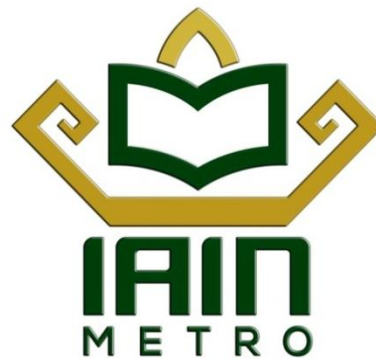


AN UNDERGRADUATE THESIS

**THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING ABILITY OF THE
TENTH GRADE OF SMA ROUDHLATUL QUR'AN 3
SEKAMPUNG EAST LAMPUNG**

By:

**DWI MARIA SILVIA
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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

**THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE
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TENTH GRADE OF SMA ROUDHLATUL QUR'AN 3
SEKAMPUNG EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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APPROVAL PAGE

Title : **THE EFFECTIVENESS OF USING STORY
COMPLETION TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING ABILITY OF THE TENTH
GRADE OF SMA ROUDHLATUL QUR'AN 3
SEKAMPUNG EAST LAMPUNG**

Name : Dwi Maria Silvia
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Assalamualaikum Wr. Wb.

We have given guidance and enough improvement to research thesis script
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ABILITY OF THE TENTH GRADE OF SMA
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LAMPUNG

It has been agreed so it can be continued to the Tarbiyah and Teacher
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much.

Wassalamu'alaikum Wr. Wb.

Head of English Education Department

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE TENTH GRADE OF SMA ROUDHLATUL QUR'AN 3SEKAMPUNG EAST LAMPUNG. Written by: Dwi Maria Silvia, Student Number 1701070174, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, April 25th, 2022 at 09:00 – 10.30 a.m.

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Chairperson : Eka Yuniasih, M.Pd

Examiner I : Dr. Widhiya Ninsiana, M.Hum

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The Dean of Tarbiyah and Teacher Training Faculty





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NOTA DINAS

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Dwi Maria Silvia**

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

Tempat

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka Skripsi yang disusun oleh:

Name : Dwi Maria Silvia

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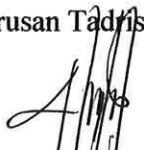
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LAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan,
demikian harapan kami atas perhatiannya kami ucapkan terima kasih.


Wassalamu'alaikum Wr. Wb.

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**THE USE OF STORY COMPLETION TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING ABILITY OF THE TENTH GRADE OF SMA
ROUDHLATUL QUR'AN 3
SEKAMPUNG EAST LAMPUNG**

ABSTRACT

**BY:
DWI MARIA SILVIA**

The main purpose of this research is to show that the story completion technique can improve students' speaking ability of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung. Most of the students had difficulties to express their ideas, the students were lack of speaking practice and the students were ashamed, and the students are not confident and afraid to speak up in front of the class. 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 (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research were 20 students of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung. In collecting data, the researcher used test consisting of pre-test, post-test I and post-test II, video recording and documentation. This research was conducted collaboratively with English teacher of SMA Roudhlatul Qur'an 3 Sekampung.

The results of this research indicate that story completion technique has positive results in improving the students' speaking ability of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung, it was investigated that the average score of students from pre-test to post-test improved. The mean score on the pre-test was 62, and post-test I was 66, 7, and became 75, 2 in post-test II. The percentage of students' speaking ability in post-test II (80%) has achieved the indicator of success. This means that the use of story completion technique can improve students' speaking ability.

Keyword: *Story Completion Technique, Speaking Ability and Classroom Action Research.*

**PENGGUNAAN TEKNIK PENYELESAIAN CERITA UNTUK
MENINGKATKAN KEMAMPUAN BERBICARA SISWA
KELAS X DI SMA ROUDHLATUL QUR'AN 3 SEKAMPUNG
LAMPUNG TIMUR**

ABSTRAK

Oleh:

DWI MARIA SILVIA

Tujuan utama penelitian ini adalah untuk menunjukkan bahwa teknik penyelesaian cerita dapat meningkatkan kemampuan berbicara siswa kelas X di SMA Roudhlatul Qur'an 3 Sekampung. Sebagian besar siswa mengalami kesulitan untuk mengungkapkan ide-idenya, siswa kurang berlatih berbicara dan siswa malu, kemudian siswa tidak percaya diri dan takut untuk berbicara didepan kelas. Oleh karena itu, untuk meningkatkan kemampuan berbicara mereka peneliti menggunakan teknik penyelesaian cerita dalam proses pembelajaran.

Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian ini adalah 20 siswa kelas X di SMA Roudhlatul Qur'an 3 Sekampung. Dalam pengumpulan data, peneliti menggunakan test yang terdiri dari pre-test, post-test I dan post-test II, rekaman video, dan dokumentasi. Penelitian ini bekerjasama dengan guru bahasa Inggris di SMA Roudhlatul Qur'an 3 Sekampung.

Hasil penelitian ini menunjukkan bahwa teknik penyelesaian cerita memiliki hasil positif dalam meningkatkan kemampuan berbicara siswa kelas X di SMA Roudhlatul Qur'an 3 Sekampung, itu diselidiki bahwa skor rata-rata siswa dari pre-test ke post-test meningkat, nilai rata-rata pada pre-test adalah 62, dan post-test I adalah 66, 7 dan menjadi 75, 2 pada post-test II. Presentase berbicara siswa di post-test II (80%) telah mencapai indikator keberhasilan. Ini berarti bahwa penggunaan story completion technique dapat meningkatkan kemampuan berbicara siswa.

Kata Kunci: *Kemampuan Berbicara, Teknik Penyelesaian Cerita, Penelitian Tindakan Kelas.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Department : English Education Department

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from bibliographies mentioned.

Metro, 12 April 2022

The researcher,



Dwi Maria Silvia

St. ID 1701070174

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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Metro, 12 April 2022
Yang membuat pernyataan,



Dwi Maria Silvia
NPM. 1701070174

MOTTO

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

“Dan barang siapa yang menempuh jalan untuk mencari ilmu, maka Allah SWT akan memudahkan jalannya menuju surga.” (HR. Muslim)

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

“Barang siapa yang bersungguh-sungguh, sesungguhnya kesungguhan tersebut untuk kebaikan dirinya sendiri. Sungguh, Allah Maha Kaya (tidak memerlukan sesuatu) dari seluruh alam.” (Qs. Al-Ankabut: 6)

DEDICATION PAGE

Praise to be Allah who has given me endless blessings, even though I often made a mistake, I hope Your forgiveness, Amiin.

To my dearest parents, Mr. Slamet who calls me “Nduk” and Mrs. Siti Khotimah who calls me “Dek”, thank you for being born into the world and being my parents who always support me in any situation, Allah knows how much I love you.

For “Murobbi Ruuhii” Abah Slamet Wahyudi and Ibu Umi Masruroh, Al-Hafidzoh which I always hope for the blessing of knowledge and I hope I will be admitted as your protégé.

Especially my Sponsor, Mam Eka Yuniasih, M.Pd, thank you for all the knowledge, patience, and time for guiding me.

For my little brother and sister, Danang Satrio and Suci Rahayu, may Allah always give you blessing on your live. I love you even though I often nosy and nagging you for small things.

To my beloved someone, thank for holding my hand, giving support, care and love. How lucky I am to have you, may Allah always ease all your affairs.

To my best partner during my studies and hopefully forever, may Allah protect you always.

My almamater IAIN METRO, I got many value able experiences during this study.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be came true. The researcher is very grateful for the chances. Sholawat and Salam always be given to our Prophet Muhammad SAW, the man of true goodness of everything, the brave hero of heroes from the world to the hereafter. This undergraduate thesis entitled “The Effectiveness of Using Story Completion Technique to Improve Students’ Speaking Ability of the Tenth Grade of SMA Roudhlatul Qur’an 3 Sekampung East Lampung”. The researcher was realizing that 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 his gratitude.

In this research, the researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing his undergraduate thesis that the researcher could not mention one by one. Firstly, his big thanks to Sponsor Mam Eka Yuniasih, M.Pd., may Allah SWT give you better reward for spending time to support and guidance during the undergraduate thesis writing process. Secondly, his big thanks to Mr. Maulana Yusuf, S.Pd. as a English teacher who has been ready to be collaborator and Mr. Niko Prihartono, S.Pd., as a headmaster who has allowed the researcher conducted this research in SMA Roudhlatul Qur’an 3 Sekampung. Thirdly, his big thanks for the students of

the Tenth Grade of SMA Roudhlatul Qur'an 3 Sekampung who has been ready to spend their time for researcher.

Finally, her deepest gratitude goes to his parents and all family who are never tired to empower his spirit. Furthermore, the researcher also would like to express his thanks to the honourable lecturers of English Education Department, who help him, also the students of English Education Department who become a good partner in studying English.

Nobody is perfect. The researcher do apologizes for all mistakes that he has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and all readers generally.

Metro, April 2022
The researcher,

A handwritten signature in black ink, appearing to read 'Dwi Maria Silvia' with a stylized flourish at the end.

Dwi Maria Silvia
NPM. 1701070174

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
RATIFICATION PAGE.....	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS.....	xv
LIST OF TABLE.....	xvii
LIST OF FIGURE.....	xviii
LIST OF APPENDIX	xix
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 Benefits of the Study.....	5
F. Prior Research	6
CHAPTER II REVIEW OF LITERATUR	11
A. The Concept of Speaking Ability.....	11
1. Definition of Speaking Ability.....	11
2. The Element of Speaking Ability.....	12
3. The Aspects of Speaking Ability	14
4. Teaching Speaking Ability.....	17
5. The Measurement of Speaking Ability	19

B. The Concept of Story Completion Technique	20
1. Definition of Story Completion Technique.....	20
2. Advantages of Story Completion Technique	21
3. Disadvantages of Story Completion Technique.....	22
4. Procedures of Story Completion Technique	22
C. Hypothesis Formulation	23
CHAPTER III RESEARCH METHOD	24
A. Variable and Definition Operational Variable	24
B. Research Location.....	25
C. Subject and Object of Study.....	26
D. The Concept of Classroom Action Research	26
E. Data Collecting Method	33
F. Data Analysis Technique	35
G. Indicator of Success	35
CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION	36
A. Research Result.....	36
1. Description of Research Location	36
2. Description of Research Data.....	40
B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTION	58
A. Conclusion.....	58
B. Suggestion.....	59
BIBLIOGRAPHY	60
APPENDICES	61
CURICULUM VITAE.....	100

LIST OF TABLE

Table 1.	The Result of Students' Data Score on Pre-Survey	3
Table 2.	Indicator of Speaking Measurement	19
Table 3.	List of the Teacher of SMA Roudhlatul Qur'an 3	37
Table 4.	The Quantity Students of SMA Roudhlatul Quran 3.....	39
Table 5.	The Buildings of SMA Roudhlatul Qur'an 3.....	39
Table 6.	The Pre-test Result of Students' Speaking Ability	41
Table 7.	The Percentage of Students' Speaking Ability Pre-test Score.....	41
Table 8.	The Students' Post-test I Result of Speaking Ability in Cycle I	44
Table 9.	The Percentage Students' Score of Post-test I of Speaking Ability in Cycle I.....	45
Table 10.	The Result of Students' Pre-test and Post-test I	45
Table 11.	The Students' Score of Speaking Ability Post-test II in Cycle II...	50
Table 12.	The percentage Students' Score of Post-test II of Speaking Ability in Cycle II.....	51
Table 13.	The Result Mark of Students' Post-test I and Post-test II.....	52
Table 14.	The Result of Students' Pre-test, Post-test I and Post-test II	52
Table 15.	The Percentage of Students' Result Pre-test, Post-test I and Post- test II	54

LIST OF FIGURE

Figure 1. The O'Leary Research Design.....	28
Figure 2. Organization Structure at SMA Roudhlatul Qur'an 3	38
Figure 3. The Sketch Location of SMA Roudhlatul Qur'an 3	40
Figure 4. The Result of Pre-test and Post-test I.....	46
Figure 5. The Result of Post-test I and Post-test II	52
Figure 6. The Result of Pre-test, Post-test I and Post-test II	53

LIST OF APPENDIX

1. Syllabus	62
2. Lesson Plan	64
3. Pre-Test Instrument	74
4. Post-Test Instrument Cycle I.....	77
5. Post-Test Instrument Cycle II	79
6. Field Note.....	80
7. Documentation	81
8. Surat Bimbingan Skripsi	84
9. Izin PrA-Survey	85
10. Surat Balasan Izin Pra-Survey	86
11. Surat Izin Research	87
12. Surat Balasan Izin Research.....	88
13. Surat Tugas	89
14. Surat Keterangan Bebas Pustaka Perpustakaan	90
15. Surat Keterangan Bebas Pustaka Jurusan	91
16. Formulir Konsultasi Bimbingan.....	92
17. Keterangan Lulus Uji Plagiasi Turnitin	96

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has the important part of human life to convey their goal. It means that humans use language to express the ideas, desires, opinions and emotions easily. Language becomes one of the important aspects in human life. Language is the tools using by humans to communicate and interact in everyday life with each other. In practice, humans can use language formally or informally. Language is also can use to express their means or feelings to the other person, both individually or groups in socializing with the environment.

However, in the world, every country has a variety of language. Knowing how important language in communicate, the human needs international language to convey their means to the others, and one of international language is English. In Indonesia, English as a foreign language. English is one of the necessary subject matter which is taught at each level in Indonesian education. For example, in Indonesian education English is not taught at junior high school and senior high school but also at university level throughout Indonesia.

Furthermore, there are four skills that must be mastering in English, namely listening, speaking, reading and writing. From these skills, speaking as one of the skills that must be achieve by students. Speaking is important for

language learners. Speaking is an important part of second language learning and teaching. Although the importance, teaching speaking has been underestimated and the English teacher continues to teach speaking only as repetition practice or memorize dialogue. However, the goal of teaching speaking must improve students' communicative skills, because only in that way, students can express themselves and learn how to follow social and cultural rules that are appropriate in every communicative situation. In learning and teaching, there are so many techniques that teachers can use to teaching speaking. One of the many techniques in teaching is the story completion technique.

Story completion is a very fun activity for the whole-class, free-speaking activity for which students sit in a circle. In this technique, the students in a group are asked to complete the story which is told by the previous speaker based on the part given by the teacher. So, this technique will make the student motivate to speak up in front of the class. The students 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. From this explanation, the researcher can conclude that story completion is the one of new techniques which can use in teaching speaking to increase students' speaking ability.

Based on pre survey conducted by the researchers in an online class on June 25th, 2020, there were some factors that cause the students' low speaking ability, namely: (1) most of the students had difficulties to express

their opinion, ideas, and feeling using by their ability in English language, (2) most of the students were lack of speaking practice and the students were ashamed, (3) most of the students were afraid to speak up in front of the class or in front of the other people. Below the students' score of speaking at the tenth graders of SMA Roudhlatul Qur'an 3 Sekampung:

Table 1
The Result of Students' Data Score on Pre survey at the Tenth Grade of SMA Roudhlatul Qur'an 3 Sekampung, East Lampung.

No	Score	Explanation	Frequency	Percentage
1	≥ 70	Passed	7	35 %
2	≤ 70	Failed	13	65 %
Total			20	100 %

Source: The English Teacher Archives, Taken on June, 25th 2020

Based on the table above, it is known that Minimum Mastery Criteria (MMC) of English subject at the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung is 70 the percentage of students whose speakers ability to achieve Minimum Mastery Criteria (MMC) is 35%. While the percentage of students whose ability is not able to achieve MMC are 65%. It means that the percentage of students who are unable to achieve Minimum Mastery Criteria (MMC). Therefore, it can be concluded that the class of speaking ability of students of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung, East Lampung is unsatisfied.

Furthermore, the researcher suggests that story completion technique could improve the students' speaking ability. Effectively, story completion

technique was selected by the researcher by using narrative text as teaching material for the students of the tenth grade because there was one of the materials in English subject that relate to speaking ability, especially in expressing something and telling the story about the event.

Finally, the researcher uses story completion technique in this research to learn English especially speaking ability. So, this technique should be more effective and interesting in improving the student's English ability.

B. Problem Identification

Based on the background of study above, the researcher would like to identify the problem as follows:

1. Most of the students had difficulties to express their opinion, ideas, and their feeling using by their ability in English language.
2. Most of the students were lack of speaking practice and the students were ashamed.
3. The students had low vocabulary in English.
4. The students are not confident and afraid to speak up in front of the class.
5. The students had low motivation in learning English to improve their speaking ability.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem that the students not confident and nervous that make the students have lack speaking ability, and the research focused on using Story

Completion technique to improve students' speaking ability of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung, East Lampung.

D. Problem Formulation

Based on the problem limitation above, the researcher formulates the problem as follows:

“Can story completion technique improve the students' speaking ability of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung, East Lampung?”

E. The Objectives and Benefits of Research

1. The Objective of this Research

Based on the problem formulation above, the researchers set the objective of this study. The research objective is to investigate whether story completion technique can improve students' speaking ability of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung, East Lampung.

2. Benefits of Study

a. For the students

The implementation of story completion technique in English teaching and learning can improve the students' speaking ability. The students are motivated to learn English better because the students will be able to convey the ideas and they are confident to speak up in English.

b. For the Teacher

- 1) To allow the teacher in using technique in teaching of speaking, especially to use story completion technique.
- 2) The result of this study can be used as a starting point to motivate students in learning English, especially in learning speaking.

c. For the further research

This research will guide the researchers to study and get more information to identify the problem in a research related to the same case and the researchers will get new experience and knowledge for the future in her life because of her research.

F. Prior Research

This research will be conducted by considering some previous studies. First prior research was conducted by Khoiriyah Shofiyah Tanjung and Rahmadhani Fitri under the title “Improving Students’ Speaking Ability Trough Story Completion Technique in Narrative Text”.¹ In this first prior research the researcher only conducted one cycle due to the fact that the result of the test has been successful. This research purposes to find out how to improve students’ speaking ability by using story completion technique. The researcher applied collaborative classroom action research; there are 30 eight grader students of SMP 1 Takengon, as the sample of this research. The data were taken from observation and students’ speaking test in pre-test and post-

¹ Khoiriyah Shofiyah Tanjung and Rahmadhani Fitri, “Improving Students’ Speaking Ability through Story Completion Technique in Narrative Text” Pioneer, Vol.12, No.2 (2020), 192

test, and then were analyzed quantitatively. The result of the cycle was described qualitatively. From the result of the research, it was found that using story completion technique in speaking lesson was very enjoyable and it stimulated students to speak more easily. It can be proven from the result of pre-test and post-test, which showed that the post-test score is higher than that of the pre-test. The pre-test score is 54.67 and the post-test score is 73.47. Pre-test and post-test were given in order to see the students' improvement in speaking ability.²

From the prior research above, the first prior research has similarities and differences with this study. The similarities between the first prior researches with the study are equally focused in improving students' speaking ability using by story completion technique. The differences between the study and the first prior research are in the research's sample. This study will involve the tenth grader of SMA Raudhlatul Qur'an 3. While the first prior research involved the eighth grader of SMP 1 Takengon.

The second prior research was conducted by Waode Hamisa under the title "Developing Students' Speaking Ability through Story Completion".³ In this prior research the researcher used descriptive qualitative research to collect the data. The purpose of this study is to describe developing students' speaking ability through story completion. The subjects of the research were a teacher and 20 students who are in the first semester. The students which are

² *Ibid*, 195

³ Waode Hamisa, "Developing Students' Speaking Ability through Story Completion" *Journal of English Language Teaching*, Vol.5 No.1 (2018), 57

not from English program joined an English club in university of Muhammadiyah Surabaya. The data were taken from observation, interview, and questioner. The observation was conducted to obtain the data to answer the problems about how are the technique and implementation of speaking ability through story completion. The result showed that the technique of story completion was successfully implemented to improve the students' speaking skill. The technique can make students to encourage themselves to speak up.⁴

The second prior research has similarities and differences with this research. The similarities between the second prior research with this study contained in the use of technique in teaching speaking ability by using story completion technique. Moreover, the differences between the second prior researches with this study are; the prior research was carried out at university of Muhammadiyah Surabaya. While in this research, the researcher will conduct at SMA Raudhlatul Qur'an 3 Sekampung. The prior research used descriptive qualitative research, while in this study; the researcher will use classroom action research to collect the data.

The third prior research was conducted by Ainina Nurillah and Ayu Indari under the title "The Effect Using Story Completion on Students' Speaking Skill to Eleventh Grade Students of SMK Swasta YPIS Maju Binjai".⁵ The research goals to find out the effect of using story completion on students' speaking skill to eleventh grade of SMK Swasta YPIS Maju Binjai at

⁴ *Ibid*, 60

⁵ Anina Nurillah and Ayu Indari, "The Effect Using Story Completion on Students' Speaking Skill to Eleventh Grade Students Of SMK Swasta YPIS Maju Binjai" *Jurnal Serunai Bahasa Inggris*, Vol.13, No.1 (2021), 1

academic year 2020/2021. In this previous research, the researcher used quantitative research to collecting the data. This research used narrative text with oral test. The populations of this research were students of the eleventh grade students of SMK Swasta YPIS Maju Binjai Which consisted of five classes of the eleventh grade. The sample of the research consisted of 42 students. The study was an experiment and control research, the experiment class is XI TKJ and the control class is XI AKL. The experimental class, standard deviation was 2, 81 and the control class, standard deviation was 2, 45. The value of table in line 40 was 2, 021 at level significance 0, 05. This remarked that t-value was higher than t-table ($11, 97 > 2, 021$). The hypothesis was accepted.⁶ It means that there was a significance effect of using story completion on students' speaking skill to eleventh grade students of SMK Sawsta YPIS Maju Binjai.

The third prior research has similarities and differences with this study, the similarities between the third prior researches with the study are; equally focused in applying of story completion technique in teaching learning process s, especially in teaching speaking skill. Moreover, the differences between the third prior researches with this study are; the previous research was carried out at SMK Swasta YPIS Maju Binjai. While in this study the researcher will conduct at SMA Raudhlatul Qur'an 3 Sekampung. The sample of the prior research consisted of 42 students. While in this study, the researcher will conduct the research with the sample of research consist of 20 students. The

⁶ *Ibid*, .p.6

populations of this prior research were students of the eleventh grade which consisted of five classes. While in this study, the researcher will use the students of tenth grade which consist of one class.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Ability

1. Definition of Speaking Ability

The mastery of speaking skills in English was a priority for many second-language or foreign-language learners.⁷ 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. 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.⁸

Therefore, According to Nunan, speaking is oral skills that consist of producing system verbal sentence to convey meaning. He also said that speaking is someone's ability to express their ideas, feelings, thoughts, and emotions and to respond what other say orally.⁹ Furthermore, Scott Thonbury said that speaking is so much a part of daily life that we take it for granted.¹⁰

⁷ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, Cambridge: Cambridge University Press, (2008), 19

⁸ Nunan david. *Language teaching methodology " a text book for teachers "*, Macquarie University, (1991), 39

⁹ Susi Ramadani and Saunir Saun, Teaching Speaking Throughout "The True or False Game for Junior High School Students" in *Journal of English Language Teaching*, Vol. 2 No. 1, 383

¹⁰ Scott Thonbury, *How To Teach Speaking*, England: Longman, (2005), 1

Based on the description above, the researcher can conclude that speaking is an activity to say something or activity that used to share or to express ideas and feelings of someone by using language or verbal symbols which have meaning and can understood by the people who talk within. Speaking is very important in daily life, because it used to share information with other people. Besides that, speaking is a mediator to interaction or communication process for transferring information and meaning between speaker and listener where the speaker try to give the information and the listeners try to get the information or message which is spoken.

2. The Elements of Speaking ability

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

Jeremy Harmer states elements necessary for spoken production as follows:

a. Language Feature

Among the elements necessary for spoken production, are follow:

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 by other physical and non-verbal (paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.

3) Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involve in specific speaking context such as job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

4) Negotiation Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.¹¹

¹¹ Jeremy Harmer, *"The Practice of English Language Teaching"*, New York: Longman (2001), 269

b. Mental/Social Processing

The successes of speaker depend on the processing skill like:

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 others feelings, we also need to be able to process the information they tell us the moment we get it.

3. The Aspects of Speaking Ability

According to Harris speaking is a complex skill that needs a number of different skills to be used simultaneously that often develops at different rates. According to his theory, the speaking component consists

of; comprehension, grammar, vocabulary, pronunciation, and fluency. Here are the explanations of the components of speaking:¹²

a. Comprehension

Comprehension is the identification of the intended meaning of communication, either written or spoken. This process is active in drawing information both from the message (bottom-up processing) and the background, context, and purpose or intention of the listener and the speaker (top-down).

In conclusion, all the components mentioned above are very important in speaking because they have a very close relationship and connection. Therefore, in learning speaking students are expected to master all these components in order to improve their speaking ability.

b. Grammar

Crystal said that grammar is a central term in linguistics, but one which covers a wide range of phenomena, being used both in mass noun and count noun senses (as ‘grammar in general’ and a grammar in particular’).

Based on this theory, it shows that grammar has a very important role in language learning, and then the place for grammar should not be ignored. Therefore, in learning speaking students need to focus on forms and grammar without exception.

¹² Des adean fitri, and Andi Idayani “An Analysis of Students’ Speaking Ability in Retelling story on Descriptive Text at The Second Grade Students of SMP YLPI Pekanbaru” *Perspektif Pendidikan dan Keguruan*, Vol. 12, No.1 (April 2021), 59-60.

c. Vocabulary

As mentioned by Hewings, simple activities that you can use regularly to help students to improve pronunciation while learning or revising vocabulary. In other words, learning vocabulary can also improve our ability to pronounce the vocabulary itself.

d. Pronunciation

Pronunciation is the way a certain sound or sounds are produce. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. In addition, Redman stated that the only way you can be sure about the pronunciation is to learn some phonetic symbols which tell you the pronunciation.

We know that pronunciation refers to the sound produce by our speech organs. Therefore, to find out the correct pronunciation of the words, we can learn phonetic symbols that are usually found in dictionaries, because a letter can have different pronunciation if they are in different words.

e. Fluency

Fluency is the element that gives speech the qualities of being natural and normal, including the use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In addition, fluency represents a level of somebody's communication skills. In short, if we can speak fluently it can be said that we have good

communication ability. Therefore, students are expected to be able to speak fluently, especially in English.

From the explanation above, it can be conclude that teaching speaking must be mastered in many aspects, there was comprehension, grammar, vocabulary, pronunciation, fluency, and the students will be active speakers when they in the speaking class because in this activity the students show what is in mind.

4. Teaching Speaking Ability

The following are the way that teachers can use to teach speaking:

a. Speaking Practice

Actually practice is the important thing to increase the student's speaking ability. It can make students habitual to speak English. According to Walberg, the teachers have to provide the students with opportunities for practicing specific speaking ability.¹³

It means that the students need practice in organizing their speech around the problem and solution, cause and result, and similarity and differences. After deciding about the organization, the students can practice to speak in front of the class or they can do dialogue with the other students to see how far they have master in speaking. Elizabeth, Lyn, Carol and Lourrine also states that work in small group has an important role to play in achieving speaking ability, through group discussion and interaction the range of purposes for pupils should

¹³ Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg, "*Teaching Speaking, Listening, and Writing*", Switzerland: The International Academy of Education (IAE), and The International Bureau of Education (IBE), (2004), 11

include investigating, selecting, sorting, planning, predicting, exploring, explaining, reporting and evaluating.¹⁴

Moreover, speaking practice especially practice in a group is very important to increase the students speaking ability. Through practice, the students can express their ideas or they can share information to the audience that they communicate with. The students can learn to speak on a subject of their own choosing or on teacher assign topic.

b. Reducing Speaking Fears

Many students sometimes fear to speak up in formal speaking in a large group. It becomes a challenge for the teachers to solve or to minimize the student's feelings. Elizabeth states that the teachers can help to reduce students fear by maintaining a friendly atmosphere in the classroom and providing opportunities for the students to practice alone or with the other students before the students practice in the large groups.¹⁵

Based on the statement above, the students can practice to speak up in peers before they speak in larger group. After that the students should speak in a group that has been chosen by the teacher and then the students should explain or speak in front of their group. Thus, by practice alone or in peers, the student can reduce their fear to speak in larger group because they have been practice.

¹⁴ Elizabeth Grugeon, Lyn Dawes, Carol Smith and Lorraine Hubbard, *Teaching Speaking & Listening in the Primary School*, London: David Fulton Publishers (2005), 28.

¹⁵ *Ibid*, 11

5. The Measurement of Speaking Ability

According to professor Weir Cyril, there are some indicators that be supposed to score to test speaking:¹⁶

Table 2
Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2	Limited use vocabulary with frequent in

¹⁶ Cyril J. Weir, "Language Testing and Validation", United States: Palgrave Macmillan, (2005), 195-196.

Aspect	Category	Indicators
	(adequate)	appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. The Concept of Story Completion Technique

1. Definition of Story Completion Technique

O'Malley and Pierce state 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 interest in following the lesson.¹⁷

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

¹⁷ O'Malley, J. Michael and Lorraine Valdez Pierce, "Authentic Assessment for English Language Learners" International Journal of English and Educational, Vol. III, Issue. 3 (2014), 8

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.¹⁸

Based on the explanation of Story Completion technique above, the researcher concludes that Story Completion is a good choice activity to push students do oral communication. Students are having free speaking activity and the students will enjoy speaking activities without feeling afraid and more confident.

2. Advantages of Story Completion Technique

O'Malley that there are advantages of story completion technique such as:¹⁹

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

From the explanation above, the researcher conclude that story completion technique is an appropriate technique to improve the students' speaking ability, because each student has ready to speak in front of the class.

¹⁸ Kayi. H, "Teaching Speaking: *Activities to Promote Speaking in a Second Language*" International journal of English and Educational, Vol. III, Issue. 3, (2014), 6

¹⁹ O'Malley, J M and Pierce L V, "*Authentic Assessment for English Language Learners*", 12

3. Disadvantages of Story Completion Technique

Story completion technique is also some disadvantages as follows:

- a. Students' need many vocabulary to tell a story, where the most EFL senior high school students, especially in Indonesia, lack of vocabulary.
- b. Teacher should prepare stories which appropriate to senior high school students' age, ability, and knowledge.²⁰

From the description above, the researcher conclude that story completion technique is some disadvantages. However, it is not a big problem as long as the teacher can conduct the class. The teacher can manage them by following the step and make relax students by the enjoy situation that the teacher create in the class. So, the students can follow this technique by comfortable.

4. Procedures of Story Completion Technique

In the context of the study, the procedures of conducting story completion are arranged as follows:²¹

- 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 complete by the students. It is going to be an interesting technique because every student is motivates to speak, ignoring the error that they will make later on.

²⁰ *Ibid.* 12

²¹ *Ibid.* 6

- b. Story completion is a very enjoyable, whole-class, free-speaking activities 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.

C. Hypothesis Formulation

The action hypothesis of this research is constructed as follows:

“By using Story Completion Technique in speaking be able to improve students’ speaking ability at the tenth grade of SMA Roudhlatul Qur’an 3 Sekampung, East Lampung.”

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition Operational Variable

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is Story Completion Technique that will be implementing to improve the students' speaking ability in easy way. This technique is useful to improve make their speaking ability.

The dependent variable of this research is speaking as one of the four of language skills that have to be mastered by the students in order to be able to communicate the message effectively.

2. Operational Definition of Variable

Operational definition is the definition which based on characteristic of the thing that will be define, and it can be observe or measure. Meanwhile, a variable can be define as an attribute of a person or of an object which 'varies' from person to person or from object to object.²² Variable is a construct or a characteristic that can take on different values or scores.²³ Based on the meaning each variable above, the operational definition of variable as follow:

²² Evelyn Hatch and Anne Lanza, "The research Manual; Design and Statistics for Applied Linguistics" (Los Angeles: Heinle & Heinle Publications, 1991), 51

²³ Donald Ary, "Introduction to Research in Education, Eight edition" (USA: Wadsworth Cengage Learning, 2010), 37.

1. Independent Variable (X)

According to Evelyn Hatch, The independent variable is the major variable which you hope to investigate. The independent variable of this research is story completion technique. Story completion technique could make the students motivate and think creative in the case completing story. This technique also make the students feel free to express and explore their ideas. The students do not worry to make mistakes in their speaking performance.

2. Dependent Variable (Y)

Dependent variable is the response on the criterion variable that is presumes to be cause by or influence by the independent treatment conditions and any other independent variable. Dependent variable (Y) of this research was students speaking ability that could be define as one of speaking was the skill which is uses 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 way or technique to measure student's speaking is by conducting speaking test. The instrument of speaking test is oral test by asking students to perform English dialogue.

B. Research Location

This research will be conducting the classroom action research at the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung, East Lampung. SMA

Roudhlatul Qur'an 3 is one of school that it has located at Sekampung, East Lampung.

C. Subject and Object of Study

This research will be conducting the Classroom Action Research (CAR) type, and the subject of this research is the students of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung, East Lampung. This class consists of 20 students (boys and girls).

The researcher chose this class because most of the students have low score in learning English especially in speaking. While the object of this research is the students speaking ability at class tenth SMA Roudhlatul Qur'an 3 Sekampung, East Lampung.

The researcher asked the English teacher Mr. Maulana Yusuf, S.Pd as the collaborator in this research that the function is as the controller in teaching learning process.

D. The Concept of Classroom Action Research

According to Anne Burns classroom action research is part of a broad movement that has been going on in education generally for some time. So, one of the main aims of classroom action research is to identify a problems situation or issue that the participants who may include teachers, students,

managers, administrators, or even parents consider worth looking into more deeply and systematically.²⁴

According to Pelton, action research is activity explore is making the learning condition, communicating with the understudies, creating exercise designs, relegating homework, and nearly everything does in day by day schedule of instructing comprises the activity of activity inquire.²⁵

Meanwhile, Henning and Kelly, hold that action research is research activities have four stages including plans, which regulate activities. Then collect data, which can include setting tests, as well as prominent meetings. After that examination, this can combine the perception of cooperation. And finally is recording which requires a method that combines information, and writing.²⁶

Moreover, Bell and Aldridge, indicate that action research Instructor activity investigate is view as the most fitting vehicle to help this type of expert learning as it offer a decent level of adaptability, as well as give chances to coordinate effort and energize dynamic and support interest. Activity investigates as a major aspect of their association in the exploration program; educator members are urging to utilize an activity look into the process as the center proficient improvement action.²⁷

²⁴ Anne Burns. *Doing Action Resaerch in English Language Teaching*. (New York: Routledge, 2010), 2.

²⁵ Robert P. Pelton, *Action Research For Teacher Candidates*, (US: New York, 2010), 4.

²⁶ John E. Henning, Jody M. Stone, And James L. Kelly *Using Action Research to Improve Instruction An Interactive Guide for Teachers*, (Routledge: Taylor & Francis, 2009), 8-10.

²⁷ Lisa M. Bell and Jill M. Aldridge, *Student Voice, Teacher Action Research And Classroom Improvement*, (Sense: Rotterdam, 2014), 13.

The researcher would like to divide the research in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher will use O’Leary research design. O’Leary report that action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improving action implementation and are based in evaluative practice that alters between action and critical reflection.²⁸

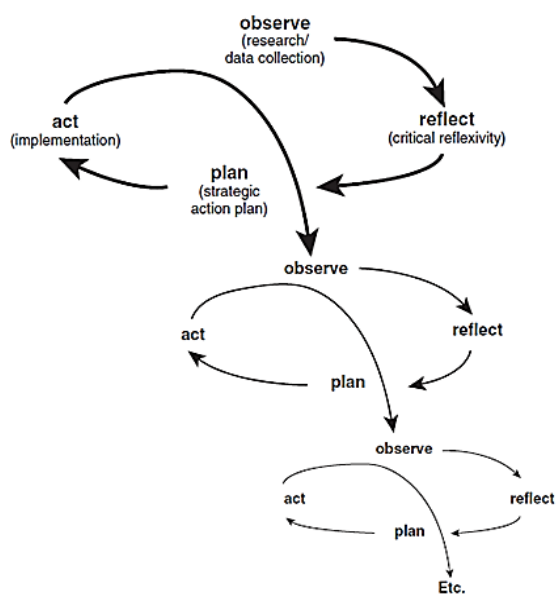


Figure 1
Adapted Zina O’Leary Model²⁹

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

²⁸ Zina O’Leary, *The Essential Guide To Doing Research*, (Sage: London, 2004), 140.

²⁹ *Ibid.* 141

In the classroom action research, the researcher would like to hold the research in two cycles. The steps will be the follows:

1. Pre-cycle

At the first meeting of the research, the researcher gives a pre-test to the students. The Pre-cycle test will conduct before the researcher gives them the treatment which is teaching speaking have learning in front of the class. The test was aimed to measure the student's basic skills of speaking have learning before giving them the treatment. The researcher would test the students by asking them to pronounce based on their own sentence in front of the class. Then, the researcher scored and analyzes the result of the pre-cycle test to determine the student's system that can improve speaking ability.

2. Cycle 1

The First Cycle test would do in the second meeting. In this meeting, the researcher applies story completion technique in teaching speaking English. The researcher gives some treatment to the students related to the materials. There were four steps in conducting cycle 1, such as;

a. Planning

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

- 1) The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher preparing teaching and learning material about narrative text.
- 3) The researcher establishes the technique. The researcher will use the story completion technique to improve students' speaking ability.
- 4) The researcher plans to give the task and evaluation.

b. Acting

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

- 1) In this activity, the researcher explains materials of narrative text, the generic structure of narrative text.
- 2) The researcher also explains 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 apply story completion technique.

c. Observing

In this phase, students are observing.

- 1) The observation mainly focus on the student's activities in teaching learning process while the teaching and learning process in the classroom, the researcher observe all happen in the classroom.
- 2) The observation will do in a learning process. In other words, this observation will be done together with actions that have 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 help the researcher to determine the action in second cycle.

d. Reflecting

- 1) The researcher try to analyze the difficulties that students faced; also the improvement of student's speaking after being treat 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 the first cycle is done. The activities in second cycle are similar with the activities in first cycle before but with some revision after doing reflection in first cycle. Those activities are:

a. Planning

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

b. Acting

The action in second cycle would conduct by giving feedback on the first cycle's result. Learning process in second cycle offers the solutions of the problems faced by the students when they use the story completion in speaking ability. In this phase, the researcher also conducts the post test. The students are asking to tell a narrative text based on the given topic. The researcher also gives them questionnaire sheet to obtain some information about their perception on using story completion in teaching speaking English.

c. Observing

In this phase, the researcher collects and analyzes the student's data gathered during the stage of acting. The purpose of this step is to know whether the result of actions that the researcher conduct give contribution to the students. Observation is cone while conducting the treatment. The researcher uses same simple speak which the researcher uses in first cycle to observe the student's behavior in second cycle. The researcher observes whether they do some improvement or not.

d. Reflecting

It was an activity which is purposes 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 analyze it to know whether or not there is a significant improvement of the student's speaking ability with story completion technique.

E. Data Collecting Method

In order to collecting the data the researcher use the following techniques:

1. Test

Brown maintains that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.³⁰ It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.

a. Pre-Test

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

b. Post-Test

The post tests would be done in the end of every cycle. The test have something as a purpose to find out the improvement of students achievement. Post-test is the result of treatments. The improvement could be identifying 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 ability.

³⁰ H. Douglas Brown, *Teaching by*, 384.

2. Video Recorder

The researcher also use video recording of students' speaking as the instrument. The researcher records the speaking test while the students tell the story in pre-test and post-test. Video recording use in this research because the researcher focuses on five aspects of speaking which were fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies. Therefore, the researcher use 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

Documentation is the technique uses to get information from the written source or document. The researcher use documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. The Field Note

In this research, the researcher use field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher took field note relate to the classroom situation, classroom management, classroom interactions between teacher and students or students with students, etc.

F. Data Analysis Technique

Data analysis is the processing of information or data that have gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research. Data analysis technique would be conduct by taking the average of the pre-test, and post-test. To know students achievements after the actions are conducting and giving the test at the early and the last cycles.

The formula:

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

X : Mean Score

$\sum X$: The sum of all scores

X : Raw score

n : The total number of subject³¹

The Percentages:

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

P : Mean percentages

$\sum X$: The sum of all score

n : The total number of subjects.

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 Standard Minimum Requirement (SMR) is 70 and 70% of students active in learning activity.

³¹ Donald Ary, *Intoduction to Research in Educational*, 108-109

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher would like to present the research. It involves the research result and discussion which have been carry out by the researcher at SMA Raudhlatul Qur'an 3 Sekampung East Lampung in the academic year of 2021/2022. The result of the research, as follows:

1. Description of Research Location

a. The History of SMA Roudhlotul Qur'an 3 Sekampung

SMA Roudhlotul Qur'an 3 Sekampung is located on Hasyim Hasbulloh street 56 Buluh Payung, Sumbergede village, Sekampung distriect, Lampung Tengah regency, Lampung province.

SMA Roudhlatul Qur'an 3 Sekampung was established on July 15, 2019. This school was officially founded by Drs. KH Ali Qomarudin, M.M Al-Hafidz as caregiver as well as leader and founder of Pondok Pesantren Roudhotul Qur'an 3 Sekampung.

Vision and Mission of SMA Roudlatul Qur'an 3 Sekampung, East Lampung they are:

- 1) The vision of SMA Roudhlatul Qur'an 3 is the realization of students or santri with Qur'anic characters and achieves success through science and technology.

- 2) The mission of SMA Roudhlatul Qur'an 3 is to produces graduates with mastering Arabic and English as well as the basics of science and technology, to produces graduates with have a high moral responsibility and social sensitivity, and produces smart graduates, creative and independent by having special skills and expertise.

b. The Teacher of SMA Roudlatul Qur'an 3 Sekampung

The teacher of SMA Roudlatul Qur'an 3 Sekampung that can be identified, as follows:

Table 3
List of the Teacher of SMA Roudlatul Qur'an 3 Sekampung

No	Name	Position
1	Niko Prihantoro, S.Pd	The Principal
2	As'ad Syamsul Arifin, S.Pd	Deputy Head of Curriculum
3	Maula na Yusuf, S.Pd	Deputy Head of Student Affairs
4	Ahmad Sonhaji, S.Pd	Deputy Head of Facilities and Infrastructure Counselor
5	Drs. Hi. Siswanto	Deputy Head of Public Relations
6	Reni Ratna Sari, S.E	Head of administration
7	Lutfiana Safitri, S.Pd	Treasurer
8	Widi Marsela	Teacher
9	Tya Agustin, S.Pd	Teacher
10	Sayoga Destiawan, S.Pd	Teacher
11	Siti wardaten Nisa, S.Pd	Teacher
12	Romlah Sayyidatul Jannah, S.Pd	Teacher
13	Nur Rohma Hayati, S.Pd	Teacher
14	Novita Kurniawati, S.Pd	Teacher
15	Ratno Adi Irawan, S.Pd	Teacher
16	Ahmad royadi, M.Pd	Teacher
17	Muhammad Ishaq	Teacher
18	Sefriza Aeni	Teacher
19	Hi. Jamaludin, S.Pd.I	Teacher
20	Khusnul Mudliah	Teacher
21	Eva sri Wahyuni	Teacher
22	M. Balal Ghoni	Teacher
23	Abdul Rahman Al Mansuri	Teacher
24	Diah ayu Pramesi	Teacher

25	Alwi Dwi Sahputra	Teacher
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c. The Organization Structure of SMA Roudhlatul Qur'an 3

Sekampung

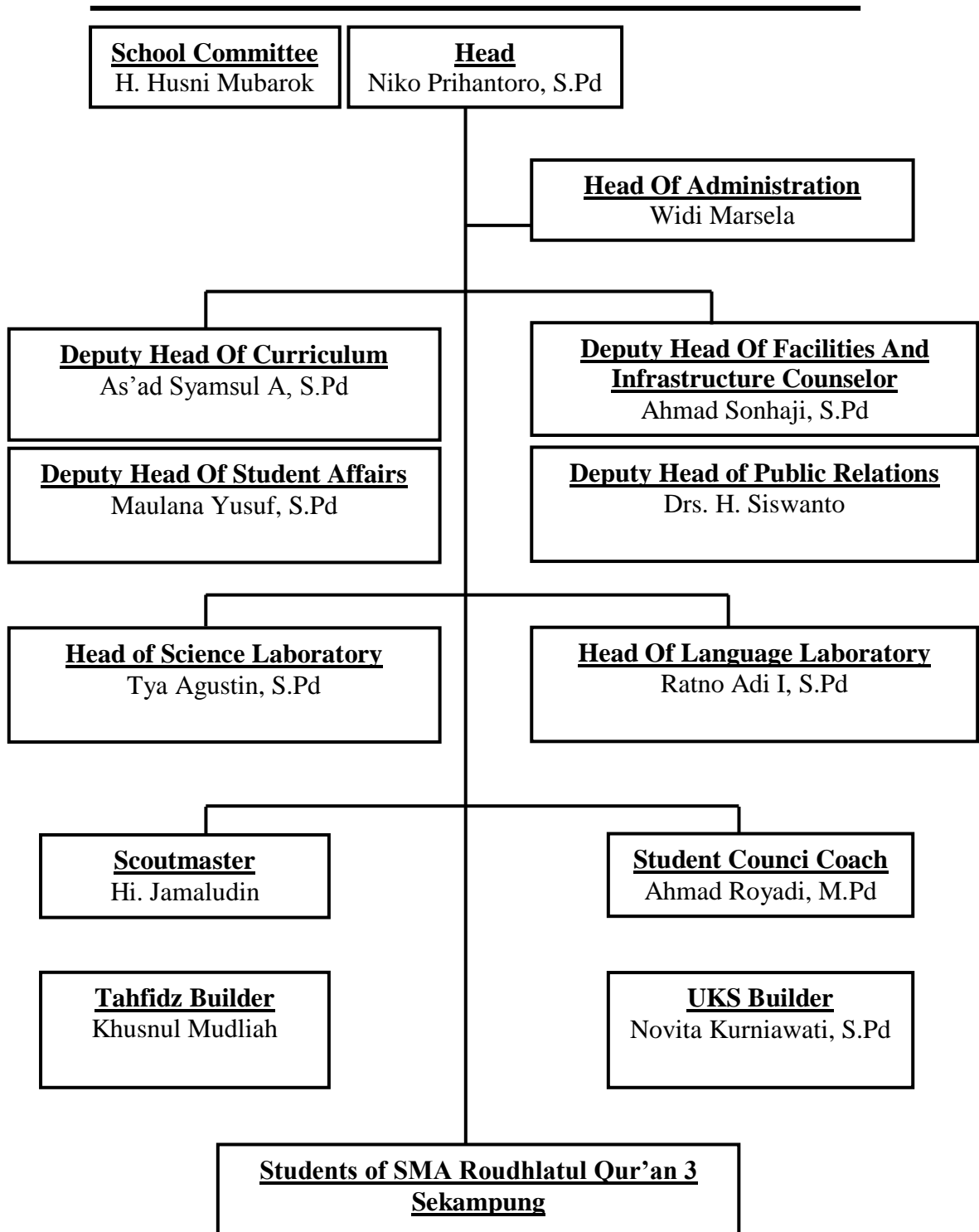


Figure 2 Organization Structure at SMA Roudhlatul Qur'an 3 Sekampung
d. The Quantity Students of SMA Roudlatul Qur'an 3 Sekampung

The quantity students of SMA Roudlatul Qur'an 3 Sekampung that can be identified, as follows:

Table 4
The Quantity Students of SMA Roudlatul Qur'an 3 Sekampung in the Academic Year of 2021/2022

No	Class	Total
1	X MIA	20
2	XI MIA	19
3	XII MIA	15
4	XII IBB	16
Total		70

e. The Buildings of SMA Roudlatul Qur'an 3 Sekampung

The condition of facilities in SMA Roudhlatul Qur'an 3 Sekampung can be seen on the table below:

Table 5
The Buildings of SMA Roudlatul Qur'an 3 Sekampung In the Academic Year of 2021/2022

No.	Name	Total
1	Classroom	3
2	Library room	1
3	Science Laboratory room	1
4	Principal's office	1
5	Teacher's room	1
6	Administration room	1
7	Mosque	1
8	Canteen	1
9	Student's toilet	2
10	Teacher's toilet	1
11	Parking area	1
12	Yard	1
13	UKS room	1
14	BK room	1
15	Student's dormitory	2
16	Lobby/Living room	1

17	Homestay	1
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f. The Sketch Location of SMA Roudhlatul Qur'an 3 Sekampung

The sketch location of SMA Roudhlatul Qur'an 3 Sekampung can be show in the following figure:

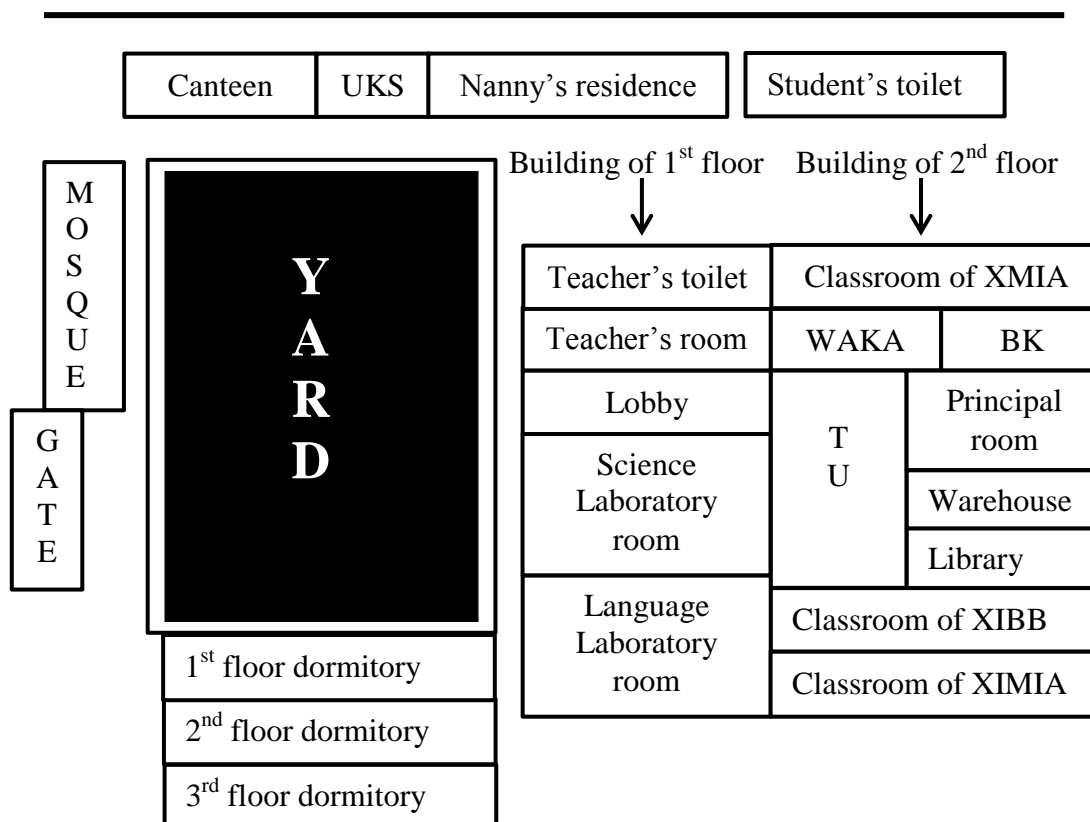


Figure 3 The Sketch Location of SMA Roudhlatul Qur'an 3 Sekampung

2. Description of Research Data

In this research, the researcher conducted the pre-test on January 25, 2022, before the process of cycle, one would be done. The test using three panels to get a speaking English score. 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 MIA

No	Name	Score Total	Criteria
1	ANA	80	Complete
2	ANT	50	Incomplete
3	AN	70	Complete
4	AI	55	Incomplete
5	AA	67	Incomplete
6	CSR	72	Complete
7	CK	65	Incomplete
8	CA	70	Complete
9	ER	72	Complete
10	EA	57	Incomplete
11	FAA	50	Incomplete
12	HLM	65	Incomplete
13	KA	70	Complete
14	LN	72	Complete
15	LA	50	Incomplete
16	MR	65	Incomplete
17	MHL	50	Incomplete
18	NRS	65	Incomplete
19	NSA	45	Incomplete
20	ZNB	50	Incomplete
Total		1240	
Average		62	
High Score		80	
Low Score		45	

Source: The result of Pre-test on January 25, 2022

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

No	Score	Frequency	Percentage	Category
1	>70	7	35%	Complete
2	≤70	13	65%	Incomplete
Total		20	100%	

Source: The result of Pre-test on January 25, 2022

Based on the table above, it can be seen that there are only 7 students who are included in to complete category and 13 Students who are included in the incomplete category. The standard minimum for speaking English in SMA Roudhlatul Qur'an 3 Sekampung is at least 70. So, the researcher chooses story completion technique to improve students' speaking ability in the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung.

a. Cycle 1

Based on the result and score of the speaking English Pre-test in SMA Roudlatul Qur'an 3 Sekampung, the researcher concluded that the problem is many students are incomplete to speak English and few students are complete to speak English. Based on the cases above, the researcher used a story completion technique as the solution.

1) Planning

In this planning, the researcher and the collaborator planned to give material about speaking English. The researcher and the collaborator prepared several things related to the teaching and learning process such as: preparing the material, making the instrument that would be examined as post-test 1 in cycle I. The researcher also planned to give an evaluation to measure how far the material that has been taught can be accepted by the students.

2) Acting

The action in cycle I consist of 2 meetings. The explanation of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on January 26, 2022, for 2x40 minutes. This meeting was started by greeting and praying, checking the attendance list and asking the students condition. The researcher explained the material about narrative text. Next, the researcher showed the students the example of text of narrative. The researcher trained the students to speak about the material.

b) The Second Meeting

The second meeting was conducted on January 28, 2022 for 2x40 minutes. The meeting was started by praying and greeting, checking the attendance list and asking the students condition. In this occasion, the researcher gave the exercise to the students. The exercise is about narrative text. The researcher made group consist of 5 students.

After finishing the exercise, every group of students speaks in front of the class and applies the story of narrative 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.

c) Observing

Based on the result of cycle I, it showed that there was an improving 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 analysis, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

- 1) The researcher should manage class well.
- 2) The researcher motivated the students to focus on study and did not make noises.
- 3) The researcher should give more exercises to make the student more active in speaking class.

In this session, the researcher observe got the result of the students' post-test 1 in cycle 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 Total	Criteria
1	ANA	85	Complete
2	ANT	55	Incomplete
3	AN	75	Complete
4	AI	60	Complete
5	AA	70	Incomplete
6	CSR	77	Complete
7	CK	70	Complete

8	CA	75	Complete
9	ER	75	Complete
10	EA	60	Incomplete
11	FAA	55	Incomplete
12	HLM	70	Complete
13	KA	75	Complete
14	LN	77	Complete
15	LA	55	Incomplete
16	MR	70	Complete
17	MHL	55	Incomplete
18	NRS	70	Complete
19	NSA	50	Incomplete
20	ZNB	55	Incomplete
Total		1334	
Average		66,7	
High Score		85	
Low Score		50	

Source: The result of Post-test 1 on January 29, 2022

Table 9
The Percentage Students' Score of Post-test 1 of Speaking Ability Cycle I

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

Source: The result of Post-test 1 on January 29, 2022

Based on the data above, it can be seen that 12 students belong to the complete category and 8 students belong to an incomplete category. It was higher than the result of the pre-test. The learning process will be called a success if 70% of students got the minimum score of 70. The fact showed that the result was unsatisfactory.

Table 10
The Result of Students' Pre-test and Post-test 1

No	Name	Students' Result			Explanation
		Pre-test	Post-test 1	Deviation	
1	ANA	80	85	5	Improved
2	ANT	50	55	5	Improved
3	AN	70	75	5	Improved
4	AI	55	60	5	Improved
5	AA	67	70	3	Improved
6	CSR	72	77	5	Improved
7	CK	65	70	5	Improved
8	CA	70	75	5	Improved
9	ER	72	75	3	Improved
10	EA	57	60	3	Improved
11	FAA	50	55	5	Improved
12	HLM	65	70	5	Improved
13	KA	70	75	5	Improved
14	LN	72	77	5	Improved
15	LA	50	55	5	Improved
16	MR	65	70	5	Improved
17	MHL	50	55	5	Improved
18	NRS	65	70	5	Improved
19	NSA	45	50	5	Improved
20	ZNB	50	55	5	Improved
Total		1240	1334		
Average		62	66,7		

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

Based on the table above, the result of pre-test and post-test 1 has a deviation. The average score increased from 62 becomes 66, 7. The explanation of the pre-test and post-test 1 stated that the students' speaking ability scores increased.

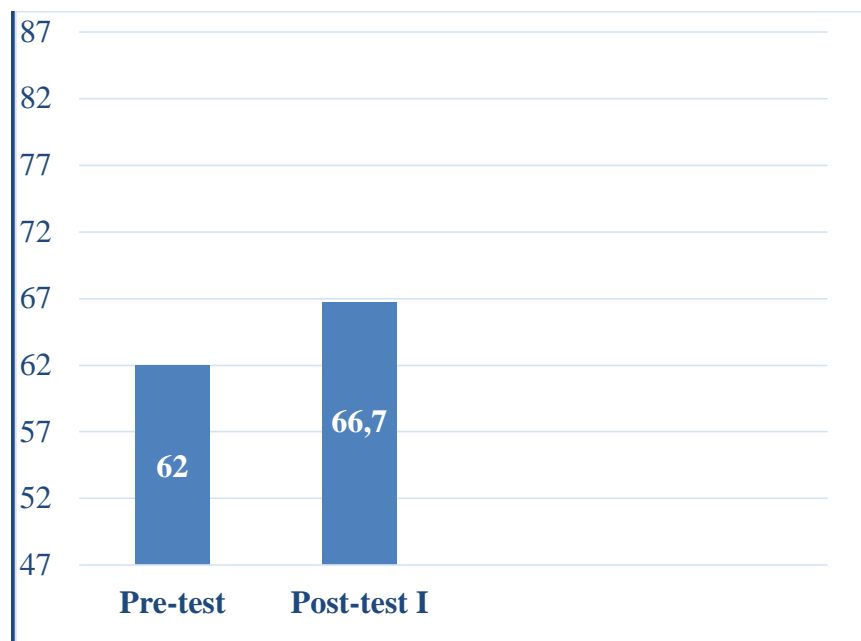


Figure 4 The Result of Pre-test and Post-test 1

Based on the graphic above, shows that there was an increase between pre-test and post-post-test 1. The learning process is called a success if 70% of the students passed and the standard minimum criteria are 70. The table of the post-test 1 shows that 12 students passed the standard minimum criteria in the percentage of 60%. It means that the indicator of success was not achieved yet, although there is increasing in students' activity. So, the researcher would be continued to cycle II. In addition, the result of cycle 1 would be used as a guideline to conduct the next cycle.

b. Cycle II

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

1) Planning

In this step, the researcher made the lesson plan. Based on the students' results in cycle I, the researcher concluded that the problem is that the students feel difficult to speak English well because the students lack the courage to speak for fear of being wrong and not confidence. Therefore, the researcher revised the problems that appeared in cycle I and arranges lesson plans to continue cycle II. The researcher planned to give them more exercise. Cycle 2 would be planned differently from cycle 1.

2) Acting

a) The First Meeting

The meeting was conducted on January 31, 2022. The researcher opened the meeting by greeting, asked students to pray together, checking students' attendance lists. Next, the researcher announced the result of their speaking English 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 simulate it, the teacher showed the example of narrative text. Next, the researcher divided the students to make groups, every group consist of 5 students. The researcher gave each group a story. It was about narrative text.

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

b) The Second Meeting

The second meeting was conducted on February 01, 2022. 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 act and situation. After finishing the exercise, the researcher closed the meeting.

3) Observation

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied with the result of the research. There $\geq 75\%$ of students passed the examination. It means the students speaking skills had been improved.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

In this session, the researcher observe got the result of the students' post-test 2 in cycle II. The result can be seen as follow:

Table 11
The Students' Score of Speaking Ability Post-test II in Cycle II

No	Name	Score Total	Criteria
1	ANA	93	Complete
2	ANT	65	Incomplete
3	AN	80	Complete
4	AI	70	Complete
5	AA	75	Complete
6	CSR	82	Complete
7	CK	75	Complete
8	CA	85	Complete
9	ER	80	Complete
10	EA	70	Complete
11	FAA	70	Complete
12	HLM	77	Complete
13	KA	80	Complete
14	LN	87	Complete
15	LA	60	Incomplete
16	MR	80	Complete
17	MHL	70	Complete
18	NRS	80	Complete
19	NSA	60	Incomplete
20	ZNB	65	Incomplete
Total		1504	
Average		75, 2	
High Score		93	
Low Score		60	

Source: The result of Post-test II on February 02, 2022

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

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

Source: The result of Post-test II on February 02, 2022

The table above is the result of students' marks post-test 2. It can be seen that there was an increase from the mark of post-test 1 and post-test 2, 16 students included to complete category in the percentage of 80% and there are just 4 students who included to an incomplete category in the percentage 20%. It means that there was an improvement score from post-test 1 and post-test 2 and the learning process was a success.

a) The resulting mark of students' Post-test I and Post-test II.

Table 13

The Result Mark of Students' Post-Test I and Post-Test II

No	Name	Students' Result			Explanation
		Post-test 1	Post-test 2	Deviation	
1	ANA	85	93	8	Improved
2	ANT	55	65	10	Improved
3	AN	75	80	5	Improved
4	AI	60	70	10	Improved
5	AA	70	75	5	Improved
6	CSR	77	82	5	Improved
7	CK	70	75	5	Improved
8	CA	75	85	10	Improved
9	ER	75	80	5	Improved
10	EA	60	70	10	Improved
11	FAA	55	70	15	Improved
12	HLM	70	77	7	Improved
13	KA	75	80	5	Improved
14	LN	77	87	10	Improved
15	LA	55	60	5	Improved
16	MR	70	80	10	Improved
17	MHL	55	70	15	Improved
18	NRS	70	80	10	Improved
19	NSA	50	60	10	Improved
20	ZNB	55	65	10	Improved
Total		1334	1504		
Average		66,7	75,2		

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

Based on the table above, the result of post-test 1 and post-test 2 have a deviation. The average score increased from 66,7 becomes 75,2. The explanation of the post-test 1 and post-test 2 stated that the students' speaking scores increased.



Figure 5 The Result of Post-test I and Post-test II

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

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

Table 14
The Result of Students' Pre-test, Post-test I, and Post-test II

No	Name	Students' Result			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	ANA	80	85	93	Improved
2	ANT	50	55	65	Improved
3	AN	70	75	80	Improved
4	AI	55	60	70	Improved
5	AA	67	70	75	Improved
6	CSR	72	77	82	Improved
7	CK	65	70	75	Improved
8	CA	70	75	85	Improved
9	ER	72	75	80	Improved
10	EA	57	60	70	Improved
11	FAA	50	55	70	Improved

No	Name	Students' Result			Explanation
		Pre-test	Post-test 1	Post-test 2	
12	HLM	65	70	77	Improved
13	KA	70	75	80	Improved
14	LN	72	77	87	Improved
15	LA	50	55	60	Improved
16	MR	65	70	80	Improved
17	MHL	50	55	70	Improved
18	NRS	65	70	80	Improved
19	NSA	45	50	60	Improved
20	ZNB	50	55	65	Improved
Total		1240	1334	1504	
Average		62	66,7	75,2	

Source: The result of pre-test, post-test 1 and post-test 2

Based on the table above, the result of pre-test, post-test 1, and post-test 2 has average score improved from pre-test is 62 score becomes post-test 1 is 66, 7 score becomes post-test2 is 75, 2 score. The explanation of the pre-test, post-test 1, and post-test 2 stated that the students' speaking scores improved.

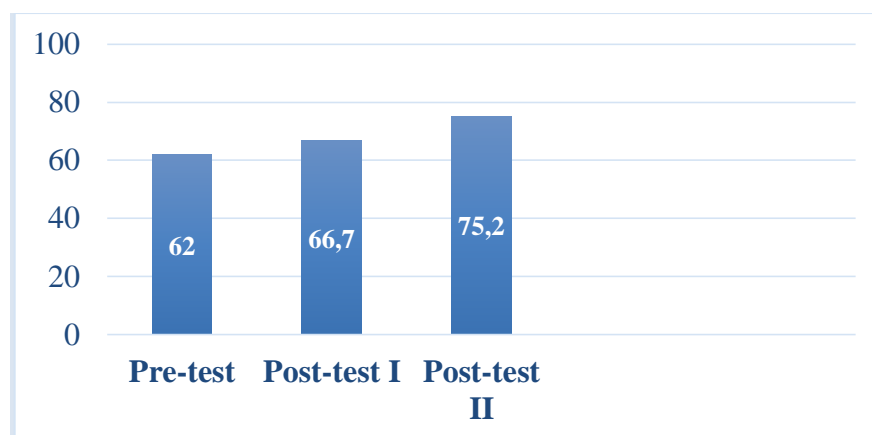


Figure 6 The Result of Pre-test, Post-test I and Post-test II

From the table above can be seen that there was an improvement from post-test I and post-test II. The students' could

achieve the target. Most of the students got mark ≥ 70 in the percentage 80% and there is also improve students' activity. It means the story completion technique can improve students' speaking Ability.

The table showed that the students' average in the pre-test was 62, in the post-test 1 was 66, 7 and in the post-test II was 75, 2. It means that there was an improvement in students' scores from pre-test to cycle I and cycle II. The difference between pre-test and post-test 1 is 4, 7 and the difference between post-test 1 and post-test 2 is 8, 5. Whereas, the difference between pre-test and post-test 2 is 13, 2.

Table 15
The Percentage of Students' Result Pre-test, Post-test I,
and Post-test II

No	Score	Pre-Test		Post-Test 1		Post-Test 2		Category
		Freq	Percen	Freq	Percen	Freq	Percen	
1	>70	7	35%	12	60%	16	80%	Complete
2	≤ 70	13	65%	8	40%	4	20%	Incomplete
Total		20	100%	20	100%	20	100%	

Source: The result of pre-test, post-test 1 and post-test 2

Based on the comparison table above, shows that there is a score improved in Pre-test, post-test I, and post-test II. There are more than 75% of students who are categorized to complete. So, the research would not be continued to the next cycle.

4) Reflecting

The result of cycle II was better than cycle I. There was a significant increase 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 the teacher and students' explanations.

B. 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 that the students' have difficulties to answer the test and they difficult to speak English well.

Based on the data of pre-test, it can show that the students' average in the pre-test is 62. Besides that, the highest score is 80, the lows score is 45. It shows that most of the students have not completed in achieving the minimum mastery criteria 70. Therefore only 7 of 20 students complete the minimum mastery criteria. So its need that improving 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 not achieve the minimum score, so the researcher used the story completion technique in the treatment to improve the students' speaking ability.

Based on the data of pre-test, it can show that the students' average in the pre-test is 62. The highest score is 80, the lows score is 45. In the cycle 1, the researcher give more treatment and more explanation by

using story completion technique, but only 12 students complete the minimum score and 8 students incomplete the minimum score. In the post-test 1 most of the students incomplete in achieving the material and learning activities. Besides that, 60% 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 improving of pre-test to the post test cycle 1, it can be seen that the used of story completion technique can improve 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 detail example in the learning process to the students. The researcher gives more instruments to support the story completion technique.

Based on the table 15, it can be seen that there is percentages from 66, 7 in cycle 1 to 75, 2 in cycle 2. The students speaking ability has increased. In the cycle 2 there are 16 students can complete the minimum score and 4 students who incomplete the minimum score. It is mean that by using story completion technique can improve the students' speaking ability and learning activity at the tenth grade of SMA Raudhlatul Qur'an 3 Sekampung East Lampung.

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

In this research, the researcher discusses the effectiveness of using story completion technique to improve student's speaking ability of the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung. In fact, based on the result of the research, the average of the students' score of SMA Roudhlatul Qur'an 3 Sekampung in students' activity, the implementation of cycle I and cycle II is active. It means that the story completion technique can improve the students' scores, activeness and they are interested in English subjects. This research is classroom action research, conducted on the tenth grade of SMA Roudhlatul Qur'an 3 Sekampung with a sample of 20 students. This research was using two cycles.

Based on the result of students' average score from pre-test is 62, post-test 1 is 66, 7, post-test 2 is 75, 2. It means that there is an improvement in students' scores from pre-test to cycle I and cycle II. The difference between pre-test and post-test 1 is 4, 7 and the difference between post-test I and post-test 2 is 8, 5 . Whereas, the difference between pre-test and post-test 2 is 13, 2. From the students' results of the test, it can be seen that the result

of the test in cycle 2 is higher than the pre-test and test in cycle 1. It is clear that minimal pair story completion technique can improve the students' speaking ability.

B. Suggestion

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

1. For the students

They have to practice to speak and pronounce English word often.

If they practice it many times, they will be accustomed in speaking ability.

2. For the Teacher

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

3. For the other researcher

For the other researcher, the writer suggests that using story completion technique can be used as a reference in conducting another quality research in this field to improve education quality in our country.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMA Roudhlatul Qur'an 3 Sekampung

Mata pelajaran: Bahasa Inggris

Kelas : X (Sepuluh)

Semester : Genap

Kompetensi Inti: Berbicara (Speaking)

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi pembelajaran	Kegiatan Pembelajaran	Indikator	penilaian	Alokasi waktu	Sumber Belajar
1.1.Mengungkapkan makna dalam teks lisan fungsional pendek dan tidak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.	Menerangkan makna dalam konteks fungsional pendek yang berbentuk narrative teks. 1. What do you know about narrative text? 2. Speak up in front of the class!	1. <i>Reading</i> kosakata terkait topic yang akan dibahas(noun verb, adjective verb). 2. <i>Listening</i> guru memberikan contoh terkait materi. 3. <i>Speaking</i> mengulang	➤ Speak dan mengungkap kan kembali cerita yang termaksud cerita narrative text ➤ Mengamati alur cerita yang terdapat di dalam cerita	1. <i>Lisan</i> Lisan singkat 2. <i>Practice</i> Practice and tell about narrative text	2x40 menit	Sumber dari internet, seperti: https://misssluluenglish.wordpress.com/2020/11/13/narrative-text-bahasa-inggris-kelas-10/ https://www.jagoanbahasainggris.com/

	<p>3. Mendengarkan apa yang teman mereka katakan dan mempraktekannya.</p> <p>4. Siswa mendengarkan dan menceritakan apa yang mereka ketahui dan apa yang mereka dengar.</p>	<p>cerita tentang materi terkait.</p> <p>4. <i>Asking</i> berbagai informasi yang terdapat dalam cerita.</p> <p>5. Merespon pertanyaan yang ditanyakan guru</p>	<ul style="list-style-type: none"> ➤ Merespon ungkapan dan merespon perintah ➤ Berbicara di depan kelas dan menceritakan kembali tentang cerita narrative text ➤ Menjawab pertanyaan yang ditanyakan guru ➤ Menjawab dan mengungkapkan 			<p>gris.com/2017/02/kumpulan-narrative-text-beserta-artinya.html?m=1</p> <p>English book</p>
--	---	---	--	--	--	---

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA Roudhlotul Qur'an 3 Sekampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2 (Dua)
Alokasi Waktu : 2x 80 menit (2x pertemuan)

A. STANDAR KOMPETENSI (KI)

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR (KD)

4.5 Mengungkapkan makna dalam teks lisan fungsional pendek yang berbentuk narrative text, dan menceritakannya kembali

C. INDIKATOR PENCAPAIAN KOMPETENSI

4.1.1 Peserta didik mampu berbicara / praktik secara lisan didepan teman-teman kelas.

D. TUJUAN PEMBELAJARAN

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

E. MATERI PEMBELAJARAN

Narrative text:

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was not and tired and decided to stop and take a sort nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

F. MEDIA ALAT DAN SUMBER BELAJAR

1.) Media/Alat

- Laptop dan LCD

2.) Sumber Belajar

- Internet:

<https://misluluenglish.wordpress.com/2020/11/13/narrative-text-bahasa-inggris-kelas-10/>

- English book

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka,

mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru mrnyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengeksplorasi

- Guru memberikan pertanyaan tentang narrative text
- Bersama-sama siswa membahas narrative text
- Guru menanyakan bagaimana pendapat peserta didik yang berkaitan dengan materi pembelajaran.

Mengasosiasi

- Peserta didik mampu menjawab pertanyaan-pertanyaan yang guru mereka tanyakan.
- Peserta didik meminta bantuan guru bila memerlukannya.

Mengkomunikasikan

- 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.

c. Kegiatan penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan materi yang sudah dipelajari.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL PEMBELAJARAN

Teknik penilaian: Praktik Berbicara

Aspect	Category	Score
Fluency	Excellent	40
	Good	30
	Adequate	20
	Fair	10
Pronunciation	Excellent	40
	Good	30
	Adequate	20
	Fair	10
Vocabulary	Excellent	40
	Good	30
	Adequate	20
	Fair	10
Grammatical Accuracy	Excellent	40
	Good	30
	Adequate	20
	Fair	10
Interactional Strategies	Excellent	40
	Good	30
	Adequate	20
	Fair	10

Skor maksimum = 100

Nilai perolehan akhir = skor perolehan pada post-test 1

$$X = \frac{X_1 + X_2 + X_3 \dots + X_n}{2}$$

$$X = \frac{40 + 40 + 40 + 40 + 40}{2}$$

$$X = \frac{200}{2}$$

2

$$X = 100$$

Collaborator

Maulana Yusuf, M.Pd.

Mengetahui:

Researcher

Dwi Maria silvia

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA Roudhlotul Qur'an 3 Sekampung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2 (Dua)
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A. STANDAR KOMPETENSI (KI)

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR (KD)

4.5 Mengungkapkan makna dalam teks lisan fungsional pendek yang berbentuk narrative text, dan menceritakannya kembali.

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4.1.1 Peserta didik mampu berbicara / praktik secara lisan didepan teman-teman kelas.

D. TUJUAN PEMBELAJARAN

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

E. MATERI PEMBELAJARAN

Narrative Text:

The Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said, “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted, “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

F. MEDIA ALAT DAN SUMBER BELAJAR

1.) Media/Alat

- Laptop dan LCD

2.) Sumber Belajar

- Internet:

<https://www.jagoanbahasainggris.com/2017/02/kumpulan-narrative-text-beserta-artinya.html?m=1>

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- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
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- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

- Memberikan motivasi kepada siswa yang kurang dan belum biasa mengikuti dalam kegiatan tersebut.

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- Guru dan peserta didik secara bersama-sama membuat ringkasan materi yang sudah dipelajari.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
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	Good	30
	Adequate	20
	Fair	10
Grammatical Accuracy	Excellent	40
	Good	30
	Adequate	20
	Fair	10
Interactional Strategies	Excellent	40
	Good	30

	Adequate	20
	Fair	10

Skor maksimum = 100

Nilai perolehan akhir = skor perolehan pada post-test 2

$$X = X_1 + X_2 + X_3 \dots + X_n$$

2

$$X = \frac{40 + 40 + 40 + 40 + 40}{2}$$

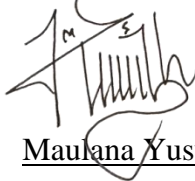
2

$$X = \frac{200}{2}$$

2

$$X = 100$$


Collaborator



Maulana Yusuf, S .Pd.

Mengetahui:

Researcher



Dwi Maria Silvia

Pre-test Instrument of Speaking Ability

Subject : English (Speaking)

Class : X

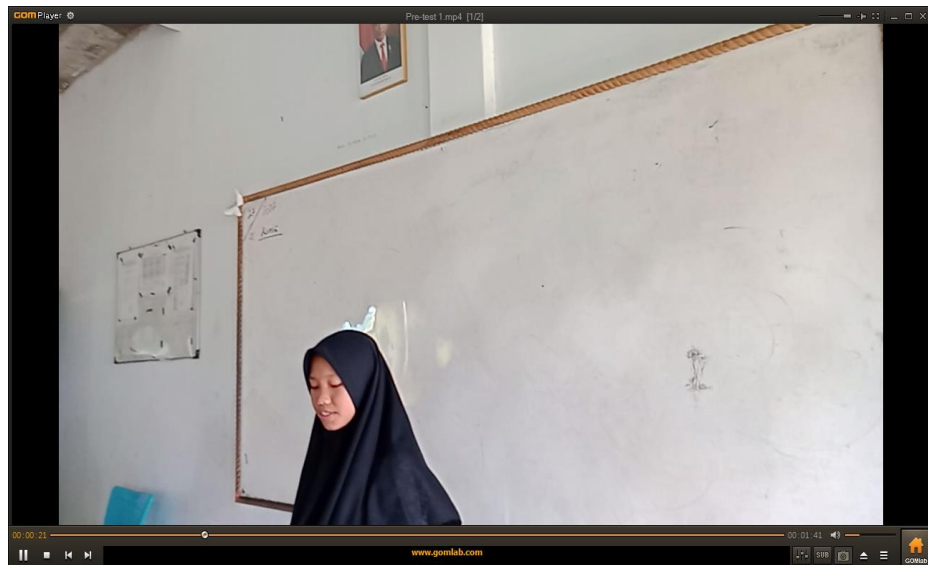
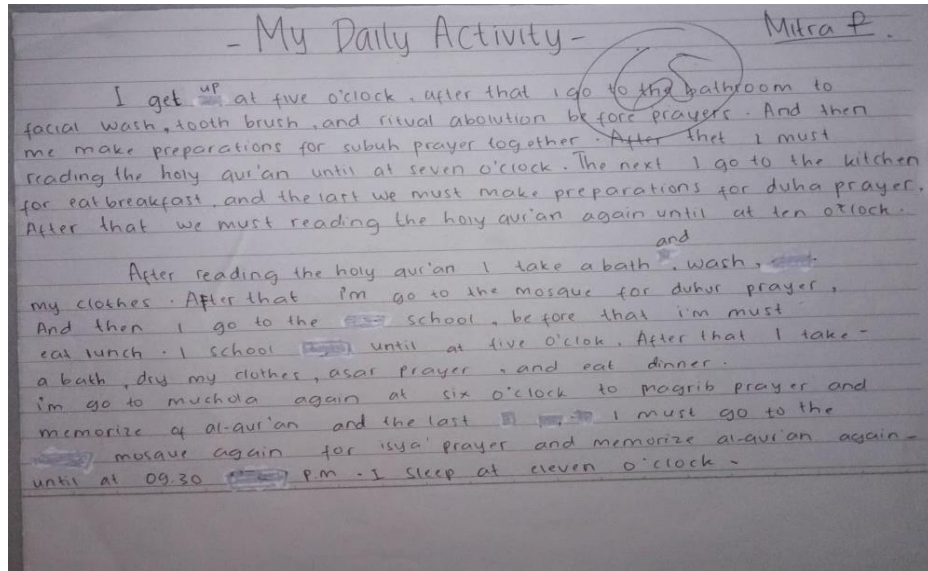
Time Allocation : 40 Minutes

Direction:

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

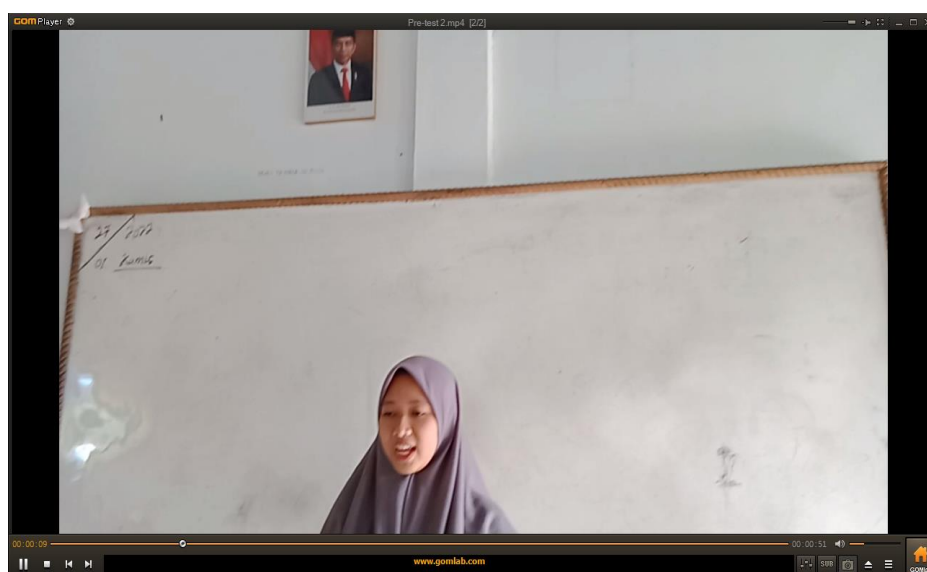
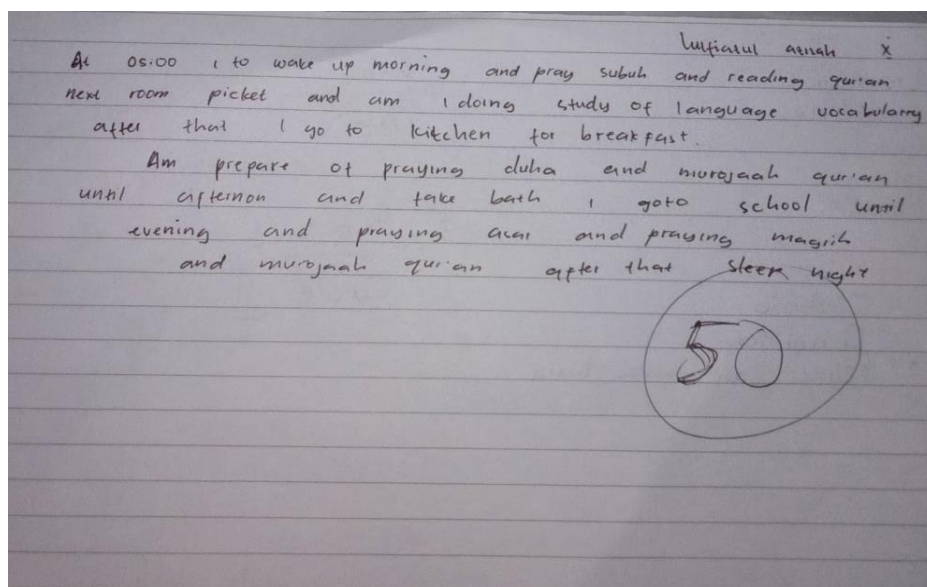
Instruction:

1. Please make the story about your daily activity in a paragraph (consist of two paragraphs) starting from wake up until the night!
2. Please tell about the story in front of the class orally!



Link from video recording of the result of Pre-test:

<https://drive.google.com/file/d/1mvE7aFuXVfVC9XJWerIm8a1rAlWtxE7Q/view?usp=sharing>



Link from video recording of the result of Pre-test:

https://drive.google.com/file/d/1tOgvjAzHo4Od1hlaWe_SnRp2Eq38vIfu/view?usp=sharing

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

Subject : English (Speaking)
Class : X
Time Allocation : 40 Minutes

Direction:

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

Instruction:

1. Make a group consist of 5 persons for each group!
2. Please tell about the story of narrative text entitled “The Rabbit and the Turtle”!
3. Perform in front of class orally without the text!



Link video recording of the result of Post-test I:
<https://drive.google.com/file/d/12OjYmO-u-isMlz3TMmQiZKrLGqXRSeAF/view?usp=sharing>



Link video recording of the result of Post-test I:
https://drive.google.com/file/d/1w8EWGdnAwjxMyIvBqYu1qCftQc1phLa_/view?usp=sharing

Post Test Instrument of Speaking Performance (Cycle II)

Subject : English (Speaking)
Class : X
Time Allocation : 40 Minutes

Direction:

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

Instruction:

1. Make a group consist of 5 persons each group!
2. Make a concept of the dialogue by choosing explain story about picture series that has been shared!
3. Perform in front of class orally without the text!



Link video recording of the result of Post-test II:

<https://drive.google.com/file/d/1pAMDtdgWZA1vfge7ScECuoH5IMvrLCNh/view?usp=sharing>

FIELDNOTE

Cycle		Students' Attitude
Cycle I	First Meeting	<ol style="list-style-type: none"> 1. Most of the students were still confuse in following the lesson. 2. There were some students were not ready with the new technique. 3. Most of the students got difficulties in doing the task. 4. There were some students were not active during teaching learning.
	Second Meeting	<ol style="list-style-type: none"> 1. The students began interest in following the lesson. 2. Some students enjoy with the new technique. 3. Some students could do the task easily. 4. Some students active asking and answering the question during teaching and learning process. 5. There are some students were shocked with the post-test.
Cycle II	First Meeting	<ol style="list-style-type: none"> 1. Most of the students were interest in following the lesson. 2. The students enjoyed with the new technique. 3. Some student could do the task easily. 4. Most of the students active asking and answering the question during teaching and learning process.
	Second Meeting	<ol style="list-style-type: none"> 1. Most of the students were interest in following the lesson. 2. The students enjoyed with the new technique. 3. Some student could do the task easily. 4. Most of the students active asking and answering the question during teaching and learning process. 5. The students were not shocked with the post-test.

DOCUMENTATION

Source: Teaching Learning English Process



Source: The Students Speaking Practice in Front of the Class.



Source: The Students Discuss About the Material that Has Been Delivered.



Source: The Students Asking About the Material.



Source: The Students Test.



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-4406/In.28.1/J/TL.00/11/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
EKA YUNIASIH (Pembimbing 1)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DWI MARIA SILVIA**
NPM : 1701070174
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF USING STORY COMPLETION TECHNIQUE TO IMPROVE STUDENTS` SPEAKING ABILITY OF THE TENTH GRADE OF SMA ROUDHLATUL QUR`AN 3 SEKAMPUNG EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut:
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2(semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 November 2021

Ketua Jurusan,



AndiantoM.Pd

NIP 19871102 201503 1 004



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

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M E T R O Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1538/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA ROUDHLATUL QUR`AN 3
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: DWI MARIA SILVIA
NPM	: 1701070174
Semester	: 6 (Enam)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE EFFECTIVENESS OF STORY COMPLETION TECHNIQUE TO IMPROVE STUDENTS` SPEAKING ABILITY AT TENTH GRADERS OF SMA ROUDHLATUL QUR`AN 3

untuk melakukan *pra-survey* di SMA ROUDHLATUL QUR`AN 3.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

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



معهد روضة القرآن الإسلامي

YAYASAN PONDOK PESANTREN ROUDLATUL QUR'AN TIGA SEKAMPUNG

SMP – QU (AL QUR'AN) ROUDHLATUL QUR'AN 3

NPSN : 69966358 NSS : 202120703175 AKREDITASI : TERAKREDITASI B

Jl. Raya Dusun I Bulu Payung 56 Sumbergede, Kec. Sekampung, Kab.Lampung Timur. Cp; 0823-0733-0823/0823-25072-1062

SURAT BALASAN RESEARCH

Hal : Balasan

Kepada Yth,

Rektor Institut Agama Islam Negeri Metro

Di

Tempat

Dengan Hormat,

Yang bertanda tangan dibawah ini :

Nama : Drs. Hi. Siswanto

Jabatan : Kepala Sekolah

Menerangkan bahwa,

Nama : Dwi Maria Silvia

NPM : 1701070174

Melalui surat ini kami menyampaikan bahwa SMP QU (Al-Qur'an) Roudlatul Qur'an 3 menyetujui permohonan saudara tersebut, untuk menerima mahasiswa/I didik saudara untuk melakukan pra-survey di SMP QU (Al-Qur'an) Roudhlatul Qur'an 3

Demikian surat balasan ini kami sampaikan, atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

Sekampung, 22 Februari 2021

Hormat Kami,

Kepala Sekolah

SMP QU (Al Qur'an) Roudlatul Qur'an 3

Drs. Hi. Siswanto, M.Pd





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INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-5333/In.28/D.1/TL.00/12/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA QU ROUDHLATUL
QUR`AN 3
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5334/In.28/D.1/TL.01/12/2021, tanggal 15 Desember 2021 atas nama saudara:

Nama : **DWI MARIA SILVIA**
NPM : 1701070174
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA QU ROUDHLATUL QUR`AN 3, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING STORY COMPLETION TECHNIQUE TO IMPROVE STUDENTS` SPEAKING ABILITY OF THE TENTH GRADE OF SMA ROUDHLATUL QUR`AN 3 SEKAMPUNG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Desember 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



المعهد الإسلامي روضة القرآن الثالث
 YAYASAN PONDOK PESANTREN ROUDLATUL QURAN TIGA
SMA QU (AL-QURAN) ROUDLATUL QURAN 3
 JL. RAYA DUSUN I BULU PAYUNG, DESA SUMBERGEDE, KECAMATAN SEKAMPUNG,
 KAB.LAMPUNG TIMURKODE POS : 34382 WEBSITE: www.pprq3.id HP/WA : 0823-0733-
 0823/0815-4143-1592 NPSN: 70004641 STATUS : DISAMAKAN

SURAT KETERANGAN
NOMOR : 421.2 / 106/ SMA-QU / I / 2022.

Yang bertanda tangan di bawah ini kepala SMA QU (AL-QURAN) ROUDLATUL QURAN 3 SEKAMPUNG dengan berdasarkan surat dari INSTITUT AGAMA ISLAM NEGERI METRO NOMOR : B-5334/In.28/D.1/TL.01/12/2021. Tertanggal 15 Desember 2021 dalam hal izin Research, maka dengan ini menerangkan bahwa:

Nama : DWI MARIA SIL VIA
 NPM : 1701070174
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE EFFECTIVENESS OF USING STORY COMPLETION
 TECHNIQUE TO IMPROVE STUDENT'S SPEAKING ABILITY THE
 TENTH GRADE OF SMA QU (AL-QUR'AN) ROUDLATUL QURAN
 3 SEKAMPUNG EAST LAMPUNG

Nama tersebut di atas adalah benar telah melaksanakan penelitian lapangan di SMA QU (AL-QUR'AN) ROUDLATUL QURAN 3 SEKAMPUNG Pada tanggal 25 Januari s.d 3 Februari 2022.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Ditetapkan di : Sekampung
 Pada Tanggal : 4 Februari 2022
 Kepala Sekolah
 Miko Prihantoro, S.Pd
 NIP.



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

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-5334/In.28/D.1/TL.00/12/2021

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

Nama : **DWI MARIA SILVIA**
NPM : 1701070174
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMA QU ROUDHLATUL QUR'AN 3, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING STORY COMPLETION TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE TENTH GRADE OF SMA ROUDHLATUL QUR'AN 3 SEKAMPUNG EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut diatas dan masyarakat setempat yang bersangkutan, terimakasih.

Dikeluarkan di Pada : Metro
Tanggal : 15 Desember 2021



Mengetahui,
Pejabat Setempat

[Signature]
MIKO PRIHANTORO, S.Pd

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Dwi Maria Silvia
NPM : 1701070174
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070174

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Maret 2022
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.,
NIP. 19750505 200112 1 002



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Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : DWI MARIA SILVIA
NPM : 1701070174
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, April 2022
Ketua Jurusan TBI

Andianto, M.Pd

NIP: 19871102 201503 1 004



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IAIN METRO**

Nama : Dwi Maria Silvia
NPM : 1701070174

Jurusan : Tadris Bahasa Inggris
Semester : X/ 2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	23/2022 3		Grammar - Conclusion menjawab - Problem formulation - Struktur penulisan	
2	24/2022 3		Complete : - abstract, motto, Acknow. - bibliography, cv su.	
	30/2022 3		motto relate for variable.	
	31/2022 3		Acc for Muwaja'izil	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Eka Yuniasih, M. Pd
NIDN. 210078702



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IAIN METRO

Nama : Dwi Maria Silvia
 NPM : 1701070174

Jurusan : TBI
 Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	2/2021 12.			- Performace test u/ Speaking. - Susunlah Instruksi yg lengkap dan Jelas. Auc APD.	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Pembimbing II,

Eka Yuniasih, M.Pd
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Maria Silvia
 NPM : 1701070174

Jurusan : TBI
 Semester : IX/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu/01/2021 9			ke chapter 1 p. 11 Continue to 1 st Asses.	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing II

Eka Yuniasih, M. Pd
 NIDN. 210078702



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Nama : Dwi Maria Silvia
 NPM : 1701070174

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu, 23/2021 14			- check grammar - sistematika penulisan - sesuaikan dg buku pedoman - Periksa footnote - Pahami apa yang anda tulis.	
	Senin 14/2021 16			- check grammar - Pertajam teori, tidak perlu terlalu lebar - munculkan Indikator dari speaking	
	Rabu 18/2021 18			- munculkan teori penalaran speaking - Temukan kekurangan dan kelebihan - Revisi hipotesis.	
	Kamis 26/2021 18			Ace. Chapter II. Continue to chpta III.	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing II,

Eka Yuniasih, M. Pd
 NIDN. 210078702

THE EFFECTIVENESS OF USING
STORY COMPLETION
TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING ABILITY
OF THE TENTH GRADE OF SMA
ROUDHLATUL QUR'AN 3
SEKAMPUNG EAST LAMPUNG

by Dwi Maria Silvia 1701070174

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**THE EFFECTIVENESS OF USING STORY COMPLETION TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING ABILITY
OF THE TENTH GRADE OF SMA ROUDHLATUL QUR'AN 3
SEKAMPUNG EAST LAMPUNG**

By:

**DWI MARIA SILVIA
Student Number : 1701070174**



**TARBIYAH AND TEACHERS TRAINING FACULTY
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A handwritten signature or mark in black ink, located in the bottom right corner of the page. It appears to be a stylized, cursive signature.

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CURRICULUM VITAE



The writer's name is Dwi Maria Silvia. She was born at Nyukang harjo, March 23th 1999. She is the first child of happy couple, Mr. Slamet and Mrs. Siti Khotimah. She has a cool brother and also a beautiful sister, Danang Satrio and Suci Rahayu.

She was enrolled study in Elementary School at SD Negeri 1 Tanjung Harapan, Anak Tuha 2004 and graduated in 2010. Then, she continued study at SMP Pemuda Selagai Lingga in 2010 and graduated in 2013. After graduating from SMP Pemuda, she decided to continue her study in SMA Negeri 01 Sendang Agung from 2013-2016. Then, IAIN Metro Lampung has become her next direction to go on her study and she was registered as a student of English Education Department in the Academic Year of 2017/2018 until 2022/2023.