

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF STORY COMPLETION TECHNIQUE
ON THE STUDENTS' SPEAKING PERFORMANCE
AT THE THIRD SEMESTER OF ENGLISH DEPARTMENT
OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**



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English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2018 M**

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**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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1439 H / 2018 M**



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APPROVAL PAGE

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TECHNIQUE ON STUDENTS' SPEAKING
PERFORMANCE AT THIRD SEMESTER OF
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Sudah dapat kami setuju dan dapat di Munqosahkan, demikian harapan kami atas
perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An under graduated thesis entitled: **THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS' SPEAKING PERFORMANCE AT THE THIRD SEMESTER OF ENGLISH DEPARTMENT OF STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO.**

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**PENGARUH PENGGUNAAN TEKNIK MELENGKAPI CERITA
TERHADAP KEMAMPUAN BERBICARA SISWA
SEMESTER TIGA DI JURUSAN BAHASA INGGRIS
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO**

ABSTRAK

By.

ZUHAROH IVOSARI

Penelitian ini bertujuan untuk mendeteksi adakah pengaruh yang positif dan signifikan dalam penggunaan Teknik Melengkapi Cerita terhadap kemampuan berbicara siswa pada siswa semester tiga Jurusan Pendidikan Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Metro tahun academic 2017/ 2018.

Peneliti menggunakan studi kuantitatif yang melibatkan satu kelas. Populasi dalam penelitian ini adalah siswa semester tiga Jurusan Tadris Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Metro akan dipilih satu kelas menjadi sample, kelas C dengan menggunakan *purposive sampling*. Instrumen untuk pengumpulan data dalam penelitian ini adalah tes berbicara, rekaman video dan dokumentasi. Penelitian ini menganalisis data dengan menggunakan T-test dan Chi-Square.

Hasil hipotesis tes dari *T-test* menunjukkan bahwa nilai dari $t_{\text{observation}} = 6.322$ adalah lebih besar dari t_{table} (5% = 2.604, 1% = 2.7975). Lalu hasil data analisis menggunakan Chi-Square dapat diilustrasikan bahwa $\chi^2_{\text{observed}} = 10.12$ lebih besar dari χ^2_{table} (5% = 5.99, 1% = 9.21). Ini berarti bahwa H_0 (nol-hipotesis) di tolak. Kesimpulan dari penelitian ini adalah terdapat pengaruh yang positif dan signifikan pada penggunaan Teknik Melengkapi Cerita terhadap kemampuan berbicara siswa semester tiga Jurusan Bahasa Inggris di Institut Agama Islam Negeri (IAIN) Metro.

Kata Kunci: *Story Completion Technique, Speaking Performance.*

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ABSTRACT

By.

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This study is aimed at detecting there was positif and significant influence of using story completion technique on students' speaking performance at the third semester of English Education Department of state institute for islamic studies of metro in academic years 2017 / 2018.

The researcher carried out quantitative study with one group pretest-posttest design. The population of this research was third semester of English Education Department of State Institute For Islamic Studies of Metro, to be choosen one class C class as a sample by using purposive sampling. The instrument of this research was a speaking test and video recording. This research analyzed the data by using T-test and Chi-Square formula.

Hypothesis test from *T-test* showed that $t_{\text{observation}} = 6.322$ was higher than t_{table} (5% = 2.604, 1% = 2.7975). Then, the result of data analysis from *Chi-Square* formula illustrated that $\chi^2_{\text{observed}} = 10.12$ was higher than χ^2_{table} (5% = 5.99, 1% = 9.21). It could be concluded that null-hypothesis was rejected. The conclusion of this research was there was positive and significant influence of Story Completion technique on students' speaking performance at third semester of English Department of State Institute for Islamic Studies of Metro.

Keywords: *Story Completion Technique, Speaking Performance.*

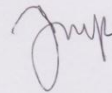
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

﴿٢٩:٦﴾ وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

06. “And whoever strives only strives for [the benefit of] himself.
Indeed, Allah is free from need of the worlds.” (Al – ‘Ankabut: 06)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

- 1. My beloved parents Mr. Muhammad Hanafiah (Alm) and Mrs. Rochaila, S.Pd.*
- 2. My beloved older brothers Nuradi Abas, S.Pd, Widho Ariawan, S.Pd, Yobi Noga Putra, S.Sn and younger sister Icha Aquinalda, S.Pd.*
- 3. My almamater, State Institute for Islamic Studies of Metro.*

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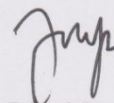
In the name of Allah, the Most Gracious, the Most Merciful. Peace and blessing be upon the lovely prophet Muhammad SAW, the family and followers. Because of the blessing this undergraduate thesis entitled "The Influence of Story Completion Technique on Speaking Performance at State Islamic Institute of Metro" is accomplished.

In accomplishing this undergraduate thesis, the writer would like to extend his sincere gratitude to her sponsor and co-sponsor, Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd who have given their guidance and help to the writer extensively and patiently.

Last but not least, the writer hopes that this little piece of work can be useful for her and for the readers who read this proposal and the paper can contribute to be better of English Department in future for teaching learning process.

In Allah we believe, there is no impossible.

Metro, 08 November 2017



Zuharoh Ivosari
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TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
RATIFICATION PAGE.....	v
ABSTRACT	vi
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDGEMENT.....	xii
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF GRAPHS	xix
LIST OF APPENDIXES	xx
CHAPTER I INTRODUCTION.....	1
A. Background of The Study	1
B. Problem Identification.....	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Objective and Benefit of the Study	5
CHAPTER II THEORETICAL REVIEW.....	7
A. The Concept of Speaking	7
1. The Definition of Speaking.....	7
2. What Makes Speaking Difficult?.....	9

3. The Elements of Speaking	11
4. The Function of Speaking	14
B. The Concept of Speaking Performance.....	16
1. The Definition of Speaking Performance	16
2. Types of Speaking Performance	17
3. The Measurement of Speaking Performance.....	22
C. The Concept of Story Completion Technique	24
1. The Definition of Story Completion	24
2. The Steps of Story Completion	26
3. The Differences Between Story Telling and Story Completion....	28
4. The Advantages and Disadvantage of Story Completion	30
D. Theoretical Framework, Paradigm and Hypothesis	32
1. Theoretical Framework	32
2. Paradigm	33
E. Hypothesis Formulation	34

CHAPTER III RESEARCH METHODOLOGY 35

A. Research Design	35
B. Population, Sample and Sampling Technique	36
1. Population	36
2. Sample.....	37
3. Sampling Technique	37
C. The Operational Definition of Variables	38
1. Independent Variable	38
2. Dependent Variable.....	39
D. Data Collecting Method	40
E. Research Instrument.....	42
F. Data Analysis Technique	44

CHAPTER IV RESULT OF THE RESEARCH	46
A. Description of Data.....	46
1. Research Setting	46
2. General Description of the Reserch Data	56
B. Hypothesis Testing	63
C. Interpretations	67
1. Interpretation of t_{observed}	68
2. Interpretation of χ^2_{observed}	70
D. Limitations.....	72
 CHAPTER V CONCLUSION AND SUGGESTION	 73
A. Conclusion	73
B. Suggestion.....	74
 BIBLIOGRAPHY	 76
APPENDIX	78
CURRICULUM VITAE.....	109

LIST OF TABLES

1. Students' speaking score at the Third semester	3
2. Indicator of Speaking Measurement	22
3. The total students of third semester	36
4. The Range of Score to Indicate Students speaking performance.....	39
5. The condition of the lecturer of TBI	52
6. The number of TBI Students of IAIN Metro	56
7. Score Range	56
8. The result of Pre-Test at the third semester of IAIN Metro.....	57
9. The frequency of distribution of students' pre-test.....	59
10. The Result of Post Test at the third semester of IAIN Metro.....	60
11. The frequency of distribution of the students' post-test.....	62
12. The differences score between Pre-test and post test.....	64
13. Distribution Frequency of pre-test and post-test.....	66
14. Testing of the data.....	67
15. Critical value of t-table.....	69
16. Interpolation	69
17. Critical Value of χ^2 table.....	71

LIST OF FIGURES

1. The description of research Paradigm	33
2. Organization Structure of IAIN metro	49
3. The location sketch of IAIN Metro 1	50
4. The location sketch of IAIN Metro 2	51

LIST OF GRAPHS

1. The frequency of students' score in pre-test 59
2. The frequency of students' score in pre-test 63

LIST OF APPENDIXES

Apendix 1. Syllabus	79
Apendix 2. Lesson plans	80
Apendix 3. Attedance list Pre-Test	86
Apendix 4. Attedance list Post-Test.....	87
Apendix 5. Instrument of pre-test	88
Apendix 6. Instrument of post-test.....	90
Apendix 7. The students' score in pre-test.....	92
Apendix 8. The students' score in post-test	93
Apendix 9. Related Photos.....	94
Apendix 10. Guidance Letter	95
Apendix 11. Research Letter.....	101

CHAPTER I

INTRODUCTION

A. Background of The Study

Since English has become an international language, English is used by many people in the world, as well as in our country. It makes students in Indonesia are demanded to master English, especially, for high school until college students. In learning English, the students learn four language skills namely listening, speaking, reading, and writing. Listening and reading are included into receptive skill where the students receive the language and decode the meaning to understand the message. While speaking and writing are included into productive skill where the students use the language which has been acquired and produce a message through speech or written text that they wanted others to understand.

Based on those skills, speaking is one of important skill which should be mastered by the students. We could carry out conversation each other by speaking. We could express our feeling and ideas directly, and then we could exchange the information. However, to speak well was not easy because someone who wants to speak should be able to make people who listen them understands what they are talking about.

In order to support the mastery of English speaking skills as mentioned above, it is essential to learn vocabulary, because the serious problem in teaching speaking was related to the condition of the students who are lack vocabulary. It made students had difficulties to generate their ideas. Moreover speaking was different from other language skills, because it required more power when it was performed in public. The students who worried about the situation, felt nerves and difficult to speak English fluently. It means that the students had bad performance in speaking English.

In order to solve those problems, researcher tried to find a technique which could help students in their speaking performance. The technique was Story Completion. This interesting technique was first time introduced by Hayriye Kayi. This technique was a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher started to tell a story, but after a few sentences he or she stops narrating. Then, each student started to complete the story from the point where the previous one stopped. Each student was supposed to add four to ten sentences. Students could add new characters, events, descriptions and so on. The researcher believed that this technique was able to solve the problem students' bad performance in speaking

To identify the students' speaking performance before doing a treatment, the researcher hold a pre survey on December 13th, 2016 that was focused on students' speaking performance by doing a test. Below was the students' test result of speaking performance at the students third semester of English Department of State Institute for Islamic Studies of Metro:

Table 1

The Result of Pre-Survey Speaking Performance on the Third semester of English Education at State Institute for Islamic Studies of Metro

N o.	Score	Category	Frequency	Percentage (%)
1	81-100	Good	4	10 %
2	60-80	Fair	10	25 %
3	0-59	Bad	26	65%
Total			40	100%

Source: Students' speaking Score at The Second Semesters of TBI, State Institute for Islamic Studies of Metro, taken on the pre-survey at December 13th, 2016

From the table above, we could see that there are 40 students. There are 4 students included into good level for the score ≥ 81 (10%), they get A, 10 students in fair level for the score 60-80 (25%) it means they get B and C, and bad level for the score 0-59 (65%) it means they got D and E. Based on the standard minimum requirement of State Institute for Islamic Studies of Metro, the students who got score <60 (D and E) are failed. The problem was caused by students' had bad performance in speaking English.

The researcher found some problems when conducted the pre-survey such as the students had lack vocabularies, poor pronunciation, poor gramatical accuracy, difficult generating ideas, lack of confidence, and bad performance in speaking.

Therefore, the researcher tried to apply Story Completion technique to solve the problems above and to develop the students' speaking performance. The researcher promoted a research entitled: The Influence of Story Completion Technique on the Students' Speaking Performance at the Third Semester of English Department of State Institute for Islamic Studies of Metro.

B. Problem Identification

From the background of the study above, the researcher could identify the problems, as follows:

- 1) Most of the students were lack vocabulary.
- 2) Most of the students could not pronounced the words well.
- 3) The students had difficulties in speaking English with good grammatical accuracy.
- 4) Students had difficulties to generate ideas in speaking.
- 5) The students were lack confidence to speak English fluently.
- 6) Students had bad performance in speaking English.

C. Problem Limitation

Limitation was very useful for the researcher to determine the focus point of problem that analyzed. To avoid the broadness of the discussion, the researcher wants to limit the problem in this research only on: “Students had bad performance in speaking English.”.

D. Problem Formulation

In line with the background above, the researcher formulates the following research question:

“Is there any positive and significant influence of using story completion on the students’ speaking performance of at the Third Semester of English Department of State Institute for Islamic Studies of Metro?”

E. The Objectives and Benefits of the Research

1. Objectives of the research.

The objective of this research was to know whether there is positive and significant influence of using story completion technique on the students’ speaking performance at the Third Semester of English Department of State Institute for Islamic Studies of Metro.

2. Benefits of the research.

a. For the Students

1) As motivation the students in learning English by using story completion technique.

2) As technique to interest the students in learning English so they could achieve their competence in speaking performance.

b. For the Lecturer

As information and an inspiration for the lecturer in learning English, that the lecturer choose appropriate Speaking technique by using story completion technique in speaking English.

c. For the Researcher

1) As enhancing speaking performance of the researcher.

2) As motivation the researcher to be creative and innovative in designing instructional scenarios so the teaching learning English more effective.

CHAPTER II

THEORIETICAL REVIEW

A. The Concept of Speaking

1. The Definition of Speaking

The mastery of speaking skills in English was a priority for many second-language or foreign-language learners.¹ It means the mastery to communicate in a second language or foreign language learners clearly and efficiently to the success of the learner in school and success later in every phase of life. Therefore, it was essential that language teachers payed great attention to their students' speaking performance.

Moreover, Scoot Thornbury assumed that speaking was so much a part of daily life that we take it for granted². Speaking was not only to say a word or sound, but one of way to communicate ideas, express our feeling, share knowledge and so on. There was such a process of understanding the message from the speaker in our daily activities.

¹ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), P.19

² Thornbury, Scoot. *How to teach speaking*. (United Kingdom : Pearson Education Limited, 2005), Page 1.

Next, David Nunan said that Speaking was the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.³

There were several definitions of speaking by several experts, they are:

Chaney in Kayi said that speaking was the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁴ Then, Brown H. Douglas said that speaking was a productive skill that could be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skills.⁵

Furthermore, Jones in Jack Richards commented that in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together.⁶

At the end, Sandra Combleet said that speaking was activity that a speaker first of all has to produce sound by controlling the

³Nunan David. *Language Teaching Methodology*. (Prentice Hall Oxford University Press: New York, 1991) Page 39

⁴ Kayi, H. "Teaching speaking: Activities to promote speaking in a second language". *The Internet TESL Journal*. (Nevada: University of Nevada, 2006.) Vol. 12. No. 11

⁵Brown H. Douglas, *Teaching by Principles an interactive Approach to Language Pedagogy* (San Francisco: Longman, 1994), Second Edition, Page 267

⁶ Jack C. Richards, *Teaching Listening*, p.19

various aspects of the human anatomy and physiology involved in speech production.⁷

From the definition above we could conclude that speaking was the skill which was used to communicate with other people and become the process of building and sharing with other people of one's ideas, knowledge, interests, attitude, opinions, or expression their feeling by using words or sounds of articulation.

2. What Makes Speaking Difficult?

H. Douglas Brown explains the characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. There are 8 characteristics, they are:⁸

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

⁷Sandra Complete & Ronald Carter. *The language of Speech and Writing*.(New York: Routledge, 2001.) Page 17

⁸ H. Douglas Brown, *Teaching by Principles an.*, P.270.

3) Reduce forms

Contraction, elisions, reduced vowels, etc. All form special problems in teaching spoken English (see the section below in teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial Language

Make sure your students are reasonable well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate delivery. One of your tasks in teaching spoken English is to help learner's achieve an acceptable speed along with attributes of fluency.

7) Stress, Rhythm, Intonation

This is the most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interactions

As needed in the previous section, learning to produce waves of language in a vacuum – without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

From the several characteristics above we can identify what makes speaking difficult to deliver. Those characteristics can help the students to make speaking easy as well as, in some cases, difficult. Then, there are skills that need in speaking performance such as Fluency, Pronunciation, Vocabulary, Grammar, and Interactional transaction.

3. The Elements of Speaking

Jeremy Harmer assumed several elements of speaking, they were;⁹

a. Language Features.

⁹ Harmer, Jeremy, *The Practice of English Language*, (Longman: Pearson, 2001.) Third Edition, P. 269

Among the elements necessary for spoken production, were the following:

1) Connected speech

Effective of speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent 'connected speech'. In connected speech sounds are modified, omitted, added, or weakened.

2) Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show how other physical and non-verbal (paralinguistic) means how they are feeling. The use of devices contributes to the ability to convey meanings.

3) Lexis and Grammar.

Spontaneous speech was marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

4) Negotiation Language.

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

b. Mental / Social Processing

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success was also dependent upon the rapid processing skills that talking necessitates.

1) Language Processing.

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

2) Interacting with Others

This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

3) (On-The-Spot) Information Processing

Quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

4. The Function of Speaking

Several language experts had attempted to categorize the function of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards the function of speaking are classified into three, they are:¹⁰

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus was more on the speakers and how they wish to present themselves to each other than on the message. Examples of these kinds of talk are:

¹⁰ Jack C. Richards, *Teaching Listening*, p.21

- 1) Chatting to an adjacent passenger during a plane flight (polite conversation that does not seek to develop the basis for future social contact)
- 2) Chatting to a school friend over coffee (casual conversation that serves to mark an ongoing friendship)
- 3) A student chatting to his or her professor while waiting for an elevator (polite conversation that reflects unequal power between the two participants)
- 4) Telling a friend about an amusing weekend experience, and hearing him or her recount a similar experience he or she once had (sharing personal recounts)

b. Talk as transaction

Talk as transaction refers to situations where the focus was on what was said or done. The message and making oneself understood clearly and accurately was the central focus, rather than the participants and how they interact socially with each other. Examples of talk as transaction are:

- 1) Classroom group discussions and problem-solving activities
- 2) A class activity during which students design a poster
- 3) Discussing needed computer repairs with a technician
- 4) Discussing sightseeing plans with a hotel clerk or tour guide
- 5) Making a telephone call to obtain flight information

- 6) Asking someone for directions on the street
- 7) Buying something in a shop
- 8) Ordering food from a menu in a restaurant

c. Talk as performance

The third type of talk that could usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Examples of talk as performance are:

- 1) Giving a class report about a school trip
- 2) Conducting a class debate
- 3) Giving a speech of welcome
- 4) Making a sales presentation
- 5) Giving a lecture

B. The Concept of Speaking Performance

1. The Definition of Speaking Performance

Performance was seen as the language user's contribution to the context. This comprises the language and action of the language

user in the situation.¹¹ Then brown said performance was the overtly observable and concrete manifestation and realization of competence.¹²

Jones in Jack Richard commented: Initially, talk as performance needs to be prepared for and scaffold in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible could be applied to the formal uses of spoken language.¹³

From the explanation above, the researcher understood that performance was the act of performing something and it could be observed and concrete. In speaking it was called by an actual production or real action in oral communication.

While on the other occasion Jack C. Richard said that speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and was closer to written language than conversational language.¹⁴

¹¹ Louma, sari, *assessing speaking*, (New York: Cambridge University Press, 2004.) Page 111

¹² H. Douglas Brown, *Principles of Language Learning and Teaching 4th ed*, (San Franswasco: San franswasco state University, 2000), p. 30

¹³ Jack C. Richards, *Teaching Listening.*, p. 35

¹⁴ Ibid, p.21

2. Types of Speaking Performance

According to Brown, there were several types of classroom speaking performance which are explained as follows:¹⁵

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form like pronunciation, stressing, etc.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form language. For example, the learners always try to practice the phonological and grammatical all the time.

¹⁵ H. Douglas Brown, *Teaching by Principles.*, P .271

c. Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated form of responsive language. This is the example of the responsive :

T : How are you today?

S : Pretty good and you?

Or

S1 : so, what did you write for question number one?

S2 : Well, I wasn't sure,so I left it blank.

d. Transactional (dialogue)

Transactional dialogue, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of negotiative nature to them than does responsive speech :

T : What is the main idea of this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean?

S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T : You don't think the UN has that power now?

S : Obviously not. Iraq is still manufacturing nuclear bombs.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. These conversations are a

little trickier for learners because they can involve some or all of the following factors :

- 1) A casual register
- 2) Colloquial language
- 3) Emotionally charge language
- 4) Slang
- 5) Ellipsis
- 6) Sarcasm
- 7) A covert “agenda”

For example :

Amy : Hi, Bob how it’s going?

Bob : Oh, so-so

Amy : Not a great weekedn, huh?

Bob : Well, far be it from me to criticize, but I’m pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you are perfectly well what I'm talking about.

Amy : Oh that... how come you get so bent out of shape over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh wow it's great! Wonderful. Back to the square one. For crying out loud, bob I thought we'd settled this before. Well, what more I can say?

f. Extensive (monologue)

Extensive is a short speeches form of the oral report or a summaries. For example, the learners at intermediate to advance can give the monologues in the form of oral reports, here the register is more formal and deliberative. These monologues can be planned or impromptu.

From the several kinds of speaking performance, the writer conclude that imitative, intensive and responsive, interactional, monologue, and extensive are some from can't disaprated each other to teach speaking preformance to be easier, because there is related relationship for the purpose. Then, there are skills that need in speaking performance such as

Fluency, Pronunciation, Vocabulary, Grammar, and Interactional transaction.

3. The Measurement of Speaking Performance

The testing of speaking performance should be possible the students not only pronounce their speaking performance, but also their ideas, thinking or feeling. Then the test should be functional, beside it could show the students' speaking performance and used normally. The researcher in constructing the speaking test based on Weir, he classified into five indicators of speaking measurement as follows:¹⁶

Table 2

Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words / expressions.
	3 (good)	The student hesitates and repeats himself at times but could generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech was slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech could be said to occur.
Pronunciati	4	Occasional errors of pronunciation a

¹⁶ Cyril J, Weir, *Language Testing and Validation*, (London: Palgrave Macmillan, 2005), P. 195-196

on	(excellent)	few inconsistencies of rhythm, intonation and pronunciation but comprehension was 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 in appropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of in appropriacy.
	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1 (fair)	In appropriate 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 was 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 was generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Could seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

C. The Concept of Story Completion Technique

1. The Definition of Story Completion

Story completion technique introduced firstly by Hayriye Kayi. He said that this was very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher started to tell a story, but after a few sentences he or she stops narrating. Then, each student started to narrate from the point where the previous one stopped. Each student was supposed to add from four to ten sentences. Students could add new characters, events, descriptions and so on.¹⁷

Then, story completion was explained by E. A. Schegloff that speaking story completion was same as story-completion proposal¹⁸. It means that the tellers of the story could be at some point proposes story completion, but they could not guarantee it by themselves. A story was complete when, it completing having been proposed by the teller, it was accepted by the recipient by recognition of completion and display of understanding.

Moreover, besides Kayi, there were some experts that said story completion technique was very good technique for oral

¹⁷ Hayriye Kayi. 2006. "Teaching speaking: Activities to promote speaking in a second language". *The Internet TESL Journal*. (Nevada: University of Nevada) Vol. 12. No. 11.

¹⁸ E. A. Schegloff, *Structures of Social Action studies in Conversation Analyswas*. (new york: cambridge university press, 1985) p. 45

activity. M. F. Patel and Preveen M. Jain assumed that completing story was good technique of conduction oral work¹⁹. The work has differences from Kayi, but both of the techniques had the same function, that was asked the students to tell the story in their own words.

Story completion technique asked the students to create their own story from the teacher decided before. It could make the students to motivate and think creativly in the case completing story from the previous speaker stop narrating. This technique also made students feel free to express and explore their idea, because this was free speaking activities. The students do not worry to make mistakes in their speaking performance.

Furthermore, there was another benefit of free speaking activities. According to Wendy A. Scott and Lisbeth H. Ytreberg said that using controlled and guided activities which had choices wherever possible provides a good background for activities where students say what they want.²⁰

From the explanation above we could conclude that story completion technique was good choice for speaking performance.

¹⁹ M. F. Patel nd Preveen M. Jain. *Englwash Language Teaching*. (Sunrwases publwasher: 2008) p. 107

²⁰ Wendy A. Scott and Lisbeth H. Ytreberg. *Teaching English to childeren*. (New York:Longman, 2000) p. 29

Not only very enjoyable learning, but also this technique had many benefits to conduct students' speaking performance practice in classroom.

2. The Steps of Story Completion

Based on Kayi, the steps of story completion activity as follow:

- a. The first step was explain about story completion and tell how to do it well to the students
- b. The next, teacher divided students into some groups
- c. After that whole class sat in circle
- d. Teacher started to tell a story
- e. The first speaker from a group students' continued the story after the teacher stoped narrating. Students started from the point on the previous one stopped.
- f. Students should tell the idea of the story with their own words, so, the students will enjoy the speaking.
- g. Students should think about part of the story, such as conflict in the story, climax until the resolution.

In this activity, the students were formed in a group. They were given a story about Ali Baba and should be discussed in fifteen minutes. They were asked also to decide who would be the first speaker, second speaker, so on. For each group, the researcher gave a limitation part of the story that should be told

in this activity such as first group for first paragraph, second group for second paragraph and so on.

After fifteen minutes, the researcher asked the students to make a circle. Then, the researcher started to tell the beginning of the story, For the example in the first paragraph of story Ali Baba there were: *“Once upon a time there were 40 cruel thieves who put their stolen money and treasures in a cave. They went in the cave by saying, “Open Sesame” to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that he became a rich man and his brother wanted to know how he became rich.”*

The researcher tell the beginning of the story by using these sentences, *“Once upon a time there lived a poor man, named Ali Baba. He did not have a job. Everyday he always comes to the forest to look for some woods. One day there were 40 thieves who came to the florest. Ali Baba saw they put their stolen money and treasures in a cave”.*

After that the students in the groups should complete the story. The first speaker in first group contineu to deliver him or

her parts, and then the left side of the first student should complete the story again based on the story part that had been determined before. The activity continually until the story is completed.

3. The Differences Between Story Telling and Story Completion

Storytelling and story completion are good techniques in speaking performance; both techniques were the same way to teaching speaking through story or tell the story. But the concept of storytelling itself has differences with story completion.

We start from storytelling first. Story telling was the process by which a student listens to or reads to a story and then summarize, or "retells", the story in his or her own words. This was a technique that ties into these learning experiences and was an effective way to improve students' reading comprehension and consequently their speaking.

Wendy A. Scott and Lisbeth H. Ytreberg assumed that in telling stories, the teller could adapt the language to the students level based on their ages, you could go back and repeat, you could put in all sorts of gestures and facial expression, and you could keep eye contact most of the time.²¹

²¹ Wendy A. Scott and Lisbeth H. Ytreberg. *Teaching English*, P. 42

Meanwhile, story completion technique conducted the students are free to speak but they should complete the idea of the story that has been determined by the teacher for each student in a group. The students are free to tell the story by using their own words and they are free to use their gesture or even expression when conducting story completion.

From the explanation above we could conclude that the differences of storytelling and story completion technique was story completion conduct students to speak freely with their own words, while story telling just summarizes the story and telling by their own word. It means that story telling was not free speaking activities and could not have any creativity in making summarizing.

Furthermore, to see the differences between storytelling and story completion technique, there were some characteristics of free speaking activity from Wendy A. Scott and Lisbeth H. Ytreberg, as follows:

- a. The students focus on the message/ content and not on the language as such
- b. There was genuine communication even though the situations are sometimes artificial.

- c. Free activities will really show that students could or could not use the language – this was something which you could not be sure of if you only do guided activities.
- d. Free speaking concentrate on meaning more than on correctness.
- e. Teacher control was minimal during the activity, but the teacher must be sure that the students had enough language to do the task.
- f. The atmosphere should be informal and non-competitive. All students ‘win’
- g. There was often a game element in the activity.

4. The Advantage and Disadvantage of Story Completion

There were some advantages of using story completion technique in teaching speaking. According to O’Malley and Pierce story completion gives students an opportunity to speak at length, if they could, without teacher interruption in an informal setting.²²

Teacher could ask students to tell a story as if they were telling it to someone who was not familiar with it. Routman stated in O’Malley and Pierce book for English language learners, completion helps developed oral language proficiency as well as reading comprehension and speaking performance²³.

²²O’Malley, J. M., and Pierce L. V. 1996. *Authentic assessment for English language learners*. Addwason: Wesley Publwashing Company. P. 106

²³*Ibid*

Furthermore, telling stories often measures other skills such as reading comprehension, memory and organization. In their book of Authentic assessment O'Malley and Pierce said that story/text completion has many advantages. There were²⁴: Students produces oral report, could be scored on content or language components, scored with rubric or rating scale, could determine reading comprehension, and speaking development.

There were another advantage of story completion such as stories promote a feeling of well-being and relaxation, increase student's willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and creativity, encourage cooperation between students, and enhance listening skills.

From all advantages above, there were also Disadvantages found in Story Completion technique. One of the Disadvantages was that students need many vocabularies to tell story, where most EFL students, especially in Indonesia, had lack vocabulary. Another Disadvantage was for the teacher. Teacher should prepare stories which appropriate to students' age, ability, and knowledge.

D. Theoretical Framework and Paradigm

²⁴O'Malley and Pierce, *Authentic assessment*: p. 12

1. Theoretical Framework

There were two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) was using Story Completion Technique and dependent variable (Y) the students' speaking performance.

Speaking was one of four basic skills that important that must be mastery by the students. Many students consider that speaking was difficult language skill to learn, this because speaking involves pronunciation, fluency, vocabulary, grammar, interactional strategies. Moreover, speaking was one of productive skills in English. Because of it was a productive skill, speaking was not only need a knowledge or theories but also need idea in its process. The problems faced in the class are the students had difficulties to build and develop their ideas. Also students had low motivation to speak because its complicated process. So, the teacher need to use an appropriate technique to solve it.

In this interesting technique, students in a group are asked to complete the story which was told by the previous speaker based on the part given by the teacher. Before that, the teacher begins the story that must be completed by the students. It was an interesting technique because every student was motivated to speak, ignoring the error that they would make later on.

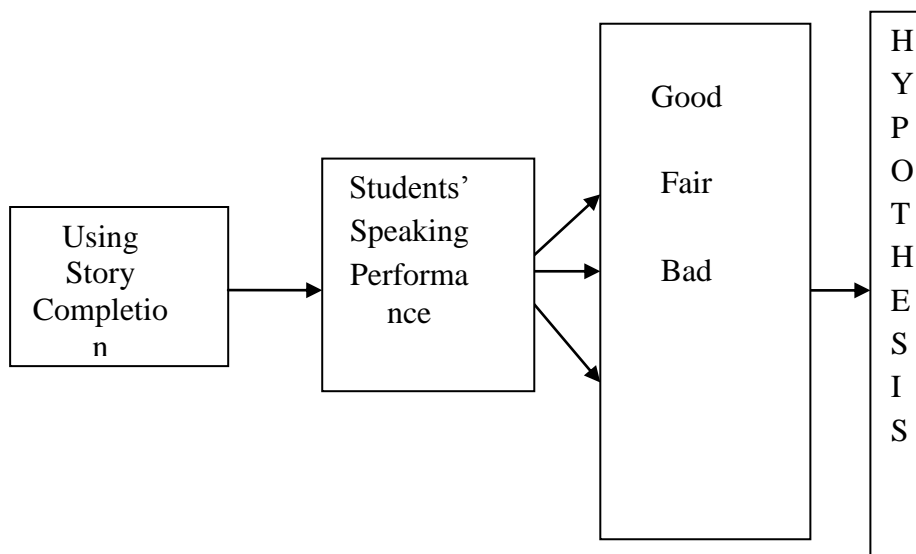
If the Story Completion Technique could apply well in learning English, the students speaking performance would be good. However, if the Story Completion Technique does not apply well in learning English, the students speaking performance would be bad.

2. Paradigm

Based on the theoretical framework the researcher describes the paradigm as follows:

Figure 1

The Description of Research Paradigm



Based on the paradigm above, the researcher assumes that using Story Completion Technique gives an influence toward speaking performance. If using Story Completion Technique could be good, it means that there was positive and significant influence of using Story Completion Technique on the speaking performance. And if using

Story Completion Technique was bad, it means that there was no any positive and significant influence of using Story Completion Technique on the speaking performance.

E. Hypothesis Formulation

Based on the theoretical framework and paradigm above, it could be predicted that Story Completion Technique on teaching and learning speaking had a positive influence. Therefore, the hypothesis could be formulated as follows:

1. Alternative hypothesis (H_a)

There is positive and significant the influence of using story completion on the students' speaking performance at the third semester of At Third Semester of English Department of State Institute for Islamic Studies of Metro.

2. Null Hypothesis (H_o)

There is no positive and significant the influence of using story completion on the students' speaking performance at the third semester of English Department of State Institute for Islamic Studies of Metro.

3. Statistical Hypothesis.

a. If $H_a = F_o > F_{table} =$ Accepted, H_o was Rejected.

b. If $H_o = F_o < F_{table} =$ Rejected, H_o was Accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

John W. Creswell defines quantitative research as a means for testing objective theories by examining the relationship among variables. These variables in turn could be measured and analyzed using statistical procedures.²⁵

Moreover Aliaga and Gunderson in Daniel Muijs, Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).²⁶

From the definition above the researcher uses quantitative research, in the design of experimental design. In other books Creswell explained we could use an experiment when you want to establish possible cause and effect between your independent and dependent variables.²⁷

²⁵ John W. Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publications 2009) p. 4

²⁶ Daniel Muijs, *Doing quantitative research in Education With SPSS*, (London: Sage publication, 2004), p.1.

²⁷ John W. Creswell. *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research – 4th edition* (New York: Pearson 2012) P. 295

The observation which is done before treatment is called pre-test and the observation which is done after treatment is called post-test. The differences between pre-test and post-test was an effect from treatment. In this research, the researcher used two systems whether there were positive and significant influences of by using story completion technique on the speaking performance.

B. Population, Sample and Sampling Technique

1. Population

A population was defined as all members of any well-defined class of people, events, or objects.²⁸ Moreover Creswell said a population was a group of individuals who had the same characteristic.²⁹ The population of this research was the students at the third semesters of State Institute for Islamic Studies of Metro that was 148 students.

Table 3

**The total student of the third semester of English Department
of State Institute for Islamic Studies of Metro**

The Academic Year 2016\2017

No	Class	Students
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²⁸ Donald Ary, Lucy Cheser Jacobs and Asghar Razavieh, *Introduction to research in Education* - 8th edition (Couldada: Wadsworth, Cengage Learning, 2010) P. 148

²⁹ John W. Creswell. *Educational Research*. P. 142

1	A	34
2	B	40
3	C	35
4	D	39
Total :		148

Source: Academic division of State Institute for Islamic Studies of Metro

2. Sample

A sample was a portion of a population.³⁰ It means that sample was a part of population which represents that population which researched. From the definition above the sample in this research was third semester of English Education Department class C of State Institute for Islamic Studies of Metro which consists of 24 from 35 students.

3. Sampling Technique

According to David S. Fox in Yogesh, sampling was explained as follow in the social sciences, it was not possible to collect data from every respondent relevant to our study but only from some fractional part of the respondents. The process of selecting the fractional part was called sampling.³¹ The researcher decided to use purposive sampling technique in this research.

³⁰ Donald Ary, *Introduction to research.*,P. 148

³¹ Yogesh Kumar Singh. *Fundamental of Research Methodology and Statwastics* (New Delhi: New Age International Limited,2006) P. 82

There were four classes of the third semester students of State Institute for Islamic Studies of Metro, by using purposive sampling technique which based on previous knowledge of a population and the specific purpose of the research. In this research, the researcher chosen one of those classes of the third semester that was C class.

C. The Operational Definitions of Variables

The operational definitions of variables are as follows:

1. Independent Variable

The independent variable was an attribute or characteristic that influences or affects an outcome or dependent variable.³²

Independent variable (X) in this research was using story completion technique that could make the students motivate and think creativly in the case completing story. This technique also made students feel free to express and explore their idea. The students do not worry to make mistakes in their speaking performance. Therefore, students would really enjoy to study because they had to speak their idea of the story with their group.

This technique could be used to give the students information how influential using story completion technique in

³² John W. Creswell. *Educational Research*. P. 116

order to help students speaking performance. There were some of indicator that indicates the students be able to achieve the objective of this technique as follow:

- a. The students are able to be more confidence in participation.
- b. The students are able to express their ideas and opinion through story completion.
- c. The students are able to complete the story by their own vocabularies.
- d. The students are able to complete the story from the point where the previous stopped

2. Dependent Variable

A dependent variable was an attribute or characteristic that was dependent on or influenced by the independent variable.³³

Dependent variable (Y) of this research was students speaking performance that could be defined as one of speaking was the skill which was used to communicate with other people and become the process of building and sharing with other people of one's ideas, knowledge, interests, attitude, opinions, or expression their feeling by using words or sounds of articulation.

The researcher would measure dependent variable by using oral test. It would implement to the students of third semester of State Institute for Islamic Studies of Metro. Dependent variable of

³³ Ibid. P. 115

this research was students' speaking performance. To measure students' speaking performance³⁴, it could be seen on the table 4.

Table 4
The Range of Score to Indicate Students speaking performance

Aspect	Category
Fluency	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Pronunciation	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Vocabulary	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Grammatical accuracy	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)
Interactional strategies	4 (excellent)
	3 (good)
	2 (adequate)
	1 (fair)

Speaking performance that could define as the ability to speak like tell story or speak in conversation that the heard in order to the listener understand what they say. There were some indicators in this variable:

- a) The students are able to speak English based on the story,

³⁴ Cyril J, Weir, *Language Testing*, P. 195

- b) The students are able to express their opinion or ideas through the story,
- c) The students are able to complete the story with their own words.

D. Data Collecting Method

The research method was the way which was used by researcher in collecting data in the research. The researcher uses the method collecting data such as:

1. Test

In this research, test would be used as data collection method to measure both variables. The researcher would use oral test in monologue to measure students' speaking performance. Moreover, the researcher use test to collect the data that consists of pre-test and post-test as data collection method.

a. Pre-test

According to Creswell, a pre-test provides a measure on some attribute or characteristic that you assess for students in an experiment before their received a treatment.³⁵ The researcher uses pre-test to know the students' speaking performance before using Story Completion Technique. In this test the researcher used story Ali Baba.

b. Post-test

³⁵ Ibid, P. 297

Moreover, a post-test was a measure on some attribute or characteristic that was assessed for participants in an experiment after a treatment.³⁶ The researcher uses post-test to know the students' speaking performance after using Story Completion Technique and get the result of the observation. In this test the researcher used story Cinderella.

2. Video Recorder

The researcher also used video recording of students' speaking as the instrument. The researcher recorded the speaking test while the students tell the story in pretest and posttest. Video recording was used in this research because the researcher focused on five aspects of speaking which were fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies. Therefore, the researcher used video recording as the one of instruments in this research to know the students interactional strategies to know students' expression which requires the scoring at live performance.

3. Documentation

The researcher also uses documentation method to support and to get detail information. It used to get detail information about condition of the collage, students, teacher, and history of State Institute for Islamic Studies of Metro.

³⁶ Ibid

E. Research Instrument

The research instrument involves:

1. Instrument Blueprint

- a. The instrument which used in documentation method was documentation guidance, as follows:
 - 1) Documentation about the history of State Institute for Islamic Studies of Metro.
 - 2) Documentation about the organization structures of State Institute for Islamic Studies of Metro.
 - 3) Documentation about the facilities of State Institute for Islamic Studies of Metro.
 - 4) Documentation about the condition of the lecturer and official employees in State Institute for Islamic Studies of Metro.
 - 5) Documentation about the quantity of the students of State Institute for Islamic Studies of Metro.
 - 6) Documentation about the profile of English Education Department of State Institute for Islamic Studies of Metro.
 - 7) Documentation about the location sketch of State Institute for Islamic Studies of Metro.
- b. The instrument which use in video recorder is to know the students performance in speaking during the test.

c. The instrument which used in test method was test guidance, as follows:

1) Pre-test

The pre-test gave before the experimental treatments. It was speaking performance test. The pre-test was done to measure the students' speaking performance in completing story before giving experimental treatments about using story completion. The researcher would test the students by asking them to narrate from the point where the previous one stopped based on the story.

2) Post-test

At last, the researcher gave the post-test to know the students' speaking performance by using story completion technique. The post-test was carrying out after giving the experimental treatments for several times. The researcher would test the students by asking them to narrate from the point where the previous one stopped by using story completion technique.

F. Data Analysis Technique

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.³⁷ It was used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula.

The formula of Chi-Square:³⁸

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

The data would be analyzed the result of pre-test and post-test by using T-test formula to know the significant of influence in using story completion technique through the students' speaking performance. The formula for T-test was in the following way:³⁹

$$t = \frac{\bar{D}}{\sqrt{\left[\frac{(N \sum D^2 - (\sum D)^2)}{(N-1)} \right]}}$$

Where:

³⁷ *Ibid p. 188*

³⁸ *Ibid.,*

³⁹ Donald Ary, *Introduction to research.,*P. 177

t = t ratio

\bar{D} = average difference

ΣD^2 = different scores squared, then summed

$(\Sigma D)^2$ = difference scores summed then squared

N = number of pairs

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

1. Research Setting

a. The Brief History of IAIN Metro

State Islamic Institute (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a

professional and cultivated institutional management system based on information technology.⁴⁰

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN could not be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affairs Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.⁴¹

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of

⁴⁰ Taken from <http://metrouniv.ac.id>, accessed on May 8th, 2017

⁴¹ Taken from <http://metrouniv.ac.id>, accessed on May 8th, 2017

Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the administrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets, employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2016/2017 as follows:

The Organization Structure of IAIN Metro

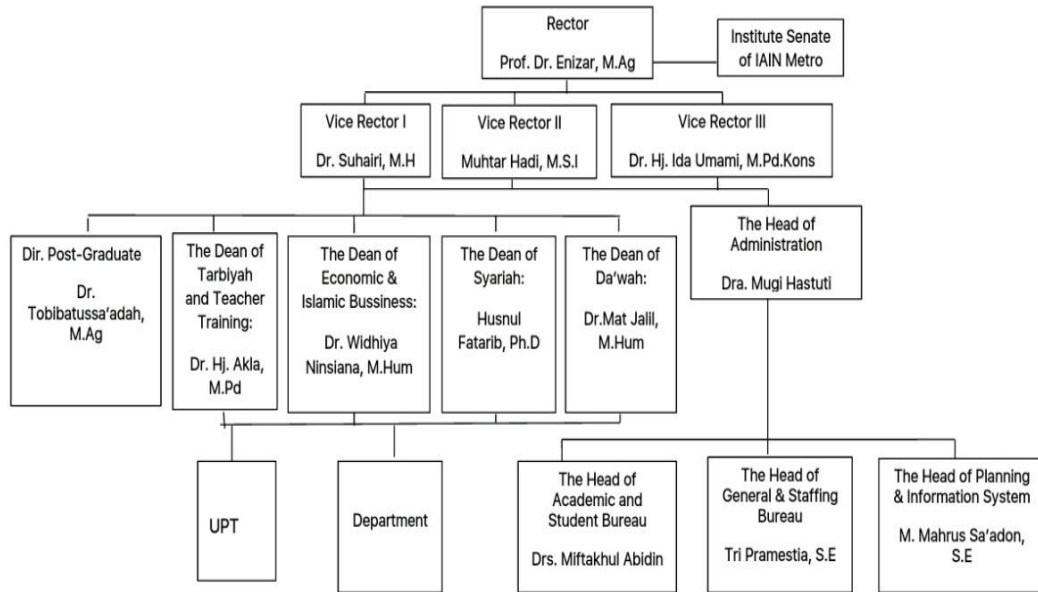


Figure 2

The organization structure of IAIN Metro

c. Location Sketch of IAIN Metro

The Location Sketch of IAIN Metro 2

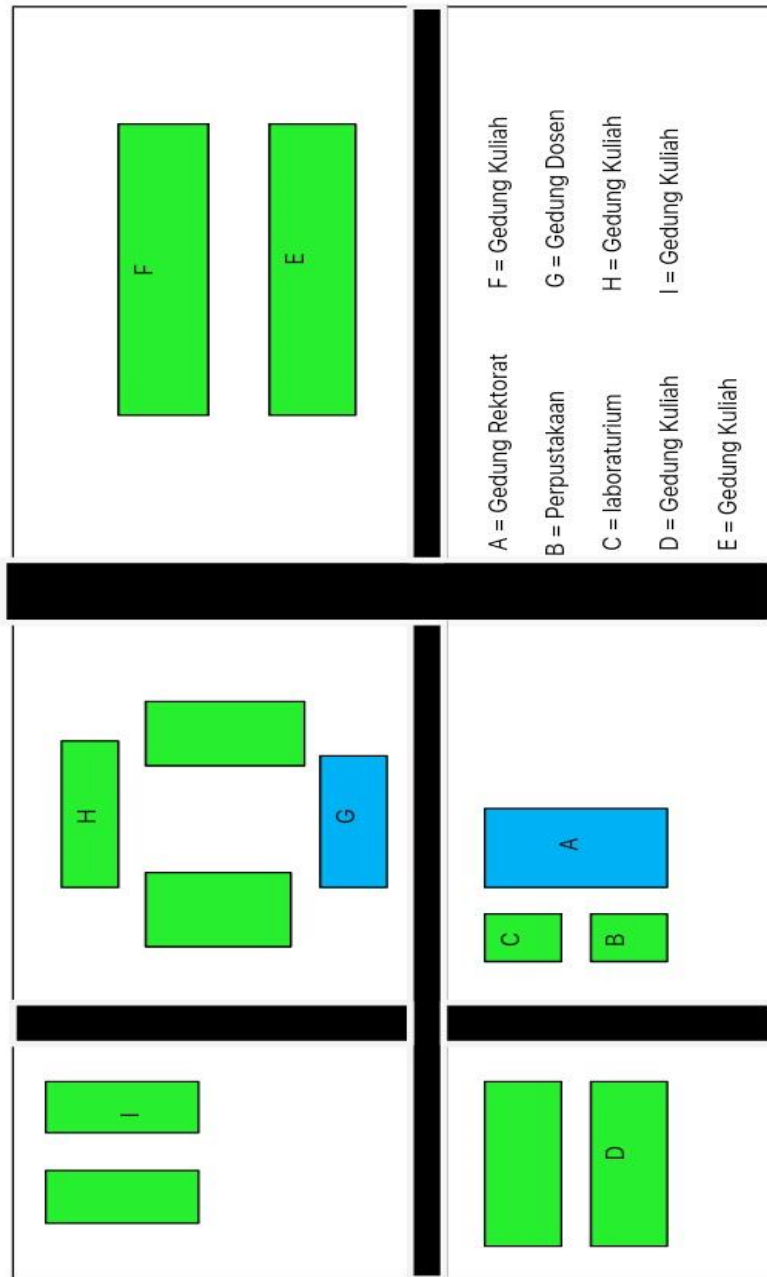


Figure 4

The location Sketch of IAIN Metro 2

d. The Condition of Lecturers of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 5

Total of lecturers educational background of TBI in IAIN Metro

No	Educational Background	Total
1	SI	-
2	S2	30
3	S3	2
TOTAL		32

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau

e. The Profile of Englis Education Department.

English Education Department (*Tadris Bahasa Inggris* [TBI]) was one of Strata 1 (S1) majors of Tarbiyah and Teacher Training Faculty in State Institute for Islamic Studies of Metro which was established in 2007. Historically, S1 TBI IAIN Metro came from Diploma 3 (D3) English Education Department that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the

Implementation License of Department from the General Director, TBI was located in IAIN Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education Department highly qualified in English education and knowledge of English language and literature based on faith and ihsan and moral and ethical values of community life and state. The vision then was enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-educational at national and international levels.

In the line with the above statement, TBI always tries to develop the quality in teaching and learning process. Indeed, it would be a dynamic, opened, and polite relationship among the stakeholders in TBI IAIN.

The assessment toward TBI students was always holistic that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department consistently develops conducive academic atmosphere so that a dynamic, open, and polite relationship could be created among the academy parts. Thirdly,

from output dimension (alumni), every student who was graduated from English Education Department of IAIN Metro, was expected to be professional in English.

To give attention to the importance of English, IAIN Metro makes some jargons to represent the college, and one of the jargons was bilingual. Bilingual here was meant as utilizing English and Arabic language in academic life. This shows that IAIN Metro considers English an essential key to take a part in international communication. By using this jargon, the college was struggling of familiarizing the two international languages among the lecturers, the students and even among all employees working in the college such as security, cleaning service, servant and so on. Even though, the attempts to make English used in daily activities on campus was not fully realized, several programs supporting the realization of spreading English are conducted until now.

The first program was “English Intensification Program”. This was a special program aimed at giving English skill, especially speaking, to all students so that not only the students majoring English who could speak English, but also those who enroll other majors such as PAI, PBA, Economics and so forth. As a result, it was offered for all freshmen students both English and non-English major students. For them, the program was compulsory that all first-year students, with no exception, are

required to enroll this program. The certificate of this program was one of the requirements that the students must accomplish to register undergraduate thesis examination called *munaqosyah*. Meaning to say, if the students do not get the certificate, he was not allowed to take *munaqosyah* examination.

The second policy that shows the importance of English in IAIN Metro was the involvement of English in courses in all departments beside in English department in the college. The courses are *Bahasa Inggris I* and *Bahasa Inggris II*. Thus, this was also obligatory lesson for all students. Unlike English Intensification program, this program was included in the students' transcript. This program was aimed at equipping the students with English ability since much of knowledge was delivered through English written books. So, it was expected that their insight could be wider and better.

The next urgent program was obliging TOEFL test as one of *munaqosyah* requirements. The program was also held by the Language center and provided for at least the fourth semester students. As it was known that TOEFL was an internationally-recognized test which was taken by million people for various purposes such as getting a job, continuing education, passing the examination and so many others. The TOEFL test in IAIN Metro

was conducted once a week, on Saturday. The program was made with no payment.

The total of TBI students in IAIN Metro was 8092 students.

Tabel 6

The number of TBI Students of IAIN Metro

No	Academic Year	Number
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
6	2016	1072
7	2017	1018
TOTAL		8092

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau

2. General Description of The Research Data

a. The result of the students' pre-test

The objective of this pre-test the researcher would like to know the students' Speaking Performance before giving treatment. The students were given a pre-test that must be done individually.

The researcher asked the students to tell the story that was given.

The researcher had score range that had some categories.

Table 7

Score range

Score	Range
16 – 20	Good
11 – 15	Fair
1 – 10	Bad

In this case if the student had score less than 10 it means the students had a bad score and if the students had score 11 to 15 it means that students had fair score, then if the students had score 16 to 20 it means that the students had a good score.

Then, the result of this pre-test could be identified as follows:

Table 8

The Result of Students' Pre-Test at the Third Semester
of English Education State Institute for Islamic Studies of Metro

NO	NAME	FL	PR	VO	GR	IN	SCORE
1.	AA	2	2	3	2	2	11
2.	AN	1	2	2	2	1	8
3.	AP	1	2	2	2	2	9
4.	ASR	4	2	3	2	3	14
5.	BPD	2	2	2	2	2	10
6.	DM	2	2	2	2	1	9
7.	DNW	2	2	3	2	2	11
8.	EI	2	2	1	2	2	9

9.	EN	2	2	1	2	3	10
10.	Gu	1	2	1	2	2	8
11.	HeM	4	3	4	3	3	17
12.	HaM	2	2	2	2	2	10
13.	IKM	4	3	4	3	3	17
14.	IP	2	2	2	2	2	10
15.	KN	2	2	2	2	2	10
16.	MH	1	2	1	2	2	8
17.	PR	2	2	2	2	1	9
18.	RNS	3	2	3	3	3	14
19.	SG	3	3	3	3	3	15
20.	SP	1	2	1	2	2	8
21.	TH	2	2	2	2	2	10
22.	Wa	3	3	3	3	3	15
23.	WM	3	2	1	2	3	11
24.	YEL	2	2	1	2	2	9
Total							262
Average							10,9167
The highest score							17
The lowest							8

Notes:

FL: Fluency

PR: Pronunciation

VO: Vocabulary

GR: Gramatical Accuracy

IN: Interactional Strategies

Based on the table above, the researcher then measured the class interval as follows:

$$\begin{aligned}
 R &= H - L & K &= 1 + 3.3 \log n & P &= \frac{R}{K} \\
 &= 17 - 8 & &= 1 + 3.3 \log 24 & &= \frac{9}{6} \\
 &= 9 & &= 1 + 3.3 \times 1.38 & &P = 1.5 \\
 & & &= 1 + 4.55 & & \\
 & & &= 5.55 = 6 & &
 \end{aligned}$$

Notes:

R : Range

H : The highest score

L : The lowest score

K : The Number of Class Interval

P : The Total of Class Interval

After knowing the class interval, the data was put on the table of frequency distribution as follows.

Tabel 9

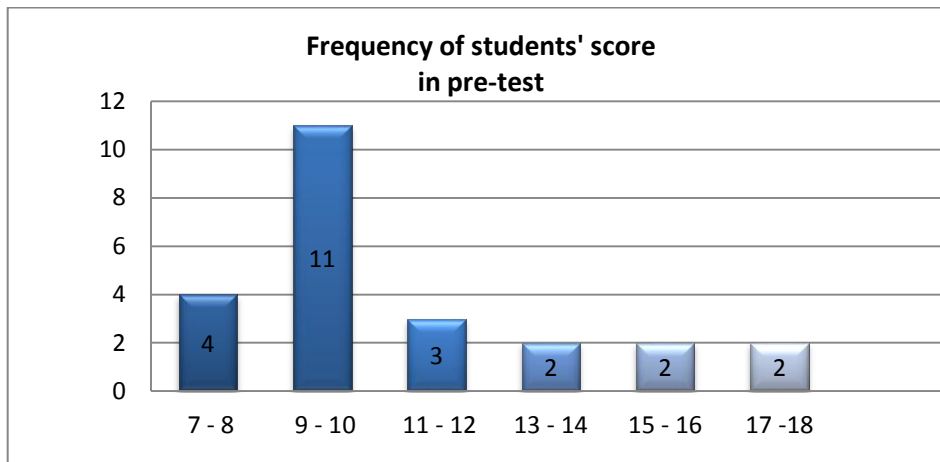
The frequency of distribution of students speaking performance score in pre-test

No	Class Interval	Frequency	Range	Percentage
1	17-18	2	Good	8,3%
2	15-16	2	Fair	8,3%
3	13-14	2	Fair	8,3%
4	11-12	3	Fair	12,5%
5	9-10	11	Bad	45,8%
6	7-8	4	Bad	16,7%
Total		24		100%

Based on the table of frequency distribution above, it could be inferred that most of students got score under 15.

Therefore, it be conclude that students speaking performance in the pre-test was unsatwasfied.

Graph 1



The graph of table frequency distribution above described that the result of the student's score of pre- test. It could be inferred that 24 students as the research sample could be divided:

1. For the class interval of 7-8 , there were 16,7%
2. For the class interval of 9-10, there were 45,8%
3. For the class interval of 11-12, there were 12,5%
4. For the class interval of 13-14, there were 8,3%
5. For the class interval of 15-16, there were 8,3%
6. For the class interval of 17-18, there were 8,3%

b. The result of the students Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' speaking performance before and after a treatment was given. And the data of post-test score at the third semester of English Education State Institute for Islamic Studies of Metro as follows:

Table 10

The Result of Students' Post-Test at the Third Semester
of English Education State Institute for Islamic Studies of Metro

N O	NAM E	FL	PR	VO	GR	IN	SCOR E
1.	AA	3	3	4	3	4	17
2.	AN	2	2	3	2	2	11
3.	AP	2	2	2	2	2	10
4.	ASR	4	3	4	3	3	17
5.	BPD	4	3	4	3	3	17
6.	DM	2	2	2	2	2	10
7.	DNW	3	3	4	3	4	17
8.	EI	2	2	3	2	2	11
9.	EN	3	3	3	3	4	16
10.	Gu	2	2	2	2	2	10
11.	HeM	3	3	4	4	4	18
12.	HaM	4	3	3	3	3	16
13.	IKM	3	3	4	3	4	17
14.	IP	2	2	2	2	2	10
15.	KN	2	2	2	2	2	10
16.	MH	3	2	3	3	3	14
17.	PR	2	2	2	2	2	10
18.	RNS	4	3	3	4	4	18
19.	SG	3	4	4	4	4	19
20.	SP	2	2	2	2	2	10
21.	TH	2	2	2	2	3	11
22.	Wa	3	3	4	4	4	18
23.	WM	3	3	4	3	3	16
24.	YEL	2	2	2	2	2	10
Total							333
Average							13,875
The highest score							19
The lowest							10

Notes:

FL: Fluency

PR: Pronunciation

VO: Vocabulary

GR: Gramatical Accuracy

IN: Interaccional Strategies

Based on the table above, the researcher then measured the class interval as follows:

$$\begin{array}{lll} R = H - L & K = 1 + 3.3 \log n & P = \frac{R}{K} \\ = 19 - 10 & = 1 + 3.3 \log 24 & \\ = 9 & = 1 + 3.3 \times 1,38 & P = \frac{9}{6} \\ & = 1 + 4.55 & P = 1.5 \\ & = 5.55 = 6 & \end{array}$$

Notes:

R : Range

H : The highest score

L : The lowest score

K : The Number of Class Interval

P : The Total of Class Interval

After knowing the class interval, the data was put on the table of frequency distribution as follows:

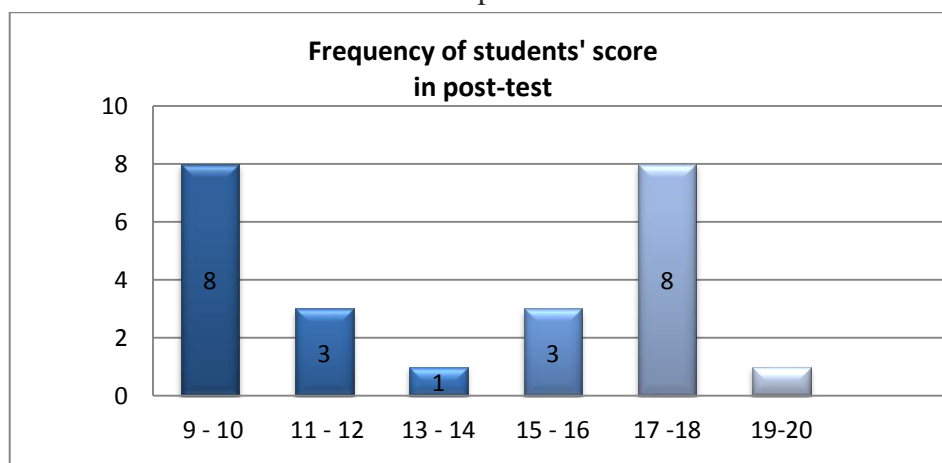
Table 11

The frequency of distribution of students speaking performance score in post-test

No	Class Interval	Frequency	Range	Percentage
1	19-20	1	Good	4,17%
2	17-18	8	Good	33,3%
3	15-16	3	Good	12,5%
4	13-14	1	Fair	4,17%
5	11-12	3	Fair	12,5%
6	9-10	8	Bad	33,3%
Total		24		100%

Furthermore, the data which has been collected, then, was illustrated in the graph below:

Graph 2



The graph of table frequency distribution above described that the result of the student's score of post- test. It could be inferred that 24 students as the research sample could be divided:

1. For the class interval of 9-10, there were 33,3%
2. For the class interval of 11-12, there were 12,5%
3. For the class interval of 13-14, there were 4,17%
4. For the class interval of 15-16, there were 12,5%
5. For the class interval of 17-18, there were 33,3%
6. For the class interval of 19-20, there were 4,17%

It means that the result of student's speaking performance after using story completion technique was satisfactory. It has difference score between pre test and post test.

B. Hypothesis Testing

After applying the technique, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there was a significant and positive influences of using story completion technique on students speaking performance.

To know the different score before and after using story completion technique, the researcher analyzed it as follow:

Table 12

The differences score between Pre-test and Post-test in Students Speaking

Performance at the Third Semester of English Education

of State Institute for Islamic Studies of Metro

No	Name	Pre-test score (X¹)	Post-test score (X²)	D (X¹-X²)	D²(X¹-X²)²
1	AA	11	17	-6	36
2	AN	8	11	-3	9
3	AP	9	10	-1	1
4	ASR	14	17	-3	9
5	BPD	10	17	-7	49
6	DM	9	10	-1	1
7	DNW	11	17	-6	36
8	EI	9	11	-2	4
9	EN	10	16	-6	36
10	Gu	8	10	-2	4
11	HeM	17	18	-1	1
12	HaM	10	16	-6	36
13	IKM	17	17	0	0
14	IP	10	10	0	0
15	KN	10	10	0	0
16	MH	8	14	-6	36
17	PR	9	10	-1	1
18	RNS	14	18	-4	16
19	SG	15	19	-4	16
20	SP	8	10	-2	4
21	TH	10	11	-1	1
22	Wa	15	18	-3	9
23	WM	11	16	-5	25

2 4	YEL	9	10	-1	1
	Total	$\Sigma X1=$ 262	$\Sigma X2=$ 333	$\Sigma d=$ - 71	$\Sigma d^2=$ 331

Putting the data into t-test formula in order to get t_{observed} :

$$t = \frac{\bar{D}}{\sqrt{\left[\frac{(N \Sigma D^2 - (\Sigma D)^2)}{(N-1)} \right]}}$$

Where:

t = t ratio

\bar{D} = average difference

ΣD^2 = different scores squared, then summed

$(\Sigma D)^2$ = difference scores summed then squared

N = number of pairs

$$t = \frac{\bar{D}}{\sqrt{\left[\frac{(N \Sigma D^2 - (\Sigma D)^2)}{(N-1)} \right]}}$$

$$t = \frac{-71}{\sqrt{\left[\frac{24.331 - (-71)^2}{24-1} \right]}}$$

$$t = \frac{-71}{\sqrt{\left[\frac{(7944 - 5041)}{23} \right]}}$$

$$t = \frac{-71}{\sqrt{126,22}}$$

$$t = \frac{-71}{11,23}$$

$$t = [-6,322] = 6.322$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} was 6.322.

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there was a significant influence of using Story Completion technique at the Third Semester of State Institute for Islamic Studies of Metro, as follows:

Table 13

Distribution Frequency of Pre-Test And Post-Test at the Third Semester of English Education of State Institute for Islamic Studies of Metro

Variables	Category			Total
	Good	Fair	Bad	
Pre-Test	2	8	14	24
Post-Test	12	4	8	24
Total	14	12	22	48

Putting the data into Chi-Square analysis technique in order to get

χ^2_{observed} .

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 14

Testing of The Data

Sel:	f_o	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	2	7	-5	25	3.57
2	8	6	2	4	0.67
3	14	11	-3	9	0.82

4	12	7	5	25	3.57
5	4	6	-2	4	0.67
6	8	11	-3	9	0.82
Σ	48	48	-6	20	10.12

Moreover, after putting the data above into Chi-Square analysis, the researcher got χ^2_{observed} was 10.12.

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

1. Alternative Hypothesis (Ha)

There was a positive and significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

2. Null Hypothesis (Ho)

There was no a positive and significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

Furthermore, after Ha and Ho has formulated, the researcher consulted t_{observed} to t_{table} and f_o to f_h as follows:

- a. If $t_{\text{observed}} > t_{\text{table}}$ and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, So H_a was accepted and H_o was rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$ and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, So H_a was rejected and H_o was accepted.

It means that if the t_{observed} was higher than t_{table} (there was a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there was a significant influence), H_a was accepted and H_o was rejected. On the other way, if the t_{observed} was smaller than t_{table} (there was no a positive influence) and $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$ (there was no a significant influence), H_a was rejected and H_o was accepted.

1. Interpretation of t_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of t_{observed} was 6.322. If the researcher interprets it base on the concept above. It could be infered that there was a positive and significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

a. Statistical Significance

The hypothesis applied in this present research was there was a positive and significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

To know the critical value of t_{table} , the researcher firstly counted degrees of freedom (d.f), as follows:

$$Df : N-1$$

$$: 24 - 1 = 23$$

After considering the t-test table by using df 23, because 23 higher than 20 and lower than 30, so it done by interpolation and it could be found that:

Tabel 15

Critical value of t_{table}

Level of significant	5%	1%
d f 20	2.086	2.845
d f 30	2.042	2.750

Tabel 16

Interpolation

Interpolation	5%	1%
= $\frac{d.f\ 20 + d.f\ 30}{2}$	= $\frac{2.086 + 2.042}{2}$	= $\frac{2.845 + 2.750}{2}$
	= 2.064	= 2.7975

From all data analysis above, it could be known that:

$$t_{\text{observed}} = 6.322$$

$$t_{\text{table}} = 2.008 (5\%) \text{ and } 2.677 (1\%)$$

Furthermore, the data confirm that t_{observed} was higher than t_{table} , or it could be written as $2.008 < 6.322 > 2.677$. It means that there was a positive influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

2. Interpretation of χ^2_{observed}

After analyzing the data in hypothesis testing, the researcher found that the critical value of χ^2_{observed} was 10,12. If the researcher interprets it base on the concept of hypothesis. It could be infered that there was a significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

a. Statistical Significance

The hypothesis applied in this present research was there was a significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

To know the critical value of χ^2_{table} , the researcher firstly counted degree of freedom (d.f), as follows:

$$\text{d.f} = (\text{Column} - 1) (\text{Row} - 1)$$

$$\text{d.f} = (3 - 1) (2 - 1)$$

$$\text{d.f} = (2) (1) = 2$$

The degrees of freedom (d.f) was 2, the researcher was able to find it in χ^2_{table} .

Table 17

Critical Value of χ^2_{table}

Level of significant	5%	1%
d.f 2	5,99	9,21

From all data analysis above, it could be known that:

$$\chi^2_{\text{observed}} = 10,12$$

$$\chi^2_{\text{table}} = 5,99 (5\%) \text{ and } 9,21 (1\%)$$

Furthermore, the data confirm that χ^2_{observed} was higher than χ^2_{table} or it could be written as $5.99 < 10.12 > 9.21$. There were high or significant difference between χ^2_{observed} and χ^2_{table} . It means that there was a significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

Regarding to the all the finding above, the data confirm that t_{observed} was higher than t_{table} (there was a positive influence) and $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$ (there was a significant influence). It means that H_a was accepted and H_o was rejected. On the other word, there was

a positive and significant influence of using Story Completion technique on students' speaking performance at the third semester of English Education of State Institute for Islamic Studies of Metro.

Thus are agreeable by the statement from Hayriye Kayi that story completion technique could help students problems in their speaking performance. It seen when researcher conducted the research, the students seem more enjoy the class and they showed more interesting and motivated to speak English. Moreover story completion technique itself was free speaking activities, so the students could be more easy to generate their ideas in their speaking without worried about making some mistakes in their speaking performance.

The way to speak after the previous speaker stoped narate the story proved that could help the students more easy to create their ideas because they get the imginations from their friends' ideas. It made students could speak more fluently with their own ideas in their own words. Meanwhile, cooperative learning group character that was brought by this technique are able to solve the problem students' motivation in speaking. So that Story Completion technique has a positive influence toward the students speaking performance the third semester of English Education of State Institute for Islamic Studies of Metro.

D. Limitation

This research was conducted at the third semester of English Education Department of State Institute for Islamic Studies of Metro in the academic year of 2017/2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concludes in this research using Story Completion as technique was an alternative technique that could influence the students' speaking performance. It could be seen from the result of the pre-test and post-test by the students at the Third Semester of English Education Department of State Institute for Islamic Studies of Metro. They had done pre-test and post-test. Before the post-test, the researcher gave a treatment to the students.

The score that students got before and after the treatment was so different. In pre-test; the average score was 11.87 and the average score of post-test was 13.87. Beside the result of accounting the data show that the critical value of t_{table} for the 5% level was 2.604, the critical value of t_{table} for the 1% level was 2.7975. From those all the data analysis, it could be seen that $t_{\text{observation}}$ (6.322) was higher than t_{table} (5%= 2.604, 1%= 2.7975) or it could be written as $2.008 < 6.322 > 2.677$.

Furtherore, the result of data analysis from *Chi-Square* formula illustrates that $\chi^2_{\text{observed}} = 10.12$ was higher than χ^2_{table} with the significant level of 5% = 5.99 and 1% = 9.21 or it could be written as $5.99 < 10.12 > 9.21$. Where was the *Ha* was accepted and *Ho* was rejected it means that, there was positive and significant influence of Story

Completion technique on students speaking performance at Third Semester of English Education of State Institute for Islamic Studies of Metro.

Through using Story Completion as technique, the students learn new experience in studying Speaking. In short, there was a positive and significant influence of using Story Completion as technique on the students' Speaking Performance because of the treatments. The fact showed that there were change at amount of student that got the bad category and the good category. By using Story Completion in teaching speaking, it made the students easier to build their motivation to speak English. It could be increasing the students' speaking performance through applied Story Completion. By using Story Completion the students interested so that the students more active in learning process.

Furthermore, Story Completion could be good solution for the teacher to teach the students in speaking performance, the students would be more active in learning process. They are given much more opportunities to explore all of their ideas. By using this technique, teaching and learning process was more interesting, enjoyable and relaxed and all of the students would take part actively in teaching and learning process.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. To the Lecturer

The researcher suggest that the speaking lecturer should choose a great technique in teaching speaking class in order that the student could more participate fully in the class and understand the material that was delivered by the lecturer, because by a great technique in teaching and learning, it could automatically improved the student motivation in learning process and try the best effort to accepting the material that was taught by the lecturer.

2. To The Students

- a. The Students should be more active in learning speaking English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about vocabulary and fluency in their speaking.
- c. The students are suggested to improve their report speaking performance.

3. To The principle

The reseacher greatly expects that this study could give contribution for the principle, such a reference for further studies in learning especially in Speaking English subject.

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