

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of Story Completion Technique in Teaching Narrative Speaking for SMA Students

Analisis Kemampuan Kognitif Mahasiswa pada Mata Kuliah Teori Bilangan

Collaborative Writing Using *Google Docs*: A Learning Model to Help the Students in Being Better Writers

**Pengembangan UMKM Melalui Strategi Membangun Jaringan Sosial
(Studi pada Paguyuban Sari Roso di Desa Ploso-Selopuro Kabupaten Blitar)**

The Effectiveness of KWL Method with Libre Office in the Teaching Reading for Junior High School Students

The Effectiveness of Numbered Head Together Method in the Teaching Reading on Narrative Text for Junior High School Students

Penerapan Pembelajaran Konstruktivistik dalam Meningkatkan Motivasi Belajar

The Effectiveness of Word Detective Strategy in Teaching Reading Using Kamusku for SMP Students

Menumbuhkembangkan Perilaku Sosial Melalui Jalinan Komunikasi dengan Teman Sebaya

Penerapan Pembelajaran Melalui Metode *Practice Think-Share Resitasi* pada Mata Kuliah Analisa Vektor Pada Mahasiswa

The Effectiveness of Reading Guide Using Wattpad in Teaching Reading for Junior High School

Analisis Kemampuan Mahasiswa dalam Menyusun Pembuktian pada Materi Ring

Audio Lingual Teaching as an Alternative Method in Teaching Speaking for Elementary School

**Tradisi Kleduk Kleneng
(Kajian tentang Nilai-Nilai yang Terdapat dalam Tradisi Kleduk Kleneng)**

The Effectiveness of REAP (Read, Encode, Annotate, and Ponder) Method in Teaching Reading for Junior High School

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THE EFFECTIVENESS OF STORY COMPLETION TECHNIQUE IN TEACHING NARRATIVE SPEAKING FOR SMA STUDENTS

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Abstrak: Berbicara merupakan salah satu dasar keahlian penting dalam berbahasa yang membutuhkan kemampuan-kemampuan bercakap untuk membangun komunikasi yang baik. Banyak pelajar yang menganggap bahwa berbicara bahasa Inggris itu sulit dipelajari. Itulah mengapa guru-guru harus menggunakan teknik yang sesuai untuk membantu mereka dalam meningkatkan kemampuan mereka dalam berbicara bahasa Inggris. Pembelajaran ini merupakan model penelitian percobaan yang mengaplikasikan penelitian kuantitatif yang membandingkan Story Completion with Pictures dan Presentation Practice Production (PPP) mengajar para siswa kelas XI MAN WLINGI. Hipotesa diantara dua tersebut mengatakan bahwa para siswa yang diajar menggunakan Story Completion Technique mencapai prestasi yang lebih baik dalam berbicara bahasa Inggris.

Kata Kunci: Keefektifan, Story Completion Technique, Mengajar Berbicara, MAN WLINGI

Abstract: Speaking is one of the important basic language skills that needs communicative competences to build a good communication. Many students consider that speaking English is difficult to be learnt. That is why the teachers should use an appropriate technique to help them increase their speaking ability. This study was an experimental research design applied the quantitative research compared Information Story Completion Technique with Presentation Practice Production (PPP) to teach Second-Grade students in MAN WLINGI. The alternative hypothesis said the students who taught using Story Completion Technique achieved better speaking achievement.

Key Words: Effectiveness, Story Completion Technique, Teaching Speaking, MAN WLINGI

INTRODUCTION

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many

fields such as industry, military, business, tourism, transportation, sport, international relation etc.

In Indonesia, English is adapted as foreign language. It is included into education curriculum

that every school runs. It becomes local content in elementary school, a compulsory in Junior and Senior High School and a complementary subject of the higher education institution. This is because of situation we are facing now; connected living era, which is very competitive and everything is connected to one another. In learning English, the learners need to master four language skills. Those are 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).

Starting from the revised the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) to 2013

curriculum (K13), the students are demanded to be more active than the teachers. In fact, in the classroom the teacher still becomes the learning centre. Most of the students of SMA have difficulty in speaking. It is caused by some factors. Out of the factors, the students feel shy to speak in English moreover using it for conversation. They are also afraid of making mistakes and being laughed by their friends. Besides, most of students are still clumsy in speaking, they just speak when the teacher ask them.

According to the problem, the teacher needs a method to motivate and make students speak up to be active learning participants, and not to be shy for improving their speaking skill.

Language learning is a matter of transforming a perception into conception and than using the language to represent these conceptions. In this study the researcher emphasizes "The Effectiveness of Story Completion in the Teaching Narrative Speaking for Senior High School Students".

This researcher then formulates the research question into 'is the story completion method effective to teach narrative speaking in Senior high school?' It is to find out whether story completion method is effective to teach narrative speaking.

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.

Procedures of Story Completion Technique

Based on Kayi (2006), speaking through story completion technique as follows:

1. Teacher starts to tell a story
2. The first speaker from a group students' continue the story after the teacher stops narrating. Students start from the point on that previous one stooped.
3. Students should tell the idea of the story, so, the students will enjoy the speaking.
4. Students should think about part of the story, such as conflict in the story, climax until the resolution.

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.

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.

1. Purpose:

Narrative purpose is to amuse or entertain the readers with actual or imaginary experiences in difference

Research Method

This research uses the quantitative research design since it is related to the certain numbers of variables and numerical data. The data in this research include interval data in the form of students' scores of English speaking test. Meanwhile, according to Ary (2001), the research design is quasi-experimental research applying non-randomized pretest-

ways. Narrative always deals with some problems which lead to the climax and they turn into a solution to the problem.

2. 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.

3. 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.

posttest control group design. There include some reasons for taking this design. Firstly, the research was conducted without changing the setting of the class; second, the observed classes were not changed in their characteristics and setting, the researcher only collaborates with the teacher for doing this study to create the natural condition of the class; third, to avoid the students feel being

observed which can cause the extraneous variable, the two classes used in this research have been separated long before the researcher conducts the research by considering the sampling technique, and last, the research was executed using the time schedule of the teaching arranged by the school as before.

The sampling technique used in this study is determining sample by giving the same chance to all categories in population as so called as probability sampling. Specifically, simple non-random sampling is used because the taking of sample from the population is conducted non-randomly without any stratified consideration in the population.

And the sample taken in this study is all of the population consisting of 2 classes, XIIPA 1 and XI IPA 2. Class XI IPA 1 consists of

30 students and class XI IPA 2 consists of 24 students. Meanwhile to determine the control and experiment group, the researcher used a lottery, which result class XI IPA 2 as control group supposedly taught using PPP and class XI IPA 1 as experiment group taught using Story Completion technique.

Research Findings

This part consists of testing of linearity, testing homogeneity of regression slopes, Lavene’s test of error variances, one way analysis covariance, and assumption of research.

Testing of Linearity

To check the assumption of a linear relationship between dependent variable and the covariate, the researcher generated scatter plots.

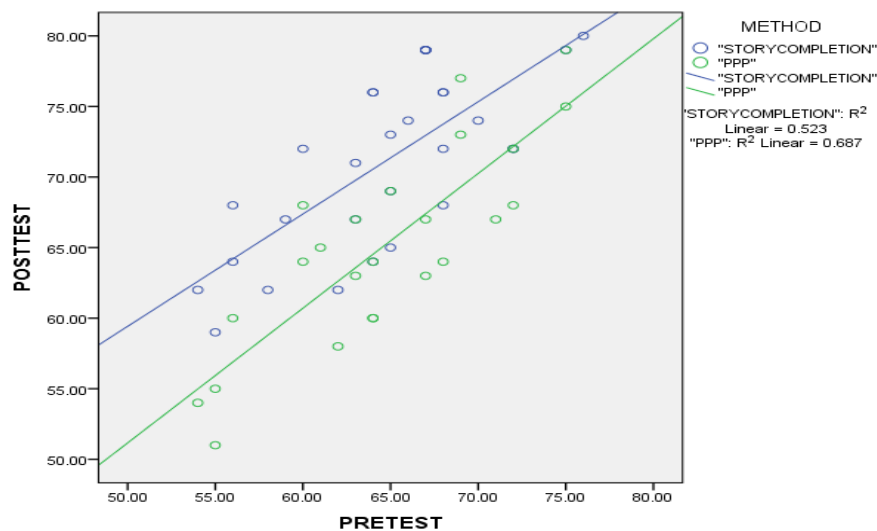


Figure 4.1 Scatter Plot in Test

Pallant(2000, chapter 20:8) states “if you find a curvilinear relationship you may want to reconsider the use of this covariate.” Based on the scatter plots for each

groups on the figure 4.1 above, it shows the linear (straight-line) relationship for each groups and not a curvilinear relationship, so, it could

be said that the assumption of the linearity is not violated.

From the output above, there appears to be a moderate, positive correlation between the two variables (independent variable and dependent variable) for the sample as a whole. The students' pre test levels are shown on the X, or horizontal, axis

meanwhile the students' post test levels are shown on the Y, or vertical, axis. From Figure 4.1, it shows an indication of a linear relationship, so it would be appropriate to calculate the analysis of covariance.

Testing of Homogeneity of Regression Slopes

Table 1 Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1858.003 ^a	3	619.334	34.971	.000	.677
Intercept	55.999	1	55.999	3.162	.081	.059
METHOD	27.571	1	27.571	1.557	.218	.030
PRETEST	1359.730	1	1359.730	76.778	.000	.606
METHOD * PRETEST	11.179	1	11.179	.631	.431	.012
Error	885.497	50	17.710			
Total	256125.000	54				
Corrected Total	2743.500	53				

a. R Squared = .677 (Adjusted R Squared = .658)

Testing the homogeneity of regression slopes is used to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. If the interaction is significant, the results of ANCOVA are not meaningful and ANCOVA should not be conducted. Pallant (2000, chapter 20:9) states, "If the significant level for the interaction is less than or equal to 0.05, it means

that the interaction is statistically significant, indicating that the assumption is violated." In accordance with the above data taken from Technique*Pretest, the significant value is 0.431 which is much greater than 0.05. It proves that the assumption of homogeneity of regression slope is not violated. Based on this ANCOVA finding, the further analysis can be proceeded.

Lavene's Test of Error Variances^a

Table 2 Lavene's Test of Equality of Error Variances^a

METHOD

Dependent Variable: POSTTEST

METHOD	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
"STORYCOMPLETION"	71.132 ^a	.766	69.595	72.669
"PPP"	65.210 ^a	.856	63.491	66.928

a. Covariates appearing in the model are evaluated at the following values: PRETEST = 64.7222.

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + pretest + technique

Lavene's Test of Equality of Error Variances is used to check whether or not the assumption of equality of variance is violated. If the significance value is greater than 0.05 the variances are homogenous, however if this value is smaller than 0.05 this means that the variances are not homogenous or in other words the variances are different and that

the assumption of equality of variances is violated, (Pallant 2000, chapter 20: 11). In this case the variances are homogenous, or the assumption of equality of variances is not violated, because the **Sig.** value is 0.431 which is much greater than 0.05.

One Way Analysis Covariance

b. Computed using alpha = .05

Pallant (2000, chapter 20: 12) states if the Sig. value is less than 0.05, then the groups (Story

Completion technique and Presentation Practice Production (PPP)" technique) different

Table 3Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1846.824 ^a	2	923.412	52.521	.000	.673
Intercept	57.120	1	57.120	3.249	.077	.060
PRETEST	1354.749	1	1354.749	77.054	.000	.602
METHOD	467.521	1	467.521	26.591	.019	.343
Error	896.676	51	17.582			
Total	256125.000	54				
Corrected Total	2743.500	53				

a. R Squared = .673 (Adjusted R Squared = .660)

significantly. Table 4.1 (labeled Technique on the SPSS output) shows the result of the analysis indicate that, $F(0.631) = F 26.591$, $P 0.000 < 0.05$. Therefore, the experimental and control groups were significantly different and the

result of analysis indicated that the null hypothesis saying that both methods (Story completion technique and Presentation Practice Production (PPP)) are equal should be rejected.

Assumption of Research

Table 4 Estimates Marginal Means

METHOD

Dependent Variable: POSTTEST

METHOD	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
"STORYCOMPLETION"	71.132 ^a	.766	69.595	72.669
"PPP"	65.210 ^a	.856	63.491	66.928

a. Covariates appearing in the model are evaluated at the following values: PRETEST = 64.7222.

The prompt assessed the differences between the adjusted means for two groups, which are reported in the Estimates Marginal means table as 71.132 for the students taught using story completion technique, and 65.210 for the students taught using PPP technique. Therefore, based on the Estimates Marginal Means, the alternative hypothesis says that the students who are taught using story completion technique in comprehending narrative texts achieve better English achievement in speaking skill than those who are taught using Presentation Practice Production (PPP) technique and it is proven that students taught using story completion have higher mean compared with those who taught using PPP technique.

Discussion

This part consists of interpretation of research findings. The discussion here is to answer the formulated research question based on the research findings. The objective of this study is to find the answer of the problem as it has been mentioned in Chapter 1. The problem is "Do the students who are taught using Story completion technique perform better in English achievement than those who are taught using Presentation Practice Production (PPP)" After reviewing some theories concerning the topics in this study, the operational hypothesis was formulated that the students who are taught using story completion technique achieve better in English achievement in speaking skill of narrative texts than those taught using Presentation Practice Production (PPP)?" technique. To

test the research hypothesis of the study, it was transformed to the null hypothesis (H_0). The null hypothesis was “the students who are taught using story completion technique achieve better in English achievement in reading comprehension of narrative texts than those who taught using Presentation Practice Production (PPP) technique. Having analyzed the data, it is found that the students taught using story completion have higher mean compared with those who are taught using PPP technique. It means that the hypothesis is accepted.

The interpretation of the research is divided into two points of view, namely statistical and practical view. From the statistical point of view, the finding of the research showed that statistically the students taught using story completion technique showed significant higher achievement than those taught using Presentation Practice Production (PPP) technique. It is shown from the significant value, which is lower than 0.05, $F(0.631) = F 26.591$, $P 0.000 < 0.05$. Furthermore, it can be seen from the differences between the adjusted means for two groups, which are reported in the Estimated Marginal means table as 71.132 for the students story completion technique, and 65.210 for the students taught using Presentation Practice Production (PPP) technique. Therefore, the experimental and control groups were significantly different and the result of analysis

rejected the null hypothesis says that both strategies (story completion technique and Presentation Practice Production (PPP) technique) are equal. It means that the theoretical hypothesis is supported with empirical evidence.

From the implementation of story completion technique, the story completion has many benefits for the students. Firstly, the students are guided with movie as the media in learning speaking. The students feel motivated to have such a technological medium in learning as the speaking material. Secondly, they get impact of improving self confidence by retelling the story in the movie in front of the class. Thirdly, they get motivated from being able to retell in front of their mates in speaking English.

Theoretically, the implementation of teaching story completion is linear with some experts' theories. Barzaq (2009:5) states that story telling plays an important role in teaching to strengthen the learner's confidence and bravery. In this study, the students' confidence and bravery are reflected toward their performance in learning speaking. They try to ease the burden to perform the spoken narrative text. In addition, Brown (2001) says that the use of story completion, familiar situations and characters and meaningful purposes in using the language will make attention and retention. The acquaintance of learning situation is important to do to familiarize the

students with the psychological condition to empower their bravery.

In the ways the teacher gives the treatment of teaching spoken narrative text, the learning situation supports the students to have fun learning so that the students do not have fear to perform what they present in front of the class. It is linear with Kayi (2006) who stated that story completion is an activity which is very enjoyable in whole class. To sum up, the students who are trained using story completion with English movie have a qualified learning nuance to ease them perform the spoken narrative text.

Conclusions

Related to the statistical analysis using SPSS with analysis technique of ANCOVA, this study can be concluded as follows. There were a number of interpretations from the output of ANCOVA that were used to answer the statement of problem in this study. From Table 4.2, the researcher found he had not violated the assumption of equality of variance. Since the Sig. Value was greater than .05, the variances of this study were equal. In other words, the assumption was not violated because the Sig. value was .484 which was much larger than the cut-off of .05.

The main ANCOVA results were presented in Table 4.3, labeled as Test of Between Subjects Effects. Since the Sig.value was less than .05, the groups differed significantly. In this study, the value was .343 which was more than .05, therefore the

result was significant. It means that there was a significant difference to the students who were taught using story completion technique and the students taught using Presentation Practice Production (PPP) technique. In other words, story completion technique was more effective as compared to Presentation Practice Production (PPP) technique to teach students in speaking narrative.

Suggestions

The researcher gives several suggestions.

1. For the teachers

The English teachers in MAN Wlingi are suggested to modify the teaching of speaking using story completion with other various materials so that this technique can be implemented well in other speaking materials. Besides, the teachers are also suggested to have a good control in the fun class since a fun learning does not always guarantee the effectiveness of the learning process. However, this fun learning method can ease the students to speak and perform the spoken narrative text in front of the class to help the students to be more active and brave as the language speakers.

2. For the students

The students are expected to notice to have a good cooperation in learning process so that the learning situation can be handled by the

teacher. In addition, they should improve the ways they learn speaking at home or in daily life. They should be able to adapt the needs to get improvement in their learning speaking.

3. Further Research

For further research, it is supposed to modify the learning media involving technological development and trending topics among the youngsters. The current topics can upgrade the students' ways of thinking in having update and rich speaking materials in EFL classroom.

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