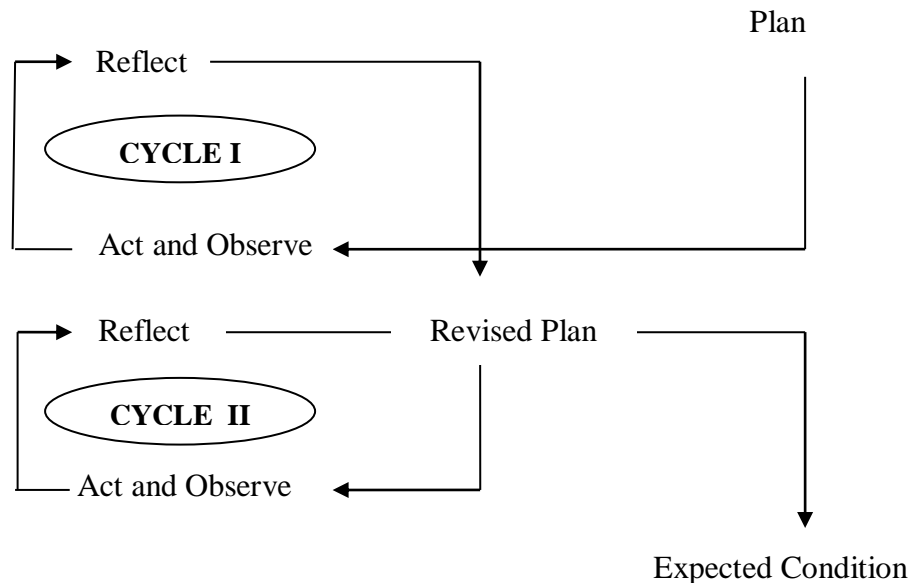


Figure 2: Action Research Spiral by Kemmis⁵

From the above definition, it can be concluded that classroom action research is a research which has a goal to improve the quality of action or teaching in order to find out the students’ problem in the classroom. Classroom

³ *Ibid.*, p. 8.

⁴ Yoges Kumar Singh, *Fundamental Of Research Methodology And Statistic*, (New Delhi: New Age International (P) Limited, Publishers, 2006),P. 236

⁵ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p.9.

action research consist of four steps through planning, action, observation and reflection. It is also a teaching learning and decision making process that can be used in learning process of students and teachers. The main role of action research is to facilitate and to improve the learning process and learning strategies. Action research provides teachers with a systematic process to reflect, consider options, implement and evaluate potential solutions.

C. The Participants

The participants in this research were the student at grade XI IPA-3, in academic year 2016/2017 SMA N 3 Panyabungan. The reason of choosing this class because the researcher found the problem of speaking skill in this class. The total of the students in XI IPA 3 were 33 students. Moreover, there was collaboration with an English teacher at grade XI IPA-3 Panyabungan.

D. The Instrument of data collecting

In collecting data, the researcher used three instruments of collecting data, they are: oral test, observation, and interview. It would explain as follow:

a. Test (Oral test)

In this research, the researcher used oral test in doing the test. Brown defined a test as a method of measuring a person's ability: knowledge or performance in a given domain.⁶ Oral presentation based on Weir is expected

⁶ H.Douglas Bown, *Language Assesment...*,p.3.

to have candidate giving a short story which he has either been asked to prepare before hand or has been informed of shortly before the test.⁷

Further, speaking skill indicators of the students to express thought, feeling, idea, and sense are: Accent, Grammar, Vocabulary, Fluency, and Comprehension.

⁷ Cyril j Weir, *Communicative Language Teaching*, (UK: Prentice Hall, 1990),p. 75.

Table 2
Indicators of Speaking Test:⁸

NO.	The Indicators of Speaking Skill	Score
1.	<p>Accent :</p> <ol style="list-style-type: none"> 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult. 3. “Foreign accent” requires concentrated listening and mispronunciations, which do not interfere with understanding. 4. “Marked foreign” accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker. 	1-5 1 2 3 4 5
2.	<p>Grammar :</p> <ol style="list-style-type: none"> 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 5. Few errors, with no patterns or failure. 	1-5 1 2 3 4 5
3.	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non-technical subject with some circumlocutions. 	1-5 1 2 3 4

⁸Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

	5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	5
4	<p>Fluency :</p> <ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very low and uneven except for short or routine sentences. 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted. 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 5. Speech is effortless and smooth, but perceptibly non native in speech and evenness. 	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5.	<p>Comprehension :</p> <ol style="list-style-type: none"> 1. Understands too little for the simplest type of conversation. 2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing. 5. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. 	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
	MAXIMAL SCORE: 25 x 4	100

b. Observation

Observation is the technique to collect data by observing. Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. It is also used write something that happen in classroom. The researcher will observe the learning teaching activities in the classroom. There are some kind of observation, they are behavior checklist, observation notes, reflective observation, analytical observation and narrative observation. In this case, the researcher used observation notes because it is simple form and the data are not counted but using note to describe what happen in the classroom.⁹ The researcher will observe students' activities and teachers' activity during the teaching learning process and the factor which influence the teaching learning process.

Some students' activities in teaching learning process which observed were as follow:

- a) Students' who are not ready the study.
- b) Students' who do not have motivation to speak.
- c) Students' who do not have confidence to speak.
- d) Students' who can not produce words directly.
- e) Students' are passive in the class.

⁹ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p.67.

- f) Students' are walking around the class.
- g) Students' use bataknese to speak in the class.

In addition, teacher's activities (researcher) will be observed by collaborator in teaching learning process, as follow:

- a. Teacher's physic appearance and written.
- b. Teacher's explaining learning procedure and step of research.
- c. Teacher's explaining the material.
- d. Teacher's reinforcement and interaction with students.
- e. Teacher's sound and classroom management.

c. Interview

The interview method of collecting data involves presentation of oral verbal reply in term of oral verbal responses. According to Horby, he state that interview is to talk somebody and sak his/her question at a formal meeting to find out if he/she is suitable for job or study.¹⁰ Interview is used to get the data or information that is not expressed in observation. The researcher will use personal interview to know more information about students' problems in speaking class.

E. The procedures for classroom action research

The resesearch used two cycles to improve students speaking skill by using story completion technique. The had been planning, acting, obsevation

¹⁰ A.S Horby, *Oxford Advanced Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005), p. 788.

and reflecting step in the research procesed. This action research follows the model by of Kemmis.

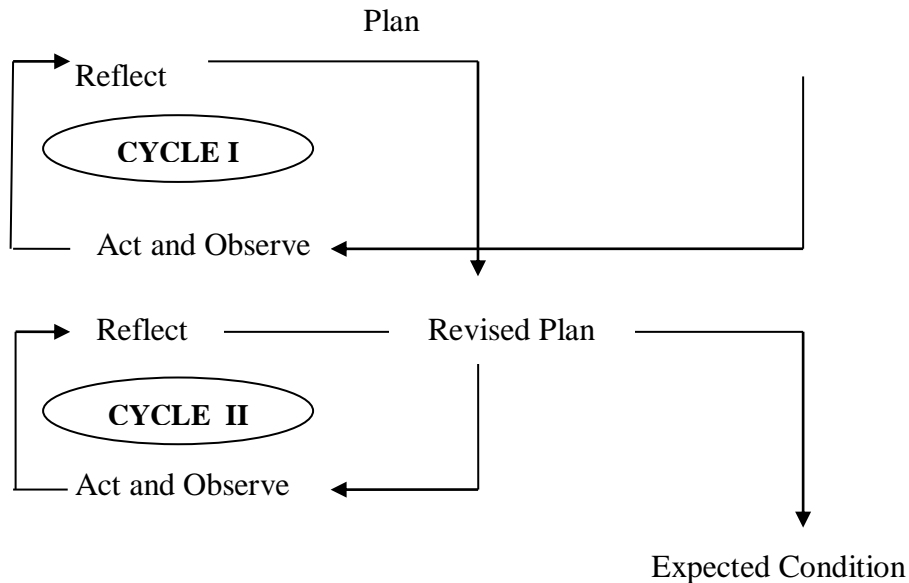


Figure 2: Action Research Spiral by Kemmis¹¹

In this research, the researcher will apply two cycles, each cycle consists of 90 minutes. So there are four during the research process. Each cycle consists of four steps: planning, acting, observing, and reflecting. The researcher will explain the activities in teaching students speaking skills by using the story completion technique at grade XI SMA N 3 Panyabungan.

a. First cycle: consist of two meetings the research procedures are:

First meeting.

1) Planning

- a) Arranging the lesson plan.

¹¹ Anne Burns, *Doing Action Research...*, p. 9.

- b) Determining the lesson plan material about speaking skill, which is that is about communication practice.
 - c) Designing a procedure teaching speaking by using story completion technique.
 - d) Preparing the instruments to be used by students.
 - e) Preparing the instruments for teacher and observers' observation.
 - f) Preparing the learning material, indicators of speaking scores, and tests for the first cycle.
- 2) Action
- a) Explaining the purposes of the research technique story completion.
 - b) Giving learning material to students.
 - c) Introducing the procedures of story completion technique.
 - d) Explaining the topic.
 - e) Giving some practice that was related to the topic.
 - f) Monitoring every step that had been planned.
 - g) Monitoring time allocation with all activities that had been done.
 - h) Preparing the solution if had problem when the acting was done.
 - i) Observing the classroom activities.
- 3) Observing
- a) Observing the execution of the story completion technique.
 - b) Observing the students' speaking skill.
 - c) Discussing with collaborator to observe planning.

d) Evaluating students by taking the score of students' speaking skill based on story completion technique.

e) Making a note in every activities of teaching learning.

4) Reflection

a) Discussing with collaborator about the action.

b) Analyzing the finding during the observation was done.

c) Analyzing the weakness and the teacher progress that using story completion technique to determine the followed up of activity.

d) Reflecting the teacher's learning activity.

e) Reflecting the students' learning activity.

f) Evaluating or interpreting the data and make any decision for the next meeting.

Second meeting

1) Planning

a) Continue lesson plan.

b) Determining the lesson plan material about speaking skill, which is that is about communication practice.

c) Designing a procedure teaching speaking by using story completion technique.

d) Preparing the instruments to be used by students.

e) Preparing the instruments for teacher and observers' observation.

- f) Preparing the learning material, indicators of speaking scores, and tests for the first cycle.

2) Action

- a) Teacher continues the topic technique story completion.
- b) Giving learning material to students.
- c) Introducing the procedures of story completion technique.
- d) Asses the students performance.
- e) Preparing the solution if had problem when the acting was done.
- f) Observing the clasroom activities.

3) Observing

- a) Observing the execution of the story completion technique.
- b) Observing the students' speaking skill.
- c) Discussing with collaborator to abserve planning.
- d) Evaluating students by taking the score of students' speaking skill based on story completion technique.
- e) Making a note in every activities of teaching learning.

4) Reflection

- a) Discussing with collaborator about the action.
- b) Explaining the result of participant activity.
- c) Analyzing the weakness and the teacher progress that using story completion technique to determine the followed up of activity.
- d) Reflecting the teacher's learning activity.

e) Solving the problem by giving the solution in speaking

b. Second cycle: consist of two meetings the procedures we are follow:

In the second cycle, the researcher evaluated all the activities in the first cycle and repairing the problem. The rsearcher also conducted two meetings and every meeting did for 90 minues.

Third meeting

1) Planning

- a) Rearranging the lesson plan.
- b) Determining the lesson material about speaking skill, which is that about communication practice.
- c) Designing a procedure teaching speaking by using story completion technique.
- d) Preparing the instruments to be used by students.
- e) Preparing the isntuments for teacher and observers' obsevation.
- f) Preparing the learning material, indicators of speaking scores, and tests for the first cycle.

2) Acting

- a) Eliminating found problem in circle 1 by motivating controling and managing the class.
- b) Re arranging the classroom arrangement.
- c) Changing the new scenario.
- d) Explaining that the students' speaking skill must be better than cycle 1.

- e) Celebrating the achievement together.
 - f) Helping the students' to keep their speaking skill.
- 3) Observing
- a) Observing the procedures that had been arranged.
 - b) Observing the students' speaking skill that was better than before or not.
 - c) Observing students' speaking skill by using instrument.
- 4) Reflection
- a) Discussion with collaborator about the action.
 - b) Analyzing the finding during the observation was done.
 - c) Analyzing the weakness and the teacher progress the using story completion technique to determine the follow up of activity.
 - d) Reflection story completion technique that was used.
 - e) Reflecting the teacher learning activity.
 - f) Reflecting the students' learning activity.
 - g) Evaluating or interpret the data gotten from the class.

Fourth meeting

- 1) Planning
- a) Continue the lesson plan.
 - b) Determining the lesson material about speaking skill, which is that about communication practice.
 - c) Preparing the instruments to be used by students.

- d) Preparing the instruments for teacher and observers' observation.
- e) Preparing the learning material, indicators of speaking scores, and tests

2) Acting

- a) Eliminating found problem in circle 1 by motivating controlling and managing the class.
- b) Re arranging the classroom arrangement.
- c) Changing the new scenario.
- d) Explaining that the students' speaking skill must be better than cycle 1.
- e) Celebrating the achievement together.
- f) Helping the students' to keep their speaking skill.

3) Observing

- a) Observing the procedures that had been arranged.
- b) Observing the students' speaking skill that was better than before or not.
- c) Observing students' speaking skill by using instrument.

4) Reflection

- a) Discussion with collaborator about the action.
- b) Explaining the result or participant activity
- c) Analyzing the finding during the observation was done.
- d) Analyzing the weakness and the teacher progress the using story completion technique to determine the follow up of activity.
- e) Reflecting the teacher learning activity.

- f) Reflecting the students' learning activity.
- g) Solving the problem by giving the solution in speaking.

The researcher will reflect the all meeting and analysis to make conclusion of using story completion technique.

F. Technique of Analyzing Data

In technique of analyzing the data, the researcher used quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking test.

To know the means score of students' for each cycle, the researcher applies the following formula:¹²

$$M = \frac{\sum X}{N}$$

Explanation:

M : the mean of the students

$\sum X$: the total score

N : the number of the students

The percentage of students' improvement in speaking skill, researcher will be done analyzed by the following formula:

$$P = \frac{R}{T} \times 100\%$$

¹² Anas Sudijono , *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja GrafindoPersada, 2008), p. 81.

Explanation:

P : the percentage of students who get the score 75

R : the number of students who get the score up 75

T : total numbers of students do test

After calculating and scoring students' answer sheets then, their score were consulted the classification quality on the table below:¹³

Table 3

Classification Quality of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher finds the mean scores of all students, it is consulted to the criteria as follows:

- a. If the value of mean score 81 – 100%, it can be categorized into very high.
- b. If the value of mean score 61 – 80%, it can be categorized into high.
- c. If the value of mean score 41 - 60%, it can be categorized into enough.
- d. If the value of mean score 21 - 40%, it can be categorized into low.

¹³Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Penerbit Alfabeta, 2012), p. 89.

- e. If the value of mean score 0 - 20%, it can be categorized into very low.

G. Thesis Outline

The systematic of this research was divided into five chapters. Each chapter consist of many sub chapters with detail, as follow:

Chapter I introduction that consists of background of the research, identification of the Research, focus of the Research, formulation of the research, purposes of the research, significances of the research and significances of the research, definition of the key terms and the last is indicator of action.

Chapter II consists of theoretical descriptions which explain about defenition of story completion and purposes, defenition of Speaking Skill, conceptual framework and also hypotheses of action.

Chapter III is research methodology, and it consists of location and schedule of the research, research design; and participants of the research. Then instruments of collecting data are: oral test, observation notes, and interview use to collect the data and procedures of classroom action research, and the last technique of analyzing data.

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and the last analyzing the research result.

Finally, Chapter V is consisted of conclusion about the result of research and suggestion which is given to students and teacher by researcher.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the research result. The research data are presented the process of improvement and the result of students' speaking skill by using story completion technique at grade XI SMA N 3 Panyabungan in academic year 2016/2017. The descriptions are as follow:

A. The Data Description

1) First cycle

The first cycle was done for two meetings, every meeting was done 90 minutes. So, two meetings were done for 180 minutes. Along the time, researcher explained about story completion technique. Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning run chronologically. Researcher would describe the learning process and the activity of teacher in first cycle. There were five criteries of teaching learning process in first cycle. They were the teacher's physic appearance and written, classroom management, teacher's activity in explaining material, teacher's procedure, and teacher's interaction with students.

Here, the researcher made the activities and gave the process of improvement students' speaking skill in the first cycle as follow:

a. Learning process in the First Meeting

In the first meeting, the researcher found some problems of students' learning process. Some students were not ready to study and they did not have motivation to speak English. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

1) Planning

In this step, the researcher prepared the material about narrative text. Prepared the instrument, such us for observation note sheet and list of teacher in learning process and prepared students' evaluation.

2) Acting

In this step, the researcher applied story completion technique to improve students' speaking skill. It focused on students' problem in speaking. Then, the researcher ordered the students to pray together and gave students' observation note sheet and indicator lists of teacher to the collaborator.

Next, the researcher tried to explain about the purposes of teaching learning process by using story completion technique. The researcher gave some materials that would be given to the students. The material was about *Narrative text*. When researcher was teaching, the collaborator observed the students' activities.

After that, the researcher started giving some examples of learning material. Then, the researcher practiced the dialogue and repeated it more. It was very useful to make the students familiar with the words and they knew the pronunciation.

In this case, the researcher ordered the students to speak directly and freely. The researcher gave some cues of dialogue. The researcher also motivated the students to have communicative competence. The purposes were to make the students knew the words that will be used, the students knew how to use and respond language appropriately, the students knew how to interpret the larger context, and the students knew how to learn more about the language and the context

3. Observation

The condition of class was influenced by some factors, such as the students did not have motivation to study, walked in the class, did not have full attention to learn, students were sleepy and went permission/ made noise. The factors were because their English words mastery were low, they felt ashamed to speak, they were lazy to learn vocabularies. That was the learning process in the first meeting of first cycle.

4) Reflecting

In this step, the researcher and the collaborator discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity.

b. Second Meeting

In the second meeting, the researcher found some problems of students' learning process. Some students were not ready to study and they did not have motivation to speak English. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

1) Planning

In this step, the researcher prepared the new material about narrative text. It was not different from the first meeting. The researcher also prepared the instrument, such us for observation note sheet and list of teacher in learning process and prepared students' evaluation.

2) Acting

In this step, the researcher gave story completion technique to improve students' speaking skill. It focused on students' problem in speaking. Then, the researcher ordered the students to pray together and gave students' observation note sheet and indicator lists of teacher to the collaborator.

Next, the researcher tried to explain about the purposes of teaching learning process by using story completion technique. The researcher gave some materials that would be given to the students. The material was about *Narrative text*. When researcher was teaching, the collaborator observed the students' activities.

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3) Observation

The condition of class was influenced by some factors, such as the students did not have motivation to study, walked in the class, did not have full attention to learn, students were sleepy and went permission/ made noise. The factors were because their English words mastery were low,

they felt ashamed to speak, they were lazy to learn vocabularies. That was the different condition in the second meeting of first cycle.

c. Students' Speaking Score of First Cycle

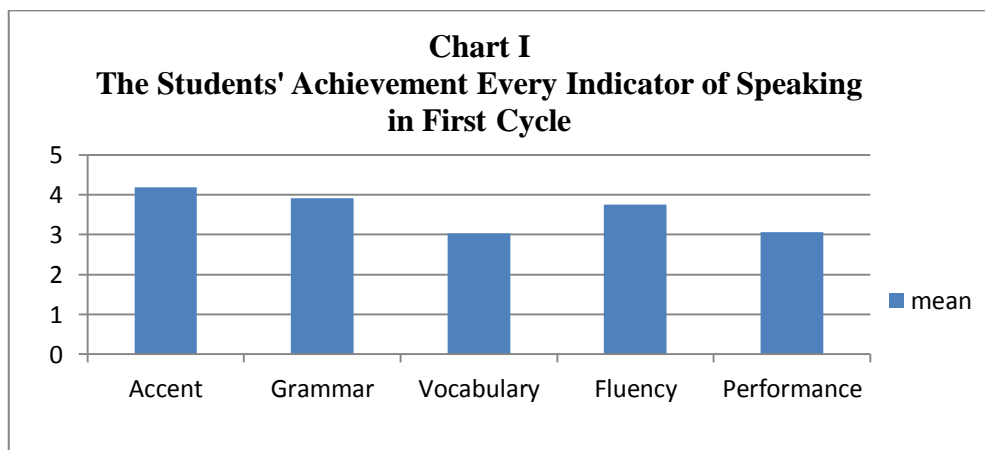
After doing the test, the researcher had analyzed students' achievement based on their test in first cycle. The researcher had found the students' speaking skill scores in the first cycle as the following table below:

Table 4
Students' Speaking Score in First Cycle ¹

No	Indicator of speaking	Speaking skore
1	Accent	4.19
2	Grammar	3.92
3	Vocabulary	3.03
4	Fluency	3.76
5	Perfom/compre	4.03

From the above table, the students' mean score of accent was 4.19, grammar was 3.92, vocabulary was 3.03, fluency was 3.76 and performance was 3.07. The Students' achievement every indicator of speaking in first cycle could be seen in the chart below:

¹Approved by Co-teacher (Mrs. Aida Gustiani, S.Pd) and also as a Observer.



Based on the above table and chart, it could be concluded that students' achievement in speaking in first cycle was low, there were only 8 students passed the KKM (75). The mean score of students was 72.61 and the percentage of students' score was about 30.76%. So, the researcher would continue to second cycle.

2. Second Cycle

In second cycle, teaching activity had also some stages from opening the learning until closing the class. Every activity of teaching learning also run chronologically. Researcher would describe the learning process and the activity of teacher of second cycle. There were five criterias or stages of teaching learning process in second cycle. They were the teacher's pyysic appearance and written, teacher's sound and classroom management, teacher's activity in explaining material, teacher's procedure and teacher's reinforcement and interaction with students.

a) Learning Process in the Third Meeting

Based on the reflection in the previous cycle, there were some problem that occurred when story completion were applied in learning process. In this case, the researcher had rearranged the lesson plan and had made a new material that was interesting to be discussed. In this meeting, the researcher made the step of the action, as follow:

1) Planning

In this step, researcher could increase students' vocabularies caused students had problem in vocabulary in the first cycle. It could be seen in the chart I in first cycle. For solving the concerning problems, there are some action conducted by the researcher in the second cycle to increase students' vocabulary. There were researcher gave methods to memorize vocabularies such as using pictures and gave some vocabularies related to the learning material before starting learning process for next meeting. Then, researcher divided the students into some groups, planned and designed learning activities and prepared the topic that was about *narrative text*. Next, the researcher prepared observation note sheet to the collaborator, redesigned the procedure of teaching speaking by arranging the classroom into some groups.

2) Acting

In this step, researcher could increase students' vocabularies caused students had problem in vocabulary in the first cycle. It could be seen in the

chart I in first cycle. For solving the concerning problems, there are some action conducted by the researcher in the second cycle to increase students' vocabulary. There were researcher gave methods to memorize vocabularies such as using pictures and gave some vocabularies related to the learning material before starting learning process for next meeting.

Next, the researcher gave the topic to students and explain about the purposes of teaching learning process by using story completion technique. The researcher gave some materials that would be given to the students. The material was about *Narrative text*. When researcher was teaching, the collaborator observed the students' activities. Researcher motivate and the teacher gave the assesment and motivate the students for the sucessfull learning of teaching and learning.

3) Observation

In this step, there was an improvement of students in learning process. Some students who are not ready to study in the first cycle, they had been ready to start the study. But in this meeting, researcher also had problems in neatness control because some students sometimes could not be forbidden throwing papers and some students also made noise in.

4) Reflecting

Based on the observation sheet, the teacher could explain the material better than the previous cycle even though there were some indicators had not been applied well. Thus, to make the students more

active in practicing, the researcher gave the other examples of narrative about the topic. Then, the researcher evaluated the students and monitored all the learning activities.

b. Learning Process in the Fourth Meeting

In the fourth meeting, the researcher reviewed the third material for a while. It had a purpose to remind the students about the material. Then, to measure students' achievement, the researcher had done the second test. For starting the test, the researcher gave individual performance to test students speaking skill. To measure students' speaking skill the researcher gave a time to performance about *narrative text*.

1) Planning

In this step, researcher could increase students' vocabularies caused students had problem in vocabulary in the first cycle. For solving the concerning problems, there are some action conducted by the researcher in the second cycle to increase students' vocabulary. There were researcher gave methods to memorize vocabularies such as using pictures and gave some vocabularies related to the learning material before starting learning process for next meeting. Next, the researcher prepared observation note sheet to the collaborator, redesigned the procedure of teaching speaking by arranging the classroom into some groups.

2) Acting

In this step, the researcher gave the topic to students and explain about the purposes of teaching learning process by using story completion technique. The researcher gave some materials that would be given to the students. The material was about *Narrative text*. When researcher was teaching, the collaborator observed the students' activities. Researcher motivate and the teacher gave the assesment and motivate the students for the sucessfull learning of teaching and learning.

3) Observation

In this step, there was an improvement of students in learning process. Some students who are not ready to study in the first cycle, they had been ready to start the study.

4) Reflecting

Based on the observation sheet, the teacher could explain the material better than the previous cycle even though there were some indicators had not been applied well. Thus, to make the students more active in practicing, the researcher gave the other examples of narrative about the topic. Then, the researcher evaluated the students and monitored all the learning activities.

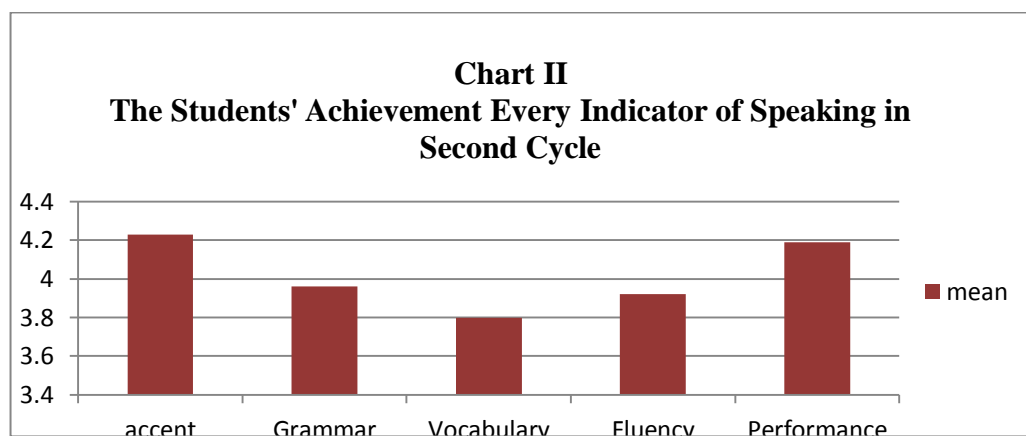
c. Student's Speaking Skill Scores in the Second Cycle

After doing the test, the researcher had analyzed students' achievement. Researcher had found the students' speaking skill scores in second cycle as the following table below:

Table 5
Students' Speaking Score in Cycle 2²

No	Indicator of speaking	Speaking score
1	Accent	4.23
2	Grammar	3.96
3	Vocabulary	3.80
4	Fluency	3.92
5	Perfom/compre	4.19

From the above table, the students' mean score of accent was 4.23, grammar was 3.96, vocabulary was 3.80, fluency was 3.92 and performance was 4.19. The Students' achievement every indicator of speaking skill in second cycle could be seen in the chart below:



²proved by Co-teacher (Ms.Aida Gustiani, S.Pd)

Based on the table and chart above, it could be concluded that the students' achievement in second cycle was increased. There were only 2 students unpassed the KKM (75). The mean score of students in second cycle was 79.38 and the percentage of students' score in second cycle was 92.30%. Students' achievement in speaking was categories very good. So, he students' score in second cycle got improvement from the first cycle. It shown that first cycle was 72.61 (30.76%) and second cycle was 79.38 (92.30%).

After getting students' speaking scores in the second cycle, the researcher found the students' achievement were categorized into good category. It means that, the students who had some problems in speaking in the first cycle were improved and could solve the problems in the second cycle.

1. Comparison of students' achievement in First Cycle and Second Cycle

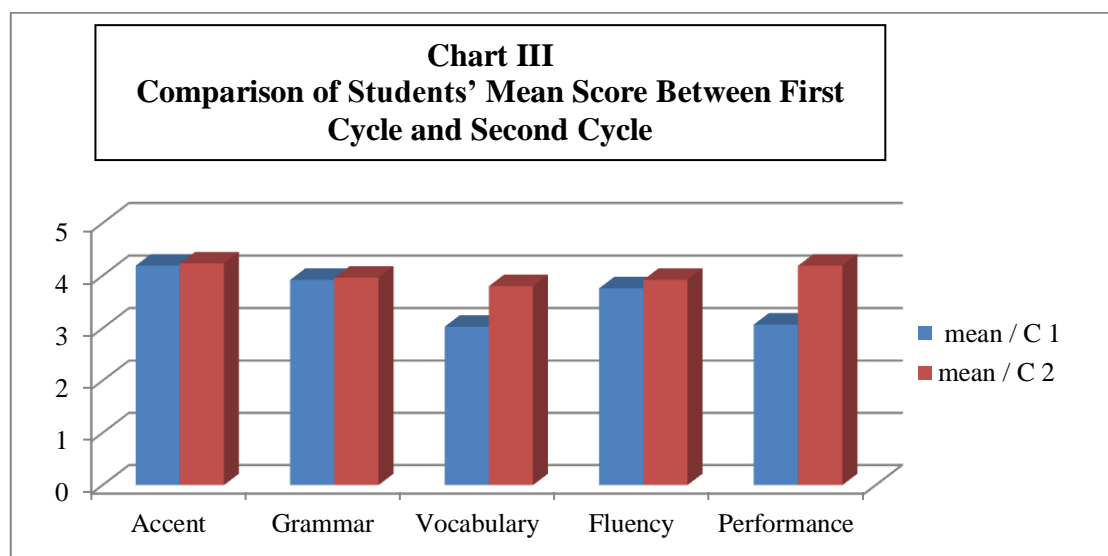
This research was done two cycles. Every cycle was done two meetings. After knowing the score of students' achievement in speaking skill in first cycle and second cycle. Researcher would compare the achievement of students' speaking skill in first cycle and second cycle as below:

Table 6
Comparison of Students' Achievement in Speaking Ability
in first Cycle and second Cycle

No		First Cycle	Second Cycle
1	Total score	1888	2064
2	Mean	72.61	79.38
3	Percentage	30.76%	92.30

Based on the above table, students got improvement on their score. The mean score of students in second cycle was 79.38% and the percentage of students' score in second cycle was 92.30%. Students' achievement in speaking was categories very good.

From the above table, the comparison of students' mean score of accent, grammar, vocabulary, fluency and performance could be seen in the following chart:



Based on the tables and chart above, it could be concluded that the students' achievement in second cycle was increased. There were only 2 students un passed the KKM (75). The mean score of students in first cycle was 72, 61 and the percentage in first cycle was 30,76%. The mean score of students in second cycle was 79.38 and the percentage of students' score in second cycle was 92.30%. Students' achievement in speaking was categories very good.

2. Influencing Factors

From the explanation students' speaking score in first cycle and second cycle, there were many problems that found in every meeting until to get the improvement of students' speaking skill from first cycle and second cycle. The problems were appeared because some factors that influenced students. Researcher would explain some problems was appeared in every indicator of speaking as below:

a. Accent

There were five criterias in indicator of accent. In first cycle, from 26 students in the classroom. 4 students had 'foreign accent' required concentrated listening and mispronunciations, which did not interfere with understanding. 10 students had 'marked foreign' accent and occasional mispronunciations which did not interfere with understanding. 12 student pronunciation frequently unintelligible. So, Mean score this indicator was 4.19 (cycle 1) and 4.23 (cycle 2).

Problems faced by the students were difficulty to pronounce the words; they spoke the writing of the words so that they were often wrong in pronouncing the English word; and they didn't know how to pronounced the words. In the interview, A3, A5, A6, A10, A14, A16, A18, A22, A24, A25, and A26, and practiced in second cycle, 4 them: A5, A6, A16 and A18 admitted that their

difficulties in pronouncing the English words.³ Their reason were because they felt difficulties in speaking English because the language is foreign language. Their tongue was stiff. By consulting back to the test items, the researcher found that their statements were reasonable.

Beside that, many students usually use Bataknese to communicate with others. They were very rarely to speak English in the class or in their environment. So, students were still low in accent. In order to make accent of students improved, the teacher had to give more practice to the students to make it better. For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some action, researcher gave ways in training their pronunciation not only in the school but also in the house such as listening english song or english movie to accustom the heard the english word and reading book.

b. Grammar

There were five createrias in indicator of grammar. In first cycle, from 26 students in the classroom, students had frequent errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 12 students had occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 4 students had few errors, with no pattern of failure. Mean score this indicator was 3.92 (cycle 1) and 3.96 (cycle 2).

³ Kholijah, Khoriah, Nilma Hayati and Rahmi Hidayah, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

Problems faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. In the interview, 10 of them: A7, A10, A15, A16, A17, A18, A20, A21, A24, and A26 admitted that their difficulty in building words because they were less in mastering words and patters used to form the words.⁴ The problem was related to mastery of tenses or the patters in tenses. Which caused their sentences were uncomplete and their grammar in the sentences were wrong. Their reason were they forgot the patten of tenses used in the sentence especially they forgot the patten of simple presens tense and simple past tense and they could not to arrange word in complete sentence. Students' mistakes in grammar were in using 'to be' in nominal sentences, in using to be 'is', in using to be 'are', in using 'because', in using preposition 'in' to show place, in using negative sentences, in using plural noun, in using past sentences, in arranging sentences, in using 'have', and in using possessive pronoun.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some action, researcher gave more explanation about the language context that tagetted in the meeting. Teacher reclarified the usage of auxiliary verb in the sentences so that the students didn't wrong in their speaking and motivated them to practice their knowledge in their life so that it could not lose

⁴ Lela Sari, Mhd Parwis Lubis, Nedi Anugrah, Yuni Saharaand friend, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

c. Vocabulary

There were five criteria in indicator of vocabulary. In first cycle, from 26 students in the classroom, 3 students had vocabulary inadequate for even the simplest conversation. 12 students had vocabulary limited to basic personal and survival areas. 6 students had choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 5 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions. The Mean score this indicator was 3.03 (cycle 1) and 3.80 (cycle 2).

Problems faced by the students were difficulty in searching adequate words. They used the necessary word to express the simple word. The vocabularies were almost same with the most people in the classroom. In the interview A3, A5, A10, A17 and A26 admitted that their difficulty searching word.⁵ Which caused their sentences were simple and it caused to their speaking fluency because they might think what they might say to the interview. Their reason were because they didn't know the word meaning in English.

A2, A4, A21, and A24 admitted that they knew the specific vocabulary.⁶ They could just know the familiar words. But, A1, A3, A5, A6, A7, A8, A9, A11, A12,

⁵ Aslah Safitri, Hholijah, Khoriah, Mhd Parwis, Popi Khairunnisa and Yusril Mahendra, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

⁶ Ainun Qolbiah, Eni Handayani, Riski Habibah and Yusril Mahendra, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

A13, A14, A15, A16, A17, A18, A19, A22, A23, A25, and A26 have professional vocabulary although not at all of vocabularies that related to the topic.⁷ A20 had professional vocabulary and knew many words.⁸

For solving the concerning problems, there are some actions conducted by the researcher in second cycle. Some actions; researcher gave tips in memorizing vocabularies; researcher gave methods to memorize vocabularies such as using pictures, and using key words that could be practiced by them in the school or in the house, and researcher gave some vocabularies related to the learning material before starting learning process for the next meeting.

d. Fluency

There were five createrias in indicator of fluency. In first cycle, from 26 students in the classroom, 11 students' speech were very low and uneven except for short or routine sentences. 10 students' speech were frequently hesitant and jerky, sentences may be left uncompleted. 2 studens speech were occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 4 students' speech were effortless and smooth, but perceptily non native in speech and evenness The Mean score this indicator was 3.76 (cycle 1) and 3.92 (cycle 2)

Problems faced by the students answered the interviewed questions, utterances generally were hesitant and often in completed. Most of students had

⁷ Ahmad Rizal, Aslah Safitri, Lela Sari, Mei Sari and friends, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

⁸Riska Febriana, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

disjoined sentences and restricted in length, slower caused by word searching. Halting and fragmentary were frequently occurred while producing some difficult words to pronunciation. Some students felt something blocked their mouth has a result heavily to speak.

In the interview, 3 of them: A2, A3 and A25 admitted that they were difficulty in speaking fluently.⁹ That spoke slowly because of searching of words. A5, A6, A12, A15, A16, A17, A22, A24, and A26, admitted that their were difficult in speaking English fluently.¹⁰ Their utterances were hesitant. Because Most of students had disjoined sentences and restricted in length, slower caused by word searching and searching words.

A1, A4, A7, A8, A9, A10, A11, A13, A14, A18, A19, A20, A21, and A23, admitted that they were difficult in speaking English fluently.¹¹ Their utterances were occasionally hesitant because of grouping of words. In conclusion, students' problem were difficulty in speaking English fluently because their utterances low, hesitant and occasionally hasitant because of grouping words.

For solving the concerning problems, there are some actions conducted by the researcher in second cycle. Some actions; researcher motivated them to train

⁹ Ainun Qolbiah, Aslah Safitri, and Yusridah Rangkuti students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

¹⁰ Hholijah, Khoriah, Maysaroh Siti Sarah and friends, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

¹¹ Ahmad Rizal, Eni Handayani, Mhd Salman, Reza Azzuhri and friends, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

their speaking and to record their speech so that they could know about their ability.

e. Comprehension

There were five criteria in indicator of comprehension. In first cycle, from 26 students in the classroom, 3 students understood only slow, very simple speech on common social and touristic topics, required constant repetition and rephrasing. 17 students understood careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 6 students understood quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing. The Mean score this indicator was 3.07 (cycle 1) and 4.19 (cycle 2).

Problems faced by the students had difficulty to utter or to understand words even it was a familiar word. A2, and A6 admitted that they could understand the words slowly and simple topics because they just understood a little English words.¹² A3, A4, A5, A9, A10, A12, A15, A16, A17, A18, A21, A22, A23, A24, A25, and A26 admitted that they could understand the words careful because they thought the meaning of the words and thought what they wanted to say.¹³ A1, A7, A8, A11, A13, A14, A19, and A20 admitted that they

¹² Ainun Qolbiah and Khoriah, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

¹³ Aslah Safitri, Eni Handayani, Mhd Osama, Yuli Yuspita and friends, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

could understand the words quite well normal educated speech when engaged in a dialogue.¹⁴

For solving the concerning problems, there are some actions conducted by the researcher in second cycle. Some actions; researcher motivated students to memorize more vocabularies. They didn't understand word event it was familiar words because of less in mastering vocabulary and they didn't know the meaning of the word.

Based on the explanation above, it can be concluded that the researcher's hypothesis that story completion technique could improve students' speaking skill at grade XI SMA N 3 Panyabungan was accepted.

B. Data Discussion

1. The Students' Achievement

The research findings had shown students' speaking ability improved well. It can be proven by students' mean score and percentage.

Based on the related findings of this research in chapter II, the students' achievement were: first, Mila Januar Widianingsih with the title about "Improving Speaking Skill by using Chain Drill Technique at the Eight Grade Students' of SMA N 1 Amlapura in Academic Year 2013/2014. She said that chain drill technique could improve students' speaking skill. It had found that improvement of students achievement by using chain drill technique. Cycle 1 was 70.28 (20%)

¹⁴ Ahmad Rizal, Lela Sari, Manna Kholilah, Nadila Rossa and friends, students of XI IPA 3 in SMA 3 Panyabungan, *Interview*, Panyabungan, Januari 23th 2017.

and in cycle 2 was 80.68 (80%). So, cycle 2 was bigger than cycle 1 (80% > 20%).¹⁵

The second, Ida Royani Hasibuan, she also had done research in SMK Negeri 1 Padangsidimpuan through the title “Improving Students’ Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan”. She said that simulation technique could improve students’ speaking skill. In this study, it had found that the improvement of students’ achievement by using simulation technique. Cycle 1 was 13 (54.2%) and cycle 2 was 18 (75%). So, cycle 2 was bigger than cycle 1 (75% > 54.2%).¹⁶

The last, Desi Tiaisah the title about “Improving Students’ Speaking Ability Through Inside- Outside Circle Model at Grade VII SMP N 5 Padangsidimpuan”. She said that Inside- Outside Circle Model could improve students’ speaking ability. In this study, it had found that the improvement of students’ achievement by using Inside- Outside Circle Model. Cycle 1 was 57.68 (7.69%) and cycle 2 was 69.23% (18.80). So cycle 2 was bigger than cycle 1 (18.8.% > 7.69%).¹⁷

¹⁵Mila januar widianingsih “*Improving Speaking Skill by using Chain Drill Technique at the eight grade Students SMA 1 Amlapura in Academic Year 2013/2014*” Unpublished Thesis, (Faculty of Education and Teachr Training Universitas Mahasaraswati Denpasar,2014) ,p.x.

¹⁶ Ida Royani Hasibuan, “*Improving Students’ Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan in 2012 Academic Year*”, (Unpublished Thesis), (Padangsidimpuan: STAIN, 2012), p. 56.

¹⁷ Desi Tiaisah, “*Improving Students’ Speaking Ability Through Inside- Outside Circle Model at Grade VIII SMP N 5 Padangsidimpuan in academic year 201*”,(Unpublished Thesis), (Padangsidimpuan: IAIN , 2015),P.44

In this study, researcher also had found that the improvement of students' achievement through the title "Improving Students' Speaking skill by Using Story Completion Technique at Grade XI SMA N 3 Panyabungan". In first cycle was 72.61 (30.76%) and in second cycle was 79.38 (92.30%). So, first cycle was bigger than second cycle ($92.30% > 30.76%$).

2. Influencing factors

Researcher has found some problems of students' in speaking skill and also related findings that have been done by the researchers.

The first of related fibnding Mila Januar Widianingsih with the title about "Improving Speaking Skill by using Chain Drill Technique at the Eight Grade Students' of SMA N 1 Amlapura in Academic Year 2013/2014". Problems of students in speaking skill were :some students' didn't know how to pronounce word well so mispronunciation happened between speaker and listener, some students' did not know the vocabulary, grammar and they still confused to express the word, and students' less in motivation.

The second of related finding, Ida Royani Hasibuan by the title "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan", the problems of students speaking skill were: narrowness of students' seat formation , interaction by using simple utterances to be more understandable , batakness use and hand help dominance, word seraching difficulties, and pronunciation of difficult word.

The third of the related finding desi tiaisah by the title “Improving Students’ Speaking Ability Through Inside- Outside Circle Model at Grade VII SMP N 5 Padangsidempuan”. The problems of students’ speaking ability were: the students’ speaking ability is low, students’ accuracy and the fluency are bad, students’ are afraid to speak out because they are lack of self confidence and students’ are lack of interest and motivation.

Researcher also had found some problems of students in speaking skill, Some factors that influence students’ speaking skill by using story completion technique are students’ motivation, students’ interest, students’ enthusiasm in learning process, and students were difficult in understanding or uttering words because their mastery of vocabulary were still limited.

Based the above problems, it can be concluded that there were some similarities and differences problems. The similarities of above problems were; in the first and the second related finding had the same problems in accents, grammar, vocabulary, and fluency. The differences of above problems were; in the first related finding, researcher had not found problem in comprehension and just found problems in accent, grammar, vocabulary, and fluency; in the second related finding, researcher had found problem in arranging the seat formation and had not found problem in comprehension; in the third related finding, researcher just found problems in vocabulary, fluency, and internal factor such as students’ confidence and students’ motivation. Researcher has also found some solution of the students’

problems in speaking skill and also in related findings that have been done by the researcher.

C. Threats of the Research

In doing the research, the researcher found some threats in this research. The were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher' listening to the students.
2. The tool that used in collecting the result of students' speaking was uncomplete because the researcher just used HP. DVD or other tools were needed to make the mark more subjective and learning process more effective and efficient.
3. In teaching learning process, the students still did not have motivation and could not active yet in learning process by using story completion technique. Therefore, it would make them passive and silent. The students noise uncontrolled and made the class noisy.

Even though, story completion gave chance to the students to use target language for meaningful purposes. The researcher hoped story completion tehniqe can be applied in teaching the students at SMA N 3 Panyabungan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the result of this research, researcher can be concluded that: story completion technique can improve students' speaking skill at grade XI SMA Negeri 3 Panyabungan. Based on the analyzing of research data, the mean score of students' speaking skill in first cycle is 72.61 (30.76%). and second cycle is 79.38 (92.30%). The students' improvement can be categorized into very high improvement (very good). Some factors that influence students' speaking skill by using story completion technique is very good category (very high). Students' problem in accent is difficult in pronouncing the word. Problem in vocabulary is difficult in adequate word. Problem in fluency is difficult in grouping word. Problem in comprehension is difficult understandig word.

B. Suggestions

Based on the above conclusion, researcher has some suggestions as below:

First, students' speaking can improve by story completion technique at Grade XI SMA Negeri 3 Panyabungan, researcher suggests to the teacher to apply this technique in teaching speaking skill by looking at the students' problem in speaking skill, give solutions to the students' problem, and looking at the teacher's ways in teaching.

Second, in improving students' speaking skill there are some factors that influence students' speaking skill by using story completion technique, the researcher suggests to the teacher and to another researchers who wants to do the same research can controll and look at the factors that influence students' speaking skill by using story completion technique. The teacher and the another researchers must give the good motivation and increase students' interest in learning process. Beside it, the teacher and the another researchers must be creative in designing teaching learning process, in expalining learning material, in motivating students and in controlling the classroom so that students' spaeking skill can improve with the very high improvement.

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CURRICULUM VITAE

1. Personal Data

Name : Nur Hapisah
Reg. Students Number : 11 340 0120
Place, Date of Birthday : Sabajior, 15 Agustus 1992
Sex : Female
Address : Sabajior, Panyabungan Barat, Kab Madina

2. Parents Data

Father's Name : Sakir
Mother's Name : Siti Khodijah

3. Educational Background

Primary School : SD Negeri Sabajior (2005)
Junior High School : MTsN Panyabungan (2008)
Senior High School : MAN Panyabungan (2011)
Institute : Institute Agama Islam Negeri
Padangsidempuan (2017)

Appendix 1

Initial's Names of Students

No.	Name	Code	Male	Famale
1.	Ahmad Rizal	A1	✓	
2.	Ainun Qolbiah	A2		✓
3.	Aslah Safitri	A3		✓
4.	Eni Handayani	A4		✓
5.	Kholijah Lubis	A5		✓
6.	Khoiriah	A6		✓
7.	Lela Sari	A7		✓
8.	Manna Kholikah	A8		✓
9.	Muhammad Osama Nst	A9	✓	
10.	Mhd S Parwis Lubis	A10	✓	
11.	Mhd Salman Alfarizi	A11	✓	✓
12.	Maysaroh	A12		✓
13.	Mei Sari	A1`3		✓
14.	Nadila Rosa	A14		✓
15.	Nedi Anugerah Hani	A15	✓	
16.	Nilma Hayati	A16		✓
17.	Popi Khairunnisa	A17		✓
18.	Rahmi Hidayah	A18		✓
19.	Reza Azzuhri Usmar	A19	✓	
20.	Riska Febriana	A20		✓
21.	Riski Habibah	A21		✓
22.	Siri Sarah	A22		✓
23.	Yuli Yuspita	A23		✓
24.	Yuni Sahara Dly	A24		✓
25.	Yusridah Rangkuti	A25		✓
26.	Yusril Mahendra	A26	✓	

Appendix

Indicator List of Teacher in Teaching Learning Process First Cycle

School : SMA Negeri 3 Panyabungan
Subject Matter : English
Class/Semester : XI IPA-3/2
Date : 2017
Cycle : I
Observer : Aida Gustiani, S.Pd as Collaborator

Statements	Checklist	
	Yes	No
A. Physic Appearance		
1. Dressing cleanly and neatly		
2. Taking stand in front of class		
3. Having energetic		
4. Pronunciation and fluency are appropriate		
5. Having aloud voice		
B. Classroom Management		
1. The seat formation of students is well organized		
2. Writing is readable		
3. Knowing condition of students		
C. Learning Material		
1. Reviewing material		
2. Material is explained in understandable way		
3. Explaining material by using media		
4. Ask and answer session		
D. Procedures		
1. Explaining the learning objectives		
2. Explaining about worksheet of story completion technique		
3. Giving the worksheet to students		
4. Direction of activity is clear		
5. Evaluating students' performance		
E. Interaction with Students		
1. Students are not suppressed in the classroom		
2. Memorizing the students' names		
3. Makes eye contact		
4. Individual and group performance reward		

Validator,

Aida Gustiani, S.Pd

Appendix

Indicator List of Teacher in Teaching Learning Process Second Cycle

School : SMA Negeri 3 Panyabungan
Subject Matter : English
Class/Semester : XI IPA-3/2
Date : 2017
Cycle : II
Observer : Aida Gustiani, S.Pd as Collaborator

Statements	Checklist	
	Yes	No
F. Physic Appearance		
6. Dressing cleanly and neatly		
7. Taking stand in front of class		
8. Having energetic		
9. Pronunciation and fluency are appropriate		
10. Having aloud voice		
G. Classroom Management		
4. The seat formation of students is well organized		
5. Writing is readable		
6. Knowing condition of students		
H. Learning Material		
5. Reviewing material		
6. Material is explained in understandable way		
7. Explaining material by using media		
8. Ask and answer session		
I. Procedures		
6. Explaining the learning objectives		
7. Explaining about worksheet of story completion technique		
8. Giving the worksheet to students		
9. Direction of activity is clear		
10. Evaluating students' performance		
J. Interaction with Students		
5. Students are not suppressed in the classroom		
6. Memorizing the students' names		
7. Makes eye contact		
8. Individual and group performance reward		

Validator,

Aida Gustiani, S.P







**KEMENTERIAN AGAMA
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: In.19/E.6a/PP.00.9/ 91 /2015

: Biasa

: -

: Pengesahan Judul dan Pembimbing Skripsi

Padangsidempuan, 12 November 2015

Kepada Yth Bapak/Ibu;

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing 1)
2. Zainuddin, S.S.,M. Hum (pembimbing 11)

di-

Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan tadrīs bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM : NUR HAPISAH/NIM.11 340 0120
Jurusan : Tadrīs Bahasa Inggris
Judul Skripsi : **Improving Students' Speaking Skill by using Story Completion
Technique at Grade XI SMA N 3 Panyabungan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING

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PEMERINTAH KABUPATEN MANDAILING NATAL
DINAS PENDIDIKAN
SMA NEGERI 3 PANYABUNGAN
KOMPLEK STAIM PANYABUNGAN

Nomor : 06 /105.12/SMA.03/MN/2017
Lampiran : -
Prihal : Penyusunan Skripsi

Kepada Yth :
Ketua Jurusan Tarbiah
Sekolah Tinggi Agama Islam Negeri
di -
Padangsidempuan

Assalamu'alaikum Wr.Wb

Dengan hormat, sesuai dengan maksud surat saudara nomor :B-19/In.14/E.4c/TL.00/11/2017 tanggal 09 Januari 2017 maka dengan ini dinyatakan bahwa :

Nama : Nur Hapisah
NIM : 113400120
Fakultas/Jurusan : Tarbiyah dan ilmu Keguruan/TBI
Alamat : Sabajior Kec. Panyabungan Barat Kab. MADINA

Telah melaksanakan penelitian mengumpulkan data untuk menyusun skripsi dengan judul "Improving Studensts' Speaking Skill by using Story Completion Technique at Grade XI SMA Negeri 3 Panyabungan".

Demikian kami sampaikan untuk dapat dipergunakan seperlunya, terima kasih.



Panyabungan, 31 Januari 2017
Kepala SMA Negeri 3 Panyabungan
DOHARNI SIREGAR, S.Pd, MM
NIP. 19660607198811 2 001



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Nomor: B - 19 /In.14/E.4c/TL.00/01/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

9 Januari 2017

Yth. Kepala SMA N 3 Panyabungan
Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Nur Hapisah
NIM : 113400120
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Perumahan Indah Lestari

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Speaking Skill by using Story Completion Technique at Grade XI SMA N 3 Panyabungan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



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