

AN UNDERGRADUATE THESIS
THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE
SPEAKING ABILITY AMONG THE TENTH GRADE OF SMK

WIRATAMA KOTAGAJAH

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Tarbiyah and Teacher Training Faculty

English Education Departement



STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES

1439 H/2018 M

AN UNDERGRADUATE THESIS

**THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE
SPEAKING ABILITY AMONG THE TENTH GRADE OF SMK
WIRATAMA**

Presented as a partial fulfillment of requirement
for the degree of Sarjana Pendidikan (S.Pd)
in English Educational Departement

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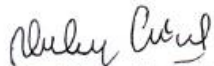
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AssalamualaikumWr.Wb.

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

Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE

No. B-0204/In-28.1/0/PP.00.9/01/2018

An Undergraduate thesis entitled: *THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE SPEAKING ABILITY AMONG THE TENTH GRADE OF SMK WIRATAMA KOTAGAJAH*, Written by Sri wahyu Setya Ningsih, student number 13108487, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 5th, 2017 at 10.00-12.00 a.m.

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THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE
SPEAKING ABILITY AMONG THE TENTH GRADE OF SMK WIRATAMA
KOTAGAJAH

ABSTRACT

BY:

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The purpose of this research to show that speaking ability and finding the improving speaking ability by using story completion technique of SMK to Wiratama Kotagajah. The students have bad speaking, the students are not able express their idea, The students have difficulties to speak and pronounce English word and the students are often embarrassed if they make mistakes in speaking so they are afraid to practice. Therefore, to improve their speaking ability, the researcher used story completion technique in learning process to solve the problem.

In this research, the researcher conducts classroom action research which is done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is 20 students in class. In collecting data, the researcher used test (pre-test, post test I and post test II and Observation and documentation. The research is conducted collaboratively with English teacher of SMK Wiratama Kotagajah.

The result of this research shows that story completion as technique can be used as a teaching technique of speaking. It provided by the average mark result of pre-test and post test show that there were improved mark. At post test I is 65 and post test II is 72, it improve 7 points. Based on the result above, it can be said that story completion technique can improve speaking ability. This technique makes the students are interested and motivated in the class. So that, they are confidence to speak English in the class.

PENGUNAAN TEKNIK CERITA PENYELESAIAN UNTUK
MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS X DI SMK
WIRATAMA KOTAGAJAH

ABSTRAK

OLEH:

SRI WAHYU SETYA NINGSIH

Penelitian ini bertujuan untuk memperlihatkan bahwa kemampuan berbicara siswa melalui teknik cerita penyelesaian di SMK Wiratama Kotagajah, penelitian tindakan kelas ini dengan subjek penelitian adalah siswa kelas X AK di SMK Wiratama Kotagajah. Kemampuan siswa yang buruk, siswa tidak mampu mengungkapkan pendapat, siswa kesulitan untuk berbicara bahasa Inggris dan siswa merasa takut apabila melakukan kesalahan sehingga mereka takut untuk mencoba lagi. Oleh karena itu untuk meningkatkan kemampuan berbicara mereka peneliti menggunakan teknik cerita penyelesaian dalam proses pembelajaran.

Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian ini adalah 20 siswa. Dalam pengumpulan data, peneliti menggunakan tes (pre-tes, post tes I dan post tes II), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru bahasa Inggris di SMK Wiratama Kotagajah.

Hasil penelitian ini menunjukkan bahwa teknik cerita penyelesaian sebagai teknik yang dapat digunakan sebagai aktifitas pengajaran dalam berbicara. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-tes dan post tes yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post tes I adalah 65 dan post tes II adalah 72 dan meningkat sebanyak 7. Berdasarkan hasil di atas dapat dikatakan bahwa teknik cerita penyelesaian dapat meningkatkan kemampuan berbicara. Teknik ini membuat siswa tertarik dan termotivasi di kelas sehingga mereka percaya diri berbicara di kelas.

STATEMENT OF RESEARCH ORIGINALTY

This Undersigned:

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Student Number : 13108487

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States that this undergraduate thesis is originally the result of the writer's research. In exception of certain parts which are quoted from the bibliographies mentioned.

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MOTTO

مَنْ خَرَجَ فِي طَلْبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

“Barang siapa keluar untuk mencari ilmu maka dia berada di jalan Allah “
(HR.Turmudzi)

DADICATION PAGE

All praise be to Allah SWT, this undergraduate thesis is dedicated to:

Allah, my only reason to live

My beloved Mom, you are my hero in my life. Thank you so much for all.

ACKNOWLEDGEMENT

Praise to Allah SWT, God the Almighty for giving great blessing and mercy to me in completing this final project. Salutation and greeting to Prophet Muhammad SAW, the one whom I admire most as the true leader for his followers and who had delivered the truth to human beings in general and muslim in particular.

This undergraduate thesis is entitled “Improving the Writing Skill in Recount Text by Using Peer review Technique among the Eighth Grade of SMP Negeri 1 Kotagajah”. Realizing this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement her gratitude.

The researcher can not stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that researcher could not mention one by one, her big thanks to:

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2. Ahmad Subhan Roza, M.Pd as the Head of the English Education Departement.
3. Dr. Mahrus As’ad, M.Ag as the Firts Advisor.
4. Trisna Dinillah Harya, M.Pd as the Second Advisor.
5. The Lectures of IAIN METRO.

6. Abdul Aziz Nabawi, S.Pd as the English Teacher of SMK Wiratama Kotagajah and the students of SMK Wiratama Kotgajah.

Finally the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this papper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

It is Allah who bestows success and guides to the Right Path.

Metro, December 2017

The Writer,

Sri Wahyu Setya Ningsih

Std.N.13108487

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is one of the international language that are used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. For Indonesia, English is taught by teachers as a subject not only in Junior High School, Senior High School, and University, but also in Elementary School, even Kindergarten. This phenomenon shows the awareness of people that English is very important.

The students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. These cases bring a problem that make senior high school students have difficulties to communicate in English.

Based on the school-based curriculum in senior high school, in English subject the students have to understand and tell some short functional texts such as narrative text. In fact, many students at Senior High School especially in SMK Wiratama Kotagajah assume that English is a difficult subject.

The students difficulties in speaking might be caused by some factors. The first is the environment that does not support the students to speak English frequently. The environment here means the people outside the class. These people may think that the students just want to show off when they

speaking English for daily conversation. The response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class. The second is the students lack of vocabulary, The students have difficulties to speak and pronounce English word and many students have low motivation in learning English because they assume that English is difficult, especially in speaking.

The next cause is the problem on how the teacher presents the materials. It is found that there are several teachers who are still unable to create a life-class situation. Teacher-centered commonly happened in that learning process. Whereas, the teachers have to give more opportunities to their students to express themselves by providing speaking activities that enable them to speak English.

To cope with the problems, the teacher should find the technique to teach the student's speaking. One of recommended technique is Story Completion. Story completion is an activity which very enjoyable in whole class. The learners will easily be plunged into the plots of the story as they had to tell the part of the story decided. They can use their gesture as the expression when they are telling a story. Therefore, it is recommended to use Story Completion in teaching speaking of narrative text.

Pre-survey has been conducted on December, 10th, 2016 at SMK Wiratama Kotagajah, by using the test for knowing the score in speaking, the reseacher got the result of the test and can be seen on the following table :

Table 1

The result of students' Speaking Narrative text pre-survey score at the tenth grade of SMK Wiratama Kotagajah

No	Name	Score	Categories
1	DZF	70	Complete
2	DS	60	Incomplete
3	DAP	55	Incomplete
4	DPS	67	Incomplete
5	IPA	55	Inccomplete
6	LS	50	Incomplete
7	MCN	60	Incomplete
8	MA	67	Incomplete
9	MR	50	Incomplete
10	NN	57	Incomplete
11	NP	60	Incomplete
12	OTK	80	Complete
13	RW	50	Incomplete
14	RAP	50	Incomplete
15	RAP	63	Incomplete
16	SP	65	Incomplete
17	SA	70	Complete
18	SA	53	Incomplete
19	YM	55	Incomplete
20	YA	60	Incomplete

From the The result of pre-survey of speaking ability at the tenth grade of SMK Wiratama Kotagajah can be consist such as :

No	Score	Categories	Frequency	Percentages
1	81-100	Excellent	-	-
2	70-80	Good	3	15%
3	51-69	Enough	6	30%
4	00-50	Poor	11	55%
Total			20	100%

Based on the table above, it can be seen that student's speaking score are categorized into low level, there are 3 students that have good score, 6 students that have enough score, and 11 students that have poor score. From 20 students, only 3 students or 15% who complete the Standard Minimum Requirement (KKM) which the standard minimum requirement is 70 for English.

Based on the description above, the researcher would like to conduct a research entitled, "The Use of Story Completion Technique to Improve Speaking Ability Among The Tenth Grade Of SMK Wiratama Kotagajah"

B. Problem Identification

Regarding to the Background above, the researcher would like to identify the problems as follows:

1. The environment does not support the students to speak English frequently.
2. The students lack of vocabulary.

3. The students have difficulties to speak and pronounce English word.
4. Many students have low motivation in learning English because they assume that English is difficult, especially in speaking.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem only on Improve Speaking Ability Using Story Completion Technique among The Tenth Grade of SMK Wiratama Kotagajah.

The student's problem in speaking is also caused difficulties to speak and pronounce English word.

D. Problem Formulation

Concerned with the background of study and problem identifications above, the researcher formulates the problem as follow : "can the Use of Story Completion Technique Improve Speaking Ability in Teaching and Learning Activity among the Tenth Grade of SMK Wiratama Kotagajah ?"

E. The Objective and Benefit of the Study

1. Objective of Study

The primary goal of the research is : To show that Story Completion Technique to Improve Speaking Ability Among The Tenth Grade of SMK Wiratama Kotagajah.

2. Benefit of the Study

The result of the research is projected to give essential contributions to English teaching. Specifically, the benefits are intended to go:

- a. For the Teachers : The researcher hopes that this research as an information to the teacher about the method that can be used to teach speaking especially story completion technique that can make students more understand when learning process.
- b. For the Students : To motivate and to give a different experience for the students who have treatment by using story completion technique and to enrich their knowledge as well as to increase their speaking ability.
- c. For the Further Research : The result of this research can be comparison for other reseacher to further research in future.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Ability

1. Definition of Speaking Ability

To most people, mastering the art of speaking is the single most important aspect of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. ¹Etymologically, the word “speaking” is derived from the word “speak” which can be defined as follows: to talk to somebody about something; to have conversation with somebody, to use your voice to say something, to mention subject or describe something/object and to be able to use a particular language.²

According to Jeremy Harmer, Speaking is one of the skill that have to be mastered by students in learning English. The performance to speak fluently presupposes not only a knowledge of language feature, but also the performance to process information and language “on the spot”.³

Based on definitions above, it can be inferred that speaking is productive skill (oral mode) including interaction or communication process for transferring information and meaning between speaker and

¹ Nunan David. *Language teaching methodology “ a text book for teachers”*. 1991, Macquarie University. P. 39.

² Hornby, A S, *Oxford Advanced Learners Dictionary, Eighth edition*. 2010, New York: Oxford University Press. p. 1428

³Harmer, Jeremy, *The Practice of English Language Teaching*, (Third Edition, Longman: Pearson, 2001), p.269.

listener where the speaker try to give the information and the listeners try to get the information or message which is spoken.

2. Elements of Speaking Ability

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language.

Jeremy Harmer explains there are two elements of speaking. They are:⁴

a. Language Feature

Among the elements necessary for spoken production,are follow :

1) Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. Here, the connected speed can be omitted and added.

2) Expressive Devised

The use of expressive contribute to the ability to convey the meaning. They use the extra expression of emotion and intensity.

3) Lexis and Grammar

Speech is marked by the use of lexical phrases, especially in the performance of certain language function. Here, the teacher

⁴ Harmer, Jeremy, *The Practice of English Language Teaching*, (Third Edition, Longman: Pearson, 2001), p.269-271.

give some phrases for different function such as expressing surprise, agree, disagree, etc.

4) Negotiation Language

Effective speaking will give benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

b. Mental / Social Processing

The success of speaker depend on the processing skill like :

1) Language Processing

A good speaker is a speaker who able to process the language in their own head and can convey the meaning of language.

2) Interacting With Other

Most of speaking involve interaction with one or more participant. this means that speaking involves a good deal of listening and knowledge.

3) (On-The-Spot) Information Processing

Here, we need to be able to process the information about something that they tell to us.

The researcher conclude that element of speaking start from fluent connected speech, how to convey the meaning, the stucture when we are saying and social processing that we can see from when we make some interaction with other people, and when we can process the massage that is conveyed.

3. Functions of Speaking Ability

According to Brown and Yule, as quoted Jack C. Richards book there are several language experts have attempted categories the function of speaking, talk as interactions, talk as transaction and talk as performance.

The functions of speaking are classified into three, they are :⁵

a. Talk as Interactions

Richard states that talk as interaction refers to what people normally mean by conversation, describe interaction which serves a primarily social function. He also added some activity which refers to the function of speaking as an interaction, they are when people meet then they exchange greeting, then engage in a small talk, or retell about their recent experience. Therefore, talk as an interaction is refers to the activity which the speaker wishes to be friendly and to establish comfortable interaction with the other people.

b. Talk as Transaction

According to Richards, "Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other". Furthermore, Richards added that this type is focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

⁵Richards, Jack C., *Teaching Listening and Speaking*.(Cambridge: Cambridge University press.2008), p.21-22.

c. Talk as Performance

This refers to public talk. Here, the speaker transfer the information to the audience, such as classroom presentations, public announcements, and speeches. It emphasis of monolog rather than dialog.

Based on the functions of speaking above the researcher conclude that function of speaking have important role in speaking. Such as tools of interaction with all people.

4. Problems of Developing Speaking Ability

According to Ricard the mastery of speaking ability in English is a priority for many foreign language learners. Consequently, learner often evaluate their success in language learning as well as the effectiveness of their English course on the basis how much they have improved in their spoken language proficiency.⁶

According to Thornbury, the process of developing speaking skill consists of three stages:

- a. Awareness. Learners are made aware of features of target language knowledge.
- b. Appropriation. These features are integrated into their existing knowledge base.

⁶ Ibid, p. 19

- c. Autonomy. Learners develop the capacity to mobilize these features under real time conditions with assistance.

It seems that at the advanced level of foreign language proficiency students and teacher efforts should be focused on the stage of appropriation and its effective movement toward autonomy in target language use. For that purpose they need a range of speaking tasks that encourage a considerable degree of independence by relying on extensive oral practice (treated as a source of meaningful input and feedback) mainly in the form of student interactions.⁷

Additionally, an advanced language course should create optimal conditions for developing learners socio-cultural knowledge, that is the culturally embedded rules of social behavior and their linguistic knowledge, which includes discourse and speech act knowledge of the grammar, vocabulary and phonology of the target language. These knowledge areas must then be appropriately activated in order to be made available for use in regular speaking practice in the classroom and beyond.

Importantly, as far as the stages of mental processing involved in speaking are concerned, there is not much difference between native and target languages. Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating. Yet, the ability of speaking is not automatically transferable for the speakers

⁷Magdalena Aleksandrak, *Problems and Challenges in Teaching and Learning Speaking at Advanced Level*, (Glottodidactica: Adam Mickiewicz University Press Prozan, 2011), p, 43-44

first language into the second. Even extensive knowledge of the target language's grammar and vocabulary often presented by advanced students of foreign language departments does not guarantee success in oral communication when this knowledge is not properly integrated or accessed. Problems in speaking may be additionally aggravated by excessive use of self-monitoring processes and a tendency to formulate utterances in the native language first. These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse.

Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows:

- a. Inhibition : fear to making mistakes, losing face, criticism, shyness.
- b. Nothing to say : learners have problem with finding motives to speak, formulating opinions or relevant comments.
- c. Low and uneven participation : often caused by the tendency of some learners to dominate in the group.
- d. Mother tongue use : particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

Teacher's observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the

number of the students in the group. Moreover, every learner enters any learning and communicate environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed, consequently, and clearly defined needs.⁸

Overall the problems of developing speaking ability above, the researcher concludes that students have difficulties when their speak such as : inhibition, nothing to say, mother tongue use, and lo participation. Besides it, the teacher also have difficulties to make a developing speaking ability such as situations in lnguage classrooms regardless of the level of proficiency or the number of the students, so the teacher should make a some group in classroom to take easy when teaching speaking is going on.

5. The Measurement of Speaking Ability

Speaking abiity, or oral production, is a popular research target and has been assessed in many fields. in many fields. For example, with the advent of task-based learning and teaching, a substantial amount of research has been conducted into task effects on speaking ability in second

⁸Ibid, p. 38-39.

language acquisition (SLA) field. ⁹Speaking ability has been the focus not only in SLA research, but also in language testing and in other research areas dealing with language use. Regardless of the area of study, two methods are often used in assessing speaking ability: the use of rating scales and of speaking ability measures, the latter of which is dealt with in the current study.

A speaking ability measure or a “discourse analytic” measure is defined, adapted from Ellis as a measure derived from quantifying target aspects in utterances and computing values that reflect a certain dimension of language use.¹⁰ The many aspects of speaking ability, fluency, accuracy, complexity, clarity, and performance skill are targeted in this study because of their recent extensive use and their importance as learning objectives.

Table 2.
The Measurements of Speaking Ability

No	Aspect	Criteria
1.	Fluency	Fluency is defined as how fast and how much a learner speaks without dysfluency markers (e.g., functionless repetitions, self-corrections, and false starts) in “coping with real time processing”.
2.	Accuracy	Accuracy refers to how much a learner speaks

⁹ Rie Koizumi, “*speaking performance measures*”, (Japan: JABAET), Edition 9/ 2005, P. 2

¹⁰ Noriko Iwashita et.al, “*Assessed Levels of Second Language Speaking Proficiency*” Applied Linguistics, (Abu Dabi: Oxford University Press) 29/1: 2008, p.4

		without errors in real-time communication and there are two types of associated measure: general measures and specific measures.
3.	Complexity	Complexity is defined as the degree to which a learner uses varied and sophisticated structures and vocabulary in speaking. complexity is divided into syntactic complexity (also called grammatical complexity, syntactic maturity, and linguistic complexity) and lexical complexity (often separated into lexical variation, lexical density, lexical sophistication, lexical richness, and others).
4.	Clarity	In the clarity the speakers speak clearly and distinctly most of the time, no more than one mispronounced word.
5.	Performance skill	Performance skill is how the speakers perform their speaking with clarity, loudly, good facial expression, and communicative.

B. Concept of Story Completion Technique

1. Definition of Story Completion Technique

According to Kayi H, Story completion is an activity which very enjoyable in whole class. The learners will easily be plunged into the plots of the story as they had to tell the part of the story decided. They can use their gesture as the expression when they are telling a story. Therefore, it is recommended to use Story Completion in teaching speaking of narrative text.¹¹

O'Malley and Pierce states that Story Completion is one of a new technique in teaching speaking of narrative text which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson.¹²

Based on the explanation of Story Completion technique above the researcher conclude that Story Completion is a good choice activity to push students do oral communication. Students are having free speaking activity.

2. Benefits of Story Completion Technique

O'Malley that There are benefits of story completion technique such as:¹³

- a. Stories promote a feeling of well-being and relaxation.

¹¹ Kayi. H, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (International journal of English and Educational, 2014), Vol. III, Issue. 3, p. 6.

¹² O'Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (International journal of English and Educational, 2014), Vol. III, Issue. 3, p. 8

¹³ Ibid, p.7.

- b. Increase students willingness to communicate thoughts and feeling.
- c. Encourage active participation and increase verbal proficiency.
- d. Encourage use of imagination and creativity.
- e. Encourage cooperation between students and enhance listening skill.

3. Procedures of Story Completion Technique

In the context of the study, the procedures of conducting story completion are arranged as follows:¹⁴

- a. 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.
- b. Story completion is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a 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.
- c. Each student is supposed to add from four to ten sentences.
- d. Students can add new characters, events, descriptions and so on.

¹⁴ Ibid, p.6

4. Steps of Story Completion Technique

The are some steps in Story Completion activity:

- a. Introduction: Teacher explains about Story Completion and tells to students how to do it well.
- b. Assessment: Teacher explains to students what aspects that teacher will assess to students' performance. Teacher focus to assess the fluency and understanding the task.
- c. Preparation: Teacher and students sit in a circle.
- d. Performance: Teacher starts to tell or narrate an interesting story. After teacher telling about few sentences then one by one student continue the story. Students start from the point one that the previous one stopped. Every student free to tell their idea about the story, so that everybody will be very enjoying speaking. Students free to think about the part of the story, such as what conflict of the story, climax until resolution and the last students free to think about the resolution of the story, so the story will complete as a good story.

C. Action Hypothesis

Action hypothesis which is submitted in this research is “ by using story completion technique in speaking and larning activity be able to improve students speaking ability among the tenth grade of SMK Wiratama Kotagajah.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research will be conducted in SMK Wiratama Kotagajah. Which is located at Jl. Jendral Sudirman, Kotagajah, Lampung Tengah, Lampung. This research is about The Use of Story Completion Technique to Improve Speaking Ability Among the Tenth Grade of SMK Wiratama Kotagajah.

B. Research Subject

The subject of this research is the tenth grade at class X AK at SMK Wiratama Kotagajah. The participants are 20 students.

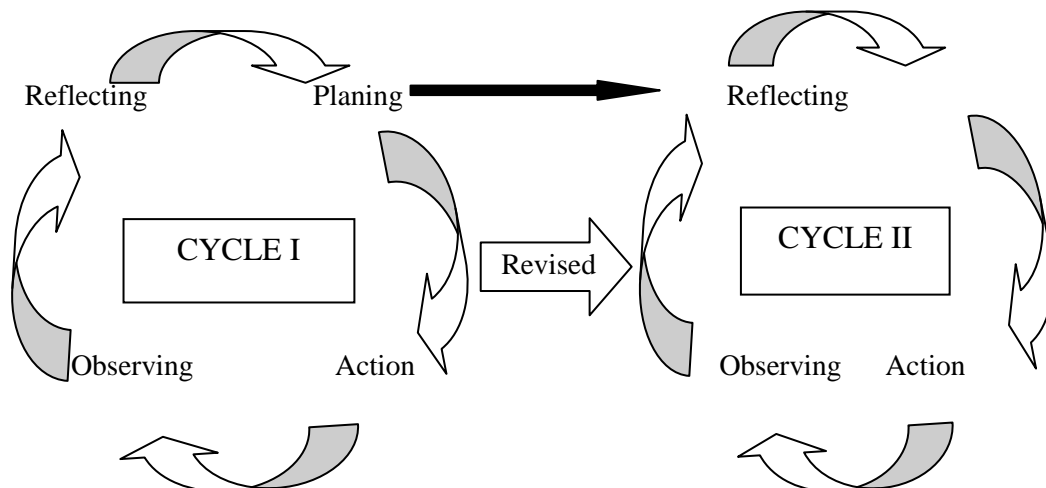
C. Research Procedure

This research uses a classroom action research. There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting.

According to Hopkins cited in Mills, he writes the definition of action research that classroom action research is one of systematics system which is done by the teacher or researcher by collecting the information about how they work, how they teach, the function of this information is to get the understanding, developing the practicing and reflecting, to get positive impact in the educative place generally and to increase the result of students learning.¹⁵

¹⁵ David Hopkins, *A teacher's Guide to Classroom Research 4th edition*, (New York : McGraw Hill Open University Press,2011).

The researcher will use model developed by Kemmmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential “moments” of planning, action, observing, and reflecting.¹⁶



The ‘Action Research Spiral’ (Based on Kemmis and Mc Taggart)

The model consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The researcher will collaborate with the speaking lecturer who teaches in class X AK. The activities that will be done in each cycle is as follows:

1. Pre-cycle

At the first meeting of the research, the researcher gave a pre test to the students. Pre cycle test was conducted before the researcher gave them the treatment which is teaching speaking narrative text using *story completion* technique. The test was aimed to measure the

¹⁶ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York : Routledge, 2010) , p. 9

student's basic skill of speaking narrative text before giving them the treatment. This test asked students to tell a narrative text about their unforgettable experience. Then, the researcher scored and analyzed the result of pre cycle test to determine the student's difficulties in speaking narrative text.

2. Cycle 1

First Cycle test was done in second meeting. In this meeting, the researcher applied Story Completion technique in teaching speaking narrative text. The researcher gave some treatment to the students related to the materials. There were four steps in conducting cycle 1.

a. Planning

In this activity, a researcher needed to prepare what the researcher needs before doing this action research. This plan was used to get the optimum result. The researcher planned some activities:

- 1) Preparing teaching and learning material about narrative text and story completion technique.
- 2) The researcher plans to give the task and evaluation.

b. Acting

After planning, the researcher do the action in the classroom.

- 1) In this activity, the researcher explained materials of narrative text, the generic structure of narrative text.

- 2) The researcher also explained the story completion technique and its procedure in order to make the students able to practice this technique in speaking.
- 3) Then, they started to tell of narrative text and applied story completion technique.

c. Observing

In this phase, students were observed.

- 1) The observation mainly focused on the student's activities in teaching learning process while the teaching and learning process in the classroom, the researcher observed all happened in the classroom.
- 2) The observation will do in a learning process. In other words, this observation will be done together with action that has been mentioned in action stage. The observation in teaching learning process is simple speak. This is to know how far the students' performances by using simple speaking and story completion technique.
- 3) The results of observation in first cycle helped the researcher to determine the action in second cycle.

d. Reflecting

Reflecting is the analysis of the observation result and evaluation during the first cycle.

- 1) The researcher tried to analyze the difficulties that students faced, also the improvement of student's speaking after being treated by using story completion technique.
- 2) The problems in the first cycle that have not been solved will be discussed on the next cycle.

3. Cycle 2

The researcher did the second cycle after first cycle was done. The activities in second cycle were similar with the activities in first cycle before but with some revision after doing reflection in first cycle.

Those activities were:

a. Planning

The planning in second cycle was based on the result of the first cycle. The planning was made to make improvement of the teaching narrative text by using story completion technique and it was hoped to solve the problems or weaknesses in first cycle. The researcher designed the lesson plans, materials for teaching narrative text, and a post test.

b. Acting

The action in second cycle was conducted by giving feedback on the first cycle's result. Learning process in second cycle offered the solutions of the problems faced by the students when they used story completion in speaking narrative texts. In this phase, the researcher also conducted the post test. The

students were asked to tell a narrative text based on the given topic. The researcher also gave them questionnaire sheet to obtain some information about their perception on using story completion in teaching speaking a narrative text.

c. Observing

In this phase, the researcher collected and analyzed the student's data gathered during the stage of acting. The purpose of this step was to know whether the result of actions that the researcher conducted give contribution to the students. Observation was done while conducted the treatment. The researcher used same simple speak which the researcher used in first cycle to observe the student's behavior in second cycle. The researcher observed whether they did some improvement or not.

d. Reflecting

It was an activity which was purposed to find out significant progress of first cycle and second cycle. Furthermore, after getting data from second cycle test or post test then the researcher analyzed it to know whether or not there was a significant improvement of the student's narrative text.

D. Data Collecting Technique

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and etc. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to the school environment, and can be done there. The techniques which are used by the researcher to collect the data are test, observation and documentation.

1. Test

The researcher would give the students test to evaluate their speaking skill in narrative text. Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. According to Douglas Brown test is a method of measuring a person's ability or knowledge in a given domain.¹⁷ The researcher used test in form pre-test and post-test.

a. Pre Test

The researcher gives test in the first meeting before the research in order to know ability of the students before doing the action research. The pre-test used in this research is in the form of speaking skill test.

b. Post Test

The post tests would be done in the end of every cycle. Test has something as a purpose to find out the improvement of students

¹⁷ H. Douglas Brown, *Teaching by.*, p.384

achievement. Post test is the result of treatments. The improvement could be identified if the average scores of the post test are higher than pre test.

This step would be done after the treatment to know the use of story completion technique whether it is able to improve the students speaking skill in narrative text.

2. Observation

In this research, the researcher observed the students behaviors and the students activities in the learning process to know how the process of learning will be held. In doing the observation, the research made the observation simple speak, this is to know how far the students' performances by using simple speaking and story completion technique.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

E. Research Instrument

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and

systematic in order to make the data easy to be processed.¹⁸An instrument could be in form of questionnaire, observation list, test, etc. in this study the researcher used observation, document, and test.

1. Observation

In this research, observation used to know the teacher's performance and the student's participation in learning process.

2. Document

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

3. Test

In this research, the researcher used an achievement test to measure the student's speaking skill improvement. The researcher used oral test, the students tell about narrative text.. With this form, the scoring can be done quickly and easily.

F. Data Analysis Technique

Data analysis will be conduct by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

The formula :

$$X = \frac{\sum X}{n}$$

¹⁸Arikunto Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003),p 136

\bar{X} : Mean Score

$\sum x$: The sum of all scores

X : Raw score

n : The total number of subject¹⁹

The Percentages :

$$P = \frac{\sum x}{n} \times 100\%$$

P : Mean Percentages

$\sum x$: The sum of all score

n : The total of number of subject

G. Indicator of Success

The indicators of the successful takes from the process and the result of the action research. The study is called success if 70% students get score Standar Minimum Requirement (SMR) is 70 and 70% of students active in learning activity.

¹⁹ Donald Ary, *Intoduction to Research in Educational*, p. 108-109

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of the Research Location

1. Research Setting

a. Brief History of the SMK Wiratama Kotagajah

SMK Wiratama Kotagajah located on Jend. Sudirman Lampung No.17. It was established on April 28th, 1986. It had been let by the following principals.

Syaiful Parjono	1978-1980
Maijab, BA	1980-1988
Mulyadi	1988-1998
Drs. Kamaludin	1998-2004
Yahya Sulaiman	2004-2005
Drs. Mufasir	2005-2010
M. Nurdin, S.Ag	2010-2015
Ririn Widayati Nh, S.Pd	2015-now

b. The Teacher and Staff of SMK Wiratama Kotagajah

Table 3
The List of the Teacher and Staff

NO	NAME	POSITION	SUBJECT
1	Ririn Widiyati NH, S.Pd	Head Master	PNS
2	Sulistiyowati, S.Pd	IPS History	PNS
3	Dian Wisudawati, S,S.,	Student Waka	PNS

4	Tina Rosmala Dewi, S.Pd	Counseling Guidance	Honorer
5	Agustino Eko, S.Pd	Accountancy	Honorer
6	Eka Oktariarini, S,S.,	English	Honorer
7	Lina Ernawati, S.Pd	Accountancy	Honorer
8	Conitya Arila Shakhthi, A.Md	Business Economy	Honorer
9	Yandi Sumarno, S.Kom	Computer	Honorer
10	Hi. Enco Sunarya, BA	Islamic Teacher	PNS
11	Dra. Marsiyem, M.MPd	Accountancy	PNS
12	Drs.Hi. Sumadi	IPS History	PNS
13	Subandriyo, S.Pd	Sport	PNS
14	Ika Trisnayanti, S.Kom	Computer	Honorer
15	Wahyudin, SE	Entrepreneurship	Honorer
16	Hendro Agustino, S.Pd	Citizenship	Honorer
17	Buarianto Pamungkas, S.Pd	Physics and Chemistry	Honorer
18	Erning Sutanti, S.Pd	Citizenship	Honorer
19	Tri Lestari, S.Pd	Mathematics	Honorer
20	Muhammad Mubarak, S.Pd	Mathematics	Honorer
21	Kartika Sari, S.Pd	English	Honorer
22	Adi Winata, M.Pd	Indonesia Language	PNS
23	Wagimin, A.Md	Graphic Design	Honorer
24	Istiana, M.MPd	Marketing	PNS
25	Suroso, S.Kom	Accountancy	Honorer
26	Endi Iswinarto, S.S.,	Islamic Teacher	Honorer
27	Abdul Aziz Nabawi, S.Pd	English	Honorer

28	Agung Subekti, S.Pd	Sport	Honorer
29	Rati Andarin, S.Pd	English Plus	Honorer
30	Dwi Novita Sari, S.Pd	Sains	Honorer
31	Ita Nurjanah, SE, Sy.	Administration	Honorer

c. The Number of Students of SMK Wiratama Kotagajah

There are 297 students of SMK Wiratama Kotagajah. Each grade consist of four classes. The tenth grade consist of 91 students, the eleventh grade consist of 106 students, and the twelevth grade consist of 100 students.

Table 4
The Number of Students of SMK Wiratama Kotagajah

No	Class	Male	Female	Total
1.	X	42	49	91
2.	XI	44	62	106
3.	XII	49	51	100
Total		135	162	297

d. The List of Students Named Class X AK

No.	Name	Sex
1	Defril Zul Fauzi	Male
2	Dina setiana	Female
3	Dwi Ayu Puspita Sari	Female
4	Dwi Puspita Sari	Female
5	Indah Puspita Agustina	Female

6	Linda Septiani	Female
7	Meilina Candra Ningrum	Female
8	Muhammad Ahyar	Male
9	Muhammad Rozik	Male
10	Neng Nandayani	Female
11	Nova Putriyana	Female
12	Oktavia Tirta Kurniasari	Female
13	Rama Wijaya	Male
14	Rizki Adam Pratama	Male
15	Riza Aulia Putri	Female
16	Sasta Patrycia	Female
17	Sofiyon Asendi	Male
18	Silvianda Amelia	Female
19	Yana Melinda	Female
20	Yulianti	Female

e. The Building of SMK Wiratama Kotagajah

The condition of facilities and buildings in SMK Wiratama Kotagajah was good. The description of building in SMK Wiratama Kotagajah:

Table 5
The Buildings of SMK Wiratama Kotagajah

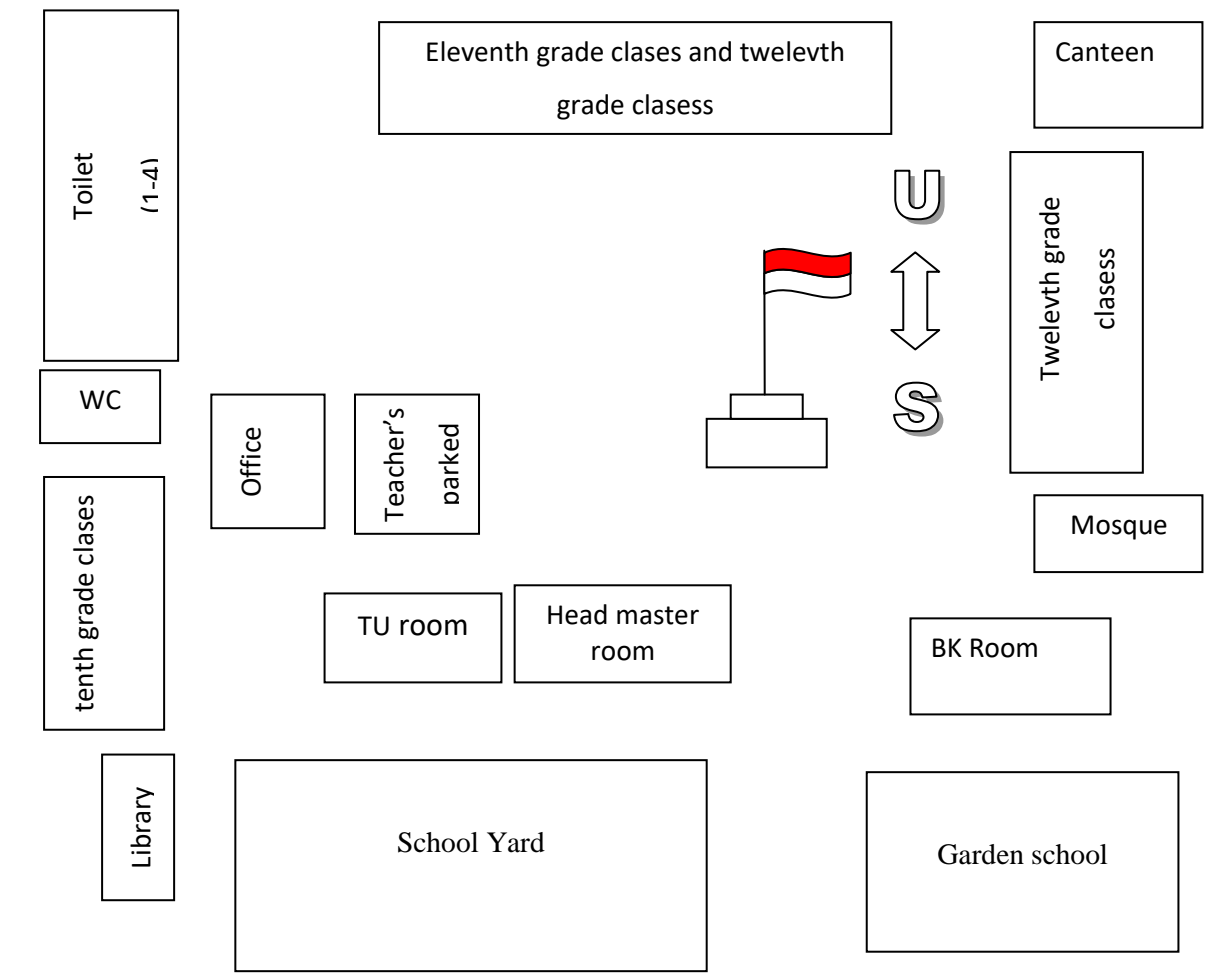
No	Names of Building	Total
1.	Classroom	12
2.	Library	1
3.	Headmaster Room	1

4.	Vise Principle Room	2
5.	Teacher Room	1
6.	Staff Room	1
7.	Counselor Room	1
8.	Sains Laboratory	1
9.	Computer Laboratory	1
10.	Toilet Teacher	2
11.	Toilet Student	8
12.	UKS Room	1
13.	OSIS Room	1
14.	Storage Room	1
15.	Mosque	2
16.	Kitchen	1
17.	Canteen	2
19.	Parking Area	2

f. The Sketch Location of SMK Wiratama Kotagajah

Figure.1

The Sketch Location SMK Wiratama Kotagajah



B. Description of the Research Result

In this research, the researcher conducted the pre-test on oct 25th 2017 before the process of cycle one would be done. The result of the students' mark could be seen on the table as follow:

Table 6
The Pre-test Result of Students' Speaking Ability
Class X AK

No	Name	Score	Note
1	DZF	60	Incomplete
2	DS	50	Incomplete
3	DAP	70	Complete
4	DPS	80	Complete
5	IPA	60	Incomplete
6	LS	70	Complete
7	MCN	65	Incomplete
8	MA	70	Incomplete
9	MR	70	Complete
10	NN	50	Incomplete
11	NP	50	Incomplete
12	OTK	65	Incomplete
13	RW	60	Incomplete
14	RAP	70	Incomplete
15	RAP	45	Incomplete
16	SP	60	Incomplete
17	SA	45	Incomplete
18	SA	60	Incomplete
19	YM	45	Incomplete
20	YA	50	Incomplete
Total		1195	
Average		59,75	
High Score		80	
Low Score		45	

Source: The result of Pre-test on Oct 25th 2017

Table 7
The Percentage of Students' Speaking Ability Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	4	20%	Complete
2	< 70	16	80%	Incomplete
Total		20	100%	

Source: The result of Pre-test on oct 25th 2017

Based on the table above, it can be seen that there are only 4 students who included to complete category and 16 students who included to incomplete category. The standard minimum for English lesson in SMK Wiratama Kotagajah is at least 70. So, the researcher choose story completion technique to improve students' speaking ability in the tenth grade of SMK Wiratam Kotagajah.

1. Cycle I

a. Identification of the problem

Based on the teacher's experience and the result of speaking ability test in SMK Wiratama Kotagajah, the researcher concluded that the problem faced by the students as follow: Many students is not confidance to speak english well .

b. Alternative of the Problem.

- 1) The teacher explained how to speak english well in their speaking ability.
- 2) The teacher should apply story completion technique in teaching speaking ability.

Based on the cases above, the researcher used story completion technique as the solution.

1) Planning

In this planning the researcher and the collaborator planned to give material about speaking ability. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, making the instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

The action in cycle I consist of 3 meetings. The explanatin of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on oct 27th 2017 for 2x40 minutes. This meeting was started by greeting and praying, checking the attendace list and asking the students condition. The researcher explained the material about narrative text. Next, the researcher showed the students the example of teks of narrative. The researcher trained the students to speak about the material.

b) The Second Meeting

The second meeting was conducted on nov 1st 2017 for 2x40 minutes. The meeting was started by praying and greeting, checking the attendace list and asking the students condition. In this occasion, the researcher gave the exercise to the students. The exercise is about narrative text. The students were made the narrative text in their life. The researcher made group consist of 5 students.

After finishing the exercise, every group of students speak in front of the class and aply the story of naarrative text with story completion technique. the teacher corrected the students' performance. After that, the teacher reviewed the material and closed the meeting by greeting them.

In the post-test 1, there are 9 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow

Table 8
The Students' Post-test 1 Result of Speaking Ability in Cycle I

No	Name	Score	Note
1	DZF	70	Complete
2	DS	50	Incomplete
3	DAP	75	Complete

4	DPS	80	Complete
5	IPA	60	Incomplete
6	LS	75	Complete
7	MCN	70	Complete
8	MA	75	Complete
9	MR	60	Incomplete
10	NN	60	Incomplete
11	NP	60	Incomplete
12	OTK	70	Complete
13	RW	65	Incomplete
14	RAP	65	Incomplete
15	RAP	50	Incomplete
16	SP	75	Complete
17	SA	55	Incomplete
18	SA	60	Incomplete
19	YM	60	Incomplete
20	YA	60	Incomplete
Total		1305	
Average		65.25	
High Score		80	
Low Score		50	

Source: The result of Post-test1 on Nov 01st 2017

Table 9
The Percentage Students' Score of Post-test of Speaking Ability

No	Score	Frequency	Percentage	Category
1	≥ 70	8	40%	Complete
2	< 70	12	60%	Incomplete
Total		20	100%	

Source: The result of Post-test 1 on Nov 1st 2017

Based on the data above, it can be seen that there are 8 students who belong to complete category and 12 students who belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 70% of students got the minimul score 70. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave material about narrative text. Some students could active to join the learning. Some of them gave attention to the expalantion of teacher about the expresion of narrative text. They could speak with story completion technique the material well, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students'activity.

Table 10
The Students' Activities Result in Cycle I

No	Criteria of succes in speaking ability	Result	
		First meeting	Second meeting
1.	Interest to following the class	60 %	80 %
2.	Respond the topic anthusiastically	55 %	80 %
3.	Pay attention to teacher explanation	70 %	90 %
4.	Focus on the learning material	70%	85%
5.	Practice in front of the class	60 %	100%
6.	Brave to act out role	51 %	55 %
7.	Brave to give opinion	18 %	20 %

8.	Encourage to ask the question	18 %	18 %
9.	Able to answer the question	27 %	70 %
10.	Having increasing the learning	85 %	87 %
Average		51,4 %	68,5 %

Note : $\leq 50\%$: Not Active
 $\geq 50\%$: Actives

According to the result of observation above, the learning process was increasing, because there is difference between the students activities in the first meeting and the second meeting. In conclusion, the learning process can be called success, because there is increasing of students' activities in in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an increasing of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to speak with story completion technique.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get sollution as follow:

- a) The researcher should manage class well

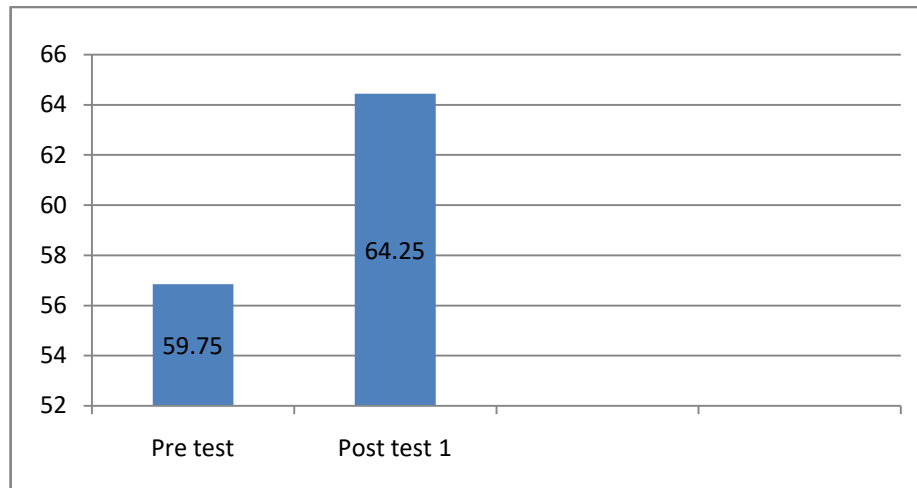
- b) The researcher motivated the students to focus on study and did not make a noises
- c) The researcher should give more exercises to make the student more active in speaking class

Table 11
The Result of Students' Pre-test and Post-test I

No	Name	Students' Result			Category
		Pre-test	Post-test	Improve	
1	DZF	60	70	10	Increase
2	DS	50	50	0	Constant
3	DAP	70	75	5	Increase
4	DPS	80	80	0	Constant
5	IPA	60	60	0	Constant
6	LS	70	75	5	Increase
7	MCN	65	70	5	Increase
8	MA	70	75	5	Increase
9	MR	70	60	-10	Decrease
10	NN	50	60	10	Increase
11	NP	50	60	10	Increase
12	OTK	65	70	5	Increase
13	RW	60	65	5	Increase
14	RAP	70	65	-5	Decrease
15	RAP	45	50	10	Increase
16	SP	60	75	5	Increase
17	SA	45	55	15	Increase
18	SA	60	60	0	Constant
19	YM	45	60	15	Increase
20	YA	50	60	10	Increase
Total		1195	1305		
Average		59.75	65.25		

Source: The result of pre test and post test I

Figure 2
The Students' Complete and Incomplete Score on Pre-test and Post test I



Source: The result of pre-test and post test 1

Based on the graphic above, it shows that there was an increasing between pre-test and post-test I. The learning process is called succes, if 70% of the students passed the standard minimum criteria 70. The table of post test 1 shows that there are 8 students who passed the standard minimum criteria in the percentage of 40%. It means that the indicator of succes was not achieved yet, although there is iincreasing in students' activity. So, the research would be continued to cycle II. In addition, the result of cycle 1 would be used as guideline to conduct the next cycle.

2. Cycle II

Cycle II is similar to cycle I, it consisted of planning, acting, observing and reflecting. It will be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan . Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to speak english well because the students lack vocabulary and not confidence . Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle 2 would be planned different with cycle 1. The teacher was active enough in cycle 1, but in the cycle 2 the students were the active ones to do the task.

b. Acting

1) The First Meeting

The meeting was conducted on nov 3th 2017. The researcher opened the meeting by greeting, asked students to prayed together, checking students' attendance list. Next, the researcher announced the result of their speaking ability at the last meeting.

After that, the researcher explained the new material about narrative text. The teacher guided the students to pronounce each expression. If there was a word that they felt difficult to simulated it, the teacher showed the example of narrative text. Next, the researcher divided the students to make groups, every goup consist of 5 students. The researcher gave each group a story. It was about naraative text.

Furthermore, the researcher asked one of the group to come forward to the class to speak about narrative text in front of the class,. The researcher closed the meeting.

2) The Second Meeting

The second meeting was conducted on nov, 8th 2017. In this occasion, the researcher gave the story about narrative text, and the students have to do it with story completion technique. The student must do it with things which can support their actand situation. After finishing the exercise, the researcher closed the meeting.

In this session, the researcher got the result of the students' post-test 1 in cycle I. The result can be seen as follow:

Table 12
The Students' Score of Speaking Ability Post-test in Cycle II

No	Name	Score	Note
1	DZF	75	Complete
2	DS	70	Complete
3	DAP	85	Complete
4	DPS	90	Complete
5	IPA	65	Incomplete
6	LS	80	Complete
7	MCN	75	Complete
8	MA	80	Incomplete
9	MR	70	Complete
10	NN	70	Complete
11	NP	70	Complete
12	OTK	80	Complete
13	RW	75	Complete

14	RAP	70	Complete
15	RAP	60	Incomplete
16	SP	75	Complete
17	SA	65	Incomplete
18	SA	70	Complete
19	YM	60	Incomplete
20	YA	70	Complete
Total		1455	
Average		72.73	
High Score		90	
Low Score		60	

Source: The result of Pre-test on Nov 8th 2017

Table 13
The Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	15	75%	Complete
2	< 70	5	25%	Incomplete
Total		20	100%	

Source: The result of Post-test on Nov 5th 2017

The table above is the result of students' mark at post test 2. It can be seen that there was an increasing from the mark of post test 1 and post test 2. There are 15 students who included to complete category in the percentage of 75%, and there are just 5 students who included to incomplete category in the percentage of 25%. It means that there was increasing score from post test 1 and the post test 2 and the learning process was succes.

c. Observation

In this stage the students more active and enthusiastic in following the learning process. It can be seen as follow:

1) The Students' Activities Result in Cycle II

Table 14
The Students' Activities Result In Cycle II

No	Criteria of succes in speaking ability	Result	
		First meeting	Second meeting
1.	Interest to following the class	98 %	100%
2.	Respond the topic anthusiastically	85 %	80 %
3.	Pay attention to teacher explanation	85%	90 %
4.	Focus on the learning material	80%	90%
5.	Practice in front of the class	70%	100%
6.	Brave to act out role	75 %	88%
7.	Brave to give opinion	30 %	45%
8.	Encourage to ask the question	50%	54%
9.	Able to answer the question	68%	82 %
10.	Having increasing the learning	87%	90%
Average		72,8 %	81,9 %

Source: the result of students activities on oct 25th -8th 2017

Note : ≤50% : Not Active
 ≥50% : Active

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

2) The Result of Students' Activity

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

Table 15
The Result of The Activity in Cycle I & II

Source: The result of students' activities in cycle I and II.

No	Criteria of succes in speaking ability	Percentages		Increasing
		Cyle I	Cyle II	
1.	Interest to following the class	70 %	99%	21
2.	Respond the topic anthusiastically	67 %	82%	15
3.	Pay attention to teacher explanation	80%	87%	7
4.	Focus on the learning material	77%	85%	8
5.	Practice in front of the class	80%	85%	5
6.	Brave to act out role	51 %	81%	30
7.	Brave to give opinion	19%	37%	18
8.	Encourage to ask the question	18%	47%	29
9.	Able to answer the question	48%	75%	27
10.	Having increasing the learning	86%	88%	2
Average		59,6 %	76,6 %	16,2 %

Based on the table above, it could be concluded that there was an increasing of students' activities during the learning process of cycle I and cycle II through story completion technique. It means that minimal story completion technique had positive effect to increase the learning process.

d. Reflecting

The result of cycle II was better than cycle I. There was significant increasing in this cycle. The condition of the class was getting

better than before. The students can speak english well.. The students gave full attention to teacher and students' explanation.

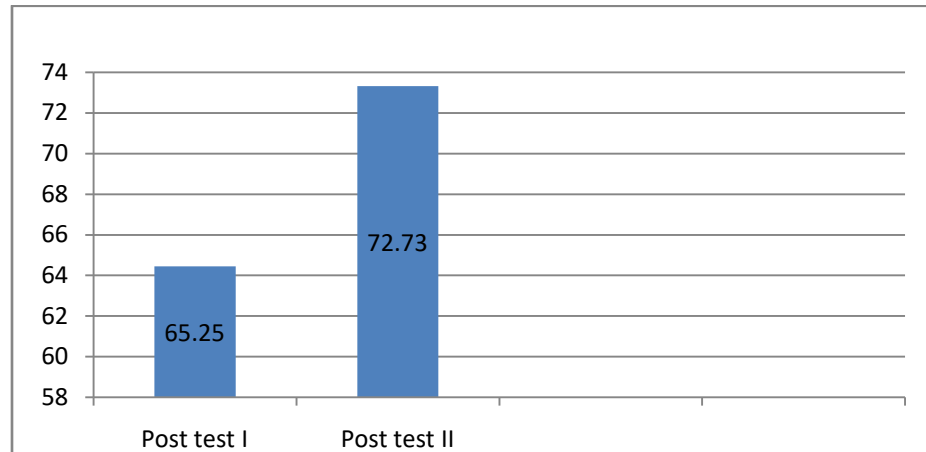
1) The Result Mark of Students' Post tes 1 and Post test 2

Table 16
The Result of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	DZF	70	75	5	Increase
2	DS	50	70	20	Increase
3	DAP	75	85	10	Increase
4	DPS	80	90	10	Increase
5	IPA	60	65	5	Increase
6	LS	75	80	5	Increase
7	MCN	70	75	5	Increase
8	MA	75	80	5	Increase
9	MR	60	70	10	Increase
10	NN	60	70	10	Increase
11	NP	60	70	10	Increase
12	OTK	70	80	10	Increase
13	RW	65	75	10	Increase
14	RAP	65	70	5	Increase
15	RAP	50	60	10	Increase
16	SP	75	75	0	Increase
17	SA	55	65	10	Increase
18	SA	60	70	10	Increase
19	YM	60	60	0	Increase
20	YA	60	70	10	Increase
Total		1305	1445		
Average		65,25	72,73		

Source: The result of post test I and post test II

Figure 3
The Students' Complete And Incomplete Score on Post-test I and Post-test II



Source: The result of post test I and post test II

2) The Result of Students' Mark Pre-test, Pos test I and Post test II

Nevertheless, there was an increasing mark of the students' post test I than pre-test. At the cycle II, the increasing of post test II better than post test I. This is the mark illustration of them:

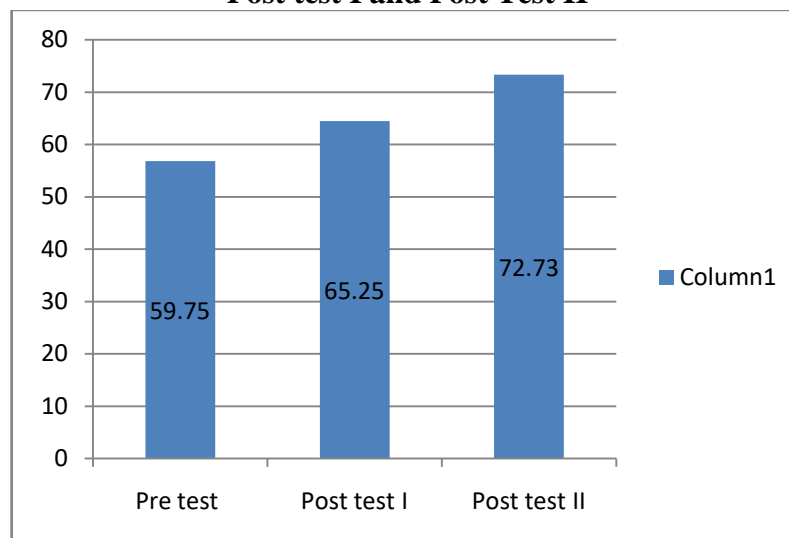
Table 17
The Result of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	DZF	60	70	75	Increase
2	DS	50	50	70	Increase
3	DAP	70	75	85	Increase
4	DPS	80	80	90	Increase
5	IPA	60	60	65	Increase
6	LS	70	75	80	Increase
7	MCN	65	70	75	Increase
8	MA	70	75	80	Increase
9	MR	70	60	70	Increase

10	NN	50	60	70	Increase
11	NP	50	60	70	Increase
12	OTK	65	70	80	Increase
13	RW	60	65	75	Increase
14	RAP	70	65	70	Increase
15	RAP	45	50	60	Increase
16	SP	60	75	75	Increase
17	SA	45	55	65	Increase
18	SA	60	60	70	Increase
19	YM	45	60	60	Increase
20	YA	50	60	70	Increase
Total		1195	1305	1455	
Average		59,75	65,25	72,73	

Source:the Result of pre test, post test I and post test II

Figure 5
The Students' Complete and Incomplete Score at Pre test, Post test I and Post Test II



Source: The result of pre test, post test I and Post test II

From the table above can be seen that there was an increasing from post test I and post test II. The students' could achieve the target. Most of students got mark ≥ 70 in the percentage of 73% and there is also increasing of students' activity. It means story completion technique can increase students' speaking ability.

The table showed that the students' average in the pre test was 59,75, in the post test 1 was 65,25 and in the post test II was 72,73. It means that there was an increasing on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 5,5 and the difference between post test 1 and post test 2 is 7,48. Whereas, the difference between pre-test and post test 2 is 12,98.

Table 18
The Percentage of Students' Result Post test I and Post test II

No	Score	Post Test I		Post Test II		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	9	45%	15	75%	Complete
2	< 70	11	55%	5	25%	Incomplete
Total		20	100 %	20	100%	

Source: The result of post test I and post test II

Based on the comparison table above, it shows that there is score increasing in post test I and post test II. There is more than 70% students who are categorized to complete. So, the research would not be continued to the next cycle. ^

C. Discussion

1. The Result of pre test

The purpose of the pre test is to know about the students performance in speaking ability before the researcher gives the treatment. From the result of pre survey, it shows that the students have difficulties to answer the test and they find it difficult to speak English well. Based on the data of pre test, it can show that the students' average in the pre test is 59,75. Besides that, the highest score is 80, the lowest score is 45. It shows that most of the students have not completed in achieving the minimum mastery criteria 70. Therefore only 4 of 20 students complete the minimum mastery criteria. So it is needed that increasing by using story completion technique in the speaking ability.

2. The Result of Cycle I

In this research, from the pre test score it can show that the students have many difficulties in the learning process. From the pre test the students' score and students' activities do not achieve the minimum score, so the researcher used the story completion technique in the treatment to increase the students' speaking ability. Based on the data of pre test, it can show that the students' average in the pre test is 65,25. The highest score is 80, the lowest score is 50. In the cycle 1, the researcher gives more treatment and more explanation by using story completion technique, but only 8 students complete the minimum score and 12 students do not complete the minimum score. In the post test 1 most of the students do not complete in achieving the material and learning activities. Besides that, 70% of the students are not yet

achieve in the learning process, so it seen that the students still need more treatment by using story completion technique to increase the students' speaking ability.

3. The Result of Cycle II

From the increasing of pre test to the post test cycle 1, it can be seen that the used of story completion technique can increase the students' speaking ability, but the students score and students' activities in cycle 1 not achieve the score target, so the researcher continues to cycle 2. The researcher gives more treatment with detail explanation and detile example in the learning process to the students. The researcer give more instrument to support the story completion technique.

Based on the table 15, it can be seen that there is percentages from 65,25 in cycle 1 to 72,73 in cycle 2. The students speaking ability has increased. In the cycle 2 there are 15 students can complete the minimum score and 5 students who incomplete the minimun score. It is mean that by using story completion technique can increase the students' speaking ability and learning activity at tha tenth grade of SMK Wiratama Kotagajah.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research that:

Based on the average of the students' score of SMK Wiratama Kotagajah, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II is active. It means that story completion technique can improve the students' score, activeness and their interested in English subject.

Based on the result of students' average score from pre test is 59,75, post test 1 is 65,25, post test 2 is 72,73. The data showed that the students' average in the pre test is 59,75, in the post test 1 is 65,25 and in the post test II is 72,73. It means that there is an improvement on students' score from pre test to cycle I and cycle II.

The difference between pre test and post test 1 is 5,5 and the difference between post test 1 and post test 2 is 7,48. Whereas, the difference between pre-test and post test 2 is 12,98. From the students' result of test, it can be seen that the result of test in cycle 2 is higher than pre test and test in cycle 1. It is clear that

minimal pair story completion technique can improve the students' speaking ability.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The Students

They have to practise to speak and pronounce English word often. If they practise it many times, they will be accustomed in speaking ability.

2. The Teacher

It is suggested for the English teacher to use story completion technique because this technique is effective to practise students' speaking ability.

3. The Head master

The Headmaster should support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' speaking ability.

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APPENDIXES

SILABUS

Mata Pelajaran : Bahasa Inggris
 Kelas : X AK
 Semester : 2 (Dua)
 Standar Kompetensi : Berbicara

1. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative text.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2. Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	Menerangkan makna dalam teks fungsional pendek yang berbentuk narrative text. 1. What do you know about narrative text? 2. Speak up in front of class! 3. Listen atau mendengarkan apa yang teman mereka kata-kata dan mempraktekannya? 4. Siswa	1. <i>reading</i> kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. <i>find difficult word</i> makna kata dan menggunakan anyanya dalam kalimat 3. <i>listening</i>	<ul style="list-style-type: none"> Speak dan mengungkapkan kembali cerita yang termaksud cerita narrative text Mengamati apa alur cerita yang terdapat di dalam cerita Merespon ungkapan dan merespon perintah Berbicara di depan kelas dan menceritakan 	1. lisan 2. Practice	Isian singkat Practice and tell about narrative text	<i>Read and speak up in front of class and then tell about narrative text..</i>	2 x 40 menit	1. English for SMK (Ang-kasa) 2. Practical English Usage

	mendengarkan dan men ceritakan apa yang mereka ketahui dan apa yang merekadengar.	guru memberikan contoh terkait materi 4. <i>speaking</i> mengulang ceritatentan g materi 5. <i>asking</i> berbagai informasi yang terdapat dalam cerita. 6. Merespon pertanyaan yang di tanyakan guru	kembali tentang cerita narrative text. <ul style="list-style-type: none">Menjawab pertanyaan yang ditanyakan guru.Menjawab dan mengungkapk an					

Guru Mata Pelajaran,

ABDULAZIZ NABAWI, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMK WIRATAMA KOTAGAJAH
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X AK / 2
Alokasi Waktu : 2x 40 menit (2x pertemuan)

A. Standar Kompetensi

Berbicara

- 1.1 Mengungkapkan makna dalam teks lisan fungsional pendek yang berbentuk narrative text, menceritakannya kembali

B. Kompetensi Dasar.

- 2.2 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Melakukan speaking didepan temen-teman kelas.	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaan, cintatanah air, menghargai prestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, energi).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi kemasa depan (punya perspekti funtuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :
Mengekspresikan pendapatnya dengan percaya diri.

E. Materi Pokok

Narrative Text:

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

F. Metode Pembelajaran/Teknik: Story Completion Technique

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan pertanyaan tentang narrative text
- Bersama-sama siswa membahas narrative text
- Menanyakan tentang pendapat mereka.
- Memulai pelajaran

Elaborasi

Dalam kegiatan elaborasi guru:

- Memberikan motivasi kepada peserta didik untuk aktif.
- Memastikan bahwa setiap siswa siap untuk belajar.

- Mengkondisikan kelas agar tidak gaduh.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum biasa mengikuti dalam kegiatan tersebut.

2 Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dan menjelaskan dalam bahasa inggris.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- English Book

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Berbicara di depan kelas	Story completion	Presentasi Lisan	Tell about narrative text

II. Instrumen Penilaian

Narrative text..

III. Pedoman Penilaian

Mengikuti rubik penialaian berikut ini :

Jumlah skor maksimal keseluruhan $10 \times 1 = 10$

Standar penilaian setiap jawaban

Harris's oral English rating scale frame

No.	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.

		4	Always intelligible, though one is conscious of a definite accent.
		7	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		7	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
7	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		7	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		7	Speed and fluency are rather strongly affected by language

			problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		7	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition
		1	Can not be said to understand even simple conversation.

Mengetahui,
Collaborator

Researcher

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Sri Wahyu Setya Ningsih
NPM :13108487

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK WIRATAMA KOTAGAJAH
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X AK / 2
Alokasi Waktu : 2x 40 menit (2x pertemuan)

A. Standar Kompetensi

Berbicara

- 1.1 Mengungkapkan makna dalam teks lisan fungsional pendek yang berbentuk narrative text, menceritakannya kembali

B. Kompetensi Dasar.

- 2.2 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Melakukan speaking didepan temen-teman kelas.	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

- Percayadiri (keteguhanhati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, energi).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi kemasa depan (punya perspekti untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

Mengekspresikan pendapatnya dengan percaya diri.

E. Materi Pokok

Narrative Text:

Snow White

Once upon a time...In earlier times there lived a, who named Snow White . He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.

F. Metode Pembelajaran/Teknik

- Story Completion Technique

G. Strategi Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan pertanyaan tentang narrative text
- Bersama-sama siswa membahas cerita naratif
- Menanyakan tentang pendapat mereka.
- Memulai pelajaran

Elaborasi

Dalam kegiatan elaborasi guru:

- Memberikan motivasi kepada peserta didik untuk aktif.
- Memastikan bahwa setiap siswa siap untuk belajar.
- Mengkondisikan kelas agar tidak gaduh.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum biasa mengikuti dalam kegiatan tersebut.

3 Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dan menjelaskan dalam bahasa inggris.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- English Book

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Berbicara di depan kelas	Story completion	Presentasi Lisan	Tell about narrative text

II. Instrumen Penilaian

Narrative text..

III. Pedoman Penilaian

Mengikuti rubik penilaian berikut ini :

Jumlah skor maksimal keseluruhan $10 \times 1 = 10$

Standar penilaian setiap jawaban

Harris's oral English rating scale frame

No.	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		7	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		7	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
7	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		7	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.

		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		7	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		7	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition
		1	Can not be said to understand even simple conversation.

Mengetahui,

Collaborator

Researcher

Abdul Aziz Nabawi, S. Pd

Sri Wahyu Setya Ningsih

NPM :13108487

Pre-test Instrument of Speaking Ability

Subject : English (Speaking)

Class : VIII

Time Allocation : 40 Minutes

Direction:

- Please confidence to tell in front of class.
- Please be honestly.

Intruccion :

1. Please make the story about narrative text in your life!.
2. Please tell about the story in front of class orally!

**Post Test Instrument of Speaking Ability
(Cycle I)**

Subject : English (Speaking)

Class : X AK

Time Allocation : 40 Minutes

Direction:

- Please Confidence to tells in front of the class.
- Please be honestly.

Intruccion :

3. Make a group consist of 5 persons for each group!
4. Please tells about the story of narrative text!
5. Perform in front of class.

**Post Test Instrument of Speaking Performance
(Cycle II)**

Subject : English (Speaking)

Class : VIII

Time Allocation : 40 Minutes

Direction:

- Please confidence to tell in front of class.
- Please be honestly.

Intruption :

6. Make a group consist of 4 persons each group.
7. Make a concept of the dialogue by chosing explain story about picture series
8. Perform in front of class orally.

**OBSERVATION SHEET
OF TEACHER ACTIVITIES IN CYCLE I**

Class : X AK
 School : SMK WIRATAMA KOTAGAJAH
 Date :

Teacher Activity	3	2	1
1. Pre Test			
a. Prepare the lesson plan.	✓		
b. Prepare the media that will be used.		✓	
c. Ability in opening the learning process.	✓		
2. While Teaching			
a. Inform the objective of learning.	✓		
b. Explain the material chronological.	✓		
c. Guide the students to follow the lesson.	✓		
d. Motivate the students to ask.		✓	
e. Practice the students to answer the question about the material.		✓	
3. Post Teaching			
* a. Conclude the result learning.	✓	✓	
b. Close the learning activity.			

Note :

- Tick (✓) for each positive activity
- 3 = Good
- 2 = Enough
- 1 = Bad

Collaborator



ABDUL AZIZ N. S. Pd

Kotagajah,

2017

The Researcher



SRI WAHYU SETYAN

NPM. 13108487

**OBSERVATION SHEET
OF TEACHER ACTIVITIES IN CYCLE II**

Class : X AK
 School : SMK WIRATAMA KOTAGAJAH
 Date :

Teacher Activity	3	2	1
1. Pre Test			
a. Prepare the lesson plan.	✓		
b. Prepare the media that will be used.	✓		
c. Ability in opening the learning process.	✓		
2. While Teaching			
a. Inform the objective of learning.	✓		
b. Explain the material chronological.	✓		
c. Guide the students to follow the lesson.	✓		
d. Motivate the students to ask.		✓	
e. Practice the students to answer the question about the material.	✓		
3. Post Teaching			
a. Conclude the result learning.		✓	
b. Close the learning activity.	✓		

Note :

- Tick (✓) for each positive activity
- 3 = Good
- 2 = Enough
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Collaborator



ABDUL AZIZ N. S. Pd

Kotagajah,

2017

The Researcher



SRI WAHYU SETYAN

NPM. 13108487

Observation Sheet in Pre-test

Subject : SPEAKING

Class : X AK

No	Students Name	Score					Total
		Pr	Gr	Vc	Fl	Co	
1	Defril Zul Fauzi				✓	✓	60
2	Dina setiana	✓	✓				50
3	Dwi Ayu Puspita Sari			✓	✓	✓	70
4	Dwi Puspita Sari	✓	✓	✓	✓	✓	80
5	Indah Puspita Agustina		✓		✓		60
6	Linda Septiani	✓		✓		✓	70
7	Meilina Candra Ningrum	✓	✓	✓			65
8	Muhammad Ahyar		✓	✓	✓		70
9	Muhammad Rozik	✓	✓	✓			70
10	Neng Nandayani	✓		✓			50
11	Nova Putriyana		✓	✓			50
12	Oktavia Tirta Kurniasari			✓		✓	65
13	Rama Wijaya				✓	✓	60
14	Rizki Adam Pratama		✓	✓	✓	✓	70
15	Riza Aulia Putri		✓	✓	✓		45
16	Sasta Patrycia	✓		✓			60
17	Sofiyani Asendi		✓		✓		45
18	Silvianda Amelia		✓		✓		60
19	Yana Melinda			✓		✓	45
20	Yulianti		✓			✓	50

Note : Pr : Pronunciation

Gr : Grammar

Vo : Vocabulary

Fl : Fluency

Co : Comperhension

Observation Sheet in Pos Test I

Subject : SPEAKING

Class : X AK

No	Students Name	Score					Total
		Pr	Gr	Vc	Fl	Co	
1	Defril Zul Fauzi		✓	✓	✓		70
2	Dina setiana				✓	✓	50
3	Dwi Ayu Puspita Sari		✓	✓	✓		75
4	Dwi Puspita Sari	✓	✓	✓	✓	✓	80
5	Indah Puspita Agustina		✓		✓		60
6	Linda Septiani	✓			✓	✓	75
7	Meilina Candra Ningrum	✓	✓	✓			70
8	Muhammad Ahyar		✓		✓	✓	75
9	Muhammad Rozik		✓		✓		60
10	Neng Nandayani				✓	✓	60
11	Nova Putriyana			✓	✓		60
12	Oktavia Tirta Kurniasari	✓	✓		✓		70
13	Rama Wijaya	✓		✓	✓		65
14	Rizki Adam Pratama		✓		✓	✓	65
15	Riza Aulia Putri		✓		✓		50
16	Sasta Patrycia	✓	✓			✓	75
17	Sofiyani Asendi		✓		✓		55
18	Silvianda Amelia	✓		✓			60
19	Yana Melinda			✓		✓	60
20	Yulianti		✓		✓		60

Note : Pr : Pronunciation

Fl : Fluency

Gr : Grammar

Co : Comperhension

Vo : Vocabulary

Observation Sheet in Pos Test II

Subject : SPEAKING

Class : X AK

No	Students Name	Score					Total
		Pr	Gr	Vc	Fl	Co	
1	Defril Zul Fauzi	✓	✓			✓	75
2	Dina setiana		✓	✓	✓		70
3	Dwi Ayu Puspita Sari	✓	✓	✓	✓	✓	85
4	Dwi Puspita Sari	✓	✓	✓	✓	✓	90
5	Indah Puspita Agustina			✓	✓	✓	65
6	Linda Septiani	✓	✓	✓	✓	✓	80
7	Meilina Candra Ningrum	✓	✓	✓	✓		75
8	Muhammad Ahyar	✓	✓	✓	✓	✓	80
9	Muhammad Rozik			✓	✓	✓	70
10	Neng Nandayani	✓	✓	✓			70
11	Nova Putriyana		✓	✓	✓		70
12	Oktavia Tirta Kurniasari	✓	✓	✓	✓	✓	80
13	Rama Wijaya		✓	✓	✓		75
14	Rizki Adam Pratama			✓	✓	✓	70
15	Riza Aulia Putri			✓	✓		60
16	Sasta Patrycia	✓	✓	✓			75
17	Sofiyani Asendi			✓	✓	✓	65
18	Silvianda Amelia		✓	✓	✓		70
19	Yana Melinda			✓	✓		60
20	Yulianti		✓	✓	✓		70

Note : Pr : Pronunciation

Fl : Fluency

Gr : Grammar

Co : Comperhension

Vo : Vocabulary

DOCUMENTATION





CURRICULUM VITAE



The writer's name Sri Wahyu Setya Ningsih. She was born in Sritejokencono, Kotagajah, Lampung Tengah, on August 25th 1995. She is the second daughter of Aji Erwantoro and Intan Yunisa. She lives in Sritejokencono, Kotagajah, Lampung Tengah. Then, she went to Elementary School at SD N 4 Sritejokencono and graduated in 2006. She continued her study at Junior High School at SMP N 1 sritejokencono and graduated in 2009. After being graduated from SMP N 1 Sritejokencono, she was enrolled as a student at SMK N 1 Natar lampung selatan. Then, in 2017, she entered IAIN METRO as an S1 degree student of English Departmen of Teacher Training and Education Faculty.