

**THE IMPLEMENTATION OF STORY COMPLETION
TECHNIQUE IN TEACHING SPEAKING TO THE SECOND
GRADE STUDENTS OF MA ASSALAM BANGILAN IN THE
ACADEMIC YEAR OF 2018/2019.**

SKRIPSI

**BY
ABDUR ROUF
NIM: 15120001**



**ENGLISH EDUCATION DEPARTMEN
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2019**

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IN TEACHING SPEAKING TO THE SECOND GRADE STUDENTS
OF MA ASSALAM BANGILAN IN THE ACADEMIC YEAR OF
2018/2019.**

SKRIPSI

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In partial fulfilment of the requirements

For the degree of Sarjana in English Language Education



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APPROVAL SHEET

THE IMPLEMENTATION OF STORY COMPLETION TECHNIQUE IN
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LEGITIMATION

SKRIPSI

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This is to certify that the sarjana's has been approved by the Board of Examiners
as the requirement for Bachelor of Degree in English Language Education
August, 20th 2019

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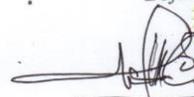
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STATEMENT OF AUTHORIZATION

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Here, I declare this skripsi is not typical of plagiarism. I have dedicated my time and my power in building this skripsi. So, I really hope that the readers will appreciate this skripsi.

Bojonegoro, August 14th 2019



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CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to discuss about background of the study, statements of the problems, objectives of the study, significances of the study, definition of key term and limitation of study.

A. Background of the Study

Speaking is the one of important parts in English skill that should be mastered by students besides reading, writing and listening. The functions of speaking skill are to express an idea, someone feeling, thought, and it is expressed spontaneously a closely relationship with listening skill, in speaking act, the students . Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill has must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the student's idea.

According to Chaney (1998: 3), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching. It means that students should be able to communicate with the others to get or to share information and/or to express what they feel.

The goal of communicative competence is to make the students to speak up. Because speaking is very difficult to master, so it is very important to introduce English as a foreign language to the students since as early as possible. In teaching speaking skill, teacher is giving instruction to their students in order to communication. Speaking is not merely speaking but it is more than talking, therefore, language learners should be able to use their thought and sensitivity. (Oxford, 2003: 414 - 443). The classroom activity that is suitably used in teaching speaking has to make students to talk to each other in pairs or groups. They should be more active to stimulate discussion and information trading transaction. Such activities may include role playing, games, problem-solving, songs, and discussion. (Fauziati, 2002:127).

Learning English through story completion technique is interesting. They also can be more active and creative during the teaching learning process because they work in team and they always have to prepare opinion or answer the question related to the topic or answer question from the researcher. When the teacher gives a question on instruction, they are invited to think about the answer because it is possible for them to answer the question.

Because of the fact, it can be predicted that story completion can make students more active in learning English speaking skill. Story completion is fun and motivated, students get a chance to develop their opinions and it is useful to extend students knowledge, so it can motivate the students in learning English speaking skill.

B. Statement of the Problems

Based on the background of the study above, the research problem of this research can be formulated as follows.

1. How is the process of teaching Speaking Skill using Story Completion Technique in *MA ASSALAM Bangilan*?
2. What are the problem faced by the students in learning speaking using Story Completion Technique?

C. Objective of the Study

Based on the problem statement above, the objectives of the study are as follows.

1. To describe the process of teaching speaking using Story Completion Technique in *MA ASSALAM Bangilan Tuban*.
2. To find out the problem faced by the students in learning speaking using Story Completion Technique in *MA ASSALAM Bangilan Tuban*.

D. Significance of the Study

There are two kinds of advantages, namely theoretical and practical benefits. The expected result of the study both theoretical and practical are as follows :

1. Theoretical benefit
 - a. The result can be used as the reference for those who want to conduct a research in Teaching English using Story Completion Technique.
 - b. The study can give a broader points of view for teacher in teaching English.

2. Practical benefit

- a. The study can help the students' to find the easy way of learning English.
- b. The study can help the teacher teach better way of teaching speaking skill using Story Completion Technique.
- c. The result can be useful for English teacher in giving addition input of teaching learning process of speaking.

E. Definition of Terms

1. Story Completion Technique

Story completion is a method used or qualitative research, wherein participants express their views on a topic by completing a story normally started by the researcher. This post will give you an overview of the method, including some tips and practicalities to think about when designing a research study that uses story completion.

Braun, V., Clarke, V., & Gray, D. (2017)

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. Speaking requires that learners not only know how to produce specifics points of language such as grammar, vocabulary, or pronunciation (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic*

competence). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. According to the definition, it can be concluded speaking is the produce a language that can share their knowledge each other and understand what the speaker talk about.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the literature review that will be used in this study, such as: review of previous research, characteristics of successful teaching speaking, story completion technique, procedure of teaching speaking through story completion.

A. Theoretical Review

1. Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other people in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Teaching speaking is a very important part of second and foreign language learning. The ability to communicate in a second language clearly and efficiently to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teach speaking.

Then in teaching speaking, there are also principles that should be known by the teacher. Nunan (2003: 54-56) says that there are five principles for teaching speaking, they are:

- a. Be aware of difference between second language and foreign language in learning context.
- b. Give students chance to practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work.
- d. Plan speaking task that involves negotiation meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

So, based on the explanation above, it can be resumed that teaching speaking can make students communicate their idea, feeling, or opinion with some principles.

2. Story Completion Technique

Kayi (2006) stated in his article that story completion is an activity which is very enjoyable in whole class. Story completion is a good choice activity to push students do oral communication. Students are having free activity. Teacher is the first person that begins the story, but after a few sentences the teacher stops narrating. Then, the students one by one continue the story. The students can tell and explore their idea about the story. They can use their own perception and imagination. The students can add a new character, even or description. So, the students will enjoying to study because they can speak freely by their own words.

The steps in doing Story Completion activity:

- a. Introduction : Teacher explains about story completion and tells to students how to do it well
- b. Assessment : Teacher explains to the students to perform freely by their creativity. The teacher focuses to assess the vocabulary mastery of the students.
- c. Preparation : Teacher and students sit in a circle.

Based on theory of the story completion above, the researcher gives the limitation of free speaking as stated above. The students are free to speak but they should complete the idea of the story that has been determined by the researcher for each student in a group. The students are free to tell the story by using their own words and they are free to use their gesture or even expression when conducting story completion.

3. Procedure of Teaching Speaking through Story Completion Technique

Based on Kayi (2006), speaking through story completion technique as follows:

1. Teacher starts to tell a story
2. The first speaker from a group students' continue the story after the teacher stops narrating. Students start from the point on that previous one stopped.
3. Students should tell the idea of the story, so, the students will enjoy the speaking.

4. Students should think about part of the story, such as conflict in the story, climax until the resolution.

4. Conceptions of Learning

These differences in perceptions (Marton & Saljo, 1997) within the same treatment, must originate from a variation in something which the participants ‘brought with them’ to the experiments. Their perceptions of the task reflect their past experiences of similar situations, and so mirror differences in their preconceived ideas of what it takes to learn. It can be concluded that concept of learning are taken from the past experience and their preconceived ideas about what their need to learn.

According to Shrouf, F (2014) Speaking is the key of communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners to improve their speaking and overall oral competency.

B. Review of Related Study

Before the researcher conducted this research, there were several researchers who had conducted other studies that were relevant to the topic.

From the previous research conducted by Rasika (2013), it was found that there were some problems in students speaking ability before

she conducted the research using storytelling technique. The result of her research showed that there is positive influence of students' speaking ability through storytelling technique.

Then, Santy (2011) found that students' speaking skill was increased by using role play technique. She conducts various types of role play technique in teaching speaking as the treatment to see the increase of students' speaking skill.

Storytelling and role play are some examples of activity to promote speaking offered by Kayi (2006). He also mentions another example, that is story completion technique. Considering the positive influence of students' speaking skill through storytelling and role play, therefore the researcher is interested in 3 observing students' speaking skill through story completion technique, especially for senior high school students.

Furthermore, based on the researcher's pre observation and interview with an English teacher in MA ASSALAM Bangilan Tuban, it could be reported that the teacher still found some problems in teaching speaking. First, the students still face the difficulties to speak fluently in front of many people. They are sometimes shy to produce the words. Besides that, they are also afraid to speak English in front of many people. They worry to make some mistakes in grammar, and then they suddenly stop speaking due to lack of vocabulary. It is because they seldom use English to communicate with their friends. Secondly, the teacher still uses limited number of technique to teach student's speaking in teaching narrative text. Therefore, the teacher needs some information about new techniques for teaching speaking, especially in oral communication.

In line with the problems, this research was interested to use story completion technique to conduct the research. This research was conducted to (1) To describe the process of teaching speaking using Story Completion Technique in MA ASSALAM Bangilan Tuban. (2) To find out the problem faced by the students in learning speaking using Story Completion Technique in MA ASSALAM Bangilan Tuban.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research design, subject of the study, data and data source, data collecting technique and instrument, technique of data verification, and data analysis.

A. Research Method

As stated in problems of the research, this research is conducted to describe story completion technique that are used by students. Thus, in this study, the researcher uses descriptive research. Ary *et.al* (1985: 322) explained “Descriptive research method is used to obtain information about existing conditions and have been widely used in educational research. The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”. Then, Mack *et.al* (2005: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth interview with the participants.

B. Research Site and Participants of the Study

Subjects in a study are required to get the needed information. Lodico *et.al* (2006: 266) revealed “Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study”. It means

that in qualitative research, the researchers select their subject based on the subjects' knowledge which is capable to answer the question.

In this research, the researcher chooses the subjects by applying selection. For selecting the proper subjects, the researcher will observe the subjects' daily in the class. From the observation, the subjects are 2nd grade of MA ASSALAM Bangilan in the academic year 2018/2019.

C. Source of Data

The aim of the research is to get data. The data is the important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher will know the result of the research. Collecting the data must be relevant with the problem of research. The data in this research will be in the form of descriptive qualitative data and use qualitative data procedure for the data analysis. Data in this research will be obtained from conducting interview with the participants (about story completion technique that are used, the difficulties when learning speaking, and the solution to solve those difficulties) which is supported by questionnaire to get validity in story completion technique is mostly used, and documentation as follows the participants' transcript grade list. In taking data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the researcher will get information that is required. Ary *et.al* (1985: 332) argued that in qualitative research, there are two sources that can be used to get the data. Those are:

1. Primary source

Sugiyono (2008: 225) stated that primary source is source which can give valuable information directly. In other word, the primary source is to give prominent data relate to problems of the research. For the primary source, the researcher uses the result of interview and questionnaire. In qualitative research, the result of interview can be used as the strongest source to get the information.

2. Secondary source

Secondary source is additional source to get the data. Given (2008: 803) argued “Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher”. In other word, secondary source has function to collecting data for different purpose when conducting research. Here, the secondary source which is used is document.

D. Techniques of Collecting Data

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Here, the instrument is researcher himself. Sugiyono (2008: 222) stated that in qualitative research, the instrument is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research. To get the reliable data, the

researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways.

There are four data collecting technique. Those are observation, interview, questionnaire and documentation. In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interview supported by questionnaire and documentation.

1. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary *et.al* (1985: 342) stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic. For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions.

First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional

strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008: 226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interview above, the researcher uses one-on-one interview. One-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. The researcher prepares eight questions relate to story completion technique by using English. To collecting data of interview, the researcher makes some procedures. Those are (1) preparing the concept of questions that want to be asked to subject and (2) the researcher transcribes the result of interview.

2. Questionnaire

Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2008: 142) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. In this research, the researcher makes fifteen items statement relate to beliefs in story completion technique. The researcher takes Brown and Payne's of story completion technique. As the researcher knows that there are five story completion technique according to Brown and Payne's, which are encountering new words strategy, getting the word form strategy, getting the word meaning strategy, consolidating word form and meaning in the memory strategy, and using the words strategy. This questionnaire is used to

support and get validity of interview relate to the story completion technique and story completion technique is mostly used by subject. The questionnaire is distributed before the researcher conducts interview with subject.

3. Documentation

A valuable source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation is lesson plan.

E. Technique of Analyzing Data

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell (2009: 191) classified the validity of data into eight strategies. Those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.

5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

In this research, the researcher uses triangulation technique. Cohen (2000: 112) stated “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”. Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher’s view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained “Methodological triangulation is using the same method on different occasions or different methods on the same object of study”. Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory. From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.

E. Trustworthiness

After collecting the data, the researcher analyzes the data. Wiersma (1991: 85) stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. In short, data analysis is systematically process to analyze data which have been collected. To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there are three activities to analyze data in

descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing. Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important.

In conducting research, the researcher will get much data. Hence, the researcher must select data that will give valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying story completion technique used, the difficulties in learning story completion, and the solutions that are used to solve the difficulties only.

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand. For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data.

However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display. In short, the steps in analyzing the data are: (1) the researcher collects the data through interview and questionnaire. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn. Moreover, to get validity of data, the interview is supported by questionnaire. This questionnaire is analyzed by using descriptive statistics where frequency counts are tabulated and converted to percentages.



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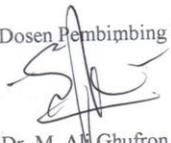
Kami Dosen Pembimbing skripsi menerangkan bahwa mahasiswa :

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Judul Skripsi : "THE IMPLEMENTATION OF STORY COMPLETION TECHNIQUE IN TEACHING SPEAKING TO THE 2ND GRADE STUDENTS OF MA ASSALAM BANGILAN IN THE ACADEMIC YEAR OF 2018/2019".

Benar-benar telah menyelesaikan Bimbingan Skripsi dengan baik serta kami setuju untuk diketik dan diajukan dalam Ujian Skripsi.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Dosen Pembimbing I,


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Bojonegoro, 13 Agustus 2019

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