



# The Effect of Story Completion to Students' Speaking Ability In English Learning At Second Grade of Kecamatan Payakumbuh

Jimly Rafi'i Masrul\*

Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi, Bukittinggi, Indonesia

## Article Informations

### Article History:

Submit : 02 Mei 2023

Revised : 25 Mei 2023

Accepted : 13 Juni 2023

Published : 30 Juni 2023

## Keyword

Story Completion , Speaking Ability

## Correspondence

E-mail: [jimly.rm.7@gmail.com](mailto:jimly.rm.7@gmail.com)\*

## A B S T R A C T

This study was conducted to determine whether there is an effect on students' speaking ability when using the story completion technique at SMPN 01 Kecamatan Payakumbuh. This is done because students have low speaking skills. The problem is that teachers use limited techniques to teach students so that students have low learning motivation, and cannot improve their abilities. This study is a quantitative research experimental design. Data collection is done by using a speaking test. There are two tests in this study, the first, pre test and the second post of SMPN 1 test. The population in this study a Kecamatan Payakumbuh all second grade students. The researcher used purposive sampling to determine the number of samples. The sample in this study amounted to 58 respondents in the 2021/2022 academic year. To analyze the data, the researcher calculated the speaking score. The results showed that the average score on the pretest was 55.8276, while the average score on the posttest was 63.1724 indicating an effect and improvement on students' speaking ability. Since the students gave a positive response to completion technique, this is evidenced by the effect on the use of the story completion technique on speaking skills with a t count value greater than t table ( $2.284 > 2.002$ ). From the findings, it can be concluded that the story completion technique is effective in teaching speaking.

## Abstrak

Penelitian ini dilakukan untuk mengetahui apakah ada efek terhadap kemampuan berbicara siswa jika menggunakan teknik story completion di SMPN 01 Kecamatan Payakumbuh. Hal tersebut dilakukan karena siswa memiliki kemampuan berbicara yang rendah. Permasalahannya guru menggunakan teknik yang terbatas untuk mengajarkan siswa sehingga siswa memiliki motivasi belajar yang rendah, dan tidak bisa meningkatkan kemampuan mereka. Penelitian ini merupakan penelitian quantitative research experimental design. Pengumpulan data dilakukan dengan menggunakan tes speaking. Terdapat dua tes di penelitian ini, yang pertama, pre-test dan ke dua post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas dua SMPN 1 Kecamatan Payakumbuh. Peneliti menggunakan purposive sampling untuk menentukan jumlah sampel. Sampel pada penelitian ini berjumlah 58 responden pada tahun ajaran 2021/2022. Untuk menganalisis data, peneliti menghitung nilai speaking. Hasil penelitian: menunjukkan bahwa nilai rata-rata pada pretest adalah 55,8276, sedangkan nilai rata-rata pada posttest adalah 63,1724 menunjukkan adanya efek dan peningkatan pada kemampuan speaking siswa. Siswa memberikan respon positif terhadap teknik story completion, hal ini dibuktikan adanya efek pada penggunaan teknik story completion terhadap kemampuan berbicara dengan nilai t-hitung lebih besar dari t-tabel ( $2,284 > 2,002$ ). Dari hasil temuan Dapat disimpulkan bahwa tehnik story completion efektif dalam mengajar berbicara.

This is an open access article under the CC-BY-SA license



## 1. Introduction

Speaking is an important ability for students in English learning. Teachers have big challenge to enable their students to master English well, especially speaking English in class or outside of the

class. Speaking is the ability that the students will be judged upon most in real life situations (Hornby, 1995). In everyday interaction, most often the first impression of a person is based on their ability to speak fluently and comprehensively. In addition, speaking in a second or foreign language has often been viewed as the most demanding of the four abilities yet for many people, speaking is seen as the central skill (Bailey et al., 1994). The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. So, speaking is important for students to communicate well. Speaking requires students not only to know how to produce certain language points such as grammar, pronunciation, vocabulary but also for the students to understand when, why and in what ways to produce language.

Student's difficulties in speaking consist of inhibition, nothing to say, uneven participation and mother tongue (Ur, 2009). Inhibition is related to feeling worry about making mistakes, fearful of criticism, or simply shy. Nothing to say, has something to do with students having no motive to express themselves. Low or uneven participation means only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Mother-tongue use is related to learner who shares the same mother-tongue or tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Littlewood in Al Hosni argued that teacher uses native language for class management. This can be another factor of speaking difficulties (Littlewood, 1981). In addition, native language used by teacher tends to devalue the English language as a language for communication. On the other hand, the native language remains the appropriate medium for discussing matters of immediate importances. Using native language for communication is also related to vocabulary and grammar.

The teacher has to give more opportunities to their students to express themselves by providing speaking activities that enable them to speak English. Teacher should be able to make the students interested in studying and develop their creativity in class, teachers should also become help students to be confident in speaking. Story completion technique is suitable to help teacher improve students speaking ability.

There are some activities that can be done in speaking, such as acting form conversation, role play, story telling, news reading, debate, and discussion. Discussion is one of activities that can make the students speak fluently and spontaneously. Discussion is part of learning technique which teachers deliver the materials and students to discuss in their group. Material provided vary depending on the capabilities the teachers. According to Tarigan, the discussion is a cooperative activities (Tarigan, 2008). Discussion can be attended by all students in the class, all the students are divided into groups with member of the group who are not too much that it is easier for the teacher to observe the work of students. Some of the common form discussion activities are: whole group, buzz group, panel discussion, syndicate group, brain storming group, symposium, informal debate, colloquium, and story completion. Story completion as one of discussion activities is considered interesting in teaching speaking. Story completion technique can help improve students speaking skill. This technique is one of the techniques in teaching and learning is done by teachers at the school (Roestiyah, 2002). The story completion uses cooperative learning in class because the students have to work together with their group.

Story completion is free speaking activity for which students sit in a circle for this activity, a teacher starts to tell story, but after a few sentences the teacher stops to narrating. Then, each student starts to narrates from the point where the previous one stopped. Each student is supposed to add from four to more sentences. Students can add new character, event, description and another. Student in the groups has a different ideas about the story. They become creative to produce their own story. The technique can make them able to speak one by one.

The positive element in of using story completion technique in teaching speaking is the students can make their own story. The students can develop their creativity and share their idea each other.

Students produce an oral report. Stories promote a feeling of well-being and relaxation. Increase children's willingness to communicate thoughts and feelings. Encourage active participation. Increase verbal proficiency. Encourage cooperation between students and enhance listening skills.

The researcher did the observation on February 2021 at SMP N 01 Kecamatan Payakumbuh and the researcher found some problems. First, the students have low speaking ability which is proven from the speaking score from the mid term test that is below of standard of minimum completeness.

Second, students did not have self confident in speaking. Usually, the students were shy to speak English in front of the class and afraid to make mistake in speaking. And students still looked at the text when they asked by teacher to speaking in front of class.

Third, the students had limited activities to practice speaking. The students only practice their speaking ability in English class. They only use English for practice their speaking when the teacher ask them to speak English.

Fourth, the students lack of motivation in speaking class. this is due to fact that, teacher use limited technique to teach the student. Teacher prefers to teach students with conventional teaching. Because of that, the students did not show their enthusiastic in study. They were bored in class while studying and did other activities when the teacher teaches in front of class.

To cope with the problems, the teacher should find the technique to teach the student's speaking. One of recommended technique is story completion. This technique was introduced firstly by Kayi. This technique helps students speaking ability improving (Kayi, 2006). Learning English through story completion technique can be more active and creative during the teaching learning process because they work in team and students get a chance to develop their opinions and it is useful to extend students knowledge, It is going to be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on. And they can make the story with their own-self so, they have interested in study.

Based on the explanation above, it is necessary to use the technique to overcome students speaking problem. One of recommended technique is story completion. This technique enjoyable, fun and make the students more active and creative in the learning process. The researcher expect to use this technique the students will be more motivated to speak English.

## **2. Research Method**

### **2.1. Research Design**

The purpose of the research is to find out the effect of Story Completion technique towards students' speaking ability at SMPN 01 Kecamatan Kota Payakumbuh. Based on the general purpose of the research, the study is classified as quantitative research experimental design. Then the researcher used quasi-experimental design, the goal of the experimenter is to use designs that provide full experimental control through the use of randomization procedures.

The researcher used a quasi-experimental design to know the students' speaking ability, particularly their speaking ability after the students are given story completion technique as treatment. Quasi experimental method has three basic characteristics:

- (1) a control class is present,
- (2) the subjects of both control class and experiment class.
- (3) pre-test is given to know the students' achievement of treatments.

The researcher will select two classes. Based on the design above, the researcher will select two classes as the sample, one class is the control class and another class is the experimental class. The experimental class will taught by using Story Completion technique whereas, control class will taught

by using conventional technique. It is conduct in order to know the differences between the average scores of speaking received by the students of experimental class and that of the control class.

## 2.2. Population and Sample

Population is an object or subject in a area that meets the requirements related to research problems (Riduan, 2009). The population of this study is the eight grade of SMP N 01 Kecamatan Payakumbuh, totaling 173 students.

### 2.2.1. Population

The population is all of project that will be research in the research. In other word, population is a set (collection) of all elements processing one or more attributes of interest (Arikunto, 1998). in short, the population of this research is the entirely students of SMP N 01 Kecamatan Payakumbuh in which consist of 6 classes with total population 173 students. The population is explain in the following table:

**Tabel 1.** Number of the Students of the Eighth Grade at SMPN 01 Kecamatan Payakumbuh

No	Class	Gender		Number
		Male	Female	
1	VIII 1	14	12	26
2	VIII 2	15	14	29
3	VIII 3	17	12	29
4	VIII 4	18	12	29
5	VIII 5	17	13	30
6	VIII 6	17	13	30
Total				173

Source: *Academic Affairs of SMPN 01 Kecamatan Payakumbuh 2021/2022*

### 2.2.2. Sample

Sample in a research study is the group on which information is obtaine. Sample is the part of the population which will be investigated (Arikunto, 1998). The sample of this research is two classes, one as the experimental class and the other one as control class.

In this research, researcher used a purposive sampling technique. According to Sugiyono, purposive sampling is a technique of determining samples with certain considerations (Sugiyono, 2010). This means that sampling in research is determined by a certain consideration. The researcher took two classes as the samples of the research. They were VIII.2 and VIII.4 because these classes taught by the same teacher. On the other hand they had some problems with speaking ability and they had the same ability in speaking skill. Furthermore it was approved by the English teacher that teach these classes.

## 2.3. Research Instruments

The research instrument is a device use by the researcher during the data collecting by which the work is easier as the data are complete and systematic (Arikunto, 2002). The instrument of this research is Speaking test. A good instrumentation should be valid and reliable.

### 2.3.1. Validity

The validity defined as degree to which a test measure what it should measure. According to Lodico, et.al validity, focuses on ensuring that what the instrument "claims" to measure is truly what it is measuring. In other words, validity indicates the instrument's accuracy. The instrument in this research. The researcher uses content validity by expert judgment. The researcher consults the instrumentation to the experts they are lecturers of English Department and the English teacher of SMP N 01 Kecamatan Payakumbuh.

### 2.3.2. Realibility

According to Creswell reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. According to Gay, reliability is the degree to which a test consistently measure whatever it measure (Gay et al., 2011). If the test gave current result as the same as the previous test that has been conducted, it means that test has high reliability. In this research, the researcher used cronbach alpha technique. The instrument has high level of reliability if the coefficient value is obtained  $>0.60$ . the researcher used the SPSS program to analyze the data. The results of the calculation of the reliability of all instruments are categorized based on the coefficient criteria table. According to Sugiyono the guidelines for providing the interpretation of the correlation coefficient are as follows (Afifah, 2019):

**Tabel 2.** Qualification of Coefficient Reliability

Interval Koefisien Reliabilitas	Qualification
0,00 - 1,199	Very Low
0,20 - 0,399	Low
0,40 - 0,599	Moderate
0,60 - 0,799	High
0,80 - 1,000	Very High

**Tabel 3.** The result of reliability of speaking test  
Reliability Statistics

Cronbach's Alpha	N of Items
.739	2

From the table above, the value of Cronbach's Alpha for the instrument used for students' speaking ability test is 0.739. with high qualification. So that the instrument used has reliable.

## 2.4. Technique of Collection Data

In collecting the data, the researcher used an oral test to know the students' ability in speaking after teaching story completion technique. To collect the data, the researcher uses:

### 2.4.1. Pre-test

Pre-test, it will be done to know students' speaking ability before doing post test. The test is orally by asking the students to make a dialogue with their friends. The researcher gives some topics and the students present their dialogue in front of the class. Then researcher records their performance and analyzed them. The scoring will be taken based on the pronunciation, grammar, vocabulary, fluency, and comprehension.

### 2.4.2. Post-test

Post-test, it will be done to know students' speaking ability after they taught using story completion technique. The system and degree of difficulty of post-test are same as a pre-test, because both of them used to measure the students' speaking ability after story completion technique will be applied.

## 2.5. The Technique for Analyzing Data

This research will be analyzed by using statistical analysis, The following table is the scale of oral testing criteria in assessing the students' speaking skill that will apply in this research, the researcher can assess the students speaking skill by using some criteria and elements aspect which be standardization on speaking assessment (Brown, 2004).

The formula will be used (Sudijono, 2009):

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significance

X1 = mean score of experimental class

X2 = mean score of controlled class

SS1 = sum square of experimental class

SS2 = sum square of controlled class

n1 = number of students of experimental class

n2 = number of students of controlled class

a. Scoring the student achievement:

$$Score = \frac{\text{Students' gained score}}{\text{total score}} \times 100\%$$

b. To calculate the mean score of the students' answer of pre-test and post-test, the researcher was used the formula as follow:

$$\bar{X} = \frac{\sum X}{N} \times 100\%$$

X = mean score x

Σx = sum of all scores

N = total score

c. The formula use in calculating the standard deviation is:

$$SD = \sqrt{\frac{SS_1}{n-1}} \text{ where } \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

Where:

SD = standard deviation

SS = the sum of square

N = total number of the subjects

Σx<sup>2</sup> = the sum of all squares; each score is squared and all the squares are add up

(Σx)<sup>2</sup> = the square of the sum; all the scores are add up and the sum is square, total.



d. The formula will be used in finding out the difference between students' score in Pre-Test and in Post-Test is:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significance

X1 = mean score of experimental class

X2= mean score of controlled class

SS1 = sum square of experimental class

SS2 = sum square of controlled class

n1 = number of students of experimental class

n2 = number of students of controlled class

After calculating the  $t_0$ , the writer compares  $t_0$  and  $t_{table}$ . Testing hypothesis uses criteria with significance degree 0.05. The calculation of statistical measurement as follows:

If  $t_0 > t_t$ , the  $H_a$  is accept.

If  $t_0 > t_t$ , the  $H_a$  is reject or  $H_0$  is accept

$H_a$ : There is an use of story completion technique

$H_0$ : There is no use of story completion technique

#### 2.5.1. Normality Test

The normality test is to know whether the data in the experimental class and control class are normally distribute or not (Budiyono, 2004). In this research, the researcher use statistical computation by using SPSS (Statistical Package for Social Science) for normality. The hypotheses for the normality test are formulate as follows:

$H_0$ : The data does a normal distribution.

$H_a$ : The data does not a normal distribution.

While the criteria for acceptance or rejection of hypotheses for normality test are as follows:

$H_0$  is accepted if Sig.  $> \alpha = 0.05$

$H_a$  is accepted if Sig.  $< \alpha = 0.05$

#### 2.5.2. Homogeneity Test

Homogeneity test will use to know whether the data in experimental class and control class are homogeneous or not. Homogeneity use to describe a set of data that has the same variance. In this research, the researcher uses statistical computation by using SPSS (Statistical Package for the Social Science) for homogeneity of the test.

The hypothesis is:

$H_0$ : the variances of the data is homogenous

$H_a$ : the variances of the data is not homogenous

While the criteria for acceptance or rejection of homogeneity test are as follows:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

### 2.5.3. Hypothetice Test

To investigate whether there is the effect of using story completion technique towards students' speaking ability the researcher use statistical computation by using SPSS (Statistical Package for Social Science) to compute independent sample Leneve's Test.

The hypothesis is:

$H_a$ : There is a significant effect of using story completion technique towards students' speaking ability at the second semester of the eighth grade of SMPN 01 Kecamatan Payakumbuh in the academic year of 2021/2022

$H_0$ : There is no significant effect of using Story Completion technique towards students' speaking ability of the eighth grade of SMPN 01 Kecamatan Payakumbuh in the academic year of 2021/2022.

The criteria of the test are as follows:

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

## 3. Finding and Discussion

### 3.1. Findings

The research finding includes the analysis of pre-test and post-test data in both of experimental and control class. The research findings describes the score of students' speaking from both control and experiment class. This section also describes about the analysis of the data collected to answer the research questions; 1) Is there any effect of story completion technique towards students ability at SMP 01 Kecamatan Payakumbuh?. 2) Is there any significant effect of the use of story completion technique on students' speaking skill for the Eight Grade of SMP N 01 Kecamatan Payakumbuh? 3) Is there any significant difference the student's speaking performance between experimental class and control class?

The findings of this research showed that there was a significant effect of using story completion technique on students' speaking ability at the Eighth grade students of SMP N 01 Kecamatan Payakumbuh in Academic Year 2021/2022 ( $H_a$  :  $t\text{-calculated} > t\text{-table}$ ). Furthermore, there was significant difference between the students who were taught by using story completion and the students who were taught without English Podcast ( $H_0$  :  $t\text{-calculated} < t\text{-table}$ ). Moreover, the students' speaking ability which were taught by using story completion technique better than by using conventional method. The descriptions of the data could be seen below:

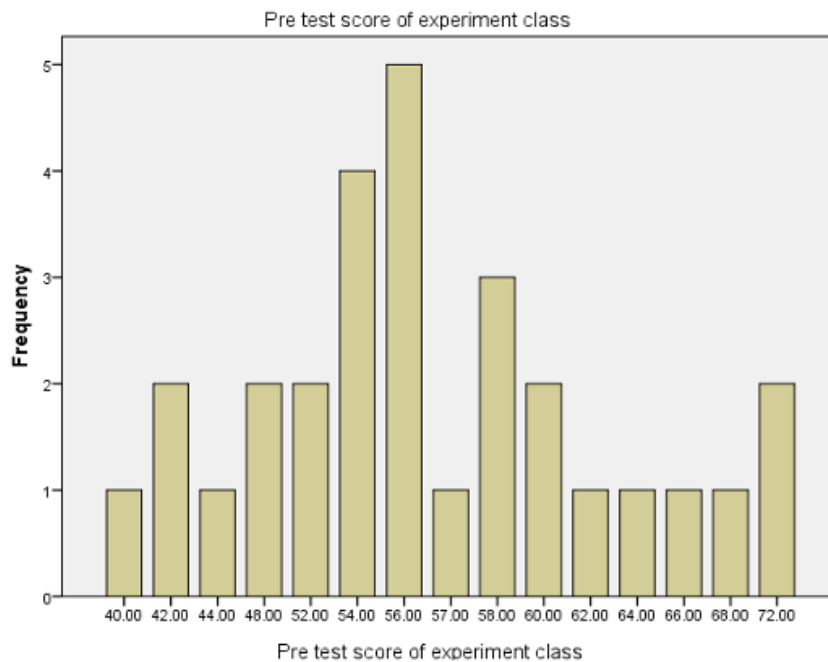
#### 3.1.1. Description of the data

The students' speaking score was collected from the pre test which was conducted at the beginning of the research and post test which was conducted at the end of the research after the treatment. The score of pre test and post-test from both experimental and control class were used as the data of this research. There were 173 students as population where 58 students which were involved as the sample. The sample in the experimental class (VIII 2) was 29 students and the sample in the control class (VIII 4) was 29 students. The description of the data in both of the experimental and control classes were explained below:



### 3.1.1.1. The Data from Pre Test of Experimental and Control Class

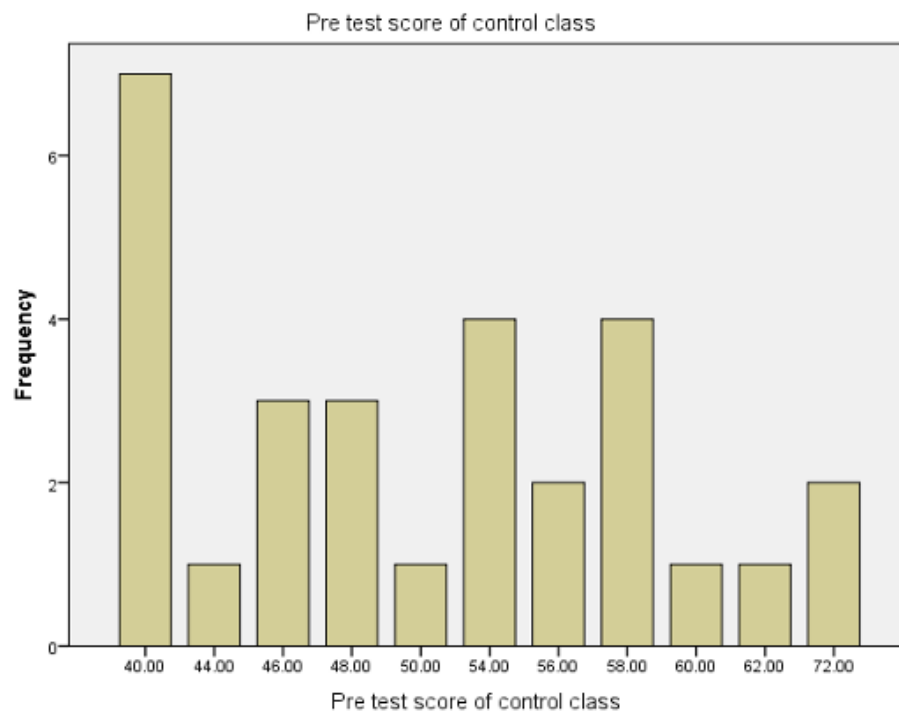
The researcher taught the experimental class by using Story completion technique and the control class without story completion technique. Before teaching both experimental and control class, the researcher gave pre-test to the students. The analysis of pre test scores gained by the experimental class is explained in table as follows:



**Figure 1.** Pre-Test Score of Experimental Class

From the data above, it can be stated that there were 29 students in the experimental class. It was showed that the lowest score is 40 and the highest score is 72 . There are 8 students who got score above 60 and the others got score below 60.

Then, the result of students' score on pre test in control class was as follows:



**Figure 2.** Pre-Test Score of Control Class

From the data above, it can be stated that there were 29 students in the control class. We can see that the highest score is 86 and the lowest score is 40. There are 4 students who got score above 60. And the other is lower than 60.

After collecting the data from experimental and control classes the researcher compare the score of both classes that can be seen in the table below:

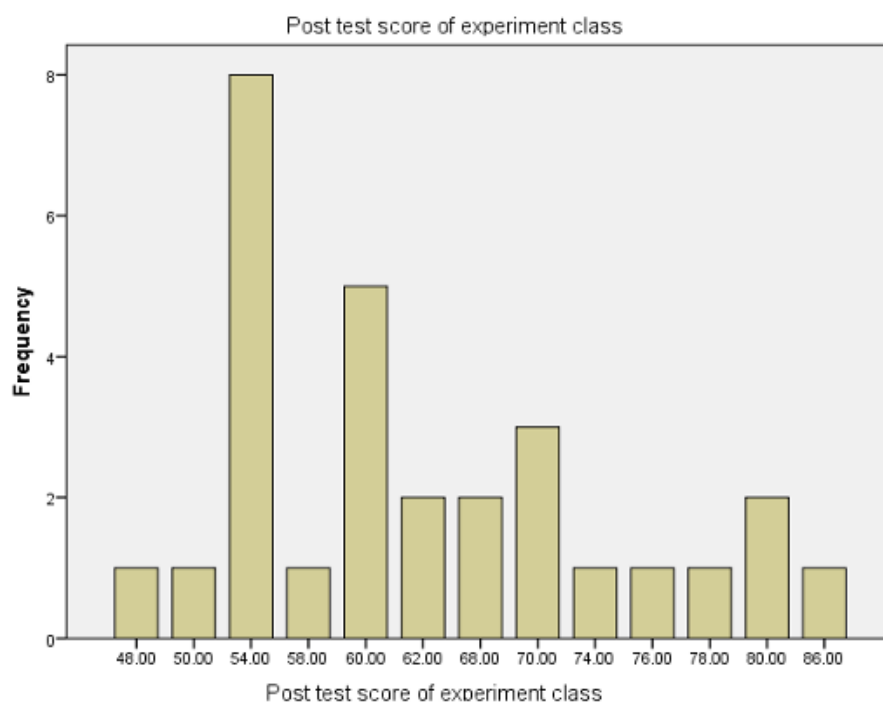
**Tabel 4.** The Result of Score Calculation from Pre Test

Class	N	Mean	SD	Lowest Score	Highest Score
Experiment	29	55.8276	8.16818	40	72
Control	29	51.1034	9.18984	40	72

From the table above, it was showed that mean score of experimental class was 55.8276 and mean score of control class was 51.1034. It was showed that the pre test score from experimental class was higher than control class.

### 3.1.1.2. The Data from Post Test of Experimental and Control Class

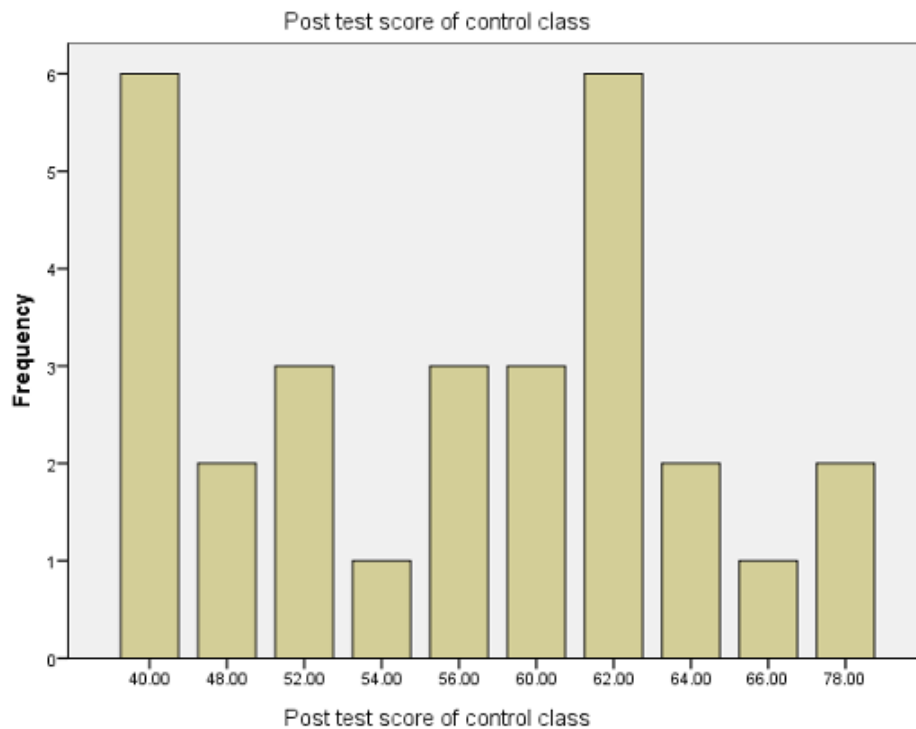
In this research, the post test was conducted at the end of the meeting, that was after the treatment in experimental class and control class. The data from post test of experimental class can be seen in table below:



**Figure 3.** Post Test Score of Experiment Class

From the data above, it can be stated that there were 29 students included in the post test of experimental class. We can see that the highest score of post-test is 86 and the lowest score is 48. Then there are 18 students who got score above 60 and 18 students who got score below 60.

Then, the result of students' score on post test in control class was as follows:



**Figure 4.** Post Test Score of Control Class

From the data above, it can be stated that there were 29 students in the control class. The data show that the highest score is 82 and the lowest score is 40. On the other hand 11 students got score above 60 and sixteen students got score less than 60.

After collecting the data from experimental and control classes the researcher compare the score of both classes that can be seen in the table below:

**Tabel 5.** The Result of post test from experimental class and control class

Class	N	Mean	SD	Lowest Score	Highest Score
Experiment	29	63.1724	10.23324	48	86
Control	29	55.7241	11.64658	40	78

From the table above, it was showed that the mean score of the experimental class on post test was 63.1724 and the mean score of control class was 55.7241. It means the mean score of experimental class was higher than control class.

### 3.1.1.3. Normality test

The normality test is used to measure whether the data in experimental class and control class are normally distributed or not.

The hypothesis formulas are:

$H_0$  = the data has normal distribution

$H_a$  = the data do not have normal distribution

Criteria of acceptance are:

$H_0$  is accepted if Sig (Pvalue) >  $\alpha$  = 0.05

$H_a$  is accepted if Sig (Pvalue) <  $\alpha$  = 0.05

**Tabel 6.** Test of Normality

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	Pre Eksperimen	.136	29	.184	.961	29	.343
	Post Eksperimen	.146	29	.177	.951	29	.199
	Pre Control	.108	29	.200*	.952	29	.203
	Post Control	.146	29	.117	.938	29	.091

\*, This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table, it can be seen that P-value (Sig.) for control class was 0.200 for pre-test score and 0.177 for the post test score and P value (Sig.) for the experimental class was 0.0184 for pre-test score and 0.177 for post-test score. Because of Sig. (P-value) of experimental class and control class  $> \alpha$  0.05. So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class normal distribution.

#### 3.1.1.4. Homogeneity test

Homogeneity test is used to determine whether the obtained data from the sample homogeneous or not. The test of homogeneity employs Lilliefors Significance Correction.

The hypothesis is:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

The criteria for the test follow:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

**Tabel 7.** Test of Homogeneity of Variances

Levene Statistic	df1	Df2	Sig.
2.005	1	56	.162

Based on the result obtained in the test of homogeneity in the table, it could be seen that Sig. (P - value) was 0.162  $> \alpha$  was 0.05. It demonstrated that  $H_0$  was accepted because of Sig. (P -value)  $> \alpha$  was 0.05. it means that the data was homogeneous.

#### 3.1.2. Hypothesis Testing

After calculating the data from pre test and post test in experimental and control class, the researcher tested the hypothesis in this research. There were three hypotheses in this research as follows:

##### 3.1.2.1. The First Hypothesis

The first hypothesis result in this research stated that there was a significant effect of students' speaking skill who were taught by story completion technique on students' speaking ability at the Eight Grade Students of SMP N 01 Kecamatan Payakumbuh in Academic Year 2021/2022 ( $H_a$  :  $t_{\text{calculated}} > t_{\text{table}}$ ). The researcher used t-test formula to test the hypothesis. It was found that  $t_{\text{calculated}}$  was higher than  $t_{\text{table}}$ . It means  $H_a$  was accepted and  $H_0$  was rejected. The conclusion could be seen below:

**Tabel 8.** The Calculation of First Hypothesis Testing in Experimental Classes

Category	Value
Degree of Freedom (Df)	29+29-2=56
Level of Significant ( $\alpha$ )	0.05
T-Calculated	3.021
T-Table	2.002

Based on the data above, it was shown that the degree of freedom (df) was 58, the level of significance was 0,05 and the t-calculated was 3.021. T-table at of 40 (the close df) was 2.002. So, t-calculated was bigger than t-table ( $3.021 > 2.002$ ). In conclusion, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

### 3.1.2.2. The Second Hypothesis

In second hypothesis, there was significant differences between students' speaking skill who were taught by story completion technique than the students' speaking skill who were not taught by story completion technique. ( $H_A$ : t-calculated  $>$  t table). The conclusion could be seen below:

**Tabel 9.** The Calculation of Second Hypothesis Testing in Both Classes

Category	Value
Degree of Freedom (Df)	29+29-2=56
Level of Significant ( $\alpha$ )	0.05
T-Calculated	3.068
T-Table	2.002

Based on the data above, it was shown that the degree of freedom (df) was 35, the level of significance was 0,05 and the t-calculated was 3.068. T-table at of 40 (the close df) was 2.002. So, t-calculated was greater than t-table ( $3.068 > 2.021$ ). In conclusion, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

### 3.1.2.3. The Third Hypothesis

In the third hypothesis, it was found that the students' speaking skill who were taught by story completion technique was better than students who were not taught by using story completion technique. It can be seen from the post test score of experimental and control class. The improvement of mean score of experimental class was better than the improvement of the mean score of control class ( $7.3448 > 4.6207$ ). On the other hand it can be seen that the mean score of post test of experimental class was greater than the mean score of control class on post test ( $7.3448 > 4.6207$ ). So it can be concluded that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected.

## 3.2. Discussion

In this research the researcher finds out the effect of story completion to students' speaking ability in English learning at second grade of SMPN 01 Kecamatan Payakumbuh. This research is aimed to answer the research question. The story completion technique has the effect to students' speaking ability. It can be seen from the data that gained by experimental class in pre-test and post-test were different. The mean score of experimental class in the pre-test was 55.8276 while the mean score after treatment in the post-test were 63.1724. After calculating the both pre and post test mean score by using t-test, it showed that the value was bigger than t-table in the level of significance 0,05 ( $2,284 > 2.002$ ).

Students who were taught by using story completion was better in the speaking skill rather than students who were not taught without story completion. We can see it from the result that gained by

the experimental class. The improvement of the mean score of the experimental class was 7.3448, while the control class was 4.6207. This result can be achieved because story completion technique was an effective in teaching speaking.

Story completion is effective in improving speaking ability because of some factors. First, story completion helps students to be more active and creative. In Story completion students are able to convey their ideas and all students obtain the same opportunities to speak. It was proven by Ghiabi Students produce an oral report and stored on content or language components and help students allow new ideas and reveal differences (Ghiab, 2014).

Second, Their interested and motivation to learn English especially improving speaking skill has increased. Using story completion can be one of the exciting activities for bringing students interested in learning English with confidence. This was also supported by Kayi that Story completion is one of a new technique in teaching speaking of narrative text which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson as (Kayi, 2006).

Third, story completion can improve the students' speaking ability. In the result of the experimental class. This result was also supported by Ghiabi that teaching students with story completion helps students' speaking ability improving (Ghiab, 2014). It can be concluded that there was a significant effect of using story completion technique in teaching speaking and the speaking ability of the experimental class is better the control class.

From this research the researcher knows that story completion technique is a good in teaching English. It helps the students to improve their speaking skill. The researcher assumes that it was because in the teaching and learning process the students that taught by story completion technique got more input while studying. The students become active and creative to produce their own story and share their ideas each other and develop their ability in speaking.

#### 4. Conclusion

Based on finding and also discussion of the research about the effect of Story completion technique to students' speaking skill, the researcher concluded that: a) There was a significant effect of using story completion technique to students' speaking ability at the Eight Grade Students of SMP N 01 Kecamatan Payakumbuh in Academic Year 2021/2022. It can be seen from the score improvement in experimental class after taught by story completion technique in Three meetings. On the other hand it was also proven by the value t-calculated of experimental class in pre test and post test was higher than t-table ( $3.021 > 2,002$ ). b) There was a significant differences between the students who were taught by story completion technique and the students who were taught without story completion technique. This is known from the mean score of post- test of the students in the experimental class was higher than students in the control class. In the post-test, the students in the experimental class obtained a mean score 63.3794 while students in the control class got a mean score 56.8966. On the other hand the result of the t-test showed that the t-calculated was greater than t-table ( $2,284 > 2,002$ ). c) The students' speaking ability which were taught by story completion technique better than students who were taught without story completion technique. It can be seen from the improvement score that made by experimental class was greater that control class ( $7.55224 > 5,7932$ ).

In conclusion, Story completion technique was an effective teaching for teaching speaking. This conclusion gathered not only from the experts and previous researchers ideas but also from the empirical data that had been found by the researcher.

#### References

Afifah, M. D. (2019). *Hubungan Antara Perhatian Orang Tua Dalam Kegiatan Belajar Dengan Prestasi Belajar Pada Siswa Kelas V Sekolah Dasar*. <http://repository.upi.edu/id/eprint/36988>



- Arikunto, S. (1998). *Procedure Penelitian Suatu Pendekatan Praktek*. Rineka Cipta.
- Arikunto, S. (2002). *Prosedur Penelitian*. Rineka Cipta.
- Bailey, Kathleen M., E., & Savage, Lance, E. (1994). *New Ways in Teaching Speaking*. Alexandria.
- Brown, H. D. (2004). *Language Assessment Principle and Classroom Practice*. Pearson Education.
- Budiyono. (2004). *Statistika Untuk Penelitian*. University Press.
- Gay, L. R., Mills, G. E., & Airasian, P. (2011). *Educational Research: Competencies for Analysis and Application*. Pearson Education, Inc.
- Ghiab, S. (2014). Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story Completion as an Open Task on EFL Learners' Speaking. *International Journal of English and Education*, 3(3), 17-25.
- Hornby. (1995). *Definition of Speaking Skill*. Publisher.
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, XII(11).
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge University Press.
- Riduan. (2009). *Introduction to Social Statistics*. Alfabeta.
- Roestiyah. (2002). *Strategi Belajar Mengaja*. Rineka Cipta.
- Sudijono, A. (2009). *Pengantar evaluasi pendidikan*. Rajagrafindo.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tarigan, H. G. (2008). *Berbicara sebagai Suatu Keterampilan Berbicara*. Angkasa.
- Ur, P. (2009). *A Course in Language Teaching, Practice and Theory*. Cambridge University Press.