

# CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH  
DAN EKSPRESI KREATIF  
ILMU PENDIDIKAN**

**Peningkatan Hasil Belajar Mahasiswa STKIP PGRI Blitar  
Dalam Belajar Perkembangan Peserta Didik Melalui Metode  
*Economical Blended Learning***

**Peran Pendidikan Politik Dalam Membentuk Perilaku Politik  
Yang Beretika**

**Teaching Reading Descriptive Text Through CORI  
(Concept Oriented Reading Instruction)  
At University Students**

**Pengaruh Kinerja Customer Service Terhadap Kepuasan Pelanggan  
PT. Asuransi Jiwasraya Di Madiun**

**Upaya Meningkatkan Kemampuan Menindaklanjuti Permintaan Lain Dari  
Pelanggan Melalui Metode Pembelajaran Bermain Peran Pada Siswa Kelas  
XII Pemasaran SMK**

**Makna Simbolik Tujuh Gending Pusaka Dalam Tradisi Selamatan Nyadran  
Bumi**

**Using Local Culture Based Material To Teach Advanced Writing**

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# THE EFFECTIVENESS OF STORY COMPLETION TECHNIQUE WITH SPEAKING NOTEPAD SOFTWARE TO TEACH NARRATIVE SPEAKING FOR ENGLISH DEPARTMENT STUDENTS

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**Abstrak :** Penelitian ini bertujuan untuk mengetahui pengaruh dari dua teknik, yaitu teknik melengkapi cerita dengan perangkat lunak *speaking notepad* dan teknik *story telling* dalam mengajar berbicara bahasa Inggris bagi para mahasiswa jurusan Bahasa Inggris. Desain Penelitian yang digunakan adalah Eksperimental untuk membuktikan apakah dua teknik tersebut menghasilkan perbedaan yang signifikan. Setelah melakukan penelitian pada para mahasiswa bahasa Inggris tingkat satu STKIP PGRI Blitar, dan menganalisa data menggunakan formula ANCOVA, hasilnya adalah teknik melengkapi cerita dengan perangkat lunak *speaking notepad* lebih efektif daripada teknik *story telling* untuk mengajar berbicara bahasa Inggris.

**Kata Kunci :** *keefektifan, teknik melengkapi cerita, mengajar berbicara bahasa Inggris*

**Abstract :** This research is due to find out the effect of two teaching techniques, story completion technique with speaking notepad software and story telling technique in the teaching speaking on narrative text for English Department Students. Experimental design is applied to prove whether the two techniques produce significant different results. After conducting the experiment in the first year students of English Department of STKIP PGRI Blitar, and analyzing the data using ANCOVA formula, found out that story completion technique with speaking notepad software to teach narrative speaking produces significantly better result than story telling technique.

**Key Words :** *effectiveness, story completion technique, teaching speaking*

## INTRODUCTION

There are four basic skills, namely listening, speaking, reading, and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are all important. However, of all the four skills, speaking seems to become the most important since it reflects the activeness of a learner's mastering toward what he listens, reads, and writes.

Related to those statements, the productive skill especially speaking, has an important place in teaching and learning of

English. Having ability to speak English fluently has become the most demanding competence for most language learners.

Being fluent in the target language is one of criteria to be called successful learners. No wonder, some students, teachers, and parents regard that the speaking as the preferable skill should be mastered before others (Bahadorfar & Omidvar, 2014).

Hornby (1995:37) defines that speaking as the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is

based on his/her ability to speak fluently and comprehensively. In addition, Bailey and Savage (1994:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. So, those statements imply that speaking is very important to be learnt by the students in order to communicate well.

Since English is a foreign language taught at schools in our country, most students especially senior high school students are not accustomed to it (Hettrakul, 1995). He also says that the students use English more frequently only inside the class and less frequently outside the class. Whereas students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. These cases bring a problem that make senior high school students have difficulties to communicate in English.

The students difficulties in speaking might be caused by some factors. The first is the environment that does not support the students to speak English frequently. The environment here means the people outside the class. These people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

The next cause is the problem on how the teacher presents the materials. It is

found that there are several teachers who are still unable to create a life-class situation. Teacher-centered commonly happened in that learning process. Whereas, the teachers have to give more opportunities to their students to express themselves by providing speaking activities that enable them to speak English (Brown, 2001). These conditions may cause the class uninteresting for the students. They can feel bored with the situation. Finally, they are lazy to develop their skill in English, both in spoken and written.

To cope with the problems, the teacher should find the technique to teach the student's speaking. One of recommended technique is Story Completion. This technique was introduced firstly by Kayi (2006). The students in a group are asked to complete the story which is previously told by the speaker based on the part given by the teacher. Before that, the teacher should begin the story that must be completed by the students. It is going to be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on. In this research, the writer modified Story Completion technique with Speaking Notepad Software.

Speaking Notepad is a text-to-speech program with many interesting features, that can be of great help for people who spend long hours in front of the computer reading e-mails, e-books, and all sorts of texts. Basically, this program can detect any piece of text from the most widely used formats, to clipboard content, using of a wide number of voices compliant with SAPI4 and SAPI5 standards.

Based on background of the study above, the researcher does research entitled, "The Effectiveness of Story Completion Technique with Speaking Notepad Software to Teach Narrative Speaking for English Department Students".

### **Definition of Speaking**

Brown (2001) states that speaking is literally defined as to say things, express thought aloud, and uses the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed on line. In the other hand, Widowson (1994) defines that speaking is the active production skill and use of oral production.

Chastian (1976) states that learning to speak is obviously more difficult than learning to understand the spoken language. Although it is difficult, it can be achieved by doing much practices in real situation. Brown (2007) also states that social contact in interactive language functions is an important key and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal message.

In conclusion, speaking is the ability to express thought and information by using voice which accompanied by symbols such as body language and eye contact in the front of interaction with other people, so that they understand the purpose of our talk.

### **Purpose of Speaking**

According to O'Malley and Pierce (1995:137), students speak to accomplish a variety of purposes and use a number of different genres to do so. Purpose in speaking determines the nature of the purpose in order to plan and compose a piece that responds to the task. The genre defines the style the speaking will use and suggests choices about the language and structure of speaking process (O'Malley and Pierce 1995:137). Writers who gain control over various genres have a broader repertoire of speaking abilities and increased understanding of the value of speaking for interpersonal communication, for documenting

important ideas, and for achieving their own ends than those who do not.

To explain it means that writers inform and educate for readers about what his or her speaking. Next, to entertain it means that writers amuse reader through a story he or she writers. And the last to persuade it means that writers try to convince readers through his or her writing. Writers try to change reader's mind, from close mind to open mind.

### **Process of Speaking**

Speaking lessons are normally offered in three main phase, namely pre-speaking, whilst-speaking, and post speaking phases and classroom activities are accordingly divided into three main categories, i.e., pre-speaking, whilst/during-speaking, and post-speaking activities (Millrood).

#### **Pre-Speaking**

Pre-speaking activities play as a warm-up and prepare the learners for the main speaking activity. It aims to activate language, motivate speakers, and prepare their ideas, and helps students bring their background knowledge to the specific context of the lesson. Students are asked to develop ideas about the topic by means pre-speaking activities such as brainstorming. In pre-speaking activities, four features need to be determined, those are the topic of speaking lesson, the purpose of speaking lesson, the audience to which speakers speak, and the forms of speaking like conversation, discussion, monologue, presentation, formal speech and so forth.

#### **Whilst-Speaking**

Whilst-speaking activities compose the main of speaking lessons. Students are encouraged to use in some sorts of interactive exchange of information or communication. They may be asked to play a role given to them



as in role-play activities, to find a solution to a problem posed for them as in problem-solving activities, or to play in an interesting game that teacher introduces, and all these activities aim to provide them with suitable opportunities to express their feelings, describe things, explain them clearly, ask question and ask for what they need, discuss things in a group, and so on.

### **Post-Speaking**

Post-speaking activities is a rethinking process of what they have spoken. The learners are encouraged to reflect on the activities which were already done. In this step, the audience are permitted to express critic, suggestion, and comment to the speakers. In the end, hopefully the students can improve and develop their speaking ability better.

### **Speaking as an English Skill**

Speaking is the most important skill in language learning, because speaking is an evidence of the quality of language. Ellis (1997:47) and Mitchell (1998:128-129) states that comprehensible input is great value, but, believes it is best received through interaction. This is because when a fluent speaker and a less fluent speaker interact, they enter into a negotiation of meaning. As they use the situational context, repetitions, and clarifications to maximize comprehension, the more likely the learner will receive input just beyond his present competency.

According to Revel (1979), communication is an exchange between people, of knowledge, of information, of ideas, of options, of feeling, so there must be concept, ideas, in the follow speakers of what they are going to say. To able to communicate their ideas, the students should be given opportunity to practice their English. Based on the definition above, the conclusion that is speaking as one of the skills that must be mastered by the students. Mastery of English as an international language would prove if the students are able English

well. One way to mastery speaking is to interact using English in the classroom with peers or teachers. If we have mastered speaking using the English, then this would avoid misunderstanding with the listener or those who communicate with us especially foreigners.

Clark and Clark (1997) states that in *speaking we up our idea into words for other people to understand our ideas and hope people give us feedback. Speaking is an integral part of language. It means that when we study language we also think of how people speak and understand each other.* It means that in speaking, we have to make sure that others understand and give feedback to us. Therefore, speaking as English skill will make us want to learn how to speak and understand English such as British itself.

### **Factors Influence Speaking Ability**

In speaking ability, there are five components which influence the speaking ability of students that should be noted, those are :

#### ***Vocabulary***

Vocabulary is total number of words which (the rules for combining them) make up a language (Hornby, 1974:959). It consists of content words as noun, verb, adjectives, and adverb, and function words such as preposition, conjunction, article, and pronoun. It is important to know because it becomes the foundation of language learning.

#### ***Grammar***

Grammar is one of the major language components. Yule (1994) states that *grammar is a form of internal, linguistic knowledge which operates in the production on recognition of appropriately structured expression in that language.* Ur (1996) confirms *grammar is the way words are put together to make correct sentences. It pertains to sentence and word.* Grammar is very important to make



perfect sentence to be spoken. Although some of literature do not using right grammar, but we can not ignore it, because it can really bring serious bad effect in formal conversation if we do not matter it. It means that the students are expected to speak structurally.

### **Pronunciation**

According to Webster Dictionary (2003) *pronunciation is the way in which a word is pronounced, the spelling of words in accordance with their usual pronunciation. Pronunciation teaching deals with recognition or understanding the flow of speech and production of words.* Pronunciation covers the way to say words and carefulness of accent to practice speaking as well as native speaker.

### **Fluency**

Brown (2001) states that *fluency is the ability to use a language spontaneously and confidently and without undue pauses or hesitation.* Fluency is the steadiness in speech, without any feeling of doubt or nervousness. Students who are learning English need confidence especially when speaking in public. It will create students fluency in speaking. Byrne (1986) states that *speaking fluency is derived from experience of oneself.* So, a teacher must ensure that students have the experience and knowledge of what students will be talking about, because students will only speak about what they have known. It is useful for students in the fluency of speech and also to avoid hesitation or stop speaking suddenly.

### **Comprehension**

According to English Dictionary comprehension refers to our ability to understand something, or our actual understanding something. So, comprehension is the measure of how far we can understand all elements which are contained on speaking skill.

### **Story Completion**

Kayi (2006) stated in his journal that

story completion is an activity which is very enjoyable in whole class. Story completion is a good choice activity to push students do oral communication. Students have free activity. Teacher is as the first person that begins the story, but after a few sentences the teacher stops narrating. Then, the students one by one continue the story. The students can tell and explore their idea about the story. They can use their own perception and imagination. The students can add a new character, even or description. So, the students will enjoy to study because they can speak freely by their own words. The step in doing Story Completion activity :

**Introduction** : Teacher explains about story completion and tells to students how to do it well

**Assessment** : Teachers explain to the students to perform freely by their creativity. The teacher focuses to assess the vocabulary mastery of the students.

**Preparation** : Teacher and students sit in a circle.

Based on theory of the story completion above, the researcher gives the limitation of free speaking as stated above. The students are free to speak but they should complete the idea of the story that has been determined by the researcher for each student in a group. The students are free to tell the story by using their own words and they are free to use their gesture or even expression when conducting story completion.

### **Advantages and Disadvantages of Story Completion**

The advantages of using story completion in learning speaking include helping to obtain more accurate and credible information avoiding socially acceptable and standard answer, helping address personal, sensitive issues, and helping to reveal motivations,

beliefs, and attitudes at a subconscious level.

Meanwhile, the disadvantages which may occur during using this method such as; a) the complexity of collected data may lead to an important degree of subjectivity in data interpretation, b) the findings of the study cannot be generalized to all population, and c) technique tends to be expensive and time consuming.

### **Speaking Notepad**

Speaking Notepad is a text-to-speech program with many interesting features, that can be of great help for people who spend long hours in front of the computer reading e-mails, e-books, and all sorts of texts. Basically, this program can read aloud any piece of text from the most widely used formats, to clipboard content, making use of a wide number of voices compliant with SAPI4 and SAPI5 standards.

To get started, you simply need to open your text file, which may be in TXT, PDF, RTF, HTML, and DOC formats, and then press the corresponding button. The program can read a whole text starting from the initial position of the cursor, or only a selected part of it. It offers, among its main features, a number of voices from which you can select the one that sounds more suitable for a certain type of text or situation. It also allows you to easily change a voice's speed and pitch. It is even capable of reading aloud the text you are typing. One of its most interesting characteristics is that it can convert or record to audio (MP3, WAV, or WMA) all or part of the text you are listening to.

The application is very easy to use, its interface is intuitive, and it is compatible with all Windows platforms. Besides, the latest version of the program includes more language modules, plus the chance of selecting different visual styles.

### **Procedures of Teaching Speaking through Story Completion with Speaking Notepad**

Before the teacher starts the lesson, the first teacher introduce the speaking notepad software. The second, teacher explain how to use this software. Third, teacher copy the text of story in the speaking notepad software. Fourth, students ask to listen and pay attention, how way to speak well. Fifth, teacher divides the students into some group. Sixth, the first speaker from a group students' speak and complete the story after listen the story from speaking notepad software. Seventh, students speak and tell the story alternately. Eighth, teacher pays attention about fluency, pronunciation, accuracy and intonation when the students speak. Ninth, students should tell the idea of the story, so, the students will enjoy the speaking. And the last, students should think about part of the story, such as conflict in the story, climax until the resolution.

### **Story Telling**

There are many interesting techniques that can be used by the teacher to teach speaking so that the students can enjoy the learning process. One of those interesting techniques that can be used is story telling. Barzaq (2009: 21) mentions that stories can achieve several functions and purposes as follows :

***Stories create interest;*** the writers of journal articles are advised to write their finding into story form due to the stories effects that make suspense by the chain of the events that the writers can create that evoke the learners' interest and suspense to know the other details about the issues.

***Stories provide a structure for remembering course material;*** it is not easy to the learners to remember the concepts in isolation, but if the concepts and the difficult definitions existed in the flow of a story, it will be easier for

the learners to remember them, additionally, stories may also help to create vivid mental image. ***Stories are familiar and accessible form of sharing information;*** the stories may help the learners to ease their learning in mastering and understand the material, and a narrative opening in any scientific task simplifies allows the learners to grasp a concrete example before moving the most difficult points. Barzaq (2009:5) states that story telling plays an important role in teaching: he specified some benefits of storytelling technique as follows :

Brown (2001) says that the use of storylines, familiar situations and characters and meaningful purposes in using the language will make attention and retention.

### Advantages and Disadvantages of Story Telling

There are many advantages of using story telling in learning speaking, for example enable student's to explore and compare own situation and experiences, If the story can be hear interestingly, student's enjoy the lesson, Learning retention longer, Applicable in all situations.

Meanwhile, the disadvantages which may occur during using this method such as; Making a good story and tell story is a challenge, not all teacher can tell the story interestingly, Sometimes students may not get the intended learning rather confused.

### Narrative Text as the Spoken Materials

A narrative is a sequence of connected events, whether real or fictional. The definition of narrative is the same as that of a story. There are many types of narratives, such as non-fiction (journalism, memoir, biography, etc.), prose, drama, and some forms of poetry, songs, and video games. Examples of narrative can be found everywhere in human expression and creativity, from everyday speech to performance of all types, including television, movies, radio, and even in more static arts

such as sculpture, painting, and photography. Even scientific reports may contain elements of narrative, as they describe the initial hypotheses and how those theses were challenged and changed over the course of the study. Thus, narrative is truly a vital aspect of the experience of being human, and has been since the beginning of communication.

### Purpose

Narrative purpose is to amuse or entertain the readers with actual or imaginary experiences in different ways. Narrative always deals with some problems which lead to the climax and they turn into a solution to the problem.

### Text Organizations

The text structures or organizations of narrative text include : a) orientation, which sets the scene and introduces the characters (it answers the questions: who, when, what and where), b) complication, in which a crisis or a problem arises, which usually involves the main characters, and c) resolution, a solution to the problem (for better or for worse). Here, the main characters find ways to solve the problem.

### Kinds of Narrative Text

Narrative texts have various kinds such as, legend which discusses the story of certain origins, fable which tells about story about animals, myths which tell about something abstracts, and folklore deals with adventures both plausible and implausible wrapped in the form of human or animal abilities.

### METHOD

The research is applying quasi experimental research using non-randomized pretest-posttest control group. This is a quasi experimental because the two groups to be the

sample of the study are already given as a classroom groups. They are not classified using random technique. Pretest and post test technique is applied. The different achievement between the students' score of the pretest and posttest is considered to be the students' achievement. Control group is also applied. There are two classes as the sample. One class, experimental class is used story completion technique with speaking notepad software, and the other class, control group, is taught using story telling technique.

The population of the study is the first year students of English Department of STKIP PGRI Blitar, and the samples are taken from two classes, class A and B. Each class consists of 15 students. One class, Class A, is taught using story completion technique with speaking notepad software, and the other class, class B, is taught using story telling technique.

The data about the students' achievement on narrative speaking is collected using pretest and posttest. The results are analyzed using ANCOVA technique.

## FINDINGS

After doing all the necessary calculation using SPSS, it is finally found out that story completion technique with speaking notepad software produces significantly better result than story telling technique because the mean score for story completion technique with speaking notepad software is 74.53, which is greater than 68.22 for story telling technique.

## CONCLUSION AND SUGGESTION

It can be concluded that the result of the study story completion technique with speaking notepad software was more effective in enhancing speaking skill. By doing the

steps of Story Completion with Speaking Notepad Technique, the students can be motivated to speak, ignoring the error that they will make later on and enjoy the speaking class. Because Speaking Notepad is a text-to-speech program with many interesting features, that can be of great help for the students find out the new vocabularies, grammar, pronunciation and fluency understanding. Those are believed can influence significantly students understanding about the speaking comprehension.

It is suggested that story completion technique with speaking notepad software technique applied to teach narrative speaking because it helps the students to be more active and brave to speak and perform the spoken narrative text in front of the class. And for the lecturers it helps to be well organized to prepare the speaking material and get better achievement for their students.

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