AN UNDERGRADUATE THESIS

THE INFLUENCE OF STORY COMPLETION TECHNIQUE
ON THE STUDENTS SPEAKING SKILL
OF GRADE XI OF SMA MUHAMMADIYAH 2 METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
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THE INFLUENCE OF STORY COMPLETION TECHNIQUE
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ABSTRACT

By:

Mita Sari

Speaking is an easy language to master. most parts have limited words so they have difficulty in conveying what they are going to do. It is in learning to speak that good speaking activities can and should be very motivating. A teacher must choose techniques that can interest students and encourage their involvement. This study aims to determine whether the Story Completion Technique can influence the Speaking Skill of the Eleventh grade students at SMA Muhammadiyah 2 Metro, Story Completion technique is a variant of group discussion such as Story Completion which is a very fun activity for the whole class and is a good choice of activity to encourage students to make oral communication.

The purpose of this study was to determine whether the speaking skill of students at SMA Muhammadiyah 2 Metro. In this study, a quantitative research was conducted, which originated from the writer and correlated to the XI Grade Students of SMA Muhammadiyah 2 Metro. The sample of study wa 36 students divided into two classes. There is a class XI IIS 1 as control class and class XI IIS 2 as a experimental class. Data collection the research method used tests, recorders and documentation. Also, SPSS for analyzing research data.

The results of the Independent sample t-tes. Sig. (2-tailed)of the test was 0.00 <0.05. It means that there is a positive and significant influence of the use of Story Completion Technique on the Students Speaking Skill of Grade XI of SMA Muhammadiyah 2 Metro.

Keywords: *Speaking Skills, Story Completion, Quantitative research, SMA Muhammadiyah 2 Metro*

PENGARUH TEKNIK PENYELESAIAN CERITA
PADA KETERAMPILAN BERBICARA SISWA
KELAS XI SMA MUHAMMADIYAH 2 METRO

ABSTRAK

Oleh:

Mita Sari

Berbicara adalah bahasa yang mudah untuk dikuasai. sebagian besar orang memiliki kata-kata yang terbatas sehingga mereka mengalami kesulitan dalam menyampaikan apa yang akan mereka lakukan. Dalam belajar berbicara, kegiatan berbicara yang baik dapat dan harus sangat memotivasi. Seorang guru harus memilih teknik yang dapat menarik minat siswa dan mendorong keterlibatan mereka. Penelitian ini bertujuan untuk mengetahui apakah Teknik Penyelesaian Cerita dapat mempengaruhi Keterampilan Berbicara siswa kelas Sebelas di SMA Muhammadiyah 2 Metro, Teknik Penyelesaian Cerita adalah varian dari diskusi kelompok seperti Penyelesaian Cerita yang merupakan kegiatan yang sangat menyenangkan bagi seluruh kelas dan merupakan pilihan kegiatan yang baik untuk mendorong siswa melakukan komunikasi lisan.

Tujuan dari penelitian ini adalah untuk mengetahui apakah keterampilan berbicara siswa di SMA Muhammadiyah 2 Metro. Penelitian ini merupakan penelitian kuantitatif, yang bersumber dari penulis dan berkorelasi dengan siswa kelas XI SMA Muhammadiyah 2 Metro. Sampel penelitian berjumlah 36 siswa yang terbagi dalam dua kelas. Yaitu kelas XI IIS 1 sebagai kelas kontrol dan kelas XI IIS 2 sebagai kelas eksperimen. Pengumpulan data penelitian ini menggunakan metode tes, perekam dan dokumentasi. Selain itu, SPSS untuk menganalisis data penelitian.

Hasil uji Independent sample t-tes. Sig. (2-tailed) dari uji tersebut adalah $0.00 < 0.05$. Hal ini berarti bahwa terdapat pengaruh positif dan signifikan dari penggunaan Story Completion Technique terhadap keterampilan berbicara siswa kelas XI SMA Muhammadiyah 2 Metro.

Keywords: *Keterampilan Berbicara, Penyelesaian Cerita, Penelitian Kuantitatif, SMA Muhammadiyah 2 Metro*

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NOTIFICATION LETTER

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To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

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

Name   : Mita Sari
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Title   : THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS SPEAKING SKILL OF GRADE XI OF SMA MUHAMMADIYAH 2 METRO

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

Wassalamu'alaikum Wr. Wb

Head of English Education Study
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Nomor   :
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Kepada Yth.
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Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

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

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

Wassalamu'alaikumWr.Wb.

Mengetahui,
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts which are excerpted from the bibliographies mentioned.

Metro, Juni 2023
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Jurusan   : Tadris Bahasa Inggris

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

Metro, Juni 2023
Peneliti

Mita Sari
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MOTTO

If you cannot bear the fatigue of studying then you must be able to endure the pain

of ignorance

(Imam Syafi'i)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parent Mr.Zainal dan Mrs.Suryati, especially

my sister Ria Fajar Alami and Santi Sartika, who always support me in every

condition.

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The researcher realizes that this research still has weakness. The researcher do apologizes for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 19 April 2023
The Researcher

Mita Sari
1901051044

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CHAPTER I

INTRODUCTION

A. Background Of Study

English is a language used as a means of communication and is spoken by others around the world as a first foreign language. In the international world, English is the official language used, because it is the most widely used language in various countries in the world. For the communication of a nation that wants to progress, we must also be able to communicate in English, so that if one day it is needed, we can easily understand what the world wants to convey.

One of the English language skills is speaking. Speaking skill is the skill to speak that can be possessed by someone who seeks to convey oral messages efficiently as a means of communication to others. With a good command of speaking, one can help boost self-confidence, will make others happy to listen to you, will improve the quality of yourself, will make you think more critically and will improve your skill to lead.

Speaking is an easy language to master. Most people have limited words so they have difficulty in conveying what they are going to do. In learning to speak, good speaking activities can and should be highly motivating. If all students participate fully - and if the teacher organizes the activity correctly and can then provide sympathy. Many speaking tasks (role-playing, discussion, problem-solving and so on) are intrinsically fun. This means that teachers have

to be creative to make students feel good during the process. In learning to speak, there are several issues involved in getting students to speak in class.

Related to the problem of speaking, the writer has conducted a pre-survey on August 15, 2022 at SMA Muhammadiyah 2 Metro. In the pre-survey, the researcher obtained an archive of students' assignment scores in speaking skill from the English teacher. The results of the pre-survey in the form of students' speaking mastery are illustrated in the following table.

Table 1

The Result of Pra-Survey on August, 15th 2022
Students' Speaking Skill of the Eleven Grade

No	Grade	Frequency	Percentage	Criteria
1	< 75	32 Students	88 %	Incomplete
2	≥ 75	4 Students	12 %	Complete

(Source ; The teachers archive, taken on August 15,2022)

It is known that out of 36 students in class XI, 32 students or 88% are still lacking in English, while 4 students or 12% can speak English. It is known that, the total number of students in class XI of SMA Muhammadiyah 2 Metro is 36 students. Of these 36 students there are 32 students who have not been able to speak English well. It can be concluded that as many as 88% of students from the total number of classes studied have difficulty or experience problems in speaking correct English.

Based on the above results, English teachers should apply various techniques in teaching speaking to be influenceive and support teachers to teach students well in understanding the material. There are many types of speaking

teaching techniques. These techniques can attract students' motivation in learning English so that students feel happy and students do not feel bored.

There are ten Influenceive English Speaking Teaching Techniques. Speaking is the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. To teach second language learners how to speak in the best possible way, some activities that can improve speaking are listed below and can be implemented immediately in the classroom. Teachers should create a classroom environment where students have real-life-like communication, authentic activities, and meaningful tasks that can improve English speaking. This can happen when students collaborate in groups to achieve indicators or complete tasks.

There are several techniques to teach speaking skills. Some speaking skill techniques. Discussion After content-based lessons, discussions can be conducted for a variety of reasons. Students can discuss to make conclusions, share ideas about an event, or find solutions in their discussion groups. Role Play Another way to improve students' speaking skills is through role play. Students pretend that they are in various social contexts and have various social roles. To fill in information gaps, students should pair up. One student will have information that their partner does not and the pair will share the information. Storytelling, students can briefly summarize a tale or story they heard from someone before, or they can create their own story to tell to their classmates. Storytelling can foster creative thinking. Interviews, students can conduct interviews on the chosen topic with various people. Story Completion, this

technique is a fun free speech activity for the whole class, where students sit in a circle. For this activity, the teacher starts telling a story, but after a few sentences she stops telling the story. Then, each student starts continuing from the point where the previous student stopped.

In this research, the writer used the Story Completion technique, not only used to communicate, but also used to make students confident to speak in class with other friends, as well as to increase students' motivation and interest in learning. By using the story technique, it makes it easier for students to improve their speaking skills.

The Story Completion technique is a variant of group discussions such as Story Completion which is a very fun activity for the whole class and is a good choice of activity to encourage students to do oral communication. In this technique, students are asked in groups to complete the story told by the previous speaker based on the parts given by the teacher. Previously, the teacher starts the story that the students have to complete. This technique is an interesting technique because every student is motivated to speak, ignoring the mistakes they will make later. The use of Story Completion is expected not only to communicate but also build students' confidence to speak in class. Students will enjoy sharing with their group and students can improve their speaking skills through this technique.

Based on the description above, it can be seen that the Story Completion technique has an important role in the speaking learning process. Therefore, the writer intends to analyze the Story Completion technique to support students'

speaking skill. In this case, the writer will conduct quantitative research to test whether the Story Completion technique affects students' speaking skill.

Therefore, the writer compiled a research "The Influence of Story Completion Technique on Speaking Skill of Class XI Students of SMA Muhammadiyah 2 Metro".

B. Problem Identification

Based on the background above, the problem can be identified as follows:

a. The students' speaking in English is still low.

b. The students were less in speaking English because they are shy and afraid to make mistakes in speaking.

c. Students had low the motivation to improve their speaking skill because of the lack of stimulation.

d. The students were bored to study English because the teacher did not use an interesting technique.

e. The teacher uses the monotonous technique

C. Problem Limititation

Based on the problem identification above, the writer focuses and limits the problem on students' speaking skills by analyzing the Influence of Story Completion Technique on Speaking Skills of Class XI Students of SMA Muhammadiyah 2 Metro.

D. Problem Formulation

Based on the background of the problem, the writer formulates the problem as follows:Is there any positive influence of the story completion technique on the speaking skills of the Eleventh grade students of SMA Muhammadiyah 2 Metro?

E. Objective and Benefit of the Study

1. Objective of study

The purpose of this study was to determine the Influence of Story Completion Technique on the Students Speaking Skills of the Eleventh grade Students of SMA Muhammadiyah 2 Metro.

2. Benefits of the study

a. For the students

Through this research, students can understand the importance of Story Completion in speaking. In addition, students can condition themselves to be more supportive of Story Completion in the English learning process, so it is expected that their speaking skill will be better.

b. For the teachers

Through this research, teachers can condition the class well and motivate students to be more active in class. With a good Story Completion, the teacher encourages students' speaking skills to develop.

c. For Other Researchers

This research is expected to benefit other writers as a reference for them on the topic of Story Completion in student speaking. Through this study, other writers not only get information about the concept of Story Completion in speaking. Therefore, other writers can be inspired through this research to continue or develop the topic of story completion in speaking.

C.   Prior Research

This research will be conducted by considering several previous studies.

1. The first research was previously conducted by Ira Risnawati with the title "The Influence of Using the Story Completion Technique on Students' Speaking Skills on Narrative Texts in the First Semester of Grade Ten MA Mathla'ul Anwar Gisting 2021/2022 Academic Year". The purpose of this study is to provide new insights to teachers and educators about the role that Story Completion can play in influenceive English language learning. The research technique used is quantitative research technique. The research topic is story completion in speaking English. The data source is the main reference related to story completion in speaking.

   This research has similarities and differences with the first previous research, which is about story completion techniques in speaking. While the

difference lies in the research technique, research objectives and samples. This research technique is quantitative while the research technique is qualitative. Another difference lies in the research objectives because this study aims to determine the Influence of Story Completion Technique on Speaking Skills of Class XI Students of SMA Muhammadiyah 2 Metro, while the purpose of the first previous study is efficient English learning can be stopped to provide new perspectives to technicians and educators about the role of Story Completion. Another difference is related to the sample. This is because the sample of this research is class XI. While the sample of this research is the main reference related to Story completion in English learning.

2. Furthermore, the second prior research was written by Shafaat Hussain with the research title of "An Undergraduate Thesis The Use Of Story Completion Technique To Improve Speaking Skill Among The Tenth Grade Of SMK Wiratama Kotagajah". This research technique is qualitative research technique with the research sources are various scientific references.[1] The research objective highlights how in the problem only on Improve Speaking Skill Using Story Completion Technique among The Tenth Grade of SMK Wiratama Kotagajah the skill to talk is taught; what are the prominent views about the skill to speak; what are the concepts of learning and teaching speaking skills; the various practices and tasks

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[1] Sri Wahyu Setya Ningsih ," *An Undergraduate Thesis The Use Of Story Completion Technique To Improve Speaking Ability Among The Tenth Grade Of Smk Wiratama Kotagajah*", (2017).

associated with developing communication skills; and finally, how to teach communication learners pronunciation. This research has similarities and differences with this research. The similarities include research topics because the second topic of this research is story completion in speaking.

3. Furthermore, Rahmawana : Using Story Completion in Teaching listening to the Second Grade Students of SMAN 6 Soppeng. The result of the writer concluded that In pre test, the writer first applied the story completion technique without telling or introducing what story completion is more detailed, then the writer introduced the material to be explained and divided the students into groups and began to narrate the text from mentioning titles to the story content. The writer also asked them to continue the story directly or spontaneously in which students were given the opportunity to speak two to three senrences. So, in this pre test the writer was the speaking center. Then in the post-test treatment that was used also the same as the pre-test, only students already understood the purpose of this story completion.[2]

The similarity between this research and the previous research is that both use story-solving techniques. While the difference lies in the use of stories. Namely in this study using Islamic stories while previous studies have never used Islamic stories.

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[2] Rahmawana, Using Story Completion in Teaching listening to the Second grade Students of SMAN 6 Soppeng, p.39

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking Skill

1. The Definition of Speaking Skill

Speaking is to combine sounds in a recognizable and systematic way, according to the specific principles of language, to form coherent speech [3] It mean that Speaking of voices that shape meaning through speech in a specific language.

Speaking is mutually active and requires the opportunity to collaborate with management to speak in turn.[4] In other words, Speaking is a management that takes turns speaking which is interrelated.

Speaking in English is a goal for many learners of second or foreign languages. [5] It can be said that Speaking English is the most important and important part of a second language for learners.

Brown stated that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and influenceiveness of a testtaker listening skill, which necessarily compromises the reliskill and validity of an oral production test[6].

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[3] Sandra Cornbleet dan Ronald Carter,*The Language of Speech and Writing* (London: The Taylor & Francis e-Library, 2002),18.
[4] Scott Thornburry,*How to Teach Speaking*(Harlow:Longman,2005),1.
[5]Jack C. Richards, *The Teaching of Speaking*,(New York: Cambridge University Press,2008),18.
[6] H. Douglas Brown. *Language Assessment Principles and Classroom Practice*, (Longman, 2004). 140

Speaking is an skill that is very nuanced, including vocabulary, grammar, pronunciation, fluency, composition and non-verbal skills.[7] It means that Speaking is a competency related to knowledge to compose or gestural speaking skill.

2. **Types of Speaking**

Before assessing speaking, we need to acknowledge five basic types of speaking. Propose five types of speaking as explained in the following.

a. Imitative

This type of speaking requires the test taker to transcribe words, phrases or sentences. Pronunciation is the main aspect of assessment although grammar also takes part as an assessment criterion. What needs to be underlined in imitative speaking is that the communicative competence of the language is not important. They just need to get some information, and then reproduce it orally without having to add any additional explanations. What comes out of them is just the information they heard.

b. Intensive

Unlike imitation, intensive speaking does not emphasize pronunciation or phonological aspects. Understanding of meaning is required to answer certain tasks, but interaction with the interlocutor is minimal.

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[7] Mirostaw Pawlak,Ewa Waniek-Klimczak and Jan Majer,*Speaking and Instructed Foreign Language Acquisition* (Canada:British Library Cataloguing,2011) ,149.

Examples of activities are reading aloud, completing sentences and dialogs.

c. Responsive

Authenticity in conversation is important. Therefore, the speaker is stimulated to speak immediately. To respond to a short conversation, making a simple request comment is a type of activity that falls under this type of speaking.

d. Interactive

Sentence load and complexity are the main differences between responsive and interactive speaking. The number of speakers is also important as sometimes more than two people are needed in a conversation.

e. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.[8]

3. Assessement of Speaking

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of

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[8] Brown and Abeywickrama, *Language Assessment Principles And Classroom Practices,* (2010 : 184 - 185

pronunciation. Viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context.

According to Brown, there are some assessments for speaking:[9]

a. Grammar

Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

Able to speak the language with the sufficient vocabulary to participate influenceively in most formal and informal conversations practical, social, and professional topics.

c. Comprehension

Quite complete at a normal rate of speech and understand any conversation within the range of the experience.

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[9] *ibid*

d. Fluency

The skill to keep going when speaking spontaneously. When speaking fluently students should be able to get the message accross with whatever resources and abilities they have got, regardless of grammatical and another mistakes.

e. Pronunciation

Errrors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.

Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes. To ensure speaking skill assessment is trustworthy, there are factors that should come into consideration[10].

 a. Practicality

The first principle in making language assessments is practicality. Before deciding on a test, we need to analyze how practical it is to use by considering the time constraints of administering and interpreting test scores, budget limitations, and facilities.

b. Validity

Consistently accurate measurements must be provided to establish a valid test. The test should measure what it is supposed to measure by excluding all variables that are irrelevant to the test. When speaking

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[10] Luoma, S. *Assessing speaking*. Cambridge: Cambridge University Press.

skills are tested, creating an essay is not a valid test because it fails to provide information about the test taker's speech production. As a result, this test may not be able to show the true skill of the test taker.

c. Reliskill

The need for consistent score measurement is essential to make a test reliable. In addition, clear rubrics and scoring criteria are also a must. Sometimes a reliable test may not be a valid test. However, a test designer should strive to make a reliable test as valid as possible.

Since the need for a reliable scoring system is inevitable in speaking tests, before conducting a speaking test, the test taker must prepare a standardized scoring system. The items in it should represent all the aspects to be assessed from the students. The score weights should also be clearly printed on the form to ensure that each student's skill is well represented. During the exam, a standardized scoring system will be used to record student work. Without a good scoring system, it is almost impossible to get reliable test results.

d. Authenticity

This refers to the contextual language or language used. Students are asked to represent something that relates to their values. In this case, the language produced is authentic.

One of the purposes of language testing is its feedback influence. It informs teachers and students about the influences of learning and teaching.

Because of its importance, this issue should also be explored in designing a test.

Speaking Skill is an appraisal based on the quantity according to the specifications according to other performance quality conditions, the degree to which the complexity of the task being carried out is successful.[11] It can be said The capabilities are described based on the appropriate effort for the quality of successful performance.

Speaking skill is one of the scopes of influenceive abilities used to convey something to someone that wa,nts to be practiced in the time invested.[12] It means that Speaking abilit is an environment that has communication skills that need to be practiced frequently.

Speaking Skill is an evaluation focused on four main areas: fluency and coherence, lexical capital, grammatical range and precision, and pronunciation.[13] In other words, Speaking skill is it can be said to be able to speak if it fulfills four fields, namely fluency, lexical sources, grammar and pronunciation.

The teachers have the alternative skill to create new sentences if they are native speakers. Therefore, in order to establish communication, an informal atmosphere between teachers and students should be maintained.

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[11] Ceyhun Yukselir dan Sevki Komur," Using Online Videos To Improve Speaking Abilities of Efl Learners,"*European Journal of Education Studies* 3, no 5 (2017) : 256.

[12] Natika Newton,*Foundations Of Understanding* (New York : Library of Congress Cataloging,1984),86.

[13] Sukanya Kaowiwattanakul," Using Literature Circles to Promote the English Speaking Skills of Engineering Students in English for Specific Purposes Classrooms," *LEARN Journal : Language Education and Acquisition Research Network Journal* 13,no.2 (2020): 418.

Because most of our daily conversations, in fact, remain interactive. It can be important to have an interest in language. Therefore, language teaching should provide opportunities for students to engage in meaningful communicative behavior on relevant topics using interaction as the key to teaching language for communication, as communication essentially comes from interaction.

In addition, the teachers chose to use analytic rubric in scoring their students' authentic assessment because formative feedback is the goal. Table 1 show the rubric of speaking skill and writing skill assessments respectively.[14]

Table 2 Rubric for assessing speaking skills

Criteria	Score 4	Score 3	Score 2	Score 1
Fluency	Smooth dialog, very few difficulties	Not fluent due to language difficulties	Frequent hesitations and stops due to language limitations	Frequent pauses and silences during dialog so that dialog is not created
Pronunciation	Memorization can be understood even with certain accents	There are pronunciation problems that make the listener have to be very focused and sometimes cause misunderstandings.	Difficult to understand as there are problems in pronunciation and frequency	Almost always goes out in pronunciation so that it cannot be

14 O"Malley, J M, and Pierce L V, Authentic assessment for English language learners, (Addison: Wesley Publising Company, 1996)

				understood
Vocabulary	Occasionally pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that the dialog is limited due to limited vocabulary	Uses the wrong vocabulary so that it cannot be understood	Very limited vocabulary that does not allow for dialog.

4. The Importance of Speaking Skill

a. The skill to speak plays a crucial role, as it all depends on how people share their messages with others.

b. Speaking is a very necessary skill to communicate well in this global environment. Since English is commonly used worldwide, learners need to acquire the communication skill to excel in their respective fields.

c. When they have to settle well in their career, speaking skill is also beneficial for students.

d. It has become very popular in the modern world to prove the skills of the applicants at the time of their work interviews, and many of the choices are focused on the interview results. In debates and group discussions where the efficiency or oral communication capacity of the candidates is mainly evaluated, the job aspirants must participate and prove themselves. In addition, the experts have to give oral presentations

because they have to sell the goods or their businesses or give the other peers training.

e. An successful speaker will encourage more audiences and get the full attention of the audience and retain the same pace until the speech finishes.. The audience is therefore fully interested in the speech of the speaker and they often neglect the real world and place their full attention on the speech.[15]

5. **The Characteristics of Speaking Skill**

Two specific Characteristics are highlighted below.[16]

a. The first characteristic of Speaking skill is fluency, and it is the primary objective of teachers to teach speech skill.

b. The second characteristic of speaking skill is accuracy.In learning a foreign language, learners should be fluent. In their teaching technique, teachers should therefore emphasize accuracy.

6. **Speaking Problems**

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

a. Inhibition is the first problem that students encounter in class.

b. The second problem is students report that they are unable to remember what to say and have no desire to express themselves.

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[15] Parupalli Srinivas Rao," The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2,No.2 (2019):9.

[16] Lai-Mei Leong & Seyedeh Masoumeh Ahmadi," An Analysis of Factors Influencing Learners' English Speaking Skill,"*University of Guilan* 2,no.1 (2017),34.

c. The third problem is because attendance is very low. In a class with a large number of students, each student can have very little time to talk, because only one student talks at a time and the other students try to understand him/her. In the speaking class, some students dominate the entire class, while others speak very little or never talk.

d. The fourth problems Students prefer to use mother langange. The first explanation is that they may try to use their language when teachers ask their learners to speak about a subject that they don't have adequate information. The second explanation is that it is very natural for learners to use the mother-tongue application. If teachers do not urge their students to speak in English, learners may use their first language to convey something to their classmen tes automatically.

B. The Concept of Technique Story Completion
1. The definition of Story Completion

Story Completion is one of the influence ways to explore students' ideas to develop the oral language skill of first language in an English club classroom. The story completion has long significant role in describing a story.[17] It means that Completion of stories is one way to explore students' ideas to develop English spoken language skills.

Since Story Completion is a technique for teaching oral communication, it can be included into one of modifying storytelling

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[17] Waode Hamsia," Speaking Ability Through Story Completion," *Journal of English Language Teaching* 5 ,No.1 (2018):58

activity. Kayi says that story completion is an activity which is very enjoyable for the whole class. Story Completion is a good choice activity to push students to do oral communication.[18] It means that the student can develop their idea and interaction with the other. Meanwhile, Lansky says that kind of Story Completion. Those are structured doll play test, puppetry, thematicapperception test (TAT) with a verbal description, and dramatic production test.[19]

Completing story is a good technique for conduction oral work. In this work, the teacher tells a story twice or thrice and then he asks students to repeat it again and again. Last he asks them to tell the story in their own words. This technique develops the logical thinking and sentence sense in the students. The story should be brief, simple and interesting. It should be full of actions.[20] In other words story completion has free speaking activity. They can use their perception, imagination and so on.

While, Dhieni said that story completion is a part of the process of translating personal experiences of individuals from their understanding to audiences, involving the process of translating heard voices so that they have certain meanings.[21]

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[18] Hayrie Kayi, Teaching Speaking: *Activities to promote speaking in a second language*, (Nevada: University of Nevada, 2006) The internet TESL, Journal, Vol.12. No.11

[19] M. Lansky L, *Projective Technique in Personality Assessment*. (Berlin: Springer Berlin Heidelberg, 1968)

[20] Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching* (Methods, Tools,Techniques). (Jaipur: Sunrice Publishers & Distributors, 2008), 107

[21] Dhieni, Nurbiana and Pridani, Lara: *Hakikat Pengembangan Bahasa Anak*,2008. (Semarang: IKIP Veteran. Hal. 4)

Based on statements above, the writer concludes Story Completion technique in this research is kind of technique for teaching speaking which can also have an efect on increasing students' listening skill.

2. **The Advantage of Story Completion Technique**

There are advantage of story completion, such as :

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

b. Increase children's willingness to communicate thoughts and feelings

c. Encourage active participation

d. Increase verbal proficiency.

e. Encourage use of imagination and creativity.

f. Encourage cooperation between students.[22]

3. **The Disadvantages of Story Completion Technique**

Story completion technique is also some disadvantages as follows:

a. Students' need many vocabularies 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, skill, and knowledge.

4. **The Procedure of Story Completion Technique:**

The procedure of Story Completion technique stated by Kayi as follows[23]:

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[22] O‟Malley, J M, and Pierce L V, Authentic assessment for English language learners, (Addison: Wesley Publising Company, 1996), p.12

[23] Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language. (Nevada: University of Nevada, 2006) The Internet TEST Journal.Vol. 12.No. 11. http://iteslj.org/Techniques/Kayi23TeachingSpeaking.html (accessed on 23rd Mei 2021)

a. The teacher asks students to make groups consist of 5 students in each group.
b. The teacher gives the topic of a narative text, the teacher gives them 15 minutes to discuss with their group.
c. The teacher starts to tell a story in the beginning.
d. After a few sentences, he or she stops narrating.
e. Then, each student starts to narrate from the point where the previous one stopped

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research is a quantitative research. This study aims to determine the influence of the independent variable and the dependent variable. There are two variables in this study, namely the independent variable (X) and the determining variable (Y). The independent variable (X) is the Story Complication Technique and the determined variable (Y) is the Speaking Skill. To make the situation and learning run well, the writer will use the the Story Complication Technique. This technique is expected to improve speaking Skill. Furthermore, the Story Complication Technique will enable students to improve their Speaking Skill. Therefore, there is a positive and significant influence of Story Complication Technique on Speaking Skill. The theoretical framework in this research is "if the Story Complication Technique is applied perfectly in the teaching and learning process of English, the students' Speaking Skill will increase. In fact, if the Story Complication Technique is not applied perfectly in the teaching and learning process, the students' Speaking Skill will be poor.

2. Paradigm

Based on the theoritical framework above, the writer describes the paradigm as follows:

Figure 1

The Influence of Story Completion Technique on the Student's
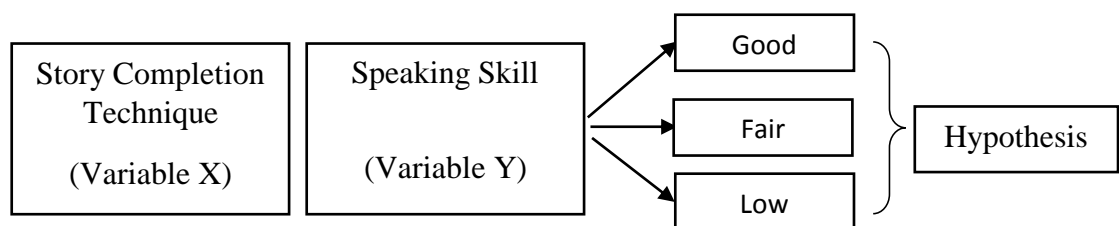
Speaking Skill

According to the picture above, if the of Story Completion Technique can influence students to improve their speaking skills and have good speaking skills, it means that the students' speaking skill criteria are good. If of Story Completion Technique have an impact on students' speaking skill, it means that speaking students are fair. And if the Engineering of Story Completion Technique cannot affect the students' speaking skill, it means that the students' speaking criteria are low.

D. Hypothesis

1. **Ha (Alternative Hypothesis):**

    There is a significant and positive The Influence Of Story Completion Technique On The Students Speaking Skill of Grade XI of Sma Muhammadiyah 2 Metro

2. **Ho (Hypothesis Null):**

    There is no any significant and positive Influence of Story Completion Technique on The Students Speaking Skill of Grade XI of Sma Muhammadiyah 2 Metro.

CHAPTER III

RESEARCH TECHNIQUE

A. Research Design

According to Daniel Muijs quantitative research is relevant questions seem instantly necessary to be answered using quantitative approaches, basically concerning the compilation of numerical data to describe a particular phenomenon.[24]

The research design will be carried out using a quantitative research type. The experimental design model of this research is quasi experimental research.This study will use two groups, namely the experimental group and the control group selected by using cluster sampling. The experimental group will do a pre-test, receive treatment, and do a post-test.The control group will do the pre-test and post-test and will be though by using conventional techniques in the class. Treatment will be carried out after the pre-test. Pre-test will be done to see students' speaking skill before giving treatment, whereas post-test will be done to know students' speaking skill after the treatment.

The writer will conduct the research at the Eleventh graders of SMA Muhammadiyah 2 Metro.

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[24] Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London : Sage publication,2004),2.

B. Operational definition of variable

1. Independent variable

According to Neil J. Salkind, Independent Variable is manipulated to analyze its influence on a dependent variable.[25]An independent variable is a variable (possibly) cause, influence or influence. The variable related in this study is a Story Completion which is defined as a Story Completion, which is the teacher's action leading to a positive learning environment to improve students' speaking skill.

There are several indicators that measure it as follows:[26]

    a. Teacher starts telling a story, but after a few sentences, he stops.

    b. Then, each student starts telling the story from the point where the previous student stopped.

    c. Each student should add four to ten sentences

    d. Then students can add characters, events, descriptions, and so on.

Moreover , based on the description above, in this study the writter will use the story completion strategy for class XI students of SMA Muhammadiyah 2 Metro in the Academic Year of 2022/2023 .

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[25] Neil J. Salkind, *EXPLORING RESEARCH* (Boston : University of Kansas,2012),24.
[26] Donald C. Orlich et al.,*Teaching Strategies A Guide to Effective Instruction* (Buston: Library of Congress ,2010) ,193.

2. Dependent variable

According to Neil J. Salkind, Dependent variable is calculated to see if the independent variable's treatment or manipulation has had an influence.[27] A variable that depends on the independent variable is the dependent variable; it is the result or influence of the independent variables. The dependent variable in this study is the skill to speak English which is included, ass follows:[28]

a. The Student's are able to speak in english fluently

b. The students are able to speak in english by using apprpriate pronounciation .

c. The student are able speak in english by using appropriate vocabulary.

C. Population, Sample and Sampling Technique

1. Population

According Daniel Muijs, population is the group of people that is generalized.[29] The population of this study is student of class XI SMA Muhammadiyah 2 Metro in the 2022/2023 academic year which consisted of 36 students.

SMA Muhammadiyah 2 Metro has 2 classes for the XI grade students. The classes are:

a) XI IIS 1

b) XI IIS 2

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[27] Neil J. Salkind, *Exploring Research* (Boston : University of Kansas,2012),24.
[28] Cyril J. Weir, *language and validation* (United States: Palgrave Macmillan, 2005),19
[29] Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London : Sage publication,2004),15.

2. Sample

According to Daniel Muijs Sample is important to analyze from a very particular group and the degree to which these results generalise to other populations.

The samples in this study are two classes, one as the experimental class and another as the control class. They are class XI IIS 1which consists of 18 students and class XI IIS 2 which may be 18 students. Therefore, the samples taken are 36 students.

3. Sampling Technique

The writer will use cluster random sampling technique in this research. This technique will be used to determine the sample which has the same line. In addition, this technique is not about personal but about groups or classes. In order for each member of the population in this study to have the opportunity to be a sample, this study used class XI IIS 1 as the control class and class XI IIS 2 as the experimental class.

D. Test Validity and Reliskill

1. Validity Test

The researcher need to know the validity of the test to understand whether or not the test have a good validity or not. Validity refers to "advantage of the check not to test itself. test in valid if the measure what it purpose to measure.

a. Content validity

Content validity is a way of measuring the degree to which a test measures a representative sample of the subject matter or behavior being investigated. For example, when a test is designed to survey arithmetic skills at the third grade level, content validity indicates how well the test represents the range of possible arithmetic operations at that level.

b. Construct validity

Construct validity is about how well a test measures the concept it was designed to evaluate. It's crucial to establishing the overall validity of a method.

In this case the measuring instrument in question is a questionnaire, which is presented based on its theoretical construction. For the validity of the questionnaire, the researcher conducted a trial by looking at the variable X indicators which were then constructed into question items. For the validity of the questionnaire, a trial was conducted in the following way:

a. Pilot test with 10 students outside the respondents

b. The results of the trial were grouped into odd items and even items

c. The results of odd and even items are correlated with the Product Moment formula, namely:

$$r_{XY} = \frac{\sum XY - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left\{\sum x^2 - \frac{\sum x^2}{N}\right\}\left\{\sum Y^2 - \frac{(\sum y)^2}{N}\right\}}}$$

Description :

Rxy   = Variable relationship X and Y

X   = Independent variable

Y   = Bound variable

N   = Number of respondents[30]

2. **Reliskill Test**

Research using questionnaire trials, in its implementation requires a data collection tool that must be tested for reliskill. Reliskill shows the understanding that an instrument can be trusted to be used as a data collection tool because the instrument is good.[31] For the reliskill of the questionnaire using the Spearman Brown formula, as follows:

$$rXY = \frac{2(r_{gg})}{1 + r_{gg}}$$

Description :

Xy   : The coefficient of reliskill of all items.

Rgg   : Correlation coefficient of odd and even items.

The results of the analysis were then compared with the reliskill level with the following criteria:

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[30] Sutrino Hadi. *Metodologi Research*, (Universitas Indonesia: UI-Press. 1986) P.57

[31] Suharsimi Arikunto, *Manajemen Peilitian*, (Jakarta: Rineka Cipta, 1998) P. 160

0,90 - 1,00   : High

0,50 – 0,89   : Medium.

0,00 – 0,49   : Low

E. Data Collection Technique

In the data collection procedure, there are three steps that have to follow in this research:

1. Test

Tests are usually carried out using survey elements and determining how they work. There are two tests that will be used in this study as follows:

a. Pre-test

This pre-test is narrative. The pre-test will be given to the experimental class and control class before being given treatment to measure students' speaking skill. The experimental class and the control class got the same pre-test scores. In doing the pre-test students will be asked to have conversations in English in pairs.

b. Post-test

This pre-test is narrative. After being given the treatment, the writer will give a post test to both the experimental class and the control class to see the results of the treatment whether the story completion is influenceive or not for students' speaking learning.The post-test speaking form is the same as the pres-test.

2. **Documentation**

The instrument which will be used for documentation technique is books, magazine, note, data from internet, journal and others. The writer uses the documentation technique to get some information about:

a. The history of SMA Muhammadiyah 2 Metro.

b. The condition teachers and officials employes in SMA Muhammadiyah 2 Metro.

c. The quantity of the students of SMA Muhammadiyah 2 Metro

d. Organization structure of SMA Muhammadiyah 2 Metro

e. The regulation of SMA Muhammadiyah 2 Metro

3. **Observation**

An important component in scientific investigation is observation. In observation, data analysis techniques are used when the writer is concerned with human behavior and work processes. In a scientific context, observation means more than just warning the world around us to get ideas for research.

The indicators of student activity are described as follows:

1) Students pay attention to the teacher telling stories.

2) Students are active in small group discussions conducted:

a) Students retell the story they have heard

b) Students answer or respond to direct questions from the teacher.

3) Students are able to complete tasks on time.

Observation was also used to obtain complete data about the school profile, school conditions, teachers and students, as well as facilities at SMA Muhammadiyah 2 Metro.

F. Research Instrument

1. Speaking Skill Test

To see the speaking skill of class XI students of SMA Muhammadiyah 2 Metro, the writer will apply the understanding of speaking skill. This test measures the student's skill to speak.

The test consists of a pre-test and post-test, this study will be a speaking test that asks students to speak in English.

2. Documentation Sheet

The instrument used by the writer in documentation technique is documentation guidance, as follow;

a. Documentation about teachers and official at SMA Muhammadiyah 2 Metro.

b. Documentation about students of SMA Muhammadiyah 2 Metro.

c. Documentation about the organization structure of SMA Muhammadiyah 2 Metro.

3. **Student Learning Process**

The instrument that is used by the writer in observation technique was observation guidance, as follow;

a. Telling the Story of Prophet Muhammad SAW

b. Telling the Story of Prophet Musa AS

c. Assessment students' speaking skills.

4. **Data Analysis Technique**

To answer the question "The Influence Of Story Completion Technique Toward Students Speaking Skill At SMA Muhammadiyah 2 Metro" the writers applied inferential statistics to see the difference between the post-test in the experimental group and the post-test in the control group. The formulate of t-test :

$$t = \frac{(\overline{x_1} - \overline{x_2})}{\sqrt{\dfrac{s_1{}^2 + s_2{}^2}{n}}} \text{ } ^{\text{٣٤}}$$

Notes:

t	=Two-sample test
$\overline{x_1}$	= Mean score of experimental group
$\overline{x_2}$	= Mean score of control group
s_1	= Standar deviation of experimental group
s_2	= Standar deviation of contol group
$s_1{}^2$	= Varians of experimental group
$s_2{}^2$	= Varians of control group
n	= Total of the sample

CHAPTER IV
RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the research

This research had conducted at SMA Muhammadiyah 2 Metro. That school is an Islamic-based school, the vision of realizing a modern SMA Muhammadiyah 2 Metro, superior in morals and achievement." The mission of this school includes of : the first one is Instilling Islamic values in school residents so as to create Islamic character in everyday life. The second one is carry out learning based on information technology (IT) that prioritizes knowledge and skills. The third one is creating a competitive and outstanding spirit for every school citizen. The four is fostering participatory management for all school residents. Five, Implement fast, accurate and accountable information management. Finally, Creating a healthy, safe and comfortable school environment. There are 29 teachers, including 29 teachers with undergraduate and postgraduate education. From this data, there are 16 male teachers and 13 female teachers. That is the condition of teachers and official employers.

SMA Muhammadiyah 2 Metro has 65 students. Among them in class X there are 25 students. Furthermore, class XI students totaled 36 students. Class XII The last had 25 students.

B. Description of Research Data

1. The Result of Pre- test Score (Experimental Class)

To measure the students' speaking skills the researcher used the pre-test before giving the treatment. The researcher conducted pre-test in first meeting of this research in order to find out the initial different between the class who similar level. The form of pre-test that was used in thid research was oral test.

T test was followed by 18 students. The highest score 75 and the lowest score was 58 with the total score 1209.

The total of class interval of this result pre-test was. Can be seen on the table of frequency distribution bellow:
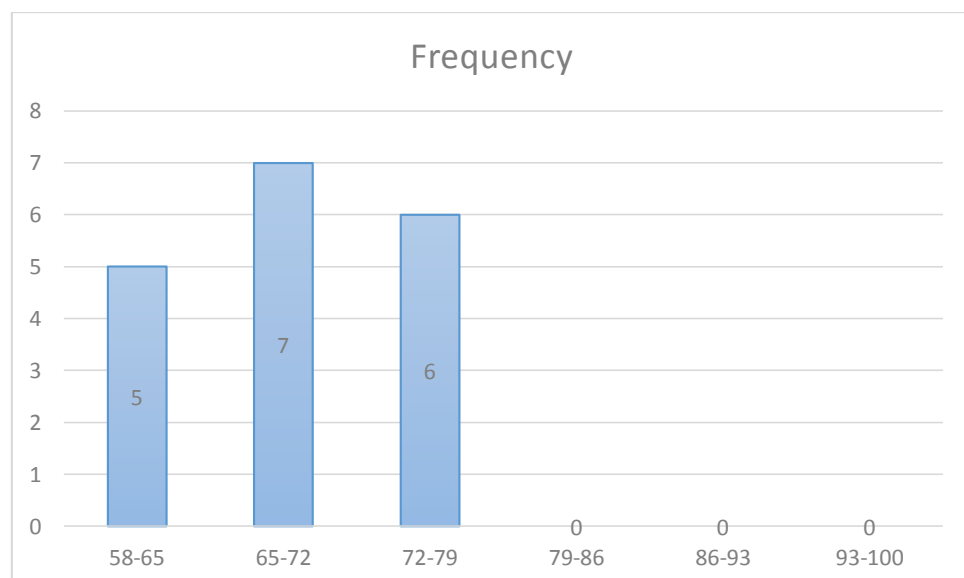

Figure 2. Frequency Distribution of Pre-Test Score

Furthermore, based on the frequency distribution table, it can be seen that of the 18 students who were the research sample, from the data it

is known that I students got the highest score between 72-79 as much as 6 student. Furthermore, the 5 students score between 58-65 or as much as 5 students. Furthermore, there were 7 students who scored between 65-75 or as much as 7 students. There are no students who get a score between 79-86. Furthermore , there are no students who get a score 86-93 of or as much as student. Furthermore, there are no students who get a score of 93-100 or as much as 0 students.

2. The Result of Post-Test (Experimental Class)

After analyzing the weaknes and understanding of students speaking skill, the researcher conducted the treatment to help the students find the specific information or part of the text. After the students "has been given the treatment the researcher gave the post-test to measure their knowing of speaking skill with different question. The post-test was carried out in order to intend the students " speaking skill after treatment. Then, the result of post-test can be seen in Table 2.

The test was attented by 18 students. The highest score are 88 and the lowest score is 75 with a total value of 1512. based on the table above the grade was divided base on intervals. After the class time interval 5, the data is put on that graph:

Figure 3. Frequency Distribution of Pos-Test Score

Furthmore, based on the frequency distribution table, it can be determined that of the 18 students studied, none of the students scored or as much as students. There are no students who scored 96-100. From this data, it is known that 91-90 no students. Furthermore, there are 10 students who get a score of 86-90. Furthermore there are 3 students who get a score of 81-85. Furthermore, there are 5 students who get a score of 75-80.

3. The Result of Pre-Test (Control Class)

To measure the students " speaking skill the researcher used the pre-test before giving the post-test. The researcher conducted pre-test in order to find out the initial different between the class who similiar level.

The test was followed by 18 students. The highest score 75 and the lowest score 58 was with the total score 1225. Based on the data, the researcher measured the class interval was 7. After knowing the class interval, the data was put on the table of frequency distributionas follows:
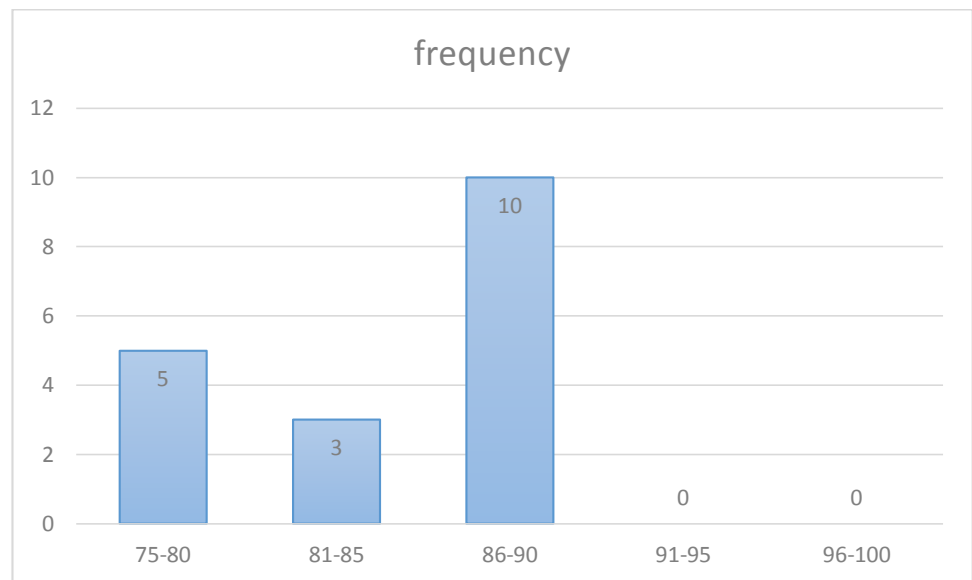

Figure 4. Frequency Distribution of Pre-Test Score

Furthermore, based on the frequency distribution table above, it can be concluded that of the 18 students as the research sample, only 4 student scored higher, namely 72-79. From the data, it is known that there are no students who get a score of 93-100 or 0 student. Furthermore, there were no students who score 86-93 or 0 students. Furthermore, there were 10 student who scored 65-72. Furthermore, 4 student who get a value of 58-65. It can be concluded that only (4 students) got good marks, compared to (18 students) got good marks. While the minimum

standard of English lessons at SMA Muhammadiyah 2 Metro is at least. Therefore, the writer chooses the Story Completion Technique for the speaking skill of SMA Muhammadiyah 2 Metro students.

4. The result of Post-Test Score (Control Class) After the student has been understood, then the researcher gave the post-test to measure their knowing of speaking skill with different test and topic.

The test was followed by 18 students. The highest score was 83 and the lowest score was 67 with total score 1362. Based on the table above, the researcher measured by class interval was 5,5. After knowing the class interval, the data was put on the graph was :
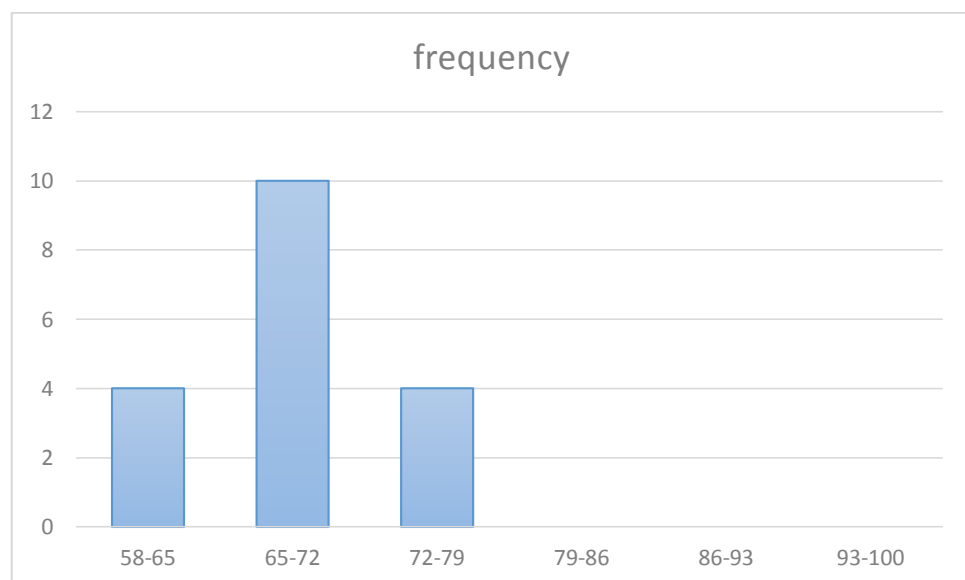

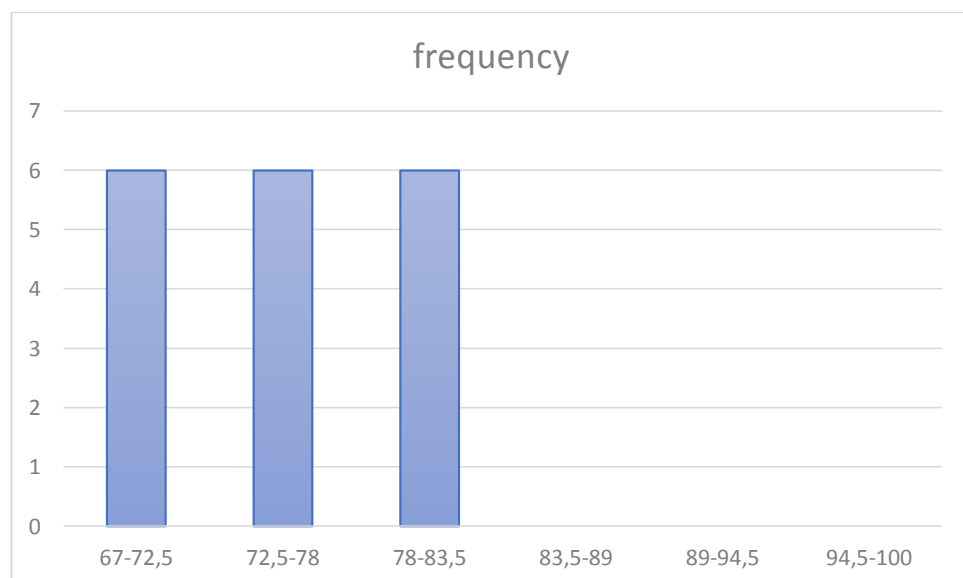Figure 5. Frequency Distribution of Pos-Test Score

Furthermore, based on the frequency distribution table it can be it can be seen that of the 18 students who became the research sample, from the data it was known that there were no students who got a score of

94,5-100 or 0 student. There are students who get a score of 98-94,5 or 0 student. Furthermore, there are no students who get a score of 83,5-89 or 0 student. Furthermore, there are 6 students who get a score of 78-83,5. Furthermore, there are 6 students who get a score 72,5-78. Furthermore, there are 6 students who get a score of 67-72,5.

From the above explanation it can be ignored that the result of post-test students are better than pre-test students. Students result in the post-test (18 students) met the standard value of English with a score of 75. Meanwhile the result of the pre-test students were only (6 student) who got good grades, and (12 students) got bad scores.

C. The Influence of Story Completion Technique on the Students Speaking Skill of Grade XI of SMA Muhammadiyah 2 Metro

After implementing the Story Completion Technique, the writers of the data by using SPSS to prove whether there is a positive an significant The influence of Story Completion Technique on the Students Speaking Skill of Grade XI of SMA Muhammadiyah 2 Metro students as follows (Ha) is accepted, if any positive and significant Influence of Story Completion Technique on the Students Speaking Skill. And (Ho) is rejected, if there is no positive and the significant Influence of the use of Story Completion Technique on Students' Speaking Skill.

1. Prerequisite

    a. Normality Test

    Normality test is a test which doing to determine the data that normal

    distribution. Statistic test that used to this test is kolmogrov Smirnov which

    is helped by SPSS application.

Ho: data comes from does not a normally population

Ha: data comes from a normally distributed population.

Table 6. The Result of Normality Test By Using SPSS Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		18
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.79138073
Most Extreme Differences	Absolute	.114
	Positive	.089
	Negative	-.114
Test Statistic		.114
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

Kolmogrov-Sminnov test

Based on the result table Unstandardized Residual 200[c,d] .so the results are normal because > 0.05. Postest experimental class sig=0.200 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collocted is normally distributed.

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Story Completion Technique[b]	.	Enter

a. Dependent Variable: Speaking Skill

b. All requested variables entered.

Variables Entered/Removed[a]

Based on the result table variables intered Dependent Variable is

Speaking Skill

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605[a]	.366	.327	4.93884

a. Predictors: (Constant), Story Completion Technique

b. Dependent Variable: Speaking Skill

Based on the result Model Summary[b] Predictors is Story Completion Technique and Dependent Variable is Speaking Skill. It can be seen model R 605[a], R Square score 366, Adjusted R Square score 327 and Std.Error of Estimate score 4.938

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	225.725	1	225.725	9.254	.008[b]
	Residual	390.275	16	24.392		
	Total	616.000	17			

a. Dependent Variable: Speaking Skill

b. Predictors: (Constant), Story Completion Technique

Based on the result Anova[a] Sum of Squares Regression score 225.725 , Residual score 390.275 the total of score 616.000. Based on the table above can be conclude that the significancy for all data on Kolmogrov-Smirnov or Shapiro-Wilk Test as follow: Based on the result table Unstandardized Residual 200[c,d] .so the results are normal because > 0.05. Postest experimental class sig=0.200 > 0.05, so Ha is accepted and Ho is rejected. It means the data that has been collocted is normally distributed.

b. Homogeneity test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic which is helped by SPSS application.

Ho: Data homogenous

Ha: Data does not homogenous

Table 7. The Result of Homogeneity Test by Using SPSS

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score Speaking Skill	Based on Mean	1.219	1	34	.277
	Based on Median	1.130	1	34	.295
	Based on Median and with adjusted df	1.130	1	33.918	.295
	Based on trimmed mean	1.192	1	34	.283

Based on the result Test of Homogeneity of Variances score speaking skill base on mean levene statistic 1.219 dfl 1 df2 34 sig 277. Based on median levene statistic score 1.130 dfl 1 df2 34 sig 295. Based on median and with adjusted df levene statistic score 1.130 df 1 df2 33,918 sig 295. Based on trimmed mean levene statistic score 1.192 dfl 1 df2 34 sig 283.

ANOVA

Score Speaking Skill

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	521.361	1	521.361	17.500	.000
Within Groups	1012.944	34	29.792		
Total	1534.306	35			

Based on the table above it can be concluded that sig. 0.283 >0.05, Ha is accepted. It mean that the data is homogeny.

c. **Independent Sample Test**

The independent sample T-test is used is used to determine whether there is a difference in the mean in unpaired samples, the condition is that the parametric statistical test is normal and homogeneous.

Ho: If the Sig (2-tailed) value <0.05, then there is a significant difference

Ha: If the Sig (2-tailed) value is >0.5, then there is no significant difference

Table 8. The Result of Independent Samples Test

Independent Samples Test

		Levene's Test for Equality		t-test for Equality of Means					95% Confidence Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Speaking Skill	Equal	.465	.500	-	34	.000	-16.83333	2.01668	-20.93172	-12.73495
	Equal			-	31.735	.000	-16.83333	2.01668	-20.94252	-12.72415

Based on the table above. Can be concluded that sig.(2-tailed) is 0.00 < 0.05, so Ha is rejected and Ho is accepted. It mean that there was possitive and significant influence of using story completion technique on the students' speaking skill.

D. **Discussion**

This research helps students of class XI SMA Muhammadiyah 2 Metro. The writer uses this class because he sees students having difficulty speaking english. So, based on the problem is the researcher applies Story Completion Technique to assist students in learning English, especially to make students speaking English. The writer says that the Story Completion Technique has many advantages. The

advantages of using this Story Completion Technique is to create an influenceive learning environment to foster students personal, social and emotional growth.

The researcher uses this technique as a story completion technique for teachers so that it can be used as an alternative technique in the teaching and learning process. Because by using a story completion technique. Before conducting this study, the writers applied a pre-test to see the baseline performance of 18 students before treatment. The result showed that the highest score was 75 while the lowest was 58 and the average score was. Then, after completing the treatment, the writer applies the post-test. The post-test result showed that the higher score was 88 while the lowest value is 75 and the average value is 84.

As a solution in building English, especially in speaking, the teacher provides class use story completion technique so that students are comfortable and able to communicate well.

Based on the above discussion, the writers take that The students' speaking skill improved after they were though story completion technique. This means that there is a significant influence between speaking skill between in the experiment Classes within the classroom, and students who are not though with story completion technique at control class.

This research was conducted on class XI students of SMA Muhammadiyah 2 Metro. The subjects of this study were students of the eleventh grade of the new school year year 2022/2023. Subject choice is the skill to speak with story completion technique. The results of this study do address all studied problems

Therefore, after doing research and getting test data and documentation, the researcher found some limitations such as some students find it difficult to communicate with their classmates. Finally, the results of this study explain the theory of story completion technique Skill to speak to students of class XI at SMA Muhammadiyah 2 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results it can be concluded that Story Completion Technique assist students in their speaking skill. The students got low score in the pre-test, after the treatment was given, students could speak easily by using Story Completion Technique. This was proved by the results of the students' pre and post tests. The students' post-test scores were higher than their pre-test scores. The test was followed by 18 students. The highest score was 88 and the lowest score was 75 with total score 1512. It can be seen from the results of the Independent sample T-test. Sig (2-tailed) of the post test was $0.00 < 0.05$. It means that there is a positive and significant influence of the use of Story Completion Technique on the students speaking skill of class XI SMA Muhammadiyah 2 Metro.

B. Suggestion

Based on the research results, the writer propose several suggestions as the following: First, it is suggested that the Teacher has various such Story Completion Technique as a teaching and learning process in order to increase Student Speaking skill. Second, a request for students to become the learning process so that they can understand the material in English class. Finally, a request that the Principal of the School provide

more Fasilities students so that students are more enthusiastic in learning English.

C. IMPLICATION

Implication with a finding. the study came up with a finding that there was a significant difference in students' speaking skill between students who were taught using the Story completion technique and others who were taught using the usual technique taught by the teacher subject, namely the lecture discussion.

Considering the conclusion drawn above, it implies that the use of the Story completion can affect the improvement of students' which can be seen from the progress of students' speaking skill scores after being given treatment using the Story Completion technique. It is hoped that teachers are highly recommended to utilize the story completion technique in speaking.

Students are motivated and enjoy the process of learning to speaking when they are taught using the story completion technique. Therefore, this implies that the use of the story completion technique can maintain students' interest and help them understand the contents of the text and increase knowledge about the vocabulary that has been read in the narrative text that has been given by the researcher.

In short, the use of the Story completion Technique during research can improve student achievement in their speaking skill. Therefore, the application of the story completion technique needs to be applied

continuously to teach speaking, Because the use of the Story completion Technique can be an influenceive technique to help students in the process of understanding a text enjoyably. Therefore, it can help the learning process so that the competency standards of the learning process can be achieved.

Not only for students of SMA Muhammadiyah 2 Metro, but it is hoped that the use of this Story completion Technique can also be used by various levels of school and university, especially IAIN Metro Because basically learning hased on cooperative learning, namely the story completion technique can make students and students foel enjoy and happy during the fearning process.

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APPENDICES

Nomor   : B-3007/In.28.1/J/TL.00/06/2023
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**MITA SARI**
NPM	:	1901051044
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS SKILL OF GRADE XI OF SMA MUHAMMADIYAH 2 METRO

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, 07 Juni 2023
Ketua Jurusan,

Andianto M.Pd

Mata Pelajaran   : **Bahasa Inggris**

Kelas   : **XI**

Kompetensi Dasar   :

KI   : Menghayati dan mengamalkan ajaran Ayana yang dianutnya

K2   : Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab,
peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan
proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai
permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial
dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam
pergaulan dunia.

K3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,
prosedural dan metakognitif berdasarkan rasa ingin tahunya tentangi lmu
pengetahuan., teknologi, seni, budaya, dan humaniora dengan wawasan
kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab
fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada
bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk
memecahkan masalah.

K4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak
terkait dengan pengembangan dari yang dipelajarinya disekolah secara
mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan
metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 1.2.Menunjukkan perilak	**Teks naratiflisan dan tulisberbentuk legenda sederhana**.Fungsisosial Meneladan nilai-nilai moral, cinta tanah air, menghargai budaya lain. Struktur a. Pengenalan tokoh dan setting b.	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru. • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakanantara lain perbedaan antar berbagai teks naratif yang ada dalam Bahasa Inggris, perbedaan teks dalam Bahasa Inggris dengan	**Kriteriapenilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampain **Unjukkerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ di depan kelas	2X JP	• Audio CD/ VCD/ D VD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.d a ilyenglis h.com • http://a merica nenglis h. state.g o v/files/ a e/resou rce_file • http://l e arnengl ish.brit ishcou ncil

u tanggu ngjawa b, peduli, kerjasa ma, dan cinta damai, dalam melaks anakan komun ikasi fungsi onal. 1.3.Menga nalisis fungsi sosial, struktu r teks, dan unsur kebaha saan pada teks naratif sederh ana berben tuk legend a rakyat, sesuai dengan kontek s pengg unaann ya.	Komplikas i terhadap tokoh utama c. Solusi dan akhir cerita Unsurkeba hasaan (1) Kata-kata terkaitkara kter, watak, dan setting dalam legenda (2) Modal auxiliary verbs. (1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketikame mpresenta sikansecar alisan (6) Rujukan kata Topik Keteladan	yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi.** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsisosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan	• Menggunaka n struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observation)**: Bukan penilaian formal sepertites, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunaka n strategi dalam membaca • Kesungguha n siswa dalam proses pembelajaran di setiap tahapanPorto folio • Kumpulan catatan kemajuan		.org/en /

| 1.4.Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana | an tentang perilaku dan nilai-nilai luhur dan budaya | fokus pada fungsisosial, struktur, dan unsur kebahasaan
• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengkomunikasikan
• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasan yang ditemukan setelah membaca teks legenda.
• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya
• Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.
• Siswa membuat 'learning journal' | belajar berupa catatan atau rekaman monolog teks naratif
• Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi
• Kumpulan hasil tes dan latihan.
• Catatan atau rekaman

Penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain | | |

Blueprint of speaking test

Basic Competence	Test	Speaking Topics
4.2.Complingforal and written texts to state and respond to expressions of statements and thoughts, by taking into accounts, sructures, and linguistic elements, correct and in context.	Pre test	Each student begins to narrate from the point where the story ends. They add to existing stories. They can add new characters, events, descriptions and more. 1. Birth of Prophet Musa AS 2. Prophet Musa AS death
	Post test	Each student begins to narrate from the point where the story ends. They add to existing stories. They can add new characters, events, descriptions and more. 1. Birth of Prophet Muhammad SAW 2. Prophet Muhammad's death

Analytic Speaking Criteria

Criteria	score	explanation
Fluency	4	Generally natural delivery, only occasional halting when searching for appriate words / expressions.
	3	The student hesitates and repeats himself at time but can generally maintain a flow of speech, although s/ he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no''fluent'' speech can be said to accur.
Pronunciation	4	Occasional error of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more carefull listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Influenceive use of vocabulary for the task with few inappropriacies..
	3	For the most part, influenceive use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech in broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.

Blue Print of Dokumentation Sheet

No	Aspect
1.	Profil of SMA Muhammadiyah 2 Metro
2.	The building condition and school facilities in SMA Muhammadiyah 2 Metro
3.	The quantity of students at SMA Muhammadiyah Metro
4.	Organization structure of SMA Muhammadiyah 2 Metro
5.	Location sketch
6.	Student's speaking document

Blue Print of Observation Sheet

Aspect	Sub Aspect	Reference
Observing the teacher teaching performance	1. This is a really fun, whole class, free speaking activity where students sit in a circle.	HayriyeKayi, Teaching Speaking: Activities to Promote Speaking in a Second Language. (Nevada: University of Nevada, 2006) The Internet TEST Journal.Vol. 12.No. 11.
	2. For this activity, a teacher starts telling a story, but after a few sentences he or she stops telling.	
	3. Then, each student starts telling from the point where the previous one stopped.	
	4. Each student should add from four to ten sentences	
	5. Then students can add new characters, events, descriptions, and so on.	

Speaking Test

Pre – Test

Each student begins to narrate from the point where the story ends. They add to

existing stories. They can add new characters, events, descriptions and more.

1. Birth of Prophet Musa AS

2. Prophet Musa AS death

Speaking Test

Post – Test

Each student begins to narrate from the point where the story ends. They add to

existing stories. They can add new characters, events, descriptions and more.

1. Birth of Prophet Muhammad SAW

2. Prophet Muhammad SAW death

LESSON PLAN

Sekolah : SMA Muhammadiyah 2 Metro

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / 2

MateriPokok : Narrative Text

Alokasiwaktu : 2X 45 Menit

A. Kompetensi Inti (KI)

KI :Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2 :Menghayati dan mengamalkan prilakujujur, disiplin, tanggungjawab, peduli(gotong royong, kerjasama, toleran, damai), santun, responsive dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya, tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, denganwawasankemanusiaan, kebangsaan, kenegaraan, dan beradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan,

B. StandarKompetensi

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda,sederhana.

C. Indikator

Indikator pencapaian kompetensi	Nilai budaya dan karakter bangsa
• Mengidentifikasi tema yang ada dalam teks narrative. • Merespon berbagai informasi tentang isi teks narative • Meningkatkan pemahaman tentang teks narative	Religius ,jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat

D. Tujuan Pembelajaran

Siswa terampil menggunakan ungkapan pendapat secara lisan sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar, dan menunjukkan perilaku santun, disiplin, percaya diri dan tanggungjawab.

Pada akhir pelajaran siswa pada:

Memahami isi teks narrative dari awal, isi dan penutup. Beserta nilai moral yang terdapat di dalam teks.

E. Materi pokok

Narative Text

Definition :

• Narrative text is an imaginative story to entertaint people

• Narrative text is a spoken or written account of connected events, a story

• Narrative text is narrated part of a literary work,as distinct from dialog

Narrative text is the practice or art or naration

Strukture of Narrative Text

1. Orientation : it is about the opening paragraph where the characters of the story are introduced. (person , time , and place)

2. Complication : where the problems in story developd

3. Resolution   : where the problems in the story is solved

Caracteristic narrative text

- Ectionverb : killed, walked, etc.

- Adverb of time: once upon a time, one day, etc.

- Conjunction of time: when, then, etc.

- Specific character : Musa AS, Muhammad SAW, etc.

F. Metodepembelajaran

Dicussion

G. Media dan Sumber Pelajaran

- Cerita islami

- Buku Bahasa inggris SMA/ MA

H. Langkah-Langkah Kegiatan Pembelajaran

 PertemuanKe- 1

1. **Kegiatan Pendahuluan(10Menit)**

   - Mengucapkan salam dan berdoa Bersama

   - Memberi motivasi belajar

   - Memberi brainstorming dengan materi yang akan disampaikan

   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

   - Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan.

2. **Kegiatan Inti (60 Menit)**

   Mengamati :

   - Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru

   - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya

   - Siswa mengamati keteladanan dari cerita legenda

   - Siswa belajar menemukan gagasan utama, informasin rinci dan informasi tertentu dari teks legenda

Mengeksplorasi :

- Siswa membaca beberapa text legenda dari berbagai sumber.

- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu

- Siswa melengkapi rumpang dari beeberapa teks legenda sederhana

- Siswa secara berkelompok menuliskan /menyalinteks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

- Siswa membacakan teks narrative kepada teman dengan menggunakan unsur kebahasaan yang tepat

Mengasosiasi

- Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengkomunikasikan

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasan yang ditemukan setelah membaca teks legenda.

- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya

- Siswa membuat kliping teks legenda dengan menyalin dan

  beberapa sumber.

- Siswa membuat 'learning journal'

3. **Penutup (20 Menit)**

   - Siswa diminta untuk berkelompok yang terdiri dari 4-5 orang

   - Kemudian guru menceritakan tentang kisah nabi Musa AS dan
     Nabi Muhammad SAW
   - Kemudian guru berhenti bercerita

   - Setelah itu siswa diminta untuk melanjutkan cerita tersebut sesuai

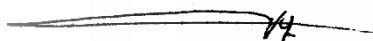   dari apa yang telah mereka ketahui

I. Penilaian

Rubrik Speaking

Criteria	Score 4	Score 3	Score 2	Score 1
Fluency	Smooth dialog, very few difficulties	Not fluent due to language difficulties	Frequent hesitations and stops due to language limitations	Frequent pauses and silences during dialog so that dialog is not created
Pronunciation	Memorization can be understood even with certain accents	There are pronunciation problems that make the listener have to be very focused and sometimes cause misunderstandings.	Difficult to understand as there are problems in pronunciation and frequency	Almost always goes out in pronunciation so that it cannot be understood
Vocabulary	Occasionally pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that the dialog is limited due to limited vocabulary	Uses the wrong vocabulary so that it cannot be understood	Very limited vocabulary that does not allow for dialog.

Score List Students Speaking Skill
Pre- Test (Experimental Class)

Assesment Speaking Pre-Test (Experimental Class)								
Rater 1				**Rater 2**				
Name Students	**Fluency**	**Pronunciation**	**Vocabulary**	**Total**	**Fluency**	**Pronunciation**	**Vocabulary**	**Total**	**Jumlah**
AOP	1	4	3	67	4	3	1	67	134
AONT	4	2	1	58	1	4	2	58	116
BCW	2	3	2	58	2	2	3	67	125
CKS	4	3	1	67	1	4	3	67	134
L	4	4	1	75	3	4	2	75	150
MRRY	4	2	2	67	3	3	2	67	134
NPN	3	3	2	67	4	2	2	67	134
RNS	1	2	4	58	4	2	1	58	116
RC	3	4	2	75	4	2	3	75	150
RDR	2	4	3	75	4	3	2	75	150
RF	2	1	4	58	1	2	4	58	116
SGB	2	4	2	67	2	2	4	67	134
SA	2	3	4	75	2	2	3	75	150
UR	4	4	1	75	4	1	4	75	150
WF	3	3	3	75	3	4	2	75	150
ZAS	2	4	2	67	2	2	4	67	134
ZAS	1	3	3	58	3	2	2	58	116
ZFA	4	3	1	67	2	2	4	67	134
Total Score									2427
Average									134,8333333
The Highest Score									150
The Lowest Score									116
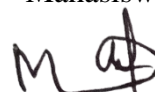
Metro, April 2023

Guru Bahasa Inggris   Mahasiswa

Khuldin Kusairi, S.Pd   Mita Sari

NBM. 1123223   NPM.1901051044

Score List Students Speaking Skill

Pos-Test (Experimental Class)

Post-Test (Experimental Class) Rater 1 Name Students	Fluency	Pronunciation	Vocabulary	Total	Rater 2 Fluency	Pronunciation	Vocabulary	Total	Jumlah
AOP	2	4	4	83	4	4	2	83	166
AONT	3	4	2	75	2	3	4	75	150
BCW	4	4	2	88	4	4	2	88	176
CKS	3	3	4	88	3	3	4	88	176
L	4	4	3	88	4	4	2	88	176
MRRY	2	4	4	79	4	3	3	79	158
NPN	4	2	2	83	2	4	4	83	166
RNS	4	2	2	75	4	4	1	75	150
RC	2	4	4	88	3	3	4	88	176
RDR	4	3	2	79	2	3	4	79	158
RF	3	3	4	88	4	3	3	88	176
SGB	4	4	1	75	3	2	4	75	150
SA	4	2	4	88	2	4	4	88	176
UR	3	3	4	88	4	4	2	88	176
WF	4	4	2	88	4	2	4	88	176
ZAS	4	3	3	83	3	3	4	83	166
ZAS	3	3	4	88	4	3	3	88	176
ZFA	4	4	2	88	2	4	4	88	176
Total Score									3024
Average									168
The Highest Score									176
The The Lowest Score									150

Metro, April 2023

Guru Bahasa Inggris   Mahasiswa

Khuldin Kusairi, S.Pd   Mita Sari

NBM. 1123223   NPM. 1901051044

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlah skor yang diperoleh siswa x 100

Skor maksimal / ideal

Keterangan :

- Jumlah skor yang diperoleh siswa adalah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan kriteria ke-3

- Skor maksimal/ ideal adalah hasi lperkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan(ada 3 kriteria). Jadi skor maksimal / ideal 4x3= 12

Sehingga perhitungan nilai akhir siswa adalah :

1. $\frac{AA}{12}$: 10 X 100 = 83

LESSON PLAN

Sekolah   : SMA Muhammadiyah 2 Metro

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI / 2

MateriPokok   : Narrative Text

Alokasiwaktu   : 2X 45 Menit

A. Kompetensi Inti (KI)

KI   : Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2   : Menghayati dan mengamalkan prilakujujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,prosedural, berdasarkan rasa ingintahunya, tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan beradapan terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik dengan bakat dan minat nya untuk memecahkan masalah.

K4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metode sesuai

kaidah keilmuan,

B. StandarKompetensi

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk

legenda,sederhana.

C. Indikator

Indikator pencapaian kompetensi	Nilai budaya dan karakter bangsa
- Mengidentifikasi tema yang ada dalam teks narrative. - Merespon berbagai informasi tentang isi teks narative - Meningkatkan pemahaman tentang teks narative	Religius ,jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingin tahu, semangat

D. Tujuan Pembelajaran

Siswa terampil   menggunakan ungkapan pendapat secara lisan

sesuaikonteks dengan memperhatikan fungsisosial, struktur teks, dan

unsur kebahasaan yang benar, dan menunjukkan perilaku santun, disiplin,

percaya diri dan tanggung jawab.

Pada akhir pelajaransiswa pada:

Memahami isi teks narrative dari awal,isi dan penutup.Beserta nilai moral

yang terdapat di dalam teks.

E. Materipokok

Narative Text

Definition :

- Narrative text is an imaginative story to entertaint people
- Narrative text is a spoken or written account of connected events, a story
- Narrative text is narrated part of a literary work,as distinct from dialog
- Narrative text is the practice or art or naration

Strukture of Narrative Text

1. Orientation : it is about the opening paragraph where the characters of the story are introduced. (person , time , and place)
2. Complication : where the problems in story developd
3. Resolution   : where the problems in the story is solved

Caracteristic narrative text

- Ectionverb : killed, walked, etc.
- Adverb of time: once upon a time, one day, etc.
- Conjunction of time: when, then, etc.
- Specific character :Musa AS, Muhammad SAW, etc.

F. Metode pembelajaran

Diskusi

G. Media dan Sumber Pelajaran

- Cerita islami

- Buku Bahasa inggris SMA/ MA

H. Langkah-Langkah Kegiatan Pembelajaran

PertemuanKe- 1

    1. Kegiatan Pendahuluan (10 Menit)

- Mengucapkan salam dan berdoa Bersama

- Memberi motivasi belajar

- Memberi brainstorming dengan materi yang akan disampaikan

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai

- Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan.

    2. Kegiatan Inti (60 Menit)

    Mengamati :

- Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru

- Siswa mengamati fungsisosial, struktur dan unsur kebahasaannya

- Siswa mengamati keteladanan dari cerita legenda

- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

Mengeksplorasi :

- Siswa membaca beberapa text legenda dari berbagai sumber.

- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu

- Siswa melengkapi rumpang dari beberapa teks legenda sederhana

- Siswa secara berkelompok menuliskan

- Menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

- Siswa membacakan teks narative kepada teman dengan menggunakan unsur kebahasaan yang tepat

Mengasosiasi

- Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsisosial, struktur, dan unsur kebahasaan.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengkomunikasikan

- Siswa menyampaikan informasi fungsi social, struktur, dan unsur kebahasan yang ditemukan setelah membaca teks legenda.

- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya

- Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.

- Siswa membuat 'learning journal'

   3. Penutup (20 Menit)

- Siswa diminta untuk berkelompok yang terdiri dari 4-5 orang

- Kemudian guru menceritakan tentang kisah nabi Musa AS dan Nabi Muhammad SAW

- Kemudian guru berhenti bercerita

- Setelah itu siswa diminta untuk melanjutkan cerita tersebut sesuai dari apa yang telah mereka ketahui

I. **Penilaian**

Rubrik Speaking

Criteria	Score 4	Score 3	Score 2	Score 1
Fluency	Smooth dialog, very few difficulties	Not fluent due to language difficulties	Frequent hesitations and stops due to language limitations	Frequent pauses and silences during dialog so that dialog is not created

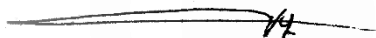| Pronunciation	Memorization can be understood even with certain accents	There are pronunciation problems that make the listener have to be very focused and sometimes cause misunderstandings.	Difficult to understand as there are problems in pronunciation and frequency	Almost always goes out in pronunciation so that it cannot be understood
Vocabulary	Occasionally pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that the dialog is limited due to limited vocabulary	Uses the wrong vocabulary so that it cannot be understood	Very limited vocabulary that does not allow for dialog.

Score List Students Speaking Skill

Pre- Test (Control Class)

Assement Speaking Pre- Test (Control Class) Name Students	Fluency	Pronunciation	Vocabulary	Total	Fluency	Pronunciation	Vocabulary	Total	Jumlah
AH	4	1	2	63	1	2	4	63	126
AR	2	2	4	71	2	4	2	71	142
DY	1	2	4	67	4	1	2	67	134
DPA	1	3	3	63	3	3	1	63	126
FAH	3	3	2	75	2	3	3	75	150
FAH	2	2	2	58	1	3	2	58	116
KY	2	3	3	67	2	3	2	67	134
NL	3	3	2	67	2	3	3	67	134
RP	4	2	3	75	3	4	2	75	150
RR	4	3	2	75	2	3	4	75	150
TK	2	2	3	67	2	2	3	67	134
ZAF	3	2	2	63	1	3	3	63	126
ZM	2	3	2	67	2	3	2	67	134
NM	4	2	2	71	4	2	2	71	142
RF	2	2	3	67	3	3	1	67	134
AY	2	1	4	67	2	2	3	67	134
JY	4	3	2	75	3	3	2	75	150
DS	1	3	3	67	3	3	1	67	134
Total									2450
Average									136,1111
The Highest Score									150
The Lowest Score									116

Metro, April 2023

Guru Bahasa Inggris   Mahasiswa

Khuldin Kusairi, S.Pd   Mita Sari

NIBM. 1123223   Npm.1901051044

Score List Students Speaking Skill

Post-Test (Control Class)

Assement Speaking								
Post-Test (Control Class								
Name Students	Fluency	nuncia	cabula	Total	Fluenc	nuncia	cabula	Total	Jumlah
AH	2	3	4	75	4	3	2	75	150
AR	4	4	2	83	2	4	4	83	166
DY	3	3	4	83	3	3	4	83	166
DPA	2	4	3	71	4	4	1	71	142
FAH	2	4	4	75	1	4	4	75	150
FAH	3	2	2	67	4	1	2	67	134
KY	2	3	2	67	2	1	4	67	134
NL	2	2	3	67	3	2	2	67	134
RP	4	4	2	83	2	4	4	83	166
RR	2	4	4	83	4	3	3	83	166
TK	3	3	3	71	3	2	4	71	142
ZAF	4	3	2	75	2	4	3	75	150
ZM	1	4	4	75	4	4	1	75	150
NM	4	1	3	75	1	4	4	75	150
RF	2	4	3	75	4	2	3	75	150
AY	2	3	4	71	4	1	4	71	142
JY	3	4	3	83	4	3	3	83	166
DS	2	4	2	83	2	4	4	83	166
Total									2724
Average									151,333
The Highest Score									166
The Lowest Score									134

Metro, April 2023

Guru Bahasa Inggris   Mahasiswa

Khuldin Kusairi, S.Pd   Mita Sari

NBM. 1123223   Npm.1901051044

Rumus perhitungan nilai siswa, sebagai berikut :

Jumlahskor yang diperoleh siswa x 100

Skor maksimal / ideal

Keterangan :

- Jumlah skor yang diperoleh siswa adalah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan kriteria ke-3

- Skor maksimal / ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan(ada 3 kriteria). Jadi skor maksimal / ideal 4x3= 12

Sehingga perhitungan nilai akhir siswa adalah :

4. $\frac{AA}{12}$: 12 X 100 = 83

Dokumentation Sheet

No	Aspect
1.	Profil of SMA Muhammadiyah 2 Metro
2.	The building condition and school facilities in SMA Muhammadiyah 2 Metro
3.	The quantity of students at SMA Muhammadiyah Metro
4.	Organization structure of SMA Muhammadiyah 2 Metro
5.	Location sketch
6.	Student's speaking document

1.   Birth of Prophet Musa AS

The story of Prophet Moses begins at the time of his birth. Prophet Moses was the son of a woman named Yukabad and his father named Imran.Before the birth of Prophet Moses, King Pharaoh himself had a dream in which he saw a great fire that would burn Egypt and threaten the lives of the Children of Israel.After waking up from his dream, King Pharaoh called all the magicians in Egypt at that time to find out the meaning of his dream last night. Then the sorcerer told Pharaoh the meaning of the dream.It was predicted that a baby boy would be born who would later destroy the power of the king of Pharaoh and his people the Children of Israel.Since being told by the magicians, the king of Pharaoh began to order all his troops to find and kill every baby boy born at that time from among the Children of Israel without exception.Hearing the news of the order from the king of Pharaoh, the parents of Prophet Moses certainly did not want to let their son get hurt.So they decided to take the mother of the Prophet Moses to the cave to give birth so as not to be found by the royal soldiers from Pharaoh.Until finally, Yukabad gave birth in the cave at that time, but after the birth of her son she became confused about how to hide her son in the future.It was then that God gave inspiration to the mother of the Prophet Moses to wash her son using a chest into the river Nila.When washed away, the Prophet Moses' father ordered the Prophet Moses' brother to follow his brother's chest which was washed away.Long story short after being washed away, a miracle happened, where the chest that had contained the Prophet Moses was found by the daughter of the king of Pharaoh.The daughter of Pharaoh then brought the chest to her mother. The Pharaoh's wife, Aisha, opened the chest and found an

adorable baby boy.Out of pity, Aisha begged the Pharaoh to take care of the baby boy. Although at first her request was rejected, it was eventually granted.Although known as a cruel king, Pharaoh always complied with his wife's wishes, this is what made Pharaoh accept Aisha's request to take care of the baby boy.When her request was accepted, Aisha then looked for a nanny who could breastfeed Prophet Moses until he was old enough.Hearing the news that the Queen was looking for a nanny this information was heard by her brother Prophet Moses who then informed his mother Yukabad.Long story short Yukabad was chosen as the nanny and nursed Prophet Musa with all her love.

Prophet Musa AS death

After surviving the pursuit of the Pharaoh's army, Prophet Moses finally lived with his people the Children of Israel. Prophet Moses lived until he was 120 years old and died on Mount Nebu, Jordan.From the story of Prophet Moses, the wisdom that we can learn is that no matter how great a man is, he will not be able to face the power of God.Pharaoh who had a large army eventually received punishment from Allah due to arrogance, cruelty, and unwillingness to believe in Allah.

2. Post- Test

Birth of Prophet Muhammad SAW

The Prophet Muhammad was born in Mecca on Monday, 12 Rabi'ul Awal in the year 571 of the Roman calendar (1450 years ago). Rasulullah was born to a mother named Aminah and his father named Abdullah."The Prophet sallallaahu 'alahiwasallam was once asked about fasting on Monday, then he replied, Monday is the day I was born,"This year is also known as the Year of the Elephant, which is the year when the elephant troops under the leadership of Abraha Habasyah were attacking the Kaaba.Allah SWT also stopped their actions with all His greatness. The ababil bird also came to drop stones to bring disease outbreaks.The story of the birth of the Prophet Muhammad is in Surah Al Fil which means Year of the Elephant. Rasulullah was born at this time and raised as an orphan because his father, Abdullah had died before he was even 3 years old. As a child, he was finally raised by his grandfather, Abdul Muthalib.When the Prophet was born, a mother named HalimahSa'diyah sincerely wanted to breastfeed Muhammad even though his milk was difficult to come out. However, because of Halimah's sincerity, Allah SWT rewarded her, because after that her breast milk came out profusely.Each student begins to narrate from the point where the story ends. They add to existing stories. They can add new characters, events, descriptions and more.

Prophet Muhammad's death

Abu Bakr as a friend of the Prophet Muhammad who was not in Medina, a very sad event occurred. The Messenger of Allah died at the same time as the revelation of Allah, namely Surat Az Zumar verse 30, which means "Indeed you will die and in fact they will die anyway."The Prophet Muhammad began to get sick in the month of Safar in 11 Hijri. He had a headache and fever until finally his body temperature rose. This condition lasted for about 2 weeks. Rasulullah finally visited the homes of his wives and arrived at Aisyah's residence with a weak body.In memory of him and the noble values of Islam, the book Prophet Muhammad The Frugal Warrior by Muhammad Imarah contains various events from before he was born to his death.

Nomor   : B-3101/In.28/D.1/TL.00/06/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 2 METRO
di-
　　Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3102/In.28/D.1/TL.01/06/2023, tanggal 09 Juni 2023 atas nama saudara:

Nama	:	**MITA SARI**
NPM	:	1901051044
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS SPEAKING SKILL OF GRADE XI OF SMA MUHAMMADIYAH 2 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juni 2023
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T T U G A S
Nomor: B-3102/In.28/D.1/TL.01/06/2023

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

Nama	:	**MITA SARI**
NPM	:	1901051044
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS SPEAKING SKILL OF GRADE XI OF SMA MUHAMMADIYAH 2 METRO".

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

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

Dikeluarkan di   : Metro
Pada Tanggal   : 09 Juni 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO PUSAT

SMA MUHAMMADIYAH 2 METRO
TERAKREDITASI B
NSS: 302120901007   NPSN: 10807577
Jl. K.H. Ahmad Dahlan No.1 Metro Pusat Kode Pos 34111 Telp. (0725) 7850200
Website: www.smamuhammadiyah2metro.sch.id E-mail: smamuh2metro@gmail.com

SURAT KETERANGAN
Nomor : 122/KET/IV.4.AU/F/2023

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 2 Metro menerangkan bahwa :

Nama	: **MITA SARI**
NPM	: 1901051044
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro

Nama tersebut telah melakukan penelitian dalam rangka Penulisan Skripsi dengan judul :
"THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS SPEAKING SKILL OF GRADE XI OF MUHAMMADIYAH 2 METRO"

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro 24 Dzulqoidah 1444 H
13 Juni 2023 M

Kepala Sekolah,

LIFI ENDAR WAHONO, S.Pd.I
NBM. 930 068

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

Nama : Mita Sari
NPM : 1901051044

Program Studi : TBI
Semester : VIII

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THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS SPEAKING SKILL OF GRADE XI OF SMA MUHAMMADIYAH 2 METRO

by Mita Sari 1901051044

THE INFLUENCE OF STORY COMPLETION TECHNIQUE ON THE STUDENTS SPEAKING SKILL OF GRADE XI OF SMA MUHAMMADIYAH 2 METRO

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