

Conducting Story Completion Technique to Improve Speaking Skill

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Abstract

The objective of this research is to improve students' speaking skill through Story Completion technique at 10th grade students. This research using classroom action research was conducted in 3 cycle which was each cycle consists of 4 stages: planning, acting, observing, and reflecting. This research involved 29 students. The researcher used observation, interview, and test to collect the data. The students who passed the KKM on the test was improve from cycle 1 to cycle 3. Cycle one 48% students with average score 68, cycle two 69% students with average score 76, and cycle three 90% students with average score 80. The results on observation sheets showed the improvement on students' behavior from cycle 1 to cycle 3 which involve 4 indicators, namely instruction, attention, attendance, and activeness. This is in line with the results on interview. The students stated that the using of the technique was encourage them to speak English, so that they could improve their speaking skill through this technique. Based on these results, the researcher concluded that the students' speaking skill was improved by using Story Completion technique, and the teacher could use this technique to improve students' speaking skill in teaching speaking skill at school.

Keyword: classroom action research, speaking skill, and Story Completion technique

1 INTRODUCTION

Language serves as a tool for communication among citizens (Sitti:2018). Communication entails the expression of information, thoughts, and emotions. Communication activities manifest as acts of understanding and conveying meaning through both oral and written media, influenced by the situation, the parties involved, the topic, and the psychological state of the individuals engaged in communication. In the context of education, language functions as a means to access, preserve, and share information. English, as a language, holds a significant position as a global language spoken in many countries worldwide, offering speakers numerous opportunities, including learning, technological support, and cultural enrichment.

In terms of that feature, learning English requires four skills: listening, speaking, writing and reading from four skills mentioned before, the speaking skill is one that enables the speaker to communicate effectively. Speaking is considered a productive skill (Speaking-Writing) in the process of learning English as it originates from the learner themselves. Speaking involves the creation of organized spoken expressions to convey a message (Bailey:2003). The act of generating systematic spoken expressions can be seen as a means to not only convey meaning but also to articulate one's emotions, thoughts, and sentiments to others. Numerous individuals use situations as a medium to communicate their desires or requests to others (Brown:2001). English speaking skill is one of the competences that should be acquired from students. As mentioned before, the students must be able to express the meaning of spoken functional text and short monologue that are very simple in explanation or procedure form to communicate with their environments. School as the primary students' environment in speaking application took a significant role in students' success in learning English. They can improve their

speaking skill related to other skills with the application of the language as a tool of communication. Without an understanding of listening, we can't speak well or if we have no comprehension of reading of course we can't improve our writing. The goal of the English learning process by researcher is Students can speak and communicate well in the target language like native speaker.

The story completion technique is an effective and engaging activity for learning speaking skills (Kayi:2006), this technique involves students sitting in a circle, with the teacher starting a story and each student adding their own ideas and sentences. (Khoiriyah and Rahmadhani:2020) research supports this, showing that students respond positively to this technique and are eager to participate. The technique encourages creativity and free speech, and students do not worry about making mistakes or perfecting their grammar while speaking. Utilizing this method can serve as an engaging activity to inspire students with confidence in learning English, particularly in speaking. This approach encompasses exercises that empower students to express their thoughts, ensuring that every student has equal chances to participate in speaking during each session. These exercises involve verbal interactions that create a relaxed, joyful, and enjoyable atmosphere for students (Hukom:2019). There are some advantages of using story completion technique. Story completion technique gives students an opportunity to speak at length, if they can without teacher interruption in an informal setting (O'Malley and Pierce : 1996).

Consequently, the researcher seeks to address students' challenges with speaking skills and intends to explore methods that can assist students in enhancing their speaking abilities. Therefore, in this study, the researcher aims to investigate the research titled Conducting Story Completion Technique to Improve Speaking Skill with the following research question: "Can the use of the Story Completion Technique enhance students' speaking skills?" The objective of this study is to determine whether utilizing the Story Completion Technique can lead to improvements in students' speaking skills. Hence, this research aims to determine if using the Story Completion Technique can contribute to the enhancement of students' speaking skills. As a result, the researcher endeavors to identify strategies that can support students in honing their speaking skills. Therefore, in this study, the researcher plans to employ the Story Completion Technique as a means to improve students' speaking skills.

2 RESEARCH METHODS

The research approach employed in this study is within the realm of qualitative research, and the methodology chosen is classroom action research. In principle, this research involves the practical implementation of teaching strategies within the classroom, adhering to established teaching and learning protocols. The primary objective of action research is to systematically carry out activities and corrective measures throughout the planning, execution, and assessment phases, ensuring that the research attains a level of validity and reliability. Classroom action research was conducted to identify the most effective instructional methods within the classroom environment, with the aim of achieving improved academic outcomes. This continuous effort aims to enhance the quality of students' learning experiences. There exist various avenues for educators to enhance their teaching capabilities. There are five criteria to assess students oral proficiency scoring categories: grammar, vocabulary, comprehension, fluency, and pronunciation (Brown:2001) Some educators refine their instructional approaches by experimenting with their own teaching theories, while others seek exemplary teaching methods relevant to their subject matter. The outcomes of classroom action research are methodically organized and can serve as a valuable reference for evaluating the effectiveness of teaching practices.

This research was taken in class 10 at a private senior high school in Indonesia. This means that this research aims to improve the abilities of students in that class. In

carrying out the research, the researcher collaborated with the English teacher at the school and determined together the material to be presented. The teacher provides direction regarding planning, action, observation and reflection in each lesson. This research was conducted during the second semester of the academic year 2022/2023. According to Mills (2009), action research is defined as a methodical inquiry undertaken by educators, administrators, counselors, or individuals with a vested interest in the teaching and learning process or educational environment. Its purpose is to gather insights into how a specific school operates, how instruction is delivered, and how students engage in learning. Action research involves a collaborative effort, wherein a researcher collaborates with a team of teacher researchers to investigate and enhance classroom practices (Torrence:2001). The researcher's findings emphasize that the classroom action research approach is highly effective for systematically improving teacher learning. It ensures that the methods employed are rigorously tested and can be readily applied by readers or fellow educators. This approach facilitates a comprehensive assessment of the learning process, leading to modifications that yield positive changes in learning outcomes.

The objectives of conducting action research within educational settings, particularly in schools and classrooms, can be broadly categorized into five main areas. Firstly, it serves as a means of addressing and rectifying specific issues identified within particular situations or enhancing existing circumstances in some way. Secondly, it functions as a vehicle for providing in-service training, equipping teachers with fresh skills and methodologies, sharpening their analytical capabilities, and fostering self-awareness. Thirdly, it acts as a method for introducing new or innovative teaching and learning approaches into an established system that typically resists change and innovation. Fourthly, it serves as a tool for bridging the often inadequate communication gap between practicing teachers and academic researchers. Lastly, it offers an alternative to the more subjective problem-solving approaches commonly encountered in the classroom.

According to Kemmis, Mactaggart, and Nixon, Classroom Action Research consists of four distinct phases: planning, implementing, observing, and reflecting. Successful learning is determined when more than 80% of students achieve scores on tests that surpass the minimum pass criteria, set at 70. This indicates that the utilization of the Story Completion Technique in English language learning is deemed effective in improving students' speaking skills. This effectiveness is also reflected in the level of engagement exhibited by 10th-grade students.

3 RESULT AND DISCUSSION

The results of the tests carried out in cycles I , II and III showed a significant improvement in scores. The average score in a cycle I 68. In cycle II, the average score increased to 76. And In cycle III, the average score increased to 80 the observation results show the observation sheet reaches the target of 90%.

3.1 Test Result

The results of the student speaking skill test showed that the use of story completion technique as teaching media in the learning process could improve students' speaking skills. Based on the graph of each cycle, students who passed the minimum completeness criteria in . Cycle one 48% students with average score 68, cycle two 69% students with average score 76, and cycle three 90% students with average score 80. The results on observation sheets showed the improvement on students' behavior from cycle 1 to cycle 3 which involve 4 indicators, namely instruction, attention, attendance, and activeness. This is in line with the results on interview.

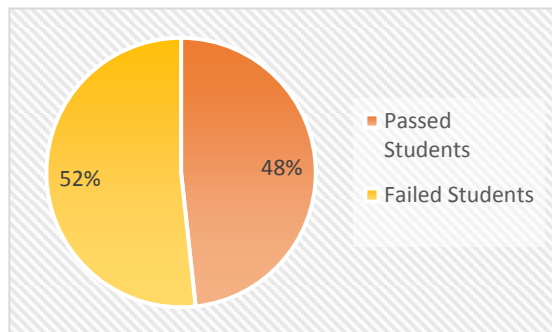
3.1.1 Cycle I

According to the data that the students' speaking skill had not been satisfied in cycle 1, because there were many students could not achieve the standard competency. It meant that the researcher should do the second cycle to improve the students' speaking skill. According to the result, from the total member of students are 29 students, there were only 14 students who could meet standard competence and 15 students who cannot complete.

According to passing grade standard, the percentage of passing student reach (48,27%) or there were 14 students who received grades ≥ 70 .

$$\begin{aligned}\text{Passed} &= \frac{14}{29} \times 100\% \\ &= 48.27\%\end{aligned}$$

The results of speaking test in cycle 1



The researcher suggested to students, to pay more attention to their pronunciation, vocabulary, fluency, comprehension, and grammar. The researcher assessed the students' speaking components such as pronunciation, vocabulary, grammar, fluency, comprehension from 29 students. The results were obtained that 14 students succeeded with a percentage of 48% and 15 students failed with a percentage of 52%. In order to fix those problems in cycle 1, there was something that need more attention from researcher. The researcher had to build more motivation for students. By giving more attention for the students to be braver speak English and did not to be afraid if they were making mistakes.

3.1.2 Cycle 2

The researcher observed the learning process with the English teacher as a collaborator to obtain information during the teacher and learning process. The information is the behaviour of students during learning, students' abilities in speaking English and problems that occur during learning. This process is done by interview and observation. After the observation is complete, the data collected will be used as the basis for reflection. In this case, researchers and collaborators observing students' ability in speaking narrative text and problems found by researchers while learning to use the technique of learning.

Based on the observation, the student behaviour had improved compared to previous cycle. The researcher also could manage the learning process in this cycle 2. The researcher also assessed the students' speaking components such as pronunciation, vocabulary, grammar, fluency, comprehension from 29 students. The result of speaking test in cycle 2 shown below.

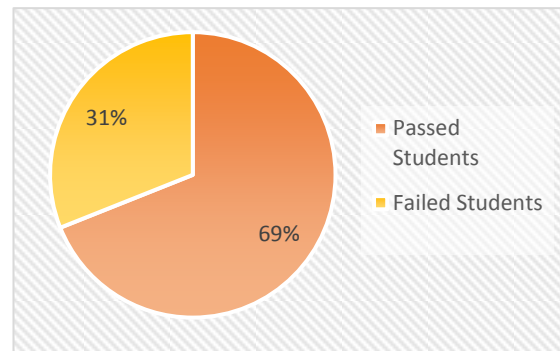


Figure 1 The results of speaking test in cycle 2

According on chart above, it can be seen that researcher found out there was significant improvement in students' speaking skill in those aspects of speaking. The result were obtained that 20 students succeeded with percentage of 69% and 9 students failed with percentage of 31%.

3.1.3 Cycle 3

The researcher also assessed the students' speaking components such as pronunciation, vocabulary, grammar, fluency, comprehension from 29 students. The result of speaking test in cycle 3 shown below.

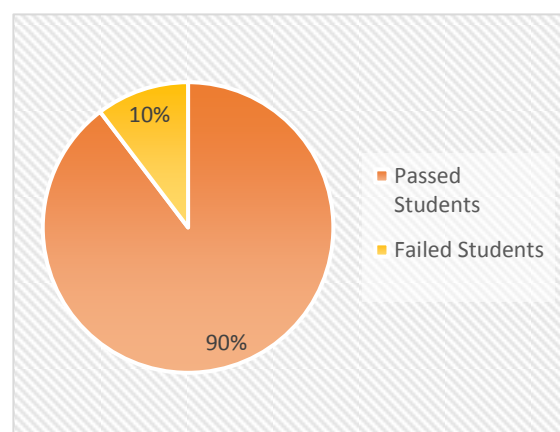


Figure 2 The results of speaking test in cycle 3

Based on chart above, it can be seen that researcher found out there was significant improvement in students' speaking skill in those aspects of speaking. The result was obtained that 26 students succeeded with percentage of 90% and 3 students failed with percentage of 10%.

3.2 Discussion

The research have done the pretest and posttest research with the English teacher, then researcher and collaborator observed the students to assess behaviour in learning activity using Story Completion technique. The researcher and collaborator observed students in teaching and learning process regarding instruction, attention, activeness, and attendance. The researcher used three observation sheets, they are observation sheet collaborator to researcher, observation sheet collaborator to students, and observation sheet researcher to students.

The results of the researcher's observations found that the students' affective scores in cycle 1 to cycle 3 had improved. The researcher found that there has been an

improvement in affective assessment in online learning processes, such as instruction, attention, activeness, and attendance. This is due to motivation from the researcher, collaborator and from the students themselves. To strengthen the statement above, the researcher showed a recapitulation of the assessment in the learning process, which was as follows:

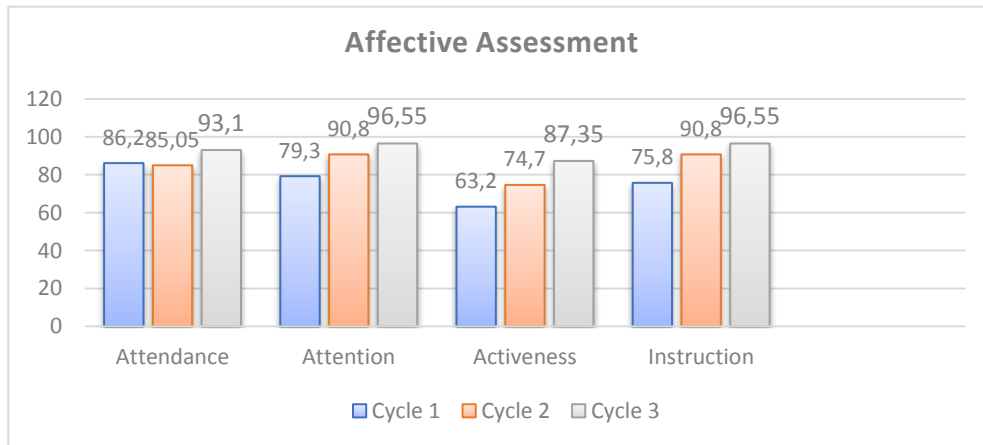


Figure 3 The Result of Observation Sheet to Students in Cycle 1, 2, and 3

Based on observation in cycle 1, from the total number of students which were 29 students, there were 86.2% who attend in classroom and there were only 63.2% who active for example discuss while learning activity, the rest could not attend the lessons as usual because they were unable to attend. When the researcher explained the material and gave the tasks, there were only 79.3% who paid attention when the researcher explained the material and only 75.8% who could follow the researcher's instructions, which was the instructions to submit their task.

The observation in cycle 2, from the total number of students which were 29 students, there were 85.05% who attend in classroom and there were 74.7% who active for example discuss while learning process, the rest could not attend the lessons as usual because they were unable to attend. When the researcher explained the material and gave the tasks, there were 90.8% who paid attention when the researcher explained the material and 90.8% who could follow the researcher's instructions, which was the instructions to submit their task.

The observation in cycle 3, from the total number of students which were 29 students, there were 93.1% students who attended in classroom and there were 87.35% students who active for example discuss while learning process, the rest could not attend the lessons as usual because they were unable to attend. When the researcher explained the material and gave the tasks, there were 96.55% students who paid attention when the researcher explained the material and there were 96.55% students who could follow the researcher's instructions which was the instructions to submit their task.

During the teaching and learning process that was carried out using Story Completion technique, the students became active and happy to speak English than before. They became more confident and had good pronunciation and they also found new vocabulary by using this technique.

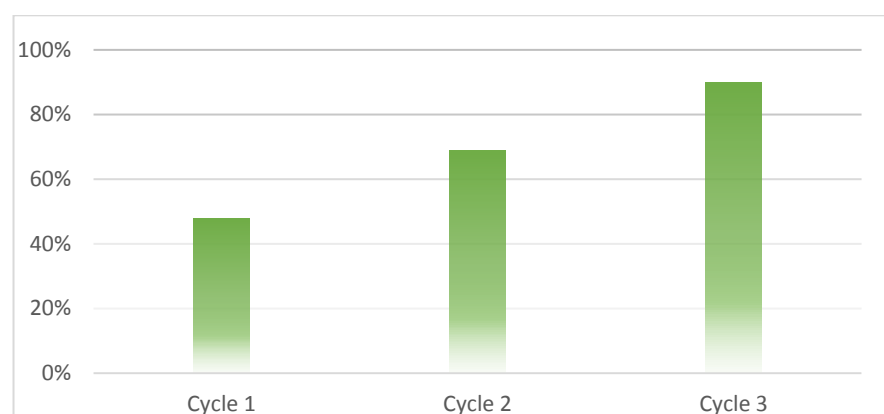


Figure 4 The Students' Speaking Test Improvement

According to the data above, it could be concluded that the research has been carried out in three cycles, consisting of cycle 1, 2, 3, which was in each cycle it has progressed and increased from cycle 1 to cycle 3, along with the data is 48%, 69% to be 90%. The result of speaking test in line with the researcher observation towards the students' improvement in several obstacles that faced by the students before conducted the research. The students' self confidence to speak English has improved during learning activity. They also have improved their vocabulary and have better pronunciation when they speak English.

Tabel 1 The Passing KKM Score

No	Steps of Cycles	Average Students Score	The Passing KKM Score			
			Passed	Failed	Passed	Failed
1	Cycle 1	68	14	15	48%	52%
2	Cycle 2	76	20	9	69%	31%
3	Cycle 3	80	26	3	90%	10%

Based on these findings, this research endeavor, which utilizes the Story Completion Technique as an instructional approach, has proven effective in addressing students' issues and challenges in learning to speak. The application of the Story Completion Technique demonstrated consistent improvement from the initial cycle to the third cycle, underscoring its effectiveness as a tool for enhancing speaking skills. Interviews conducted during each cycle also corroborated the positive outcomes of utilizing the Story Completion Technique, with students reporting new experiences and the development of effective learning habits for speaking. English teachers have observed a noteworthy surge in students' motivation, enthusiasm, and active participation in improving their speaking skills.

The next benefit of using story completion technique is develops students' critical thinking skill, according to Ghiabi and Shiami (2014), that "by completing a story, students need to analyze and interpret the story's plot and characters". This requires critical thinking skills, which can help students develop their speaking skills by encouraging them to think deeply about their language use and expression. In addition to critical thinking skills, a good assessment tool is required to ensure effective learning evaluation. The test is a systematic and objective evaluation procedure that can be used as a basis for decision-making in the teacher's instructional process (Suparman U and Ginting:2015). The test is used to determine and assess student learning outcomes. The test will be in written format, which includes both multiple-choice and short-answer questions. The test will be given at the end of the instructional material.

3 CONCLUSION

Upon conducting this research using the classroom action research methodology, the researcher arrived at the conclusion that employing story completion as technique could enhance students' skills within the classroom. The observational findings clearly indicate that students have made notable improvements in their speaking skills as a result of integrating the Story completion into their learning routines.

The study involved 29 10th-grade students at a private senior high school in Indonesia. After implementing the teaching materials using the researcher's chosen approach, the results of the post-tests in the first cycle indicated that 14 students, or 48% of the class, met the minimum passing criteria. In the second cycle, post-test results demonstrated that 20 students, or 69% of the class, had successfully met the criteria. By the third cycle, post-test results revealed that 26 students, or 90% of the class, had achieved the minimum passing criteria. Only 3 students, accounting for 10% of the class, did not meet the passing criteria. The adoption of songs as an instructional medium has proven highly effective in enhancing students' speaking skills, as evidenced by the significant increase in the number of students meeting the criteria. The average scores showed steady improvement, with an average score of 68 in the first cycle, 76 in the second cycle, and 80 in the third cycle. This indicates a notable and consistent enhancement in students' speaking skills with each successive cycle of the research.

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