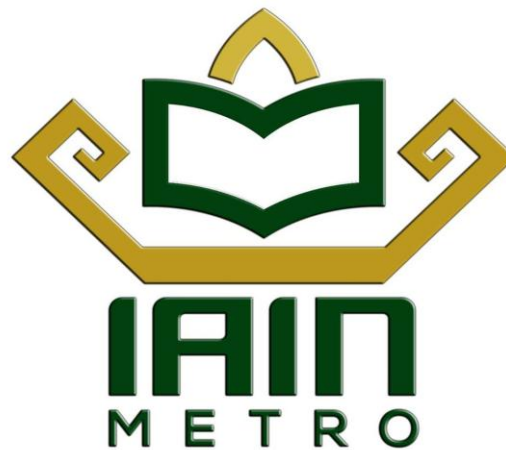**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS SPEAKING PERFORMANCE
THROUGH STORY COMPLETION TECHNIQUE
AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO
IN THE ACADEMIC YEAR OF 2018/2019**

Written by:

YULIA PUSPITASARI
Student Number: 14122417

**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/2019 M**

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Presented as a partial Fulfillment of the Requirements
for the Degree of SarjanaPendidikan (S.Pd)
in English Education Department

By:
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**IMPROVING THE STUDENTS SPEAKING PERFORMANCE
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ABSTRACT

By:
Yulia Puspitasari

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the technique applied in the classroom. Story completion is one of technique that give students chance to speak up by their own word.This research is aimed to find out whether the story completion can improve the students speaking performance. This research is classroom action research. The research used test, observation, documentation to collect the data.

The classroom action research was conducted by 2 cycle. There are four steps in each cycle : they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatment and two post-test, the subject of this action research are the eight graders in SMP Kartikatama Metro. This research used 26 students as object of research. The researcher used average formula to prove whether hypothesis is accepted or rejected.

The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 62,11 and post test 64,88 and post test from cycle 2 was gained the average score 66,19 The result of cycle 2 is higher than the result of post-test at cycle 1. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can speak in front of class. It means that the use of story completion can improve the students speaking performance at the eight graders of SMP Kartikatama Metro.

Keywords:*Speaking Performance, Story Completion Technique, classroom action research (CAR).*

PENINGKATAN KEMAMPUAN BERBICARA SISWA MELALUI PENGGUNAAN TEKNIK PENYELESAIAN CERITA DI KELAS DELAPAN SMP KARTIKATAMA METRO TAHUN PELAJARAN 2018/2019

ABSTRAK

Oleh:
YULIA PUSPITASARI

Tujuan pengajaran speaking adalah siswa dapat berkomunikas idalam bahasa target. Siswa menemukan beberapa kesulitan dalam menguasai speaking. Oleh karena itu, guru diharapkan dapat lebih kreatif dalam memilih teknik yang diterapkan di dalamkelas. Penyelesaian cerita adalah suatu teknik yang memberikan kesempatan kepada siswa untuk berbicara meggunakan kata dari mereka sendiri.Tujuan penelitian ini adalah untuk mengetahui apakah penyelesaian cerita dapat meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan test, observasi, dan dokumentasi dalam pengumpulan data.

Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post test. Penelitian ini dilaksanakan di kelas VIII SMP Kartikatama Metro. Penelitian ini menggunakan 26 siswa sebagai objek penelitian. Penelitian menggunakan rumus rata-rata untuk membuktikan hipotesis diterima atau ditolak.

Temuan penelitian ini menunjukan bahwa ada peningkatan dari siklus 1 kesiklus 2. Hasildari data padasiklus 1, mendapatkan nilai rata-rata pre-test adalah 62,11 dan post test 64,88 dan dari siklus 2 diperoleh nilai rata-rata 66,19 Hasil siklus 2 lebih tinggi dari hasil post-test pada siklus 1. Kondisi kelas menjadi lebih aktif selama proses pembelajaran. Siswa dapat berbicara di depan kelas. Ini berarti bahwa penggunaan Penyelesaian cerita dapat meningkatkan kemampuan berbicara siswa pada kelas VIII SMP Kartikatama Metro.

Kata kunci:*Kemampuan Berbicara, Teknik Penyelesaian Cerita, penelitian tindakan kelas (PTK).*

RATIFICATION PAGE

No. B- 3389/In.28.1/D/PP-00-9/10/2018

An Undergraduate thesis entitled: IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2018/ 2019, written by Yulia Puspitasari, student number 14122417, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, Oktober 18th 2018 at 10.00-12.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	............)
Examiner 1	: Ahmad Subhan Roza, M.Pd	............)
Examiner II	: Syahreni Siregar, M.Hum.	............)
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The Dean of Tarbiyah and Teaching Training Faculty,

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APPROVAL PAGE

Title : IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2018/ 2019

Name : YULIA PUSPITASARI

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Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

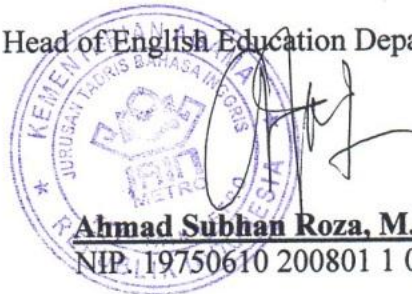Metro, September 2018

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Number   :
Appendix   :
Matter   : **In Order to hold the Seminar**
              of Yulia Puspitasari

To : The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Institute For Islamic Studies of Metro

Assalamu'alaikum Wr.Wb

We have given guidance and enough improvement to research thesis script which is written by :

Name   : Yulia Puspitasari
Students Number : 14122417
Title   : IMPROVING THE STUDENTS SPEAKING
                  PERFORMANCE THROUGH STORY
                  COMPLETION TECHNIQUE AT THE EIGHTH
                  GRADE OF SMP KARTIKATAMA METRO IN
                  THE ACADEMIC YEAR OF 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very mach.

Wassalamu'alaikum Wr.Wb

Metro,   May 2018

Sponsor,   Co-sponsor,

Dra. Umi Yawisah, M.Hum   **Syahreni Siregar M.Hum**
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STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : YULIA PUSPITASARI

Student Number : 14122417

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted

from the bibliography mentioned.

Metro, September 2018.

YULIA PUSPITASARI
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HALAMAN ORISINALITAS PENELTIAN

Yang bertanda tangang di bawah ini:

Nama   : YULIA PUSPITASARI

NPM   : 14122417

Jurusan   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, September 2018
Yang Menyatakan,

YULIA PUSPITASARI
NPM. 14122417

MOTTO

<div dir="rtl">فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ۞ ٥٥</div>

"Then, which of the favours of your Lord will you deny?"
(Qs. Ar- Rahman :55).

"You don't understand anything until you learn it more then on way'

(Marvin Minsky)

"The way get started is to quit talking and begin doing"

(Walt Disney)

DEDICATION PAGE

This undergraduate thesis isdedicated to:

Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they do not know.My beloved family, father Mr. Sareh, S.Kom. my mother Mrs.Ratna Widowati,my sisterListiana Safitri and my brothers Wahyu Putra Santoso and M. Ridho Sasongko who always support me in their perfect love. Thanks for everything, because you bring to me is nothing compare.My guide lecturers Dr. Umi Yawisah, M.Hum and Syahreni Siregar, M.Hum who always guided me so this research can finish.The staffs of Departmentand teacher training faculty and lecturers of English Departmentwho have given the assistances to accomplish this research.

My Inspiration Ade Hernawan, Linang Karisma, Ipung Shandi, Tri Wahyuni.My kopong'sfriendsTutek, Dwi Puspitasari, Agung Prasetyo, Tika Ryan Abadi, Tri Asni Rismayanti, Reny Mardiana, Oktavia Wulandari, Agrie Cahyasmaraniwho give me a lot of motivation and push me up until I was finish this research. My beloved students of Sd Muhammadyah Central Metro who always support me. Mrs. Krisna yanti, S.S as an English teacher and my collaborator.

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In the name of Allah,the Most Gracious. Praise is to Allah, the Lord of the World. WithoutHis Blessings, none of these would be possible. He has given hisa chance to accomplish thisUndergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for her to be a successful person someday (Amen).

The greatest gratitude would also be addressed to both of his advisors, Dr.Umi Yawisah, M.Hum and Syahreni Siregar, M.Hum within their activities, they were still willing to read and revise the Undergraduate Thesis, to give her helpful idea and guiding way of writing during the writing process.

With the limitation of writer's ability, she stills hasmany mistakes in writing and presentation items. Therefore, the writer apologizesand hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro, September 2018
The writer

YULIA PUSPITASARI
NPM. 14122417

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CHAPTER I
INTRODUCTION

A. Background of Study

Language is a unique legacy that has a very important role in human life, because the function of it is to communicate in our life. According to Halliday, Languge is an important part of communicate with each other. So, by using language people can share their thought, convey ideas, and negotiating with the others. It makes people able to share information about anything. All important aspects in human life such as education, business, and economy need language because to convey the ideas of those aspects, language is required. Moreover, language also has a very important role in intellectual, social, and emotional development of people. Learning language may help someone to be able to understand about themselves, their culture, and other cultures.

In modern era, to communicate with other people in other countries, English is commonly used. It can be known that science and technology increase all in the west. Most of books which contain the information of them are written in English, because English is a universal language. It is not easy for people to share information in written English if they do not master English well.

Indonesia is one of the countries that declare English as a foreign Language. The proof, it can be known that in term of the education in Indonesia, English is learned by the students as one of the subjects at school

from Elementary School until University. Furthermore, English has become a subject in the curricula of education in Indonesia.

In teaching learning, there are four skills in English namely listening, speaking, reading and writing Speaking is one of important skills, many language learners regard speaking performance as the measure of knowing a language. People say that the success of learning English is through their speaking performance of English. It is caused the goal of learning English is to be able to speak English fluently. Through speaking, people can express their ideas, thought, information and so forth. Speaking is a crucial part of second language teaching and learning. Therefore, speaking has important role in the succession of the teaching and learning of English.

When the researcher did the preliminary study at the eighth grade of SMP KARTIKATAMA Metro on Februari 07 2018 the students do not feel confident and enjoy expressing their ideas, thought, and feeling through speaking. The students feel afraid to make mistake when they speak English in front of the class it is made the students does not add the new vocabularies. All these problems happened because less motivation and enthusiasm from themselves, the students need a lot of practice in speaking with their friends.

In other words, approaches, methods, and technique have been introduced in language teaching and learning process for long time ago. It is arrangement to supply a detailed account of major twenty-century in language teaching and learning process. It is widely recognized that methods plays an important role in language teaching. There are a lot of various technique and

methods that can be applied in teaching English to improve student speaking ability, such as: reporting, interviews, simulations, role play, story telling, guessing, remembering, ordering, describe, story completion, debate and many others.

One of the techniques to increase the students speaking perfomance is Story completion technique. This technique was introduced firstly by Kayi (2006). In this research, the researcher modified Story Completion technique. 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**. Story completion is one of the recommended techniques which can help language learners in increasing students' speaking perfomance in vocabulary, grammar, fluency, comprehension, and pronunciation. To know the students ability in speaking, the researcher holds the pre-survey in SMP KARTIKATAMA Metro which is shown in the table below:

Table 1
The result of Pre- survey data on February, 07th 2018 of Students'
Speaking Perfomance at the eighth graders of SMP KARTIKATAMA Metro

No	Name	Score	Note
1	AR	60	Incomplete
2	ALA	55	Incomplete
3	ADN	45	Incomplete
4	AP	65	**Complete**
5	ASFG	60	Incomplete
6	AP	55	Incomplete
7	A	70	**Complete**
8	AH	45	Incomplete
9	DIB	45	Incomplete
10	EVA	45	Incomplete
11	FA	60	Incomplete
12	HG	55	Incomplete
13	HF	50	Incomplete
14	JV	45	Incomplete
15	LU	55	Incomplete
16	LSB	60	Incomplete
17	MCF	60	Incomplete
18	PDS	55	Incomplete
19	PK	60	Incomplete
20	RES	60	Incomplete
21	SAP	55	Incomplete
22	TAW	55	Incomplete
23	VN	60	Incomplete
24	WE	60	Incomplete
25	WH	60	Incomplete
26	AS	55	Incomplete
	Total	**1450**	
	Average	**55,76**	
	High Score	**70**	
	Low Score	**45**	

Table 2
The pre-survey result from the test score at the Eighth graders of SMP

No	Grade	Explanation	Amount	Percentage
1.	≥65	Complete	2 person	8%
2.	<65	Incomplete	24 person	92%
Total			**26 person**	**100%**

Based on the explanation above the researcher assumes that the students' speaking perfomance is low, and story completion is a good technique to solve this problem. Therefore the researcher would like to conduct this research entitled "Improving the Student Speaking Performance through Story Completion Technique at the Eighth Graders of SMP KARTIKATAMA Metro in the Academic Year of 2018/ 2019".

B. Problem Identification

Based on the background of the study above, the problems can be identified as follows:

1. The story completion technique has not been applied yet.

2. The students are shy and afraid to speak English.

3. The students are lack of vocabulary.

4. The lack of student's speaking performance.

5. The students areless motivation in speaking learning.

6. They are have poor grammar and poor pronunciation.

C. Problem Limitation

Based on the problem mentioned above, the story completion technique has not been applied yet. The researcher limits the problem only to improving the students speaking performance through story completion technique at the eighth greaders of SMP Kartikatama Metro in the Academic Year of 2018/ 2019.

D. Problem Formulation

Based on the problems above, it can be formulated as follows: "Can Story Completion Technique improve the students speaking performance at the eighth graders of SMP Kartikatama Metro in the academic year of 2018/ 2019?"

E. Objective of the Study

Generally, the objective of this research is to know whether story completion technique can improve the students speaking performance and their learning activities at the eighth graders of SMP KARTIKATAMA Metro in the Academic Year of 2018/ 2019.

F. Benefits of the Study

Hopefully, this research will give contribution for:

1. The English Teachers

The teachers can apply story completion technique in speaking mastery. Story completion technique can be an alternative technique to

solve students' problem in speaking. Finally, the students' performance may increase well, and they can explore their ideas.

2. The Students

This study can be accepted to be used as a motivation to improve their speaking performance in an enjoyable classroom environment and also increase their self-confidence to speak in front of the class.

G. Prior Research

There are two prior researchs that the researcher took related to this study. The first is done by Rahmawana, under the title "Using Story Completion in Teaching Speaking Skill to The Second Grade Students of Senior High School in SMAN 6 SOPPENG" the researchs was done on November 08 2017. The instrument used of this research was test. The test was used in the pretest and post-test. The data indicated that, there was a significant difference between the students' pre-test and post-test in the experimental class and pretest and post-test in the control class. The mean score of the students' pre-test of experimental group was (2,88) with standard deviation was (0,79) and the mean score on the post-test was (4,21) with standard deviation was (0,94) in the experimental class was higher than mean score of pre-test (3,28) with standard deviation was (0,76) and the mean score of the post-test was (3,47) with standard deviation was (0,48). From the t-test, the researcher found that, the value of the ttest (4.11) was higher than the t-table (2.021) at the level of significant 0.05 with degree of freedom (df) = 40. The result of the t-test also shown that, the use of Story Completion as

technique in teaching speaking was effective in improving the students' speaking ability because the t-test, 4.11, was higher than t-table, 2.021 (4.11 2.021). Based on the finding and discussion of the research, the researcher drew a conclusion that, the use of story completion is effective to improve the students' speaking ability in the second year students at SMAN 6 SOPPENG[1].

The second is conducted by Mohammad Roissul Ashaq, under the title "The Use of Story Completion Technique to Improve Students' Speaking Ability for International Class Program Boarding Student of Teacher Training and Education Faculty of State Institute for Islamic Studies Salatiga batch 2015. The researcher was done on september 13 2017. The research method that is used in this research is classroom action research. The subject were 10 students in International Class Boarding Students batch 2015. The researcher uses two cycles; each cycle consist of planning, action observation, and reflection. The result of his is the students enjoy the class in using story completion technique, the students have deep attention in the class, the students have high motivation to learn English, the students can speak as long as they want and the lecturer being active to guide the class by using story completion technique. The research shows that there is an improvement of the students' speaking ability using story completion technique. It can be seen from TTest calculation in cycle I is 2,86 and cycle II is 3,25; T-table wih N= 10 is 1,182, and also the increasing students' mean score from cycle I to cycle

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[1] Rahmawana, *"Using Story Completion In Teaching Speaking To The Second Grade Students Of SMAN 6 Soppeng".* (Universitas Negeri Alauddin Makassar, 2017).p.13

II. The mean of pre-test in cycle I is 63,6 and post-test is 67,8. The mean of pre-test in cycle II is 81,4 and post-test is 85,4. This indicates that by using story completion technique, the students' speaking ability can be improved[2].

Based on both of the study above, the researcher focus to improve the students speaking perfomance. It is related to the problems that teacher and students faced in teaching-learning speaking perfomance at SMP Kartikatama Metro. By applying ng story completion technique the researcher hope that it is as an effective technique to improve students speaking perfomance and make the classroom's atmosphere alive.

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[2] Mohammad Roisul Ashadaq *"The Use Of Story Completion Technique To Improve Students' Speaking Ability Of International Class Program Boarding Students Of Teacher Training And Education Faculty Of State Institute For Islamic Studies Salatiga Batch 2015"*. (IAIN Salatiga: 2015),p.9

CHAPTER II
REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Performance

1. The Concept of Speaking

a. The Definition of Speaking

According to Thornbury, speaking is interactive and requires the ability to co-operate in the management of speaking turns.[3] In the other words, speaking is so much a part of daily life that we take it for granted.[4] So, speaking is form of communication to express what a speaker needs. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge.

Moreover, Lucy defined that speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is.[5]

Furthermore, Wendy and Lisabeth assert that speaking is perhaps to demanding skill for the teacher to teach. In thier own language children are able to express emotions, communicate intonantions and reaction, explore the language and make fun of it, so they expect to be

[3]Scott Thornbury, *How to Teach Speaking, (*England: Pearson Education limited, 2005), p. 4

[4]*Ibid,* p.1

[5]Lucy Pollard*, Lucy Pollards's Guide to Teaching English*, (Lucy Pollard, 2008), p. 33

able to do the same in English[6]. In other hands, speaking action have to be done on fun joy situation who can make students feel comfort and enjoy in the class. When circumstances in teaching and learning process going run well, full of spirits or others. It will makes the mindset of the students are processed.

Morever, According to Jo McDonough Speaking is a process difficult in many ways to dissociate from listening. Speaking and listening skills often enjoy a dependency in that speaking is only very rarely carried out in isolation; it is generally an interactive skill unless an uninterrupted oral presentation is being given.[7] In other word, speaking is a method which is used people all over world to communicate and transfering information.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak. Lastly, the learners must have the abilities to

[6] Wendy A. Scott and Lisabeth H. Ytreberg, *Teaching English to children*. (New York:Longman), P.33

[7]Jo Mc Donough, *Materials and Methods in eltA Teacher's Guide Third Edition*, Blackwell Publishing:2013,p.157

change their direction of their thoughts on the basis of the persons'
responses. It means that speaking is the form abstract systems involving
both phonological and grammatical system of the language which is
produced in a reciprocal exchange in which both reception and
production play a part.

b. Classroom Speaking Activities

Teaching speaking should be taught in attractive and
communicative activities. There are many types of classroom speaking
activities. Harmer states six classroom speaking activities. They are
acting from script, communication games, discussion, prepared talks,
questionnaires, simulation, and role play.[8]

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of
acting scriptsthat should be considered by the teacher in the teaching
and learning process. Inthe playing scripts, it is important for the
students to teach it as real acting. Therole of the teacher in this activity
is as theatre directors, drawing attention to appropriate stress,
intonation, and speed.

This means that the lines they speak will have real meaning. By
giving students practice in these things before they give their final
performances, the teacher ensures that acting out is both a learning
and language producing activity. In acting the dialogue, the students

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[8] Jeremy Harmer, *The Practice of English Language Teaching 3th edition*. (London: Longman, 2004), P. 271-275

will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2) Communication games

Games are designed to provoke communication between students. Thegames are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.[9]

The first is the buzz groups that can be used for a whole range ofdiscussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert "instant comment" mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

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[9]*Ibid,* p. 272

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as'panel speaker' produce well-rehearsed 'writing like' arguments whereas others,the audience, pitch in as the debate progresses with their own thoughts on the subject.

3) Prepared Talks

Students make a presentation on a topic of their own choice. Such talks arenot designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notesrather than from a script.

It can be concluded that the students can feel easy to speak if the students prepare their topic before they present or deliver the topic or the information to other friends.

4) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can actas a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

5) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, orto train students for specific situations. Students can act out simulation as them ortake on the role of completely different character and express thoughts andfeelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers canchoose an activity that related to the topic and objective of the lesson. Besides,they must consider the situation, condition of the students and materials that willbe taught. For example, they use simulation and role play activities when theyteach expressions. Teachers can ask them to write some dialogues and after thatthey have to act them out in front of the class. It may be used by the teachers inusing acting from script. In discussion, teachers can use some pictures or maybevideos in a certain situation.

It means that these activities can be used as the way to measure how far students can speak, say and express their feeling in English.

c. **The Function of Speaking**

According to Brown and Yule, as quoted by Jack c Richard Some language experts have attempted to classify the functions of speaking in a person communications.

The functions of speaking are classified into three: they are speaking as interaction, speak as transaction and speak as performance.

Each of three talk actions is fairly different in term of form and purpose and requires diverse teaching approach[10].

1. Talk as interaction

   In daily communication remains interactional through other people. This refers to what we said as dialogue. It is an interactive communication which complete impulsive by two or additional person. This is about how people try to express his message to other person. Then, they must use speaking skill to communicate with other person the major meaning in this purpose is community connection.

2. Talk as transaction

   In talk as business is additional center on message that conveyed and create others person knows what we want convey, by evidently and correctly. In this kind of verbal language, students and teacher typically focus on meaning or talking what their style to understanding.

3. Talk as performance

   In this case, speaking actions is extra focus on monolog better than dialog. Purpose of speaking as performance happened at speeches, public talks, public announcement, retell story and so forth.

   Based on the purpose of speaking above the researcher will usetalk as performance happened at speeches that story completion.

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[10] Jack C. Richards, *Teaching Listening And Speaking,From Theory To practice,* (NewYork :Cambridge University Press,2008),p.21

d. The Components of Speaking

According to Harris, speaking is a multipart skill requiring the simulations apply of diverse ability which often develops at diverse rates. "Five components are usually documented in analyzed of speech processes that are pronunciation, grammar, vocabulary, fluency and comprehension" [11].

1. Pronunciation

   Pronunciation is skill to pronoun the goal language with its pronunciation and contain of the segmental of features vowels, consonant the stress and orders pattern.

2. Grammar

   Grammar is the put of structural system that rule the work of art of clauses, phrases and words in any given normal language.

3. Vocabulary

   Vocabulary is a register or collection of words position in alphabetical arrangedthat we use to talk.

4. Fluency

   Fluency is the ability to speak speedily, naturally and professionally with good meaningful expression.

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[11]Harris, *"How To Assess Speaking Skill"* In http:funspeaking.blogspot.com on February 07 2015.

5. Comprehension

Comprehension is a skill to know the meaning or significance of the speaker and the listener are talking about the ability to answer to speech as well to begin it.

According to Douglas (2001), the types of speaking students in the classroom can be divided into 5 types. It is followed by:

a) Imitative

A very incomplete piece of classroom speaking time may legally be tired generating human tape recorder speech, where, for example, learner performs strings of language classroom.

b) Intensive

Intensive speaking goes one pace outside imitate to comprise any speaking performance that is planned to do several phonological or grammatical aspects of language.

c) Responsive

A good deal of student speech in the classroom is receptive by meaning short replies to teacher or student imitated questions or notes.

d) Transactional

Transactional language approved out for the function of conveying or exchanging detailed information is an extended form of receptive language.

e) Interpersonal

The additional form of conversation talk about in the earlier chapter is interpersonal dialogue, accepted out more for the purpose of maintaining public connection.

2. Definition of Speaking Performance

As everybody know, language is a set rules used by human as tool for building the good communication, people must have a good speaking skill. According to Scott, speaking is so much s part of daily life that we take it for granted.[12] To know about the notion of the speaking it is self, the following are the definitions of speaking stated by some experts.

Terminologically, David Nunan stated that "to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measures in terms of the ability to carry out a conversation in the language".[13]

Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their speaking language proficiency[14]. Therefore speaking is the most important aspect in learning a second or foreign language.

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[12] Scott Thombury, *How to Teach Speaking,* (England : Longman, 1998), p. 1
[13] David Nunan, *Language Teaching Methodology,* (London : Longman, 2000), p. 39
[14]Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19.

Furthemore, Hughes Rebecca assumed that speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is theprimemotor of language change[15]. It means that, speaking is oral activity to express and to interaction to other people.

The goal of the speaking is "communication". For the effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the conversation. There are many aspects of speaking skill there are utterance, Vocabulary, grammar, content and meaning, and pronunciation. Based on his theory speaking is the device to communicate ideas arranged and developed depending on listener needed.

As speaking is to communicate, it generally becomes main goal of learning in language. People learning the language certainly wants to speak it. It means when someone wants to master a certain language being learned, the first language skill he wants to acquire is speaking, because it will make them able to practice it with other people. Speaking is the skill by which they are most frequently judged, and trough which they make or lose friends. It is the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business.

In speaking, one needs to know how to articulate the sound in a comprehensible manner and needs n adequate vocabulary. One also needs to have mastery of syntax. These various elements add up to linguistic

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[15] Hughes Rebecca, *Spoken English, TESOL and Applied Linguistics*, (New Zealand: Palgrave Macmillan, 2006), p. 144

competence. It means that speaking skill is actually a complex skill which sometimes need a control in a processing it but sometime it can exists automatically without controlled. Speaking in the usage sense a simply the physical embodiment of abstract systems that involve the manifestation either of the phonological system or the grammatical system of the language. In the sense of uses, speaking is a part reciprocal exchange in which both reception and production play a part. It means that speaking is the form abstract systems involving both phonological and grammatical system of the language which is produced in a reciprocal exchange in which both reception and production play a part.

3. **Types of Classroom Speaking Performances**

According to Brown, there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom.[16] Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phraseor sentence. The important thing here is focusing on pronunciation. The teacheruses drilling in the teaching learning process. The reason is by using drilling,students get opportunity to listen and to orally repeat some words.

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[16] H. Douglas Brown, *Teaching by Principles; An Approach to Language Pedagogy,* (San Fransisco : State University, 2007). P. 271-274

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the some what limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions.Those replies are usually sufficient and meaningful. For example:

Teacher : how are you today?

Student : pretty good, thanks, and you?

d. Transactional

Transactional language is an extended from of responsive language. the purpose of this kind of speaking performance is to deliver or change specific information. For example here is conversation which is done in pair work.

e. Interpersonal

The other form of conversation is interpersonal dialogue. It is carried out more for the purpose of maintaining social relationships than

for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Students at intermadiate to advanced levels are called on to give etended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative. Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students though many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students.

Beside those kinds of speaking activities in the classroom, we he to consider the aim of activity when we talk about it whether the activity is given to improve students' accuracy or to improve students' fluency.

In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar,

vocabulary, or pronunciation, because their purpose is to make sure the students get something right.

In fluency activity, teachers want to give the students opportunities to use the language they have learnt, to use it freely, even if they make mistakes. In this activity, the teachers want the students to work enjoy with the activity.

4. The Measuring Criteria of Speaking Performance

Generally most people say that testing speaking is the most multipart to assess with accuracy. Several of teachers often believe uncomfortable when managing speaking test since it is often not easy to be intention and reliable when testing a big number of students. But it doesn't mean that speaking test can't be considered in accurate way. The researcher has found resources that explain about the way to assess speaking test.

Based on Professor Weir Cyril. There are some indicators that be supposed to score to test speaking:[17]

Table 3
Analytic Speaking Criteria

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2	Speech is slow and hesitant. Maintains

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[17] Cyril J. Weir, *Language Testing Andvalidation*, (London: Palgrave Macmillan, 2005), p. 195-196.

	(adequate)	speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the table above, the researcher inferred that fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies are techniques of testing speaking.

B. The Concept of Story Completion Technique

1. The Definition of Story Completion

According to Susan M. Gass story completion is a technique inwhich learners are given different parts of a story (written or pictorial) with instructions to make a complete story.[18]

According to Shima stated that Story completion which reproduce or real situations and which often involve group discussion. In story completion activities, a teacher starts to tell a story. But after few sentences he or she stops narriting. Then, each students is supposed to add from four to ten sentence. Students can add new characters, events, description and so on.[19]

With this activities, the students can feel enjoyeble, whole-class, free speaking activity. This technique can help students to improve their speaking perfomance. In this type of teaching students creativity also improve in contrast to story telling, in this technique students must use vocabulary of their own. This is an open task and it is students who manage the story and try to complete the task.

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[18]Susan gass,alison mackey, *Data Elicitation for Second and Foreign Language Research*.(NewYork:Routledge2011), p.200

[19] shimaGhiabi, *Investigating the Effect of Story Retelling Technique as a closed Task vs. Story Completions as Open Task on EFL Learners', (Iran :Tabris University, Speaking, international Journal of English and Education)*, Vol; 3, No: 3,july 2014.p.22

Futhermore, Kayi Story Completion is free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on.[20]

Fazildinova said Story completion that We read ortell the beginning of an interesting story to the pupils. It may be from life or from your textbook. Students finish the story orally. One student may finish the story or many pupils could add to the story in turn. This is a very enjoyable, whole class, free-speaking activity for which students sits in a circle. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on.[21]

2. The Procedure of Teaching Speaking Through Story Completion

Story Completion is free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell story, but after a few entences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on.

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[20] Kayi, H. (2006) *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Nevada: University of Nevada Journal

[21] Sevara, F. (2016). *Activities to Promote Speaking in Second Language*. Jizakh: Russian Education Journal

The procedure teaching speaking through story completion are:

a) Learners are given different parts of a story in written or pictorial form within struction to work together to make a complete story.

b) Learner stake turns describing their pictures and at tempt to come to a consensus on how to sequence them.

c) Determine how many stories each participant will be asked to complete.

d) Write a instruction, a teacher need to write completion instructions for participants. In the participant information sheet, you should provide participants with some information about the nature of the task, and what they are expected to do, emphasising the necessity of writing a story .[22]

3. **The Advantages and Disadvantages of Story Completion**

   a. **The Advantages of Story Completion**

   According to O'Malley and Pierce story completion gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting. Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it.

   Story completion has many advantages. There is:

   1) Students produces oral report

   2) Can be scored on content or language components

   3) Score with rubric or rating scale

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[22]Alan Strathman, Jeff Joireman. *Understanding Behaviour in the Content of the Time.2005*. Lawrence erlbaum associates, publishers. Mahwah, New Jersey London.

4) Can determine reading comprehension. And speaking development.[23]

b. **The Disadvantages of story Completion**

The disadvantages of this technique, namely many students arestill confused in using this technique because students have low vocabulary so that students still can not make a story or continue the story with spontaneously, in arranging stories together in a way to continue or complete the story sometimes the way the story becomes not systematic and not logical in their preparation.[24]

4. **Action Hypothesis**

Based on the Theoretical Review above, the writer formulates the action hyphotesis as follows: "the use of story completion technique will able to improve the students speaking perfomance in SMP KARTIKATAMA Metro in the academic year of 2018/ 2019.

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[23] O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. *Authentic Assesment for english Language Learners*. USA: Addision-Wesley Publishing Company.
[24] G.E. Arnold, F. Winckel, B.D.Wyke, *"Clinical Aspects of Dysphasia",* (Springer-Verlag Wien New York: 1981),p.154

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variables

Operational definition of variable was explained about variables that used in this research. The indicators included in a variable were result of the synthesis theory which is used on the theoretical review.

The object in this research included 2 variables; they were independent variable and dependent variable.

1. Dependent Variable

Dependent variable was a variable that can be improve by an independent variable. The dependent variable in this research is the students' speaking performance. The improving of students' speaking performance can the seen after using story completion technique.

The way of measuring in dependent variable is through oral test, and measuring instrument using monolog test.

Indicators of this variable are:

a. The students can improve their speaking performance.

b. Has few traces of foreign language.

c. Always intelligible, thought one was conscious of a definite accent.

2. Independent Variable.

Independent was the variable which selected, manipulated, and measured by the researcher. Independent variable of this research was the use story completion which can be defined as the technique that can make

students' easier to study speaking performance in the class. Story completion itself was an activity with rules, a goal and element of fun.

Moreover, indicator of this variable was the student can make concrete and interest of what was talked about. Also, the students can explain fluently the task that they do. Story completion is the technique to make teaching and learning speaking performance more enjoy and fun. The way of measuring in independent variable was through observation and measuring instrument using observation sheet. By using story completion technique the students will be:

a. Students can produces oral report.

b. Could be scored on content or language components.

c. Scored with rubric or rating scale.

d. Can determine reading comprehension, and speaking development.

B. Setting of the Research

This research was the classroom action research type. These researches will conducted in the eighth graders of SMP KARTIKATAMA Metro on the first semester, which was located Jln. Kapten P. Tendean, Margorejo Metro Selatan Kota Metro. In the eight class consist of 243 students. It was one of school which has not been implemented story completion technique yet.

C. Subject of the Research

The subjects of this research are the students of class VIIIA at SMP KARTIKATAMA Metro. This class consists of 26 students. The writer

chosen this class because his class has the lowest speaking performance that was prove by the pre-survey result. In this research the writer used a collaborator to help her in the action research. She is Mrs. Krisna S.S , an English teacher in SMP KARTIKATAMA Metro.

D. Procedure of The Research

The research method used in this study was classroom action research (CAR). Accrording to Kumar, action research method which is aimed for improving system of a classroom in school or institution.

This kind of the research was Classroom Action Research (CAR). Action research was a systematic process of solving educational problems and making improvements. Action research was different from quantitative and qualitative research, but has characteristics of both. An action researcher utilizes an appropriate intervention to collect and analyze data and to implement actions to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis (e.g., quantitative research), or lengthy narrative explanations (e.g., qualitative research), but is more concerned with solving a problem in an efficient and feasible manner. Also, while traditional research methods have given much more concern for relating the findings to other settings or populations, action research was more concerned with improvements within the context of the study (i.e., solving a given problem).[25]

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[25] Daniel R. Tomal, *Action Research for Educators*, (USA: Scarecrow Press, 2003), p. 5.

Furthermore, Jean McNiff suggested that action research was conducted with critical partner.[26] It means the researcher would conduct the research together with friend.

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:[27]

The cycle of the Classroom Action Research (CAR)
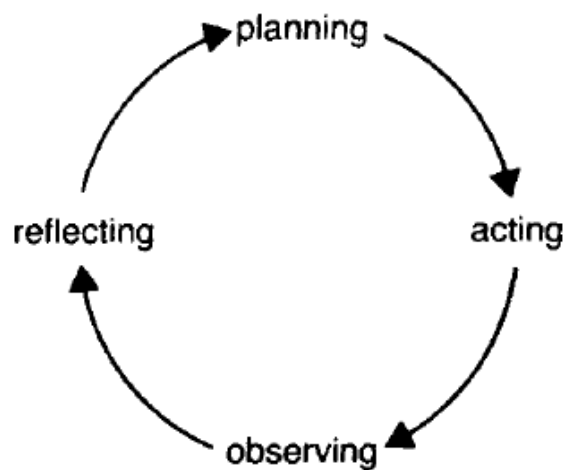
CAR Model Jean McNiff

The implementation of this classroom action research (CAR) in general consists of four they were; planning, action, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It was illustrated like these procedures as follows:

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[26] Jean Mcniff & Jean Whitehead, *Action Research: Principles and Practice,* (New York: RoutledgeFalmer, 2002), Second Edition, p.15.
[27]*Ibid.,* p.40.

a. Cycle I

1) Planning

Planning was the first step in each activity, without planning the activity that the writer does will not focus. Here was step that the writer can make in planning:

a) The researcher prepares the lesson plan.

b) The researcher prepares the material.

c) The researcher prepares source learning.

d) The researcher prepares media of learning.

e) The researcher prepares method.

2) Acting

The second step in the action research was acting. It is the implementation of the planning. In this step the reseacher acts as follows:

a) Pre teaching

1) Pray and greets the students.

2) Check the attendant list.

3) Ask the students condition.

4) Choose the appropriate with the material going to be taught.

b) While teaching

1) Interaction between the students and the reseacher in the topic.

2) The reseacher recites a procedure of the story completion to the students.

3) The reseacher move among the students to control their activities.

c) Post teaching

1) The reseacher asked the students to answer some question.

2) The reseacher gave conclusion of the materials.

3) The reseacher closed the meeting by greeting to the students.

3) Observing

Observing was the activity of recording the event and action. Based on the observation, the reseacher can determine whether there was anything that the reseacher has to be improved soon in order that the action can achieve the aim of reseacher wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

4) Reflecting

The reflecting was the fourth steps that reseacher was done. The writer will try to see and amuse again something that reseacher has done. It was also know whether there was effect to the students' learning process. By reflection, the reseacher and teacher will know the strength and weakness from action that the reseacher and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle. Reflections include analysis and feedback.

b. Cycle II

1) Planning

Planning was the first step in each activity, without planning the activity that the reseacher does will not focus. Here was step that the reseacher can make in planning:

a) The researcher prepares the lesson plan.

b) The researcher prepares the material.

c) The researcher prepares source learning.

d) The researcher prepares media of learning.

e) The researcher prepares method.

2) Acting

The second step in the action research was acting. It was the implementation of the planning. In this step the reseacher acts as follows:

a) Pre teaching

1) Pray and greets the students.

2) Check the attendant list.

3) Ask the students condition.

4) Choose the appropriate with the material going to be taught.

b) While teaching

1) Interaction between the students and the researcher in the topic.

2) The reseacher recites a procedure of the story completion to the students.

3) The researcher move among the students to control their activities.

c) Post teaching

1) The researcher asks the students to answer some question.

2) The researcher gives conclusion of the materials.

3) The researcher closes the meeting by greeting to the students.

3) Observing

Observation was done to identify classroom activities during teaching and learning process. It is done while the action was being implemented. Observation and field note help collaborator do observation. The result of the observation can be used as input for the next meeting. Observation was done either in first or second cycle. The researcher gives the tasks as post test in teaching learning process. The tasks were writing narrative text based on picture series that they have discussed. The students do the tasks individually.

4) Reflecting

In this step, the reseacher will compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

To collect the data, the writer uses the data collection method as follows:

1. Test

Test was the sequence of questions or statement that was used to measure skill, knowledge, intelligence, ability that have by individual or group.[28] Moreover to collect the data, the reseacher used oral test in order to know the students' speaking performance. In this test was use the monologue test. The test consists of two kinds of test, they are Pre-test and Post-test.

The test was divided by two parts as follows:

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test was higher than pre-test.

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[28]*Ibid*, p.105

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.[29] Moreover, the research uses activities given and investigated to teach in the class whether they get bored or not with that activity given. The objects of observation are the teacher as a using story completion, and students' speaking performance. These students and the teacher's activities were observed and noticed by the observer. This technique used to collect the data about using of story completion, and students' speaking performance.

3. Documentation

When the process of creating the research was conducted, the writer may collect documents. This data source was relatively scientific data and easy to gain.

Documentation as the method which was used to get information from written language. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at eigth graders of SMP KARTIKATAMA Metro.

Here were the list of the documentation:

a. Documentation about historical background of SMP KARTIKATAMA Metro.

b. Documentation about facilities of SMP KARTIKATAMA Metro.

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[29]GeoffryMarczy et.al, *Essential of Research Design and Methodology*, (New Jersey: John Willey and Sons Inc, 2005), p.6.

c. Documentation about sketch of location SMP KARTIKATAMA Metro.

d. Documentation about condition of the teachers and official employees of SMP KARTIKATAMA Metro.

e. Documentation about students of SMP KARTIKATAMA Metro.

4. Field Note

Field note was observation instrument used in CAR to provide a record of what was going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling.[30] In this research, the researcher used field note to record the student's activity during the learning process in narration form.

F. Data Analysis Technique

Data analysis will be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher will compare between pretest and posttest, as follow:

The formula:

$$M = \frac{\sum x}{n}$$

M : Mean Score

x : Total of Students Score

n : Total of students[31]

Besides that, to measure the percentage of students activities, the researcher used the formula :

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[30] Donald Ary, et.al, *Introduction to Research,* p. 526
[31]Yoges Kumar Sigh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

$$P = \frac{F}{n} \text{ x } 100\%$$

P : Mean Score

F : Total of Students

n : Number of The Students'[32]

G. Indicator of Success

In order to know whether the story completion technique can be used to improve students speaking performance, the reseacher will decide the indicator of success of the research. The research will be success if:

This research is success if 70% of students get score ≥65 and 70% of students active in teaching and learning process. Thus, this research was success. This research was unnecessary to continue the next cycle.

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[32]*Ibid*., p.278.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Setting

a. Brief History about the Establishment of State SMP Kartikatama Metro

The word "Kartikatama" in sense means "star", so with the name "Kartikatama" is hoped that this school is able to be the star which enables this city be more beautiful and brighter by this star. Its vision is to create qualified and competitive human resources. To accomplish the visiom, it composes some missions, namely developing students' Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quetient (SQ) and the bright future with those 3 quotients. Kartikatama Junior High School was established by the Krida Kartikatama Foundation with under the notary public certicate NO.01/IX/1984 on September, 1986. This foundation opens the Kindergarten, SMP, SMA, SMK 1 and SMK 2. The owner of this foundation is Hi. Mardi, M.M and now SMP Kartikatamaa Metro is being led by Sutarno S.Pd.M.M SMP Kartikatama Metro is located in Jln. Kapten P. Tendean, Margorejo, South Metro, Metro City. SMP Kartikatama Metro is the most famous private school which achieves many great achievements of English Competency.

SMP Kartikatama have changed leader nine times. This school had been led by the following principals:

1) Paryono   1987-1988

2) Marsyaid   1988-1999

3) Dra. Tugirah   1999-2002

4) Drs. Basuki   2002-2004

5) Adi Suseno,s S.Pd   2004-2006

6) Drs. Mahsun Jauhari   2006-2008

7) Sunarno, S.Pd, M.M   2008-2010

8) Marsyaid, S.Pd   2010-2013

9) Sutarno, S.Pd, M.M   2013 up until now.

b. The Condition of Teachers in SMP Kartikatama Metro

The data of teachers in academic year of 2018/2019 based on the employment of the status, it can be identified as follow;

Table 4
The Data of Teachers in SMP Kartikatama Metro

No	Lesson	Permanent	NON Permanent	Total
1	Civic Education	2		2
2	Religion			
	a. Islamic Study	2	1	3
	b. Protestant			
	c. Catolik		1	1
	d. Hindu	1		1
	e. Budha			
	f. Konghuchu			
3	Indonesian Language	3		3
4	English	2		2
5	Health	2		2
6	Mathematic	2		2

7	Computer	2		2
8	Art	1		4
9	Science	2		4
10	Social	2	2	4
11	Lampung Language		1	1
12	Counseling	1	1	2
	Total	22	6	28

Ssource: The documentation result of teacher in academic year of 2018/2019 SMP Kartikatama Metro

Table 5

The Data of Staff in SMP Kartikatama Metro

No	Staff	Permanent	NON Permanent	Total
1.	Administration Staff	1		1
2.	Laboratory assistant		2	2
3.	Librarian	1		1
4.	Security	2		2
5.	Cleaning Service		6	6
6.	Electric Technician		1	1
	Total	4	9	13

Source: The documentation result of teacher in academic year of 2018/2019 SMP Kartikatama Metro

c. **The Quantity of SMP Kartikatama Metro**

The quantity of SMP Kartikatama Metro Students in academic

year of 2017/2018 can be identified as follows;

Table 6
The Quantity of the Students at SMP Kartikatama Metro

No	Class	Sex		Total
		Male	Female	
1	VII	93	118	211
2	VIII	103	140	243
3	IX	88	102	190
	Total	250	324	644

Source: The documentation result of teacher in academic year of 2018/2019 SMP Kartikatikatama

d. Facilities and Infrastructure

The facilities and infrastructure of SMP Kartikatama Metro in academic year of 2018/2019 can be identified as follows;

Table 7
The Facilities and Infrastructure in SMP Kartikatama Metro

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Headmaster room	1			1
2.	Teacher room	1			1
3.	Office house	1			1
4.	Library	1			1
5.	Computar lab	1			1
6.	Science lab	1			1
7	Language lab	1			1
8.	Hall	1			1
9.	Mosque	1			1
Total		**9**			**9**

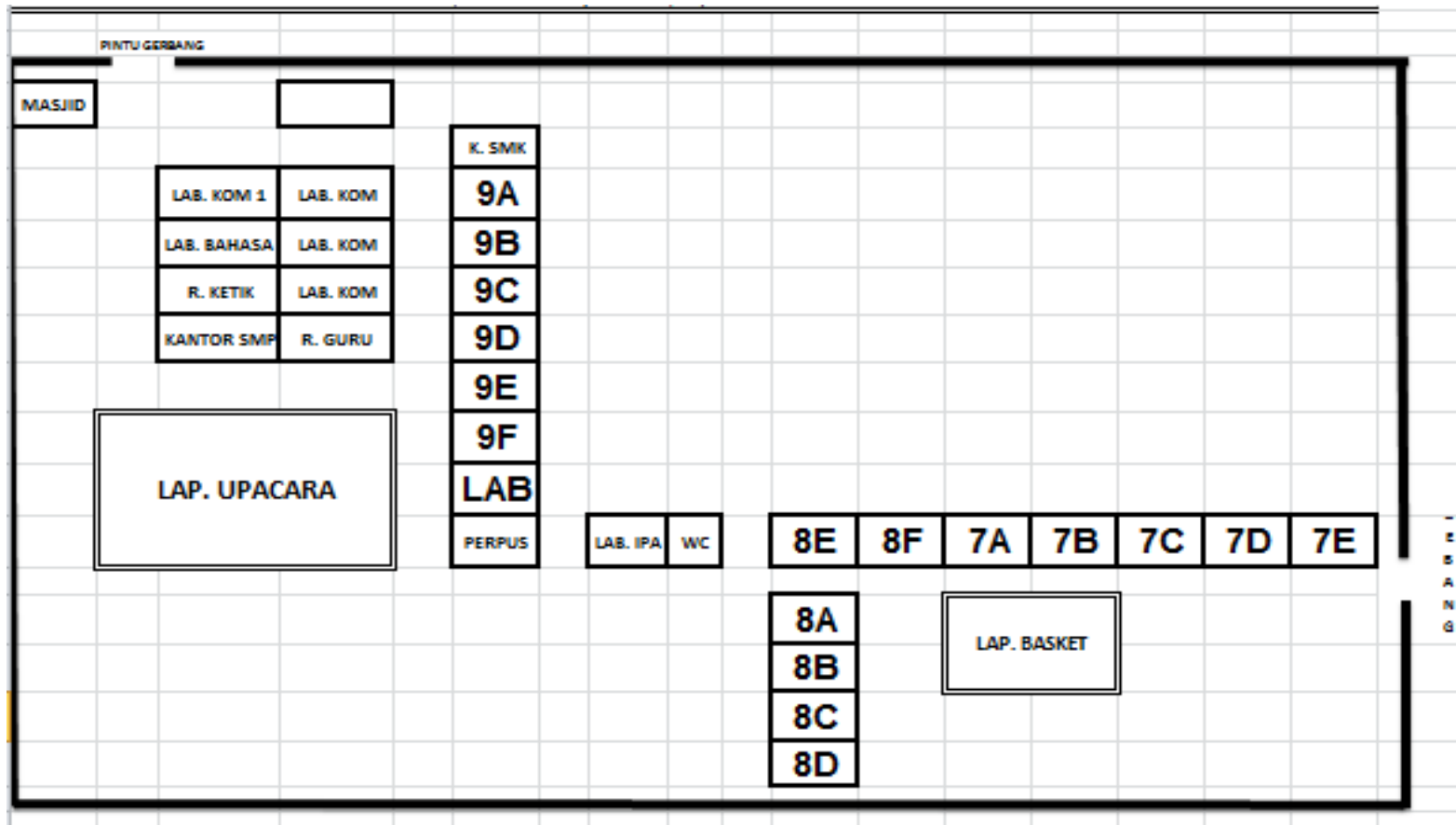Source: The documentation result of facilities and infrastructure in academic year of 2018/2019 SMP Kartikatama Metro

e. Location Sketch

The location sketch of SMP Kartikatama Metro in academic year of 2018/2019 can be identified as follows;

Picture 1

Location Sketch of SMP Kartikatama Metro

Source: The location sketch in academic year of 2018/2019

2. Description of Research Data

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in first cycle and two meetings in second cycle, each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing story completion as technique to improve the students' speaking perfromance.

a. Action and Learning at Pre-Test

1) Pre-test activity

The learning was conducted on Tuesday, July 17th, 2018. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of pronunciation before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

2) The students' pre-test result.

Table 8
The Students Pre-Test Result

No	Name	Score	Note
1	AR	55	Incomplete
2	ALA	55	Incomplete
3	ADN	60	Incomplete
4	AP	65	**Complete**
5	ASFG	60	Incomplete
6	AP	55	Incomplete
7	A	70	**Complete**
8	AH	60	Incomplete
9	DIB	55	Incomplete
10	EVA	70	**Complete**
11	FA	60	Incomplete
12	HG	65	**Complete**
13	HF	70	**Complete**
14	JV	60	Incomplete
15	LU	65	**Complete**
16	LSB	60	Incomplete
17	MCF	65	**Complete**
18	PDS	55	Incomplete
19	PK	65	Incomplete
20	RES	55	Incomplete
21	SAP	65	**Complete**
22	TAW	70	**Complete**
23	VN	60	Incomplete
24	WE	60	Incomplete
25	WH	70	**Complete**
26	AS	65	**Complete**
	Total	**1615**	
	Average	**62,11**	
	High Score	**70**	
	Low Score	**55**	

Based on the table above, can be seen that 12 from 26 students were success beside that 14 students were not success. The average from the data was 62,11. To know about percentages from the score of pre-test can be seen on the table as follows:

Table 9
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
	≥65	12	46,15%	Complete
	≤65	14	53,84%	Incomplete
	Total	26	100%	

Graph 1
Frequency of Students' Complete at Pre-test
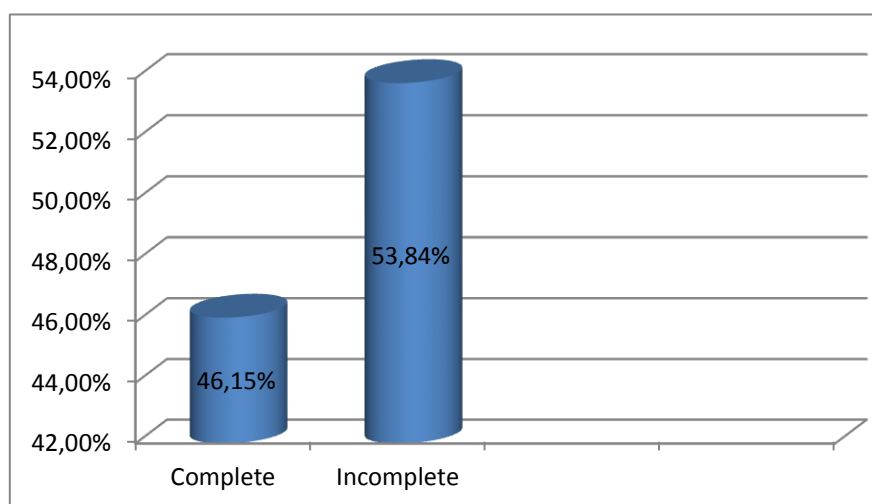
Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP Kartikatama Metro at least 65. It can be seen that only 12 students (46,15%) got score up to the standard, then 14 students (53,84%) got score less than the standard. That is the reason, the researcher used story completion to improve the speaking performance at SMP Kartikatama Metro.

b. Cycle 1

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to gave evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

In the first meeting was conducted on July 19th 2018. In this meeting, the researcher was being the observer and the collaborator was being the teacher, the action as follow:

(1) The teacher greeted the students and checks the attendance list.

(2) The teacher gave the information about the material.

(3) The teacher gave instruction based on the procedure of story completion technique.

(4) The teacher gave the picture to the students.

(5) Teacher asked the students to look at the picture.

(6) The teacher asked the student about what they looked.

(7) The teacher asked students to speak up what they look in the picture.

(8) The teacher and the students to review and made the conclusion about the subject material that was studied.

(9) Closing the learning process.

b) The second meeting

In the second meeting was conducted on Thurday, July 23th 2018. In this meeting, the researcher was being the observer and the collaborator was being the teacher. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The students did the test by individually, after the students were given the action in the first meeting. The result of the students' score in post-test 1 will be showed in the following table:

Table 10
**The Students' Post- Test 1 Result of Cycle 1**

No	Name	Score	Note
1	AR	60	Incomplete
2	ALA	60	Incomplete
3	ADN	65	**Complete**
4	AP	65	**Complete**
5	ASFG	65	**Complete**
6	AP	60	Incomplete
7	A	75	**Complete**
8	AH	60	Incomplete
9	DIB	60	Incomplete
10	EVA	75	**Complete**

11	FA	65	**Complete**
12	HG	65	**Complete**
13	HF	75	**Complete**
14	JV	65	**Complete**
15	LU	70	**Complete**
16	LSB	60	Incomplete
17	MCF	65	**Complete**
18	PDS	60	Incomplete
19	PK	70	**Complete**
20	RES	60	Incomplete
21	SAP	65	**Complete**
22	TAW	70	**Complete**
23	VN	65	**Complete**
24	WE	60	Incomplete
25	WH	75	**Complete**
26	AS	65	**Complete**
	Total	**1687**	
	Average	**64,88**	
	High Score	**73**	
	Low Score	**60**	

Table 11
Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentage	Category
1	≤65	16	61,53%	Complete
2	≥65	10	38,46%	Incomplete
	Total	26	100%	

Graph 2
Frequency of Students' Complete at Post Test 1 Cycle 1
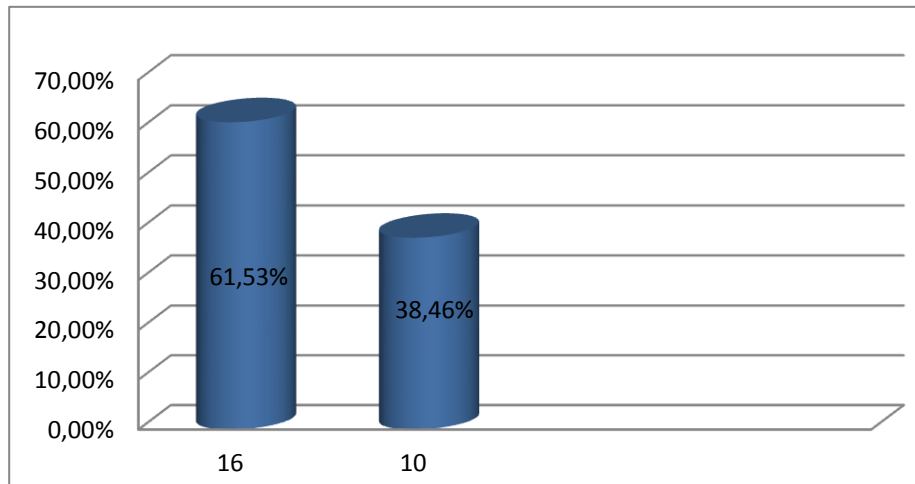
Based on the data above can be seen that 10 students (38,46%) got score less than standard and 16 students (61,53%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said success when 70% students got score 65. The fact showed that the result was unsatisfying.

3) Observing

The result of learning process to improve the students' speaking perfromance by story completion as technique in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test. The using of story completion technique in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every

students, each one of them, also be expected to be active in this case.

In the test 1 there were 16 (61,53%) out students got good score. Although, only 16 the students who got good score. But, the result of the students' test was better than students' yet before giving treatment.

Table 12
The Result of Students' Activities In Cycle 1

No	Name	Indicator			
		Pay attention of the teacher explanantion	Understanding the material	Active in the class	The students able to the task
1	AR	√			
2	ALA	√			
3	ADN	√			√
4	AP			√	
5	ASFG		√		
6	AP	√			√
7	A				√
8	AH	√			
9	DIB			√	
10	EVA				√
11	FA			√	
12	HG	√			
13	HF			√	
14	JV			√	
15	LU			√	
16	LSB				√
17	MCF				√
18	PDS	√			

19	PK	√			
20	RES			√	
21	SAP				√
22	TAW	√			
23	VN		√		
24	WE			√	
25	WH			√	
26	AS	√			
	Total	**10**	**2**	**9**	**5**

Table 13
Frequency of students' activities result in cycle 1

No	Indicator	Frequency	Precentage
1	Pay attention of the teacher explanantion	10	38%
2	Understanding the material	2	8%
3	Active in the class	9	35%
4	The students able to the task	5	19%
	Total	**26**	**100%**

Source : the result of students activities cycle 1

Graph 3
The percentage of Students' Activities in Cycle 1
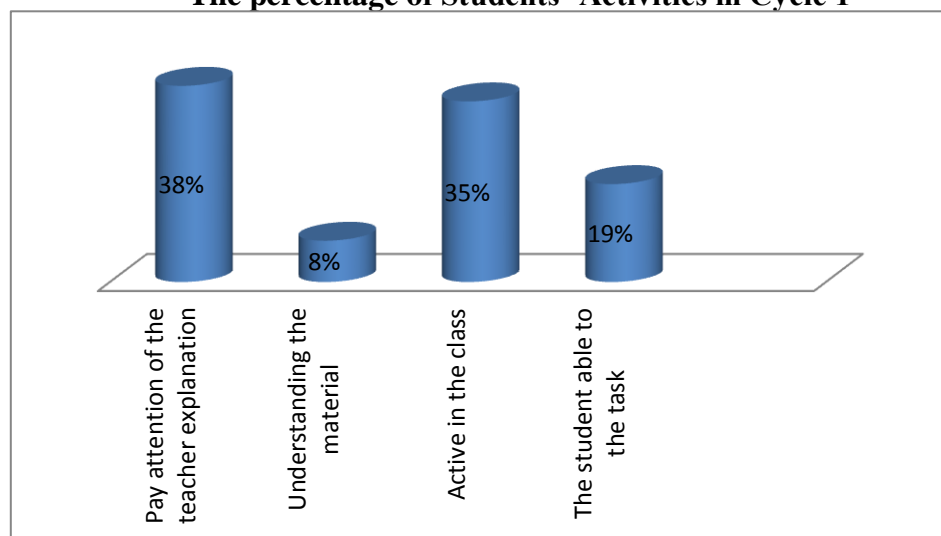
According to the result above, it can be conclude that the learning process is sufficient. Although there are some of students making noisy, it can be inferred that the learning process has done well.

4) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not interested on the material and made the condition be noise.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follows:

a) The researcher should manage class well

b) The researcher asks students to focus on study and not make a noise.

c) Teacher should motivate students to be more active in class.

c. **Cycle 2**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

(1) Preparing the media of the material such picture card.

(2) Preparing the lesson plan.

(3) Preparing the items that will be examined as the post-test in the end cycle.

(4) Giving instruction to the students as following the procedure.

(5) Preparing the observation sheet of the students' activity.

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, July 25th, 2018. The action that was conducted as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the subject that would study.

(3) The teacher reviewed the picture that had studied in the cycle 1.

(4) The teacher gives instruction based on the procedure of story completion as the technique.

(5) The teacher gave the example.

(6) The teacher asked the student about how to pronounce words that they spell when make sentence.

(7) The teacher asked the students to practice it and learned how to pronounce the word correctly.

(8) The teacher and the students to review and made the conclusion about the subject material that was studied.

(9) Closing the learning process.

b) The second meeting

The second meeting was conducted on July 27th 2018. This meeting used as the post-test II in the end of cycle II, the students was given the action. It has been finished well by the students where they had to describe card picture used story completion technique. The result of the students' score in post-test II can be seen in the following table:

Table 14
The Students' Post- Test 2 Result of Cycle 2

No	Name	Score	Note
1	AR	65	**Complete**
2	ALA	60	Incomplete
3	ADN	70	**Complete**
4	AP	70	**Complete**
5	ASFG	60	Incomplete
6	AP	60	Incomplete
7	A	75	**Complete**
8	AH	60	Incomplete
9	DIB	65	Incomplete
10	EVA	75	**Complete**

11	FA	65	**Complete**
12	HG	65	**Complete**
13	HF	75	**Complete**
14	JV	65	**Complete**
15	LU	75	**Complete**
16	LSB	60	Incomplete
17	MCF	65	**Complete**
18	PDS	60	Incomplete
19	PK	70	**Complete**
20	RES	60	Incomplete
21	SAP	65	**Complete**
22	TAW	70	**Complete**
23	VN	65	**Complete**
24	WE	60	Incomplete
25	WH	75	**Complete**
26	AS	65	**Complete**
	Total	1721	
	Average	66,19	
	High Score	75	
	Low Score	60	

Table 15
Frequency of Students' Score at Post-test 2 of Cycle 2

No	Score	Frequency	Percentage	Category
1	≥ 65	19	73,07%	Complete
2	≤ 65	7	26,92%	Incomplete
	Total	26	100%	

Graph 4
Frequency of Students' Complete at Post Test 2 Cycle 2
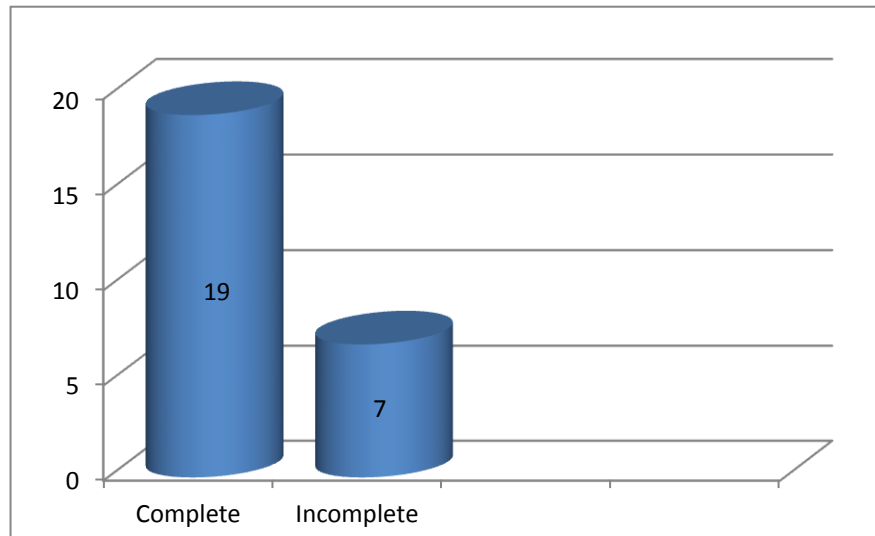
Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 75 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their speaking performance. It means that cycle 2 was successful.

3) Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 16

The Result of Students' Activities in Cycle 2

No	Name	Indicator			
		Pay attention of the teacher explanantion	Understanding the material	Active in the class	The students able to the task
1	AR		√		
2	ALA		√		
3	ADN		√		
4	AP		√		
5	ASFG		√		
6	AP		√		
7	A		√		
8	AH		√		
9	DIB		√		
10	EVA				√
11	FA				√
12	HG			√	
13	HF				√
14	JV	√			
15	LU	√			
16	LSB				√
17	MCF				√
18	PDS			√	
19	PK		√		
20	RES				√
21	SAP				√
22	TAW		√		
23	VN			√	
24	WE				√

25	WH				√
26	AS		√		
Total		**2**	**14**	**3**	**7**

Source : the result of students' activities in cycle 2

Table 17
Frequency of students' activities result in cycle 2

No	Indicator	Frequency	Precentage
1	Pay attention of the teacher explanantion	2	8%
2	Understanding the material	14	54%
3	Active in the class	3	11%
4	The students able to the task	7	27%
	Total	**26**	**100%**

Source : the result of students activities on july 25-27th 2018

Graph 5
Frequency Of Students' Activities in Cycle II
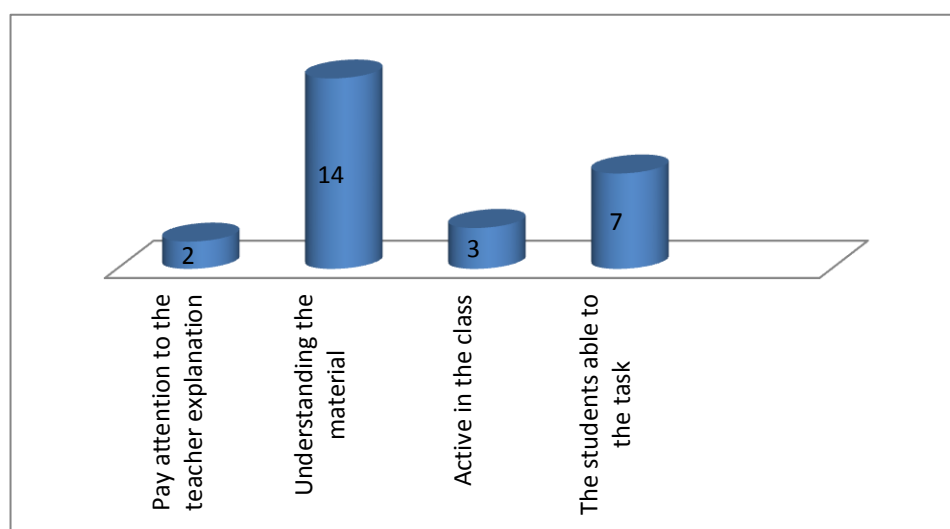
According to the result of the observation sheet above, it can be seen be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the cycle 2.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Story completion technique to teach speaking perfromance was good. The researcher was checked the students' score before and after using story completion to improve speaking performance. The researcher found the significant improvement in students' score in speaking performance. The students who got score more than 65 were 19 (73,07%) out of 26 students. The research did not continue to the next cycle because the students' average 76,66.

B. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 18
The Result Score of Students' Pre test,
Post-test 1 and Post test 2

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre-test	Post-test I		Post test II		
1	AR	55	60	9.09	65	8.33	Increase
2	ALA	55	60	9.09	60	0	Increase
3	ADN	60	65	8.33	70	7.69	Increase
4	AP	65	65	0	70	7.69	Increase
5	ASFG	60	65	0	60	0	Constant
6	AP	55	60	9.09	60	0	Increase

7	A	70	75	0	75	0	Increase
8	AH	60	60	0	60	0	Constant
9	DIB	55	60	9.09	65	8.33	Increase
10	EVA	70	75	4.28	75	0	Increase
11	FA	60	65	8.33	65	0	Increase
12	HG	65	65	0	65	0	Constant
13	HF	70	75	4.28	75	0	Increase
14	JV	60	65	8.33	65	0	Increase
15	LU	65	70	7.69	75	7.14	Increase
16	LSB	60	60	0	65	8.33	Increase
17	MCF	65	65	0	65	0	Constant
18	PDS	55	60	9.09	60	0	Increase
19	PK	65	70	7.69	70	0	Increase
20	RES	55	60	9.09	60	0	Increase
21	SAP	65	65	0	65	0	Constant
22	TAW	70	70	0	70	0	Constant
23	VN	60	65	8.33	65	0	Increase
24	WE	60	60	0	60	0	Constant
25	WH	70	75	4.28	75	0	Increase
26	AS	65	65	0	65	0	Constant
	Total	**1615**	**1678**		**1721**		
	Average	**62.11**	**64.88**		**66.19**		

From the increasing each cycle, it can be seen know that the use of story completion can improve the students' speaking performance, because the students able to speak in front of the class, they could improve their speaking performance. It can be seen from the average 64,88% from the data become 66,19% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below:

Graph 6
The Average of the Students' Score on Pre test,
Post test 1, and Post test 2
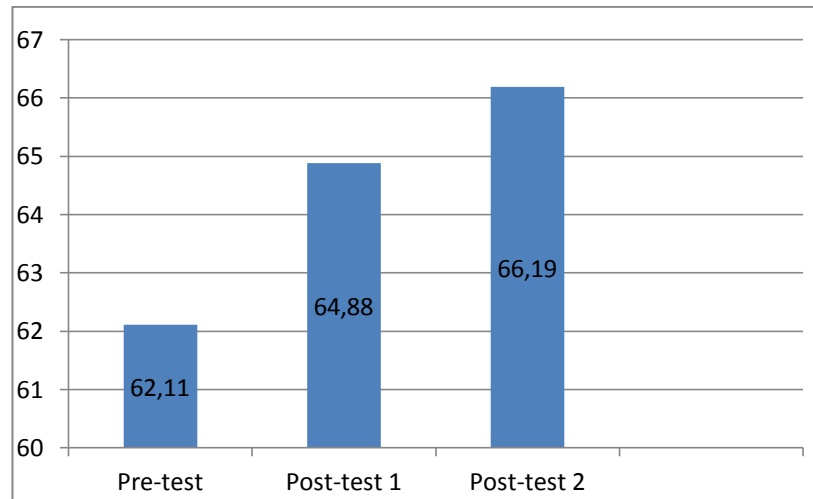
There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 12 students (46,15 %) in pre-test to 16 students (61,53%) in post-test 1 and become 19 students (73,07%) in post-test 2.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 70% with the minimum mastery criteria was 65.

2. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

Table 19
The result of students' activities in cycle 1 and cycle 2

No	Indicator	Cycle 1		Cycle 2	
		Frequecy	Precentage	Frequency	Precentage
1	Pay attention of the teacher explanantion	10	38%	2	8%
2	Understanding the material	2	8%	14	54%
3	Active in the class	9	35%	3	11%
4	The students able to the task	5	19%	7	27%
	Total	26	100%	26	100%

Graph 7
The comparison of percentage students' activity in cycle 1 & 2
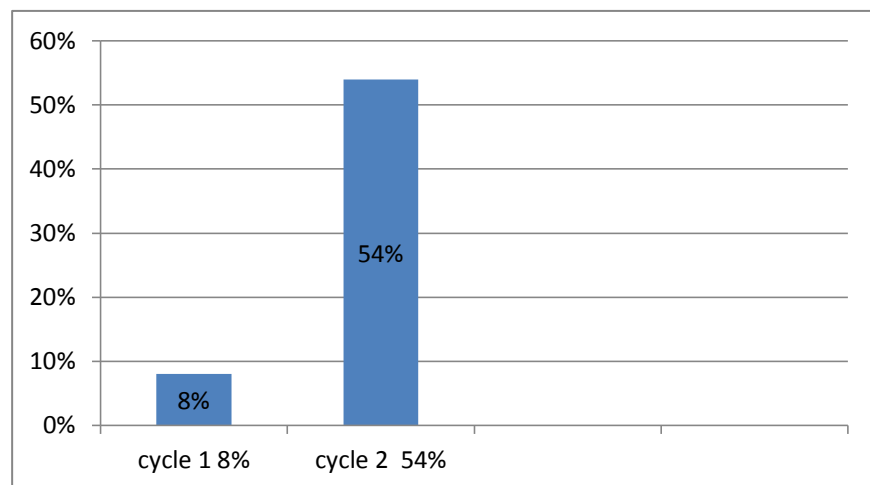
Based on the table above, it could be concluded that there is an increasing of students' activities during the learning process of cycle 1 and 2 though using story completion as technique. It means that the story completion technique has positive effect in improving the teaching learning process. And then, the students more active and easy to get the

point from the material. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70% and the students get the Minimum Mastery Criteria (MMC) score is 65.

3. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of story completion techique could improve the students' speaking performance. There was a progress average score from pre-test was 62, 11 there were 14 students (53,84%) who got score ≤65, the average score post-test 1 in cycle I is 66,19 there were 16 students (61,53%) who got score ≤65. The cycle II from the post-test 2 the average score is 68,94 there were 19 students (73,07%) who got score ≤65. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In this case, students of SMP Kartikatama Metro have low skill in the speaking performance. So, the researcher has to be more creative to make students more active in learning process especially in speaking. It was the reason why the researcher chooses story completion a technique to improve the students' speaking performance because this technique seems to be good way in learning process. Story completion contained some steps that made the student more active to learning with other students so

that the students' speaking performance could improve after trained story completion continuously.

Moreover, the researcher used the story completion contained of some steps in order to improve the students' speaking performance. The researcher give card of picture and the students can describe by thier own sentence, the students speak well and the students become confidence with their self. This activity was done until the end of the meeting. After did the cycle I, and cycle II the students' speaking performance improves because the researcher used story completion technique.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the use of story completion technique in speaking performance. It can be concluded that there is improving the students' speaking performance through story completion technique in SMP Kartikatama Metro. It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test. The average score pre-test is 62,11 there were 14 students (53,84%) who got score ≤65, the average score post-test 1 in cycle I is 66,19 there were 16 students (61,53%) who got score ≤65. The cycle II from the post-test 2 the average score is 68,94 there were 19 students (73,07%) who got score ≤65. So there is progress from the pre-test . It means that story completion technique would be able to improve the students speaking performance .

The use of story completion can be effective technique in speaking performance and it can be used as alternative choice in learning activity because this technique so easy to implementation in speaking performance.

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The teachers are suggested to use this media to help the students more active in the class.

2. The other researchers are suggested to use this media as their research.

3. The headmaster should support the English learning process by the preparing the facilitation and instrument completenly .

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(PRE TEST)

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(POST-TEST 1)

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DOCUMENTATION
PRE TEST

TREATMENT

POST TEST 1

TREATMENT

POST TEST 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1951/In.28/D.1/TL.01/06/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**YULIA PUSPITASARI**
NPM	:	14122417
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP KARTIKATAMA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 05 Juni 2018
Wakil Dekan I,

Mengetahui,
Pejabat Setempat

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003
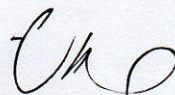
RATIFICATION PAGE
No:
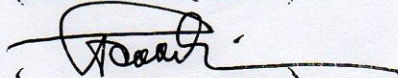
The Research Proposal entitled: IMPROVING THE STUDENTS SPEAKING PERFORMANCE TRHOUGH STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2017/ 2018. Written by: YULIA PUSPITASARI, Student Number: 14122417 English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on May 18th 2018 at 13.00-14.30 p.m.

BOARD OF EXAMINERS
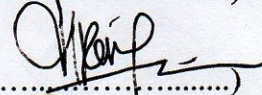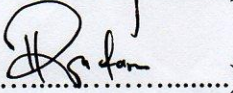
Chairperson	: Dr. Umi Yawisah, M.Hum	(.......................)
Examiner I	: Drs. Kuryani, M.Pd	(.......................)
Examiner II	: Syahreni Siregar, M.Hum	(.......................)
Secretary	: Rika Dartiara, M.Pd	(.......................)
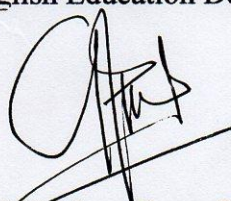
Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008001 1 01

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
               Saudari Yulia Puspitasari

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
      Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Yulia Puspitasari
NPM   : 14122417
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2018/ 2019

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, September 2018

Sponsor   Co-Sponsor

Dr. Umi Yawisah, M.Hum   **Syahreni Siregar, M.Hum.**
NIP. 19620424 199903 2 001   NIP. 19760814 200912 2 004

NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the munaqosyah**
          of Yulia Puspitasari

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Yulia Puspitasari
Student Number : 14122417
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2018/ 2019

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, September 2018

Sponsor   Co-Sponsor

Dr. Umi Yawisah, M.Hum   **Syahreni Siregar, M.Hum.**
NIP. 19620424 199903 2 001   NIP. 19760814 200912 2 004

APPROVAL PAGE

Title : IMPROVING THE STUDENTS SPEAKING
PERFORMANCE THROUGH STORY
COMPLETION TECHNIQUE AT THE EIGHTH
GRADE OF SMP KARTIKATAMA METRO IN THE
ACADEMIC YEAR OF 2017/2018

Name : Yulia Puspitasari

Students Number : 14122417

Faculty : Tarbiyah and Teacher Training

Department : English Education

APPROVED BY:

To be examined (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro,   May 2018

Sponsor,   Co-sponsor,

Dra. Umi Yawisah, M.Hum   **Syahreni Siregar M.Hum**
NIP. 19620424 199903 2 001   NIP.19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Nomor : 1804 /In.28.1/J/PP.00.9/5/2018   24 Mei 2018
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Umi Yasiwah, M.Hum
2. Syahreni Siregar, M.Hum
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:
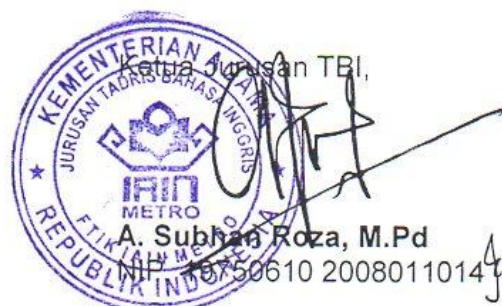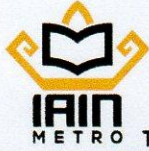
Nama   : Yulia Puspitasari
NPM   : 14122417
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : Improving The Students Speaking Performance Through Story Completion Technique At The Eighth Graders Of SMP Kartikatama Metro In The Academic Year Of 2017/2018

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

RATIFICATION PAGE
No. β- 3389/In.28.1/D/PP-00-9/10/2018

An Undergraduate thesis entitled: IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGH STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2018/ 2019, written by Yulia Puspitasari, student number 14122417, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, Oktober 18th 2018 at 10.00-12.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	(.................................)
Examiner 1	: Ahmad Subhan Roza, M.Pd	(.................................)
Examiner II	: Syahreni Siregar, M.Hum.	(.................................)
Secretary	: Yeasy Agustina, M.Pd	(.................................)

The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

PERGURUAN KRIDA KARTIKATAMA
SEKOLAH MENENGAH PERTAMA
(SMP) KARTIKATAMA METRO

Jalan Kapten P. Tendean, Margorejo Metro Selatan Kota Metro

S U R A T IZIN PENELITIAN
Nomor : 218 / SMP / KT / III / 2018

Berdasarkan surat dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Metro nomor: P-1745/In.28/FTIK/PP.00.20/07/2017 tentang Izin Pra Survey, Kepala SMP Kartikatama Metro memberi Izin kepada :

Nama	: **YULIA PUSPITASARI**
NPM	: 14122417
PRODI	: Tradis Bahasa Inggris (TBI)
Fakultas	: Tarbiyah dan Ilmu Keguruan

Untuk mengadakan penelitian di SMP Kartikatama Metro, dengan judul skripsi "IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH STORY COMPLETION METHODS AT THE EIGHTH GRADERS OF SMP KARTIKATAMA METRO IN THE ACADEMIC YEAR OF 2017/2018", sebagai syarat umtuk menyelesaikam studi. Selanjutnya setelah mengadakan penelitian tersebut diatas agar melaporkan hasilnya kepada Kepala SMP Kartikatama Metro.

Demikian surat keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.
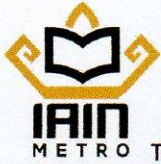
Metro, 24 Maret 2018
Kepala Sekolah

SUPRAGNO, S.Pd., MM. Pd.
19580314 1991 03 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : YULIA PUSPITASARI   Jurusan : TBI
NPM : 14122417   Semester : IX

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	Thursday 06/09/18		✓	- Revise your abstract - Revise your diagram (chapter iv)	
2	Thursday 13/09/18		✓	ACC and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : YULIA PUSPITASARI   Jurusan : TBI
NPM : 14122417   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	friday 14/09/18	✓		- Revise abstract - Revise chapter 1 - Revise chapter V - Revise CV	
2.	senin 17/9-18	✓		- Revision is ok - acc for Munaqosyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yulia Puspitasari   Jurusan : TBI
NPM : 14122417   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 3/5 -18	✓		Revise Chapter I – III	
2.	Senin 7/5 -18	✓		acc for seminar	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I
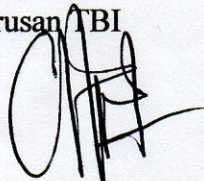
Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yulia Puspitasari   Jurusan : TBI
NPM : 14122417   Semester : VIII
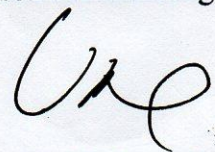
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 03/04/18		✓	Revise Chapter I - III	*(ttd)*
2	Friday 13/04/18		✓	- Insert the prior Research - Show Reference	*(ttd)*
3	Wednesday 02/05/18		✓	Acc and continue to the first Sponsor	*(ttd)*

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : YULIA PUSPITASARI   Jurusan : TBI
NPM : 14122417   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	13/7-18	√		acc for Research instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Website: www.metrouniv.ac.id E-Mail:
iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Yulia Puspitasari   Jurusan : TBI
NPM : 14122417   Semester : VIII

No	Hari Tanggal	Pembimbing I	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Thursday 05/07/18		✓	Acc Research instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

CURRICULUM VITAE

The full name of the researcher is Yulia Puspitasari. She was born in Margorjo, July 07th, 1996. She is the first child of happy couple namely Mr. Sareh and Mrs. Ratna Widowati. She lives in Margorejo, South Metro,Lampung.

The researcher had studied at The Elementary School for 6 years in SD N 5 West Metro. Then she continued her studying in Junior High School for 3 years in SMP Kartikatama Metro. After that she took the Senior High School at SMA Kartikatama Metro for 3 years and finished her studying in 2014. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department began in 2014 until now.