

THE EFFECTIVENESS OF STORY COMPLETION TECHNIQUES ON STUDENTS' SPEAKING SKILL AT SMA NEGERI 1 ARALLE

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Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan teknik penyelesaian cerita dalam meningkatkan keterampilan berbicara siswa kelas dua SMAN 1 Aralle . Variabel bebas penelitian ini adalah Teknik Penyelesaian Cerita dan variabel terikatnya adalah keterampilan berbicara siswa. Penelitian ini menggunakan pre-experiment dimana prosedur pre-experiment adalah pre-test dan post-test. Dalam pre-test, siswa diberikan tes. Ini adalah tes lisan sebelum memberikan pengobatan. Pada post-test siswa diberikan tes, seperti pada pre-test yaitu tes untuk mengetahui hasil dari perlakuan yang telah diberikan. Dalam treatment, siswa mendapatkan materi tentang penyelesaian cerita. Subyek penelitian ini adalah siswa kelas X SMAN 1 Aralle yang berjumlah 38 siswa. Peningkatan keterampilan berbicara siswa dengan menggunakan teknik penyelesaian cerita dapat dilihat pada nilai post-test setelah pemberian hadiah. Setelah diberikan perlakuan, nilai siswa (post-test) lebih baik dari nilai siswa (pre-test) sebelum diberikan perlakuan. Nilai rata-rata pre-test siswa adalah 44,37 yang tergolong kurang baik. Dan nilai rata-rata post-test siswa adalah 61,95 yang tergolong baik. Keterampilan berbicara siswa meningkat secara signifikan dengan melihat uji sampel berpasangan yaitu 0,00 lebih rendah dari nilai 0,05 yang berarti hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Berdasarkan temuan dan pembahasan penelitian, dapat disimpulkan bahwa, penggunaan penyelesaian cerita efektif untuk meningkatkan keterampilan berbicara siswa di SMAN 1 Aralle .

Kata kunci: Efektivitas Teknik Penyelesaian Cerita, Keterampilan Berbicara.

Abstract

This study targets to decide using tale crowning glory strategies in enhancing the talking skills of second grade college students of SMAN 1 Aralle. The impartial variable of this research is the Story Completion Technique and the established variable is the college students' talking skill. This examine makes use of a pre-experiment in which the pre-experiment methods are pre-test and post-test. In the pre-test, college students are given a test. This is an oral test earlier than giving remedy. In the post-test, college students are given a test, as with inside the pre-test, which is a test to find out the results of the remedy that has been given. In the remedy, college

students get material about the completion of the story. The subjects of this study were students of class X SMAN 1 Aralle, totaling 38 college students. The improvement of students' talking skills by using story-solving techniques can be seen in the post-test ratings after giving gifts. After being given treatment, the student's rating (post-test) changed into higher than the student's rating (pre-test) earlier than being given remedy. The imply rating of the students' pre-test was 44.37 which was categories as poor. And the average post-test rating of college students is 61.95 which is classified as good. Students' speaking skills increased significantly by looking at the paired sample test, which was 0.00 decrease than the price of 0.05, because of this that the null hypothesis (H0) is rejected and the opportunity hypothesis (H1) is accepted. Based at the findings and dialogue of the studies, it is able to be concluded that using tale crowning glory is powerful to enhance college students' talking talents at SMAN 1 Aralle.

Keywords: *Effectiveness of Story Completion Techniques, Speaking Skills.*

INTRODUCTION

Everyone in this world must communicate with each other, they communicate through spoken language and will. According to Nurhayati (2016), language is used to create significant conversation among humans. In different words, conversation is the principle characteristic of language. Communication is not possible with out the sharing of information and assumptions among speaker and listener. Speaking is the most basic communication medium by humans. Speaking is very important To permit college students to speak correctly via spoken language because of the inability of students to express their ideas even in the form of simple conversations. Speaking is considered the most important ability. Humans as social beings who need to speak and interact with others anticipate that we can speak appropriately and accurately. Speaking is one of the competencies college students have to carry out throughout the getting to know procedure. Therefore, communication and talking are one of the academic dreams in language getting to know, in particular English getting to know. Hornby (1995) states that talking is the maximum valuable ability in actual life. Used in normal interactions, a person's first influence is primarily based totally on his ability to talk fluently and comprehensively. The elements that beautify a student's talking ability are inner and outside elements. Internal elements come from college students, inclusive of motivation, self-confidence, and history knowledge. External elements, inclusive of the getting to know procedure and the techniques and strategies used with inside the environment, come from the trainer.

So far, most students still have a hard time learning to speak. This is evident from Ardawati (2004), who states that scholars now and again face many issues when studying English, in particular when speaking. Lack of self-confidence, worry of errors and directness. According to Syamjaya (2011) and Sulastrri., Ratnawati., Hudriati, Andi (2022), a common hassle is that students can write and read, however now no longer mainly communicate English. The identical issue that began out with speaking English from Karmila (2018) is the most tough ability for college students. They use simple sentences in English, but they cannot express their intentions correctly and correctly. Researchers have observed that there are several problems with speaking skills, in addition to pronunciation problems in grammatical phrases, vocabulary, fluency, and comprehension. They also don't practice speaking English often. They are most effective in learning how to memorize and speak without understanding the reason for the conversation, and teachers in the classroom only use traditional methods and techniques in

carrying out the learning process in the classroom. All you need to do is give an explanation for the fabric till you could supply it an assignment, and it's going to make the scholars bored in class.

Based on interviews conducted by researchers with English teachers at SMA NEGERI 1 Aralle said "students have difficulty speaking because they are afraid and are not safe to appear in front of the class, this is because they do not have a lot of vocabulary and the methods used by teachers still use teaching techniques traditional English instructors have to be innovative to solve college students' talking problems. a instructor need to discover the right approach to create a very good surroundings with inside the coaching and getting to know process, in addition to be aware of the talking component, and make English classes extra thrilling. One of the strategies advocated via way of means of researchers is the tale finishing touch approach (Hadijah, Basri, Muhammad D, Halijah, S., 2018). The tale-fixing approach is an thrilling approach. This approach is a laugh and makes college students extra lively in class. In addition, this approach is likewise implemented to assist college specific their mind confidently. This have become stated through manner of method of Hukam (2019) tale finishing touch strategies have an essential position in getting to know to talk. We task college to suppose creatively and collaborate immediately with their mind. Another component became additionally said via way of means of Syafrizal (2018) that tale finishing touch is one of the innovative strategies that has made college loose and revel in speaking activities. Researchers are inquisitive about making use of tale-fixing strategies. The instructor begins of evolved a tale that the scholars will complete. Furthermore, college in organizations are requested to finish the tale instructed via way of means of the speaker primarily based totally at the component given via way of means of the pupil. This may be an thrilling approach due to the fact each pupil may be prompted to talk irrespective of his or her mistakes.

METHOD

This study used a pre-experimental layout to examine the adequacy of using story completion to improve students' speaking skills. This study uses a pre-test post-test improvement layout. The goal is to determine the improvement of students' speaking skills related to fluency and understanding.

FINDINGS

The findings of this have a look at relate outcomes of the evaluation of pre-test and post-test scores, common scores, trendy deviations, and test scores, in addition to speculation testing. Researchers analyzed students' learning abilities using the following analysis. Assessment fluency table:

Table 1. Fluency scores

| Classification | Score | Criteria |
|----------------|-------|---|
| Very good | 6 | Speak with out an excessive amount of attempt with a reasonably huge variety of expressions. Searches for phrases on occasion however simplest an unnatural pause or two. |
| Very good | 5 | Must ensure the effort to search for words. Nevertheless, the transportation became clean normally and only some unnatural lags. |

| | | |
|-----------|---|--|
| Good | 4 | Despite trying and searching for words, there aren't too many unnatural pauses, for the most part the delivery is fairly fluid, sometimes choppy but manages to convey a general sense, a honest variety of expressions. |
| Average | 3 | Have to try an excessive amount of time, regularly have look for that means of desire. Instead of stopping delivery and being fragmented, the variety of expression is regularly limited. |
| Poor | 2 | There was a protracted pause as he searched for a way out of that wish. Often fragmented and fitness. Almost gave up making trial time Limited variations. |
| Very poor | 1 | Full length deliveries become intermittent and sometimes give up trying. Very limited variety expression |

Table 2. Understanding score

| Classification | Score | Criteria |
|----------------|-------|--|
| Very good | 6 | It is easy for listeners to understand the famous speaker's purpose and meaning. little rationalization is needed. |
| Very good | 5 | The aim of the shot of the famous speaker means that it is quite clean. some interruption through necessary rationalization |
| Good | 4 | Some of what the speaker says is simple to follow. Intents are typically smooth but a few interrupts are required. |
| Average | 3 | The listener can apprehend tons of what's being stated, however he should continuously are searching for clarification. Unable to apprehend the various speaker's extra complicated or longer sentences. |
| Poor | 2 | Only small parts (generally brief sentences and phrases) may be understood after which substantial attempt via the way people get used to listening to the speaker |
| Very poor | 1 | Almost nothing is stated to be understood. Even whilst the listener attempts tough or interrupts, the speaker is not able to make clear something she or he appears to be saying. |

Table 3. Descriptive Statistics

| Items | N | Minimum | Maximum | Amount | Means | Std. Deviation |
|--------------------------|----|---------|---------|--------|-------|----------------|
| Pre-test | 38 | 16 | 83 | 1686 | 44.37 | 18,818 |
| Post-test | 38 | 33 | 91 | 2354 | 61.95 | 17,795 |
| Valid N (by list) | 38 | | | | | |

The desk above shows the range of students in this study was 38 students, the maximum score on the pre-test was 16 and the maximum score was 83 with a completeness score of 16.86, the average score was 44.37 with a popular deviation of 18.818, so post-test scores were minimal. 33 and a maximum of 91 for a total of 2354, an average of 61.95 with a standard deviation of 17.795. Improved student scores:

$$\% = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$\% = \frac{61.95 - 44.37}{44.37} \times 100\%$$

$$\% = \frac{17.58}{44.37} \times 100\%$$

$$\% = 0.396 \times 100\% = 39.62\%$$

Based at the calculation above, it could be visible that there has been an increase of 39.62%, which means that after the researchers gave treatment to the students, there has been an increase in students' talking skills, during the research students listened, followed, and applied the method. given by the researcher well. After analyzing the data, to prove the research hypothesis, to prove the research hypothesis, the researcher used paired sample test to compare whether or not there has been a great distinction with inside the mean of the two paired groups. Paired means that the data source comes from the same subject, paired pattern t-test is a test used to evaluate the distinction among method of paired samples with the belief that the facts is commonly dispensed. Paired samples come from the equal subject, every variable is taken in distinct conditions and circumstances. This check is likewise known as paired t test. Data completeness requirements to perform paired pattern t-test, the facts used have to be commonly dispensed. So that the speculation made may be analyzed the usage of paired pattern t-test. Before the researcher enters the trying out step for the paired pattern t test, the researcher have to first know whether or not the Pre Test and Post Test price facts are commonly dispensed or not. The consequences of the normality check with SPSS can be seen in the picture below:

Table 4. Kolmogorov-Smirnov Test One Sample

| | | Pre-test | Post-test |
|--------------------------------|----------------|----------|-----------|
| N | | 38 | 38 |
| Normal Parameters ^a | Means | 44.37 | 61.95 |
| | Std. Deviation | 18,818 | 17,795 |
| The Most Extreme Difference | Absolute | .148 | .118 |
| | Positive | .148 | .117 |
| | Negative | -.112 | -.118 |
| Kolmogorov-Smirnov Z | | .913 | .730 |
| sour. Signature (2-tail) | | .375 | .661 |

a. Normal test distribution

The formula for the normality test is that if the sig value is greater than 0.05 then the data is declared to be normally distributed, based on the normality test output table in the Kolmogorov Smirnov test section, the Sig value is known to have a Pre Test value of 0.375, and a Post Test value of 0.661. Because the value is greater than 0.05, it can be concluded that the Pre Test and Post Test data values are normally distributed. Thus, the conditions or assumptions of normality in the use of paired sample t-test have been met.

Table 5. Paired Sample Test

| | | Pair difference | | | | | T | df | Signature (2-tail) |
|----------|-------------------------|-----------------|-----------------------|------------------------------|---|---------|---------|----|-----------------------|
| | | Means | Std. Deviati on | Std. Mista kes Mean | 95% Confidence Interval of Difference | | | | |
| | | | | | Lower | On | | | |
| couple 1 | Pre-test - Post-test | -17.579 | 5.086 | .825 | -19.251 | -15,907 | -21.304 | 37 | .000 |

According to Singgih Santoso (2014) in (Agustin & Permatasari, 2020), the Decision-making recommendations with inside the paired sample t-take a look at are based absolutely on the significance rate (Sig.) of the SPSS output, if the importance rate (2-tailed) $< 0 > 0.05$, then H_0 is not common and H_a is rejected. Based on the results of the paired sample take a look at above, it is able to be visible that the importance rate of 0.00 is smaller than 0.05, so it is able to be concluded that there may be a massive not common difference some of the pretest and posttest scores, there are versions amongst in advance than and after treatment just so H_0 is rejected. H_a is common, because of this usage of the Story Completion approach can enhance the talking capacity of the first graders of SMA Negeri 1 Aralle.

DISCUSSION

An analysis of the average rating at the post-take a look at in experimental research whether the technique used is effective. The average price of the pre-test turned into 44.37 and the post-test turned into 61.95, then after being analyzed the results showed an increase after being given treatment by 39.62%. The clarification of the distance among the 2 lessons shows that the post-test indicates a excessive improvement compared to the pre-test. In summary, primarily based totally at the effects of this study, which indicates. The student's score on the post-test or after being given treatment was much higher than the value of the pre-test, namely before being given treatment, which means that the use of the Story Completion technique can improve the speaking ability of first-grade students. at SMA Negeri 1 Aralle.

CONCLUSION

From the reason above, the researcher concludes that the utility of story-solving strategies with inside the coaching and getting to know technique is powerful in enhancing the speaking competencies of sophistication I college students of SMA 1 Aralle, with story-solving strategies college students can growth their participation in coaching and getting to know. technique and additionally explicit each concept they have got primarily based totally on the subject of the story. This may be visible from the post-take a look at imply cost of 61.ninety five and fashionable deviation of 17.795 in comparison to the pre-take a look at imply of 44.37 and fashionable deviation of 18.818. Students' speaking competencies improved extensively via way of means of searching on the paired pattern take a look at, which turned into 0.00 decrease than the cost of 0.05, consequently the null hypothesis (H_0) isn't always a success and the possibility hypothesis (H_1) is a success.

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