

**THE IMPLEMENTATION OF STORY COMPLETION TECHNIQUE
IN STUDENTS' SPEAKING SKILL TO THE TENTH
GRADERS OF SMKN 1 PACITAN IN THE
ACADEMIC YEAR OF 2018/2019**

Hidayati¹, Indah Puspitasari², Agustina Sri Hafidah³

^{1,2,3}English Education Program, STKIP PGRI Pacitan

Email: hidayatihida323293@gmail.com¹, inkiku47@gmail.com², hafidahagustinasri@yahoo.co.id³

Abstract. This research was intended to describe the students' speaking skill and students' interestness by the implementating of story completion technique. This research did based on the background, it was based on the existences of English as an important aspect that must be mastered by the students in Vocational High School and the speaking problems had identified in the tenth graders of SMKN 1 Pacitan. This research was a case study . The methods that used was qualitative data that collected the data by observation, interview, and documentation. In the research findings, the result showed that students' story completion technique was appropriate in teaching speaking skill. The students looked interest in speaking by looking their enthusiasm during teaching learning process. Based on the study, it showed that the implementation of story completion technique could be an appropriate technique in teaching speaking skill and surely made students interest in speaking.

Keywords : Story Completion, Speaking, Descriptive Qualitative

INTRODUCTION

In globalization era, all of people should understand English to communicate with the people in different country so they can get easier in their communication life. English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play Richard (2007: 2). Meanwhile McKay (2002:5) states that English is international language part excellence.

From those theories, it can be concluded that English is one kind language that so important and it must to be mastered all people in every country by looking the English existences as an International language.

English is a primary concern in everystage of education, included in Vocational High School. Speaking is one of the problems to deliver the students' idea. The students usually afraid if they will get mistakes when they speak English. At the fact, English without practice is nothing. It means, English practice is speaking.

Nunan (2003:48) states that speaking is the productive oral skill, it consist of producing systematic verbal utterances to convey meaning. It means that speaking is oral activity in

producing sound that expressing opinion and construct the meaning. Therefore, the students can get information and can understand the meaning of information and the students can share the information to other students.

In English speaking, students are supposed to show their ability by give natural performances as what native speakers do in normal communication eventhough the pronunciation of native speaker and second speaker never be same. In order to make students showing their ability that it can be seen from their understanding, for sure the teacher should do a learning activity. One of its is teaching.

Teaching in speaking be a crucial thing for the successness level that affecting in students' speaking skill. The teacher should have a technique to do their teaching activities in the class. It must based the students' need, appropriateness, and situation in the speaking. To make the students have strong interest in teaching and learning process especially in learning speaking, teacher should take the best approach, method and technique.

Technique deals with the way of teacher's teach. It is applied of a method which is have been appropriated with the skills and behaviourism of the teacher, media availability, students' readiness in order facing of teaching learning class. Based on the expert statement, Gerlach and Ely (Hamzah B Uno, 2009:2) state, "*Teknik sebagai jalan, alat, atau media yang digunakan oleh guru untuk mengarahkan kegiatan peserta didik kearah tujuan yang ingin dicapai*". It means technique is a way, tools, or media that used by teacher in directing of students activities to the aim that will be reached.

Story completion is one of appropriate techniques that can be used in teaching speaking. According to Kayi (2006), story completion is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. Moreover, according to Ghiabi (2014), story completion is technique which helps students' speaking skills improving. Based on those theories, story completion is one of appropriate technique that helps in students' speaking skill both on their interestness in speaking and also on their motivation with enjoying class and free condition which is make students can share their idea as free as their want.

Related with the technique and students' speaking skill, the researcher found some problems during observation in the class of tenth graders SMKN 1 Pacitan in the academic year of 2018/2019. The class condition surrounding with crowded environment. The students had low interestness in speaking. They were less enthusiasm during

teaching learning of speaking. It was proven by their passiveness. For sure, it was made them less confidence to speak. In other hand, the students' interestness in speaking was an important thing related with students' mastery in speaking elements such as in pronunciation, grammar, vocabulary and fluency.

Based on those problems, the researcher interested to conduct the research in SMKN 1 Pacitan especially in teaching speaking by describing the implementation of story completion technique according from the observation and interview this technique was never applied yet before in this class. It was the first case study for the researcher using this technique. The researcher would made a research entitle "The Implementation of Story Completion Technique in Students' Speaking Skill to the Tenth Graders of SMKN 1 Pacitan in the Academic Year of 2018/2019".

RESEARCH METHOD

In this research, the researcher applying Case Study design. The type of this research was descriptive qualitative. This research focused in teaching speaking skills to the tenth graders, especially UPW 1 tenth graders of SMKN 1 Pacitan in the academic year 2018/2019 using story completion.

Case study was a kind of research methods. This was one of major reasons for being extra careful to articulate research design and implementation. Case study have often been viewed as a useful tool for the preliminary, exploratory stage of a research project, as a basis for the development of more structured tools that were necessary in survey and experiments. Eisenhardt (1989: 548-549) states that case study were particularly well suited to new research areas for which existing theory seems inadequate. This type of work is highly complementary to incremental theory building from normal science research. The former was useful in early stages of research on a topic or when a fresh perspective was needed in later stages of knowledge. From theory above, it could be concluded that case study was a case which existing in normal science research and needs new perspective.

Yin (1994: 13) defines that a case study was an empirical inquiry investigates a contempory phenomena within its real life context and the boundaries between phenomenon and context were not clearly evident. This statement emphasis that an important strength of case study was the ability to undertake an investigation into

phenomenon in its context. It was not necessary to replicate the phenomenon in a laboratory or experimental setting in order to be better understand the phenomena.

Yin (1994: 9) also states that case study research was good for contemporary events when the relevant behavior cannot be manipulated. Typically case study research uses a variety of evidence from different sources, such as documents, artifacts, interviews, and observation. This goes beyond the range of source evidence that might be available in historical study. Based on those theories, case study research was useful when how or why question was being asked about a contemporary set of events over which the investigator had little or no control.

This research using descriptive qualitative research. According to Thomas (2003 : 1), qualitative research was multi-methods in focus, involving interpretive, naturalistic approach to its subject matter. This means that qualitative researcher study things in the natural setting, attempting to make sense of, or interpret phenomena in term of the meaning people bring to them.

Qualitative research concerned with meaning as they appear to, or were achieved by persons in lived social situations. It was collected the data in the form of words or pictures rather than numbers. Data in the form of quotes form documents, field notes, and interviews or excerpts from electronic communication.

Based on the explanation above, descriptive qualitative was implmented in this research because this research presented descriptively.

RESULTS AND DISCUSSIONS

The researcher presented the results of the research which was held on May 11th until May 18th 2019 in the vlass UPW 1 tenth graders of SMKN 1 Pacitan in the academic year of 2018/2019.

The Result of Observation

Observation was the process of collecting data technique which uses human interaction to the environment by seeing the data source directly. It is the first process of this research before the research did the research. The researcher used the sense to collect the impression of the word using all of one's senses, especially looked and listened in systematic and purpose way to get the accurate of the data. It was begans by relating some of characteristics of qualitataive observation, continue to describ the method or doing observation and also explores the issues of the role of observer and ethical concerns.

Day / Date : Monday, March 11th 2019

Purpose : Asking permission and confirming with English teacher

Place : Headmaster room and teachers' room

The researcher came to the school and asking the permission to the headmaster and English teacher of the tenth graders to do observation. After the researcher talked with both headmaster and English teacher, the English teacher gave the syllabus and lesson plan which were used on teaching learning process that will be used as a reference for the researcher. The researcher also looked the school condition and all of the environment aspects that surrounding the school during the observation.

The Result of Teaching Activity

The students looked so enthusiasm and felt enjoy the teaching learning process. In the other hand, the students could be serious, but also the students felt fun. Most all of students active in the process of teaching learning, eventhough there were a little part of students that were not too active. By asking the researcher to teach in the next meeting, it was prove that the technique that given by the researcher was made them interest.

The Result of Interview

The researcher used the technique as the instrument to support in collect the data. The interview used by the researcher to make the data to be accurate. The researcher interview with the students after the main activity of teaching learning process in closing part in the class. The interview was about the students' interestness in the teaching speaking process that was done using story completion technique and the difficulties of students during teaching learning. From the interview between the researcher and the students, the researcher concluded that most of students of tenth graders (UPW 1) SMKN 1 Pacitan in the academic year of 2018/2019 felt enjoy with the story completion technique. The students also said that it made them more confidence to share their mind idea in speaking especially and it was also an appropriatness technique in teaching speaking.

The Result of Documentation

Syllabus

The syllabus was used for guiding the teacher in making the lesson plan. It was the important component in teaching which kinds of instructional materials for group of learners in a defined context. There were some components which as the reference to make the lesson. The contents of the syllabus were competency standards, basic

competencies, indicators, instructional materials, teaching and learning activities, assessment, time allocation, media and sources. All of those components had determined in the syllabus based on 2013 Curriculum.

Lesson Plan

It was scripted of action in the class which contained set activities that provided steps for teaching and learning activities to reach learning goals stimulated in syllabus. Lesson plan would guide the researcher in coordinated the class. It was presented in the procedure of teaching learning process. In general, there were three steps in lesson plan namely opening, main-activity and closing.

Field Note

It was contained the description of researcher' observation and researcher teaching activities. It was about the asking permission with the headmaster and English teacher in the school, took data of the school, took data about the students and class condition, and took photograph

Interview Transcript

It showed the results of interview between the researcher with the students. It was used to know the students' interestness, opinions, responses, comfortable and obstacles during the teaching learning process. It was also used to know whether story completion technique was appropriate in teaching speaking.

Photographs

Photographs were the other technique of documentation. It was used to show the fact of teaching and learning process as the supporting data. It showed teaching learning activities and also the condition of the class in UPW 1 of tenth grader SMKN Pacitan during teaching speaking using story completion technique. The kind of photograph that used in this research was photos.

CONCLUSIONS

The researcher draws conclusion about the research as follows:

Based on the observation and interview with English teacher and teacher observation list, story completion technique was appropriate to teach speaking in tenth graders of SMKN 1 Pacitan in the academic year of 2018/2019 because it made the students open their mind and made them to try speak English although word by word. There were many students who got high score in speaking elements; pronunciation, vocabulary, grammar, fluency,

and self-confidence. The score that students' got in average of eighty in every speaking English components. Based on the interview with the students, almost all of the students interest with the technique that the researcher implemented in teaching speaking, it was story completion technique. It could make students active in speak English. With complementing the story that uncomplete, the students felt had motivated to speak their idea in order complimenting the story that the researcher given.

Teaching speaking using story completion technique to the tenth graders of SMKN 1 Pacitan had some advantages and disadvantages. The advantages were; it could encouraged students' activeness in speaking, it made the students' willingness to communicate their thoughts about the story, and also it made students being more confidence in practiced speaking. Meanwhile the disadvantages were; some students did not understood with the mean some parts of the uncomplete story that given by researcher, so it made students cheat with their friend and the students who tended to be passive and did not listen carefully on the researcher instructions about the learning process in speaking class using story completion technique would be less confidence in practicing speaking.

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