



**THE EFFECTIVENESS BETWEEN USING STORY COMPLETION
TECHNIQUE AND ROLE PLAY ON THE EIGHTH GRADE STUDENTS
SPEAKING SKILLS OF SMPI SALAFIYAH SINGOSARI IN THE
ACADEMIC YEAR OF 2021/2022**



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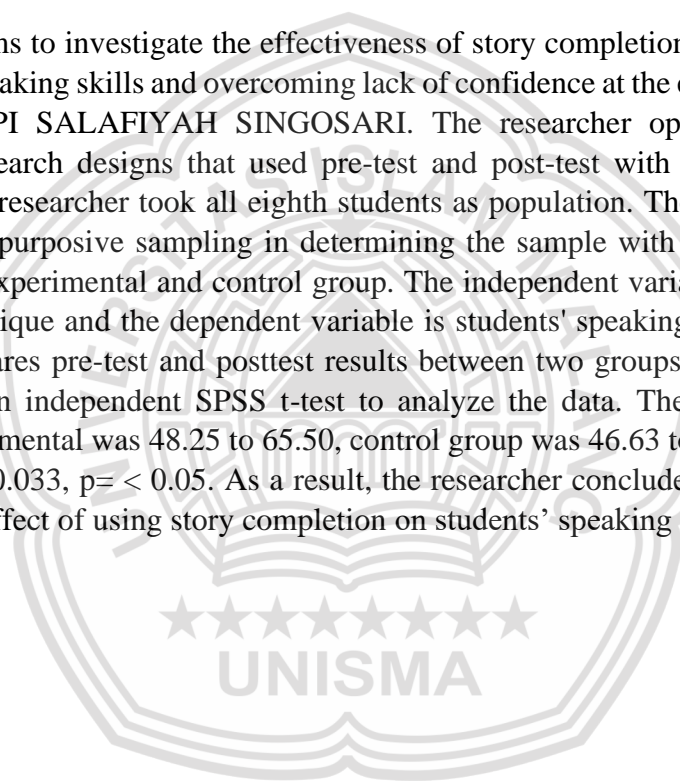
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ABSTRACT

Fahmi Idris. Maulana 2022. *The effectiveness between using story completion technique and role play on the eighth grade students speaking skills of smpi salafiyah singosari in the academic year of 2021/2022.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr.Dra.Hj.Mutmainnah ,M.pd.; Advisor II: Dr. Imam Wahyudi Karimuallah, S. S, M. Pd.

Keywords: effective, story completion technique, studeny speaking skill.

The study aims to investigate the effectiveness of story completion techniques in developing speaking skills and overcoming lack of confidence at the eighth grade students of SMPI SALAFIYAH SINGOSARI. The researcher optimized the experimental research designs that used pre-test and post-test with quantitative approaches. The researcher took all eighth students as population. The researcher used probability purposive sampling in determining the sample with 28 students from class 8 as experimental and control group. The independent variable is story completion technique and the dependent variable is students' speaking skills. The researcher compares pre-test and posttest results between two groups from inter-rater and used an independent SPSS t-test to analyze the data. The pre-test to posttest of experimental was 48.25 to 65.50, control group was 46.63 to 57.13, and the p-value was 0.033, $p = < 0.05$. As a result, the researcher concluded that there was significant effect of using story completion on students' speaking skill.



ABSTRAK

Fahmi Idris. Maulana 2022. *The effectiveness between using story completion technique and role play on the eighth grade students speaking skills of smpi salafiyah singosari in the academic year of 2021/2022.* Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Pembimbing I: Dr.Dra.Hj.Mutmainnah ,M.pd.; Pembimbing II: Dr. Imam Wahyudi Karimuallah, S. S, M. Pd.

Kata kunci: efektif, Teknik melengkapi cerita, kemampuan speaking murid

Penelitian ini bertujuan untuk mengetahui keefektifan teknik penyelesaian cerita dalam mengembangkan keterampilan berbicara dan mengatasi rasa kurang percaya diri pada siswa kelas delapan SMPI SALAFIYAH SINGOSARI. Peneliti mengoptimalkan desain penelitian eksperimen yang menggunakan pre-test dan post-test dengan pendekatan kuantitatif. Peneliti mengambil kedelapan siswa tersebut sebagai populasi. Peneliti menggunakan probability purposive sampling dalam menentukan sampel dengan 28 siswa dari kelas 8 sebagai kelompok eksperimen dan kontrol. Variabel bebasnya adalah teknik penyelesaian cerita dan variabel terikatnya adalah keterampilan berbicara siswa. Peneliti membandingkan hasil pre-test dan posttest antara dua kelompok dari antar-penilai dan menggunakan uji-t SPSS independen untuk menganalisis data. Pre-test sampai posttest eksperimen adalah 48,25-65,50, kelompok kontrol 46,63-57,13, dan p-value 0,033, $p < 0,05$. Hasilnya, peneliti menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan penyelesaian cerita pada keterampilan berbicara siswa.

CHAPTER I

INTRODUCTION

This chapter discusses some topics, which introduce the readers to the present study. They are: background of study; research problem; aim of study; significance of study; research scope and the key term definition.

1.1 Background of the Study

Speaking is a means to communicate with others. It has become part of our daily activities and takes role everywhere. When someone talks, he or she interacts, uses the language to express his or her ideas, feeling and shares information to other (Hornby, 1995). For academic aspect, speaking is one of English skill that be taught from elementary school.

Ladouse (Putri, 2015) (1991) described that speaking is the activity or skill to reveal oneself feeling in every condition, or reporting activity for acts, or situation in appropriate words or the skill to converse or to express a consecutive idea fluently. Therefore, developing speaking skill is a very necessary thing in this era.

The speaking skill can be developed in various ways either through oneself such as learning in the classroom with the teacher, or through existing media such as listening music, watching, movies, and etc. According to Harmer (2001), we can apply three major stages when teaching speaking language or producing skill:

introducing new language, practice, and communicative activity. Each step above affects each other.

Based on the statement above, students must learn and master it. By knowing the language, we can have the opportunity to multiply partners or relationships. Frank Smith (2004) said that, one language shows you in one corridor of life. Two languages show you the way to all corridors. In other words, the main function of language is the communication. Communication will not be created without sharing knowledge and assumptions between the speaker and the listener.

The researcher wants to get more information for his research about the school is near from researcher environment. The researcher interested in this school because the school is based Islamic boarding school not using technology as instruction media yet. However, Arabic language almost becomes daily activities language in this Islamic boarding school. The students practice what they get from the little vocabulary as much as possible.

Based on harmer's theory above that the practice is one of three major stage in teaching speaking language, and Refer to Harmer's claim (2001a) that the effective way for lower level in teaching simple language is PPP (presentation, practice and productive), the researcher wants to verify the validity of his claim about English instruction in that school. Before doing the investigation, the researcher asks the data about eighth grade student English score in the first semester from the teacher.

From the table 1.2 on the appendix 1, the researcher draws conclusion that English skill of eighth grade student must be increased because their score is poor

or only 33 has good score. Moreover, 52 has low level of English skill whereas the mastery minimum criteria of English subject in the school is 70. As the result, 52 students in this grade have difficulty for English lesson.

Then, the researcher joined the class to know what the real problem is. After few meetings, the researcher concludes that the students useless a simple conversation English such ask for and answer it. Most students choose to speechless than responding the teacher's questions or asking a question so, the most students' problem is shy of speaking English and afraid to make a mistake.

Santerika (2018) stated that teaching speaking by using story completion technique could develop the student's speaking skill. It can be seen from the result of the students score. The data showed that the result of the implementation story completion has significantly developed students' speaking skill. The rates students were score 59.00 in pre-test and 76.20 after the story completion treatment.

From the problem and other researcher's experience above, the researcher assumes that story completion can be alternative technique to develop speaking skill especially for students, because story completion is a joyful speaking technique. The researcher desires using this technique to develop the students' speaking skill at SMP Salafiyah. According to what Kayi (2006) stated, Story completion can make the students interested in following the lesson in the class because using the real-life situation of the world. Some advantages of story completion, such as: Increase children's willingness to communicate thoughts and feelings and verbal proficiency, promote active participation, use of imagination and creativity,

students' cooperation, listening skill augment and Stories encourage a positive adrenaline

In speaking process, story completion is also a projective technique in speaking process, such as when one student gets part of a story. The others pay enough attention to certain themes to be followed by others. After that, they make preparation and practice it with their own words in turn to the story completed

Different from role play be used in Indonesian class, which makes students stiff and also takes a long time. It is a technique allows students behave in real situations by structured socialization with others in relevant environments. This technique only focuses on certain situations and also limits the student's character. The researcher hopes by story completion, students can learn and practice the language more in the group of discussion easily.

1.2 Statement of the Problem

In line with the background above, the researcher proposes a main research question: is there any significant difference between student speaking score and after being taught by using story completion technique compare with role play.

1.3 Purpose of the Study

Based on background of study above, the problems propose: To find out whether story completion technique is more effective than the role-play technique in developing speaking skill at eighth grade students of SMP Salafiyah.

1.4 Significance of the Study

Based on research problem and aim of study, the result of study can be useful theoretically and in practice.

- Theoretically significance

Based on some previous researcher and Kayi's theory (2006), story completion is good to be implied in English class to stimulate the student' to be active in the class and develop speaking skill. Therefore, the researcher tries to uses one of the techniques named story completion

a. Practical significance

For the teacher, the result of research is expected can give positive contribution to help the lecture guiding their students' speaking and interpersonal speaking in general. Furthermore, the teacher can be easily to control their students also achieve their goal

For students, the result of study be expected to the students develop students speaking skill and are able to speak English. Moreover, this technique makes them actively in mastering the material because they will speak one by one and help one another to achieve goal effectively

1.5 Scope and Limitation of the Study

The research limited on time allocation, getting a little interference from other, and only using of story completion to develop students' speaking skill at eighth grade students. The researcher focuses on five criteria; fluency, grammar, vocabulary, pronounce, and comprehensibility of students' in English speaking skill

1.6 Definition of the Terms

b. Effectiveness

Effectiveness produces results that are used or desired. The meaning of effectiveness in this study is that there are significant differences in scores before and after being taught using story-solving techniques in students' speaking skills

c. Speaking skill

Speaking is activation to construct meaning about what he felt. It includes producing, receiving and processing information. In English, speaking skill is one of four abilities language. His characteristic is spontaneous in produce the sentence.

d. Story completion technique

Story completion is a projective technique, when one student gets a part of a story. the others pay enough attention to certain themes to be followed by others. It required them to make preparation and practice it with their own words in turn.

e. Role-play technique

Role playing is a technique that allows students to feel and behave in some realistic and real situations by socializing with others in a structured way to develop understanding and experience by trying various strategies in a relevant environment.

f. Story telling technique

Kusmiadi (2008) explains that Storytelling is a way to convey stories to listeners, both in the form of words, pictures, photographs and sounds.



Storytelling is also a technique or ability to tell a story, setting a scene, an event, and also dialogue. This technique is useful to practice the ability to listen.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of research, the story completion technique had the effect on development of student speaking ability at eighth grade of SMPI Salafiyah . It was show by result posttest between experimental group and control group also the difference between the posttest and pre-test.

First, in this test, the maximum was 88 and the minimum score was 54 for experimental while the maximum was 78 and the minimum score was 42 for control group. Moreover, the average score of experimental-group was 65.50, and the mean of the control group was 57.13.

Second, the students, who were taught by story completion technique, had higher score than student who was taught without it (role-play technique). The means of experimental group developed from pre-test to posttest +17.25 (48.25 to 65.50). Different from control class, the average developed only +11.57 (46.63 to 57.13).

Consequently, the hypothesis result, based on analysis data by independent t-test above, the P-value (the value of significant generated Sig) was 0.033. It is < 0.05 so, H_0 is rejected and H_a is accepted so there is any significant effect of using story completion on student speaking ability at eighth grade of SMPI Salafiyah in academic year 2021/2022.

5.2 Suggestion

Based on result of research, some the advantages and the benefit of using story completion on student speaking ability at eighth grade of SMPI Salafiyah in academic year 2021/2022 may be applied in other place. But there are two disadvantages of this technique: it needs the supervision extra from teacher and how to optimize time in deliver material. the researcher also would like to give suggestion:

1. For students, they should practice and more active in implementation the English word that they had on daily activities in their environment with their teacher or their friend.
2. For the teacher, story completion can be alternative and recommended technique to attract the student interest and solution in English learning and be applied to develop student speaking ability.
3. For the next researchers, it is recommended to develop, solve the problem and complete this experimental research about story completion technique in next time
4. for school, it can support the teacher to use new method and technique that help development of students' skill and to provide the English book, technology, media and another facility to develop their English competency.

Finally, the researcher expects criticism and other suggestion for the development for many limited of time and action also many shortages in her research. Moreover, the researcher hopes this thesis can give some benefit and meaningful for students and English teacher as well as further researcher.

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