

**THE EFFECTIVENESS OF USING STORY COMPLETION  
TECHNIQUE IN TEACHING SPEAKING SKILLS AT  
MERAH PUTIH INTERNATIONAL LANGUAGE SCHOOL**

*A Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree  
in English Language Education Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo*



**IAIN PALOPO**

**Composed By**

**HAYARNA**  
18 0202 0003

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE PALOPO**

**2022**

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**IAIN PALOPO**

**Composed By**

**HAYARNA**  
18 0202 0003

**Supervised By:**

- 1. Amalia Yahya, S.E., M.Hum.**
- 2. Dr. Magfirah Thayyib, S.S., M.Hum.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE PALOPO  
2022**

## THESIS APPROVAL

This thesis entitled “The Effectiveness of Using Story Completion Technique in Teaching Speaking Skills at Merah Putih International Language School” was written by Hayarna, Reg. Number 18 0202 0022, a student of the English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, has been examined and defended in the **Munaqasyah** session which was carried out on December 1<sup>st</sup>, 2022. Coincided with Jumadil Awal, 7<sup>th</sup> 1444 H, it is authorized and acceptable as fulfillment for an undergraduate degree in English Language Education Study Program.

Palopo, 24<sup>th</sup> January 2023

### COMMITTEE OF EXAMINATION

- |  |               |   |
|--|---------------|---|
| 1. Amalia Yahya, S. E., M. Hum.        | Chairman      | (  )  |
| 2. Wahibah, S.Ag., M.Hum.              | Examiner I    | (  ) |
| 3. Rusdiansyah, S.Pd., M.Hum.          | Examiner II   | (  ) |
| 4. Amalia Yahya, S. E., M. Hum.        | Consultant I  | (  ) |
| 5. Dr. Magfirah Thayyib, S.S., M. Hum. | Consultant II | (  ) |

Approved by

The Dean of Tarbiyah and Teacher  
Training Faculty of IAIN Palopo

  
Dr. Nurhidayah K., M.Pd.  
NIP. 19681231 199903 1 014

The Chief of English Language Education  
Study Program of IAIN Palopo

  
Amalia Yahya, S.E., M.Hum.  
NIP 19771013 200501 2 006

## STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Hayarna  
Registration Number : 18 0202 0003  
Faculty : Tarbiyah and Teacher Training  
Study Program: English Language Education Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.
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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 24 January 2023

Regards,



Hayarna

NIM 18 0202 0003

## STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Hayarna  
Registration Number : 18 0202 0003  
Faculty : Tarbiyah and Teacher Training  
Study Program: English Language Education Study Program

Stating exactly that:

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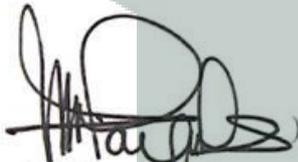
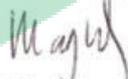


Hayarna  
NIM 18 0202 0003

## HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *The Effectiveness of Using Story Completion Technique in Teaching Speaking Skills at Merah Putih International Language School*, yang ditulis oleh Hayarna, Nomor Induk Mahasiswa (NIM) 18 0202 0003, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Kamis, 24 November 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah*.

### TIM PENGUJI

1. Amaliya Yahya, S.E., M.Hum.  
Ketua Sidang  
(  )  
tanggal : 28 Nov 22
2. Wahibah, S.Ag., M.Hum.  
Penguji I  
(  )  
tanggal : 28 Nov 22
3. Rusdiansyah, S.Pd., M.Hum.  
Penguji II  
(  )  
tanggal : 28 Nov 2022
4. Amaliya Yahya, S.E., M.Hum.  
Pembimbing I/Penguji  
(  )  
tanggal : 28 Nov 22
5. Maghfirah Thayyib, S.S., M.Hum  
Pembimbing II/Penguji  
(  )  
tanggal : 28 Nov 22

## EXAMINER APPROVAL

Thesis Entitle : **The Effectiveness of Using Story Completion Technique in Teaching Speaking Skills at Merah Putih International Language School.**

Written By

Name : Hayarna

Reg. Number : 18 0202 0003

Faculty : Tarbiyah and Teacher Training

Study Program : English Language Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, November 25<sup>th</sup>, 2022

Examiner I

  
Wahibah, S.Ag., M.Hum.  
NIP. 19690504 2000312 2 002

## EXAMINER APPROVAL

Thesis Entitle : **The Effectiveness of Using Story Completion Technique in Teaching Speaking Skills at Merah Putih International Language School.**

Written By

Name : Hayarna

Reg. Number : 18 0202 0003

Faculty : Tarbiyah and Teacher Training

Study Program : English Language Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, November 25<sup>th</sup>, 2022

Examiner II

  
Kusdiansyah, S.Pd., M.Hum.  
NIP. 19890518 201903 002

## NOTA DINAS TIM PENGUJI

Lampiran : -

Hal : skripsi an. Hayarna

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

*Assalamu'alaikum wr. Wb.*

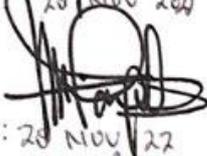
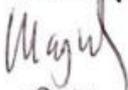
Setelah menelaah naskah perbaikan berdasarkan seminar hasil penelitian terdahulu, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Hayarna  
NIM : 18 0202 0003  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : *The Effectiveness of Using Story Completion Technique in Teaching Speaking Skills at Merah Putih International Language School.*

maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian untuk diproses selanjutnya.

*wassalamu 'alaikum wr. wb.*

1. Amaliya Yahya, S.E., M.Hum. (  )  
Ketua Sidang tanggal : 28 Nov 22
2. Wahibah, S.Ag., M.Hum. (  )  
Penguji I tanggal : 28 Nov 22
3. Rusdiansyah, S.Pd., M.Hum. (  )  
Penguji II tanggal : 28 Nov 22
4. Amaliya Yahya, S.E., M.Hum. (  )  
Pembimbing I/Penguji tanggal : 28 Nov 22
5. Magfirah Thayyib, S.S., M.Hum (  )  
Pembimbing II/Penguji tanggal : 28 Nov 22

## CONSULTANT APROVAL

Thesis Entitled : The Effectiveness of using story completion technique in teaching speaking at Merah Putih International Language School

Written By :

Name : Hayarna  
Reg. Numb : 18 0202 0003  
Faculty : Tarbiyah and Teacher Training  
Study Program : English Education

It has been corrected and approved to be examined.

Palopo, November 10<sup>th</sup>, 2022

Approved

Consultant I

  
Amalia Yahya, S.E., M.Hum.  
NIP.19771013200501 2 006

Consultant II

  
Dr. Maghfirah Thayyib, S.S., M.Hum  
NIP.19850719201801 2 001

## NOTA DINAS PEMBIMBING

Palopo, 10 November 2022

Lamp : -

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu'alaikum Wr. Wb*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Hayarna  
NIM : 18 0202 0003  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : The Effectiveness of using story completion technique in teaching speaking at Merah Putih International Language School

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

*Wassalamu'alaikum Wr. Wb*

**Pembimbing I**



**Amalia Yahya, S.E., M.Hum.**  
NIP 19771013200501 2 006

## NOTA DINAS PEMBIMBING

Lamp : -

Palopo, 10 November 2022

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu'alaikum Wr. Wb*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Hayarna

NIM : 18 0202 0003

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : The Effectiveness of using story completion technique in teaching speaking at Merah Putih International language School

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

*Wassalamu'alaikum Wr. Wb*

**Pembimbing II**

  
**Dr. Maghfirah Thayyib, S.S., M.Hum**  
NIP 19850719201801 2 001

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Palopo, 14 November 2022

Researcher



Hayarna

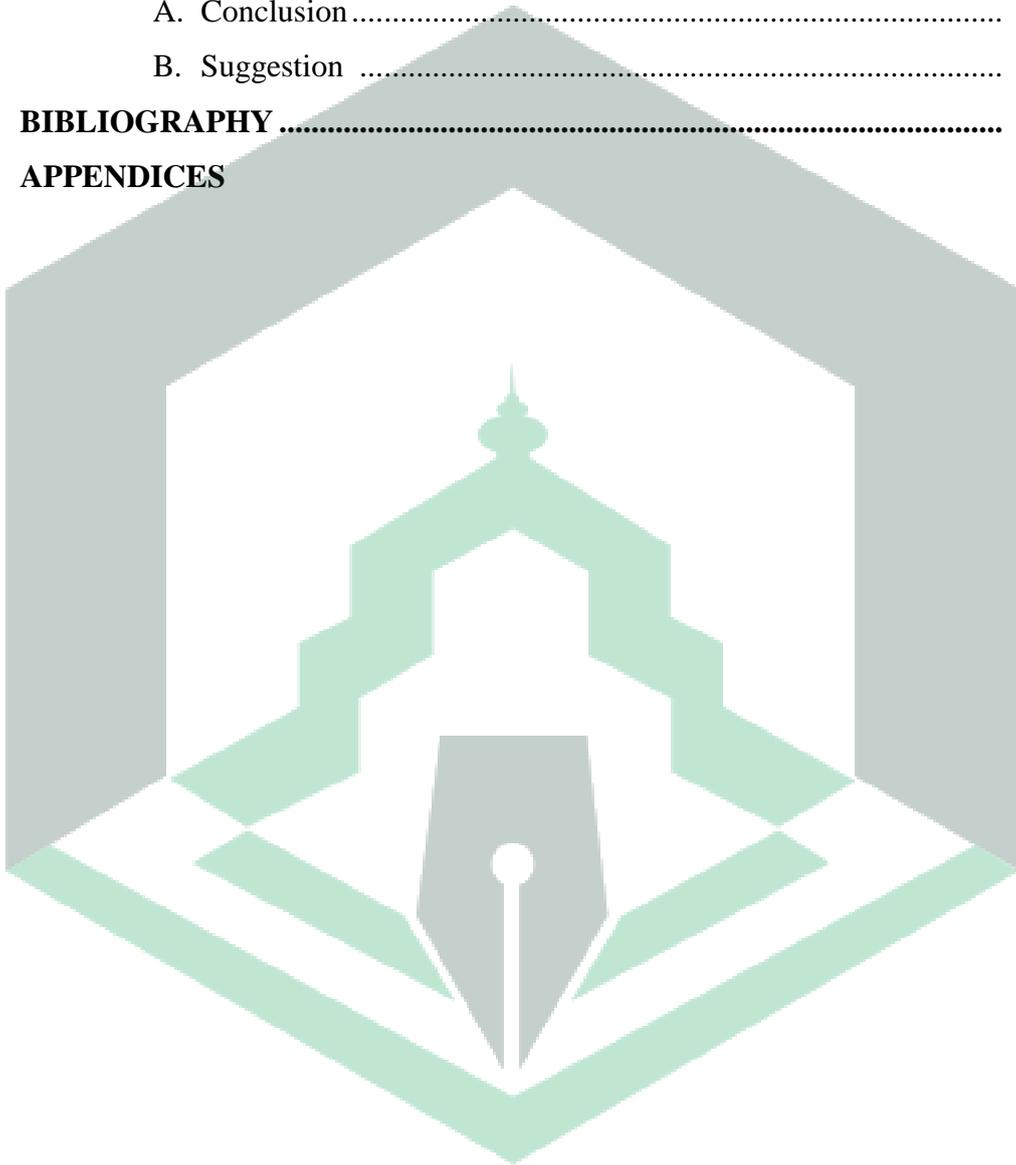
18 0202 0003



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## ABSTRACT

**Hayarna, 2022.** *“The Effectiveness of Using Story Completion Technique in Teaching Speaking Skills at Merah Putih International Language School”* A thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Amalia Yahya as the first consultant and Magfirah Thayyib as the second consultant.

The research objective is to determine whether the use of story completion is effective in teaching speaking at Merah Putih International Language School. The researcher adopted the classroom action research method with two cycles. Each process consists of four steps: planning, action, observation, and reflection. Six students participated in this research. The instrument in this research was the observation sheet and speaking test. The data was analyzed using a simple percentage to know the average score of the students. The result of the research revealed that in cycle 1, there is still a lack of students' accuracy, fluency, and comprehensibility. In cycle 2, the researcher modified the action, and the student's ability was finally improved. The student's average score in test cycle 2 is higher than the test cycle 1 and diagnostic-test scores. The student's average score in cycle 1 was 55, and no student passed the passing grade. In cycle 2, the students' scores obtained 86.9, or 100% of students passed the passing grade. It could be summarized using the story completion technique significantly improved the students' speaking ability, especially in describing people.

**Keywords:** teaching speaking, story completion technique, Merah Putih International Language School

# CHAPTER I

## INTRODUCTION

### A. Background

In learning a foreign language, students need to master four essential skills. Of these four skills, speaking is a crucial skill that requires special attention and concentration from the learner. It is considered the most important skill as the foundation of communication. It is used to request something, share knowledge, or exchange information efficiently. It is one of those activities that help people interact with others. Additionally, presentations encourage speakers to use expression in oral interactions or conversations to convey any information, expressing their thought, opinions, and feelings.

Speaking is the capacity of students to express their knowledge and emotions to others. It is an utterance that aims to have the recipient's intention and can be processed by the speaker to acknowledge it. Speaking refers to an activity involving two or more people in which the participants have roles, both listeners and speakers. They must act according to what they listen to and contribute.<sup>1</sup>

Speaking is the way to find information in the world through oral communication. Language conveys ideas, thoughts, experiences, feelings, and desires. Therefore, to use a language well, we should master all the elements of language, including; vocabulary, pronunciation, and structure. Teachers, lecturers, and trainers have used many methods, strategies, and techniques in teaching

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<sup>1</sup> Iffati Chaira, *The Perceived Influence of English Camp Towards EFL Students' Speaking Skill*, (2020), 1.

speaking but have failed to improve students' language skills. Therefore, English teaching paths or programs stimulate them to improve their speaking ability.

If students only learn about the theory, it does not make them speak the language. To master speaking skills, the students should practice more. With more practice, the students get used to speaking and train to be confident to speak fluently. But unfortunately, until now still many college students cannot speak English due to some factors, such as lack of motivation, feeling nervous, lack of grammar mastery, lack of vocabulary, laziness in learning, and most frequently, feeling afraid of making mistakes.

Based on the preliminary observation at Merah Putih International Language School, the researcher found that many students can not speak English well. Several factors influence this: (1) Students still lack vocabulary. (2) The influence of the mother tongue makes it difficult for students to speak English. (3) Teaching method of the teacher is less interesting, so students did not enjoy studying English. (4) They are also too shy and afraid to take part in the conversation because they are afraid to make a mistake. Even though they learn all the time, the students still do not speak English fluently.<sup>2</sup>

Additionally, the researcher claims that teaching English in the English course needs to be done engagingly to engage students and ensure that they comprehend the information. Acquiring language abilities, including speaking, is one of the goals of learning English in an English course. Humans use speech to

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<sup>2</sup> Ricky Gazali, S.Pd., M.Pd. "*The Effectiveness of Using Story Completion in Teaching Speaking at Merah Putih International Language School*". Personal Interview: 01 February 2022, Director of Merah Putih International Language School.

direct or accomplish tasks.<sup>3</sup> For a learner to communicate their goal effectively, speaking is required. Speaking requires the mastery of vocabulary, grammar, and pronunciation. Making students accurate and fluent speakers is important.

Story completion is one of the new techniques in teaching speaking of descriptive text, which can increase the students speaking skills. It might be caused by the class's real-life situation, which can make the students interested in following the lesson. Story completion is a very enjoyable activity for the whole class. The learners will easily be plunged into the plots of the story as they have to tell the part of the story decided. They can use their gesture as expressions when they are telling a story. Therefore, it is recommended to use Story Completion in teaching speaking of descriptive text.<sup>4</sup>

Based on the explanation above, the researcher conducts research titled "Improving students Speaking by using story completion in Describing person at Merah Putih International Language School." The researcher conducted this research to solve the problems found in students' speaking. The researcher uses the story-completion technique to solve the problems.

---

<sup>3</sup>Devi Widyaningsih and Hasti Robiasih, "Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA Bopkri 2 Yogyakarta", *Journal of English Language and Language Teaching (JELLT)*, Vol.2, Number 1, (2018), 46.

<sup>4</sup>Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language." *The internet TESL journal* 12, no. 11. (2006): 4. [https://acikders.ankara.edu.tr/pluginfile.php/104084/mod\\_resource/content/1/Handout%20%20%281%29.pdf](https://acikders.ankara.edu.tr/pluginfile.php/104084/mod_resource/content/1/Handout%20%20%281%29.pdf).

## **B. Research Question**

Based on the identification of the problems, the researcher formulates the research question as follows:

“Is the use of the story completion technique effective in teaching speaking at Merah Putih International Language School?”

## **C. The Objective of the Research**

The research objective is to determine whether the use of story completion effectively teaches speaking at Merah Putih International Language School.

## **D. Significance of the research**

The result of this research is expected to give two advantages: theoretically and practically.

### **1. Theoretical Significance**

- a. This research is expected to improve English, especially in enhancing speaking skills.
- b. This research is expected to increase the English learning technique for students to improve their speaking skills.
- c. The researcher is expected the result of the research can be a reference for further research.

### **2. Practical Significance**

- a. For the teachers

To inform English teachers that story completion is effective in learning, especially in describing a person.

b. For the students

After using the Story Completion Technique, the students are expected to become more accustomed to speaking English, which may aid in developing their opinions, ideas, and feelings.

c. For the further research

This research brings a new technique to motivate students to improve their speaking skills.

### **E. Scope of the Research**

The scope of this research is improving the students speaking skills in describing a person by using story completion at Merah Putih Internasional Language School. It focuses on three aspects of speaking: accuracy, fluency, and comprehensibility. The topic of speaking are describing yourself, describing parents, and describing the picture.

### **F. Operational Definition**

1. Speaking

Speaking is a skill in English used to express ideas and communicate with others.

2. Describing Person

Describing a person is an activity to tell someone.

3. Story Completion

Story completion is a teaching technique in which all students can speak in speaking activities, where students tell stories in turn until their stories are finished.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

The researcher found some research related to this research as follows:

Ratni Juliani conducted research entitled “Improving Students’ speaking Proficiency by Using Story Completion Method at Tenth grade of MA AT-Tahzib Kekat in Academic Year 2019/2020”. This research aims to enhance the students’ speaking proficiency through the story completion method. The method of this research is Classroom Action Research (CAR). It was conducted in two cycles. Each cycle consists of planning, action, observation, and reflection. The data was obtained from tests and observation. The test is used to measure students’ achievement in speaking proficiency, and observation is used to know the implementations of the story completion method during the teaching-learning process. From the result of the research, the researcher found that the story completion method can improve students’ speaking proficiency. Therefore, during the teaching and learning process, the students were involved and active in the teaching and learning process.<sup>5</sup> The similarities of this study are the speaking skill, story completion technique, and research method. The difference in this research is the lesson topic. The researcher uses a topic describing a person, and the previous study used recount text.

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<sup>5</sup> Ratni Juliani, “*Improving Students’ speaking Proficiency by Using Story Completion Method at Tenth grade of MA AT-Tahzib Kekat in Academic Year 2019/2020*”. (Doctoral dissertation, UIN Mataram). (June,2020), 32.

Buana Mutiara Santerika conducted research entitled “The influence of using story completion technique towards students’ speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.” The research aims to determine whether there is a significant influence of using story completion techniques on students’ speaking ability in the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018. This research method was a quasi-experimental design with the treatment held in three meetings, 2 x 40 minutes for each class. This design used a diagnostic test and post-test to determine students’ speaking ability before and after treatment. The result shows that the students’ post-test score in the experimental class is higher than the students’ post-test score in the control class.<sup>6</sup> The similarity of this research is the skill and technique. The differences indicate in this research are method use and quasi-experimental.

Khoiriyah Shofiyah Tanjung and Rahmadhani Fitri conducted research entitled “Improving students’ speaking ability through story completion technique in narrative text.” This research aims to find out how to improve students’ speaking ability by using Story Completion Technique.” The writers apply Collaborative Classroom Action Research as the method of research, where four steps must be followed: planning, action, observation, and reflection. The research results show that using Story Completion Technique in speaking lessons is enjoyable and encourages students to speak more fluently. It can be proven from

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<sup>6</sup> Buana Mutiara Santerika, “*The influence of using story completion technique towards students’ speaking ability at the first semester of the eighth grade of SMPN 19 Bandar Lampung in the academic year of 2017/2018.*” (Doctoral dissertation, UIN Raden Intan Lampung). (November 17, 2018), ii.

the diagnostic test, and post-test results show that the post-test score is higher than the diagnostic test.<sup>7</sup> This research is similar in speaking skills, classroom action research method, and story completion technique. The difference indicate in this research is the material use of narrative text.

Ainina Nurillah and Ayu Indari researched “The effect of using story completion on students’ speaking skills to eleventh-grade students of SMK Swasta Binjai.” The research aims to determine the effect of story completion on students speaking skills of eleventh-grade students of SMK Swasta YPIS Maju Binjai in the academic year 2020/2021. This type of research is experimental research. It shows that there is an effect of using story completion on speaking skills.<sup>8</sup> The similarity of this research is the speaking skill, story completion technique, and classroom action research method. The difference indicated in this research is the material use of narrative text

Rahmawana conducted research entitled “Using story completion in teaching speaking to the second-grade students of SMAN 6 Soppeng.” This research aimed to determine the use of the story completion technique in improving students’ speaking skills in the second grade of SMAN 6 Soppeng. This research used a quasi-experimental design, namely a nonequivalent control group design. The result of this research is that the use of story completion effectively improves the students speaking ability in the second year at SMAN 6

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<sup>7</sup>Khoiriyah Shofiyah Tanjung and Rahmadhani Fitri, “*Improving students’ speaking ability trough story completion technique in narrative text.*” *Pioneer: Journal of Language and Literature*, 12(2), (December 2020), 192.

<sup>8</sup>Ainina Nurillah and Ayu Indari, “*The effect using story completion on students’ speaking skill to eleventh grade students of SMK Swasta Binjai.*” *Jurnal Serunai Bahasa Inggris*, 13(1), (Maret 2021), 1.

Soppeng.<sup>9</sup> The similarity of this research uses story completion techniques and speaking skills. The difference between this research is the research method. This research uses a quasi-experimental design.

## **B. Some Pertinant Ideas**

### **1. The Concept of Speaking skill**

#### **a. Definition of Speaking**

Speaking is a way of interacting with others. It happens anywhere and is a part of our everyday work. In speaking, they communicate, using language to convey their emotions, thoughts, and feelings. It also exchanges knowledge through contact with others. We must use the language of honest communication to allow students to communicate.<sup>10</sup>

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the purposes of the speaking.<sup>11</sup>

Speaking is an activity to explain a person in a particular situation or to report something, whereas, in another definition, speaking is a way of

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<sup>9</sup>Rahmawana, "Using story completion in teaching speaking to the second grade students' of SMAN 6 SOPPENG." Undergraduate (S1) thesis, Universitas Islam Negeri Alauddin Makassar, (2017), xiii.

<sup>10</sup> Andi Asrifan, *Improving Students Speaking Ability By using Hand Dolls of The eleventh grade students of MA YMPI Rappang*, (OSF Preprints: 2021), 2.

<sup>11</sup> Shaimaa Abd EL Fattah Torky, *The effectiveness of a task-Based Instruction Program in Developing the English language Speaking Skills of Secondary Stage Students*, (Online Submission : 2016), 30.

communicating that affects our daily lives.<sup>12</sup> This means of communication can affect a person's life.

Speaking ability is a skill to communicate a speech articulation or to tell a talk for expressing an idea and a message. It means that speaking is the ability of someone who speaks their ideas to the listener by producing utterances.<sup>13</sup>

Based on the definitions above, the researcher concludes that speaking is a way to communicate with another person. People can express ideas and feelings in spoken language to another person.

#### b. Ways of teaching speaking skills

One of the very challenging foreign language teachings is teaching speaking skills; not all can do it quickly and well because the needs of students to improve their speaking skills are varied. Teaching speaking skills is the process of teaching English language skills in producing, using, selecting, and arranging English speech sounds, sound patterns, intonation patterns, second language rhythms, inappropriate words, meaningfully, and sequences as a way to express or assess develop and equip students with productive oral skills successfully and acceptable. Teaching speaking skills is learning that is carried out by teaching students how to speak English well. This era requires teaching speaking skills to

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<sup>12</sup> Atik Rokhayani and Agung Dwi Nur Cahyo, *Peningkatan Keterampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate*. (Refleksi Edukatika: Jurnal Ilmiah Kependidikan, 2015)

<sup>13</sup> Jamil and Imroah, " *The effect of Story Completion Using Dice in Teaching Speaking at SMAN Bangerejo Banyuwangi*", (undergraduate thesis: Universitas Muhammadiyah Gresik, 2019). 10

improve learners' communicative skills so they can express themselves in everyday communicative situations like this.<sup>14</sup>

The way to teach speaking skills is by providing activities such as the following:<sup>15</sup>

1) Roleplay

Role play is a popular technique used in classes to teach speaking skills. There are three types of role plays; with clues, totally guided, and free type.

2) Dialogue

Dialogue is a classroom teaching speaking skill technique used to practice language functions like greeting, agreeing, disagreeing, apologizing, suggesting, asking for information, etc.

3) Opinion/ideas

Much discussion can be discussed when we ask for opinions about topics or situations. The students may be divided into groups who discuss and come out with their opinions, so they have a lot of languages to communicate their ideas.

4) Problems (group work)

Problems are an excellent resource for getting students to talk. While engaged in gripping problems, they must use language to solve them.

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<sup>14</sup>G. Mirkhodjaeva, "Teaching Speaking: Developing Speaking Activities," *Nauka v Sovremennom Mire*, (2019), <https://doi.org/10.31618/2524-0935-2019-39-6-134-140>.

<sup>15</sup>Dwinesia Anggraeni, "Improving Vocabulary in Students' English Speaking Skill by Using Talk-Show," (2013)

#### 5) Surveys and interviews

Surveys and interviews are also interesting function-based techniques in teaching speaking skills in which the students, as the interviewer, try to find out a person's attitudes, information, etc.

#### 6) Visual comprehension

Students will be given pictures. After observing, they must answer the teacher's questions so the students will say based on what they have seen in the picture.

#### 7) Dreams or ambitions

Every student has dreams and ambitions in life. It can be used as a good thing to encourage students to interact. This activity will lead to a lot of speaking.

#### 8) Rhymes and tongue twisters

It is a way to teach English speaking skills by teaching students through reading rhymes in a fun way that can add value to speaking skills.

#### c. Components of speaking

Speaking, according to Heaton, has three components. They are accuracy, fluency, and comprehension.<sup>16</sup> Such speaking components can impair the listener's capacity to perceive, hear, and comprehend the speaker's messages. As a result, the communication process will be well-managed.

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<sup>16</sup> J.B. Heaton, "Writing English Language Test", 1 edition (New York: Longman Group Limited, 1988), 100.

## 1) Accuracy

Accuracy in speaking is defined as the ability to make correct sentences in terms of pronunciation, vocabulary, grammar, and word choice that can be understood by people who hear them.

### a) Pronunciation

Pronunciation is studied by repeating sounds and correcting the learners when they incorrectly create sounds. Students can improve their speaking skills by practising pronunciation.<sup>17</sup> It suggests that even if learners have a restricted vocabulary and grammar, they can communicate effectively with strong pronunciation and grammar. That remark implies that pronunciation is the mechanism through which pupils generate different spoken words clearly when speaking.

### b) Grammar

Grammar is a subskill in English that supports other skills. Grammar is essential for students to arrange correct sentences in written and oral dialogues. Grammar is a technique for accounting for and forecasting the linguistic knowledge of an ideal speaker or hearer. On the other hand, the different grammar definition refers to the rules that allow us to combine words in our language to form larger units.<sup>18</sup>

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<sup>17</sup> Sri Eka Lestari Nurjannah, Dodi Mulyadi, Testiana Deni Wijayatiningsih, "The Analysis of Speechnote Application for Measuring the Accuracy of Student's Pronunciation", *Jurnal Ilmiah Lingua Idea* 10, no. 1 (June 2019): 57, <http://jos.unsoed.ac.id/index.php/jli/article/view/1435>.

<sup>18</sup> Sydney Greenbaum and Gerald Nelson, "An Introduction to English Grammar, second edition", (London: Pearson Education Limited, 2002), 1.

### c) Vocabulary

Vocabulary is the first component of a language's ability to communicate effectively. It means that vocabulary is essential in communication, and we cannot speak effectively without a large enough vocabulary. We can convey our ideas, feelings, and thoughts in spoken and written form if we have a large vocabulary. If learners do not have a large enough vocabulary, they will struggle to articulate their understanding and even produce words.<sup>19</sup>

### 2) Fluency

Fluency is the capacity to communicate effectively, fluently, and accurately. Fluency refers to how speakers utilize the language swiftly and confidently, with few hesitations or forced pauses, false starts, and word searches.<sup>20</sup> Fluency is commonly defined as the ability to express oral words freely and without interruption. If the teacher wishes to assess students' fluency during the teaching and learning process, they must allow students to express themselves freely and without interruption.

### 3) Comprehensibility

Comprehensibility is the ability to understand the meaning of the text and integrate it with what the reader already knows. Individuals' capacity to grasp the material is influenced by their talents and ability to process information. Comprehension means that participants fully understand the subject, even when

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<sup>19</sup> Syahrar Nurmala Sari and Dyah Aminatun, "Student's Perception On The Use Of English Movies To Improve Vocabulary Mastery," *Journal of English Language Teaching and Learning* 2, no. 1 (June 25, 2021): 16, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/757>.

<sup>20</sup> David Nunan and Caroline Linse, *Practical English Language Teaching: Young Learners*, 1 edition (New York: McGraw hill, 2005), 47.

the methods are intricate and challenging<sup>21</sup>. As a result, comprehension refers to the speaker's understanding of what they are speaking to the listeners to avoid misreading information.

Based on the explanation above, the researcher concludes that speaking has three components: accuracy, fluency, and comprehension. Components are more important to study because the person can not understand what the other person is talking about.

#### d. Function of Speaking

The function of speaking skills is to express an idea, someone feeling, or a thought, and it says spontaneously orally. There are three functions of speaking: talk as interaction, talk as a transaction, and talk as performance. Each speech activity is quite distinct in form and function and requires different teaching approaches.

##### 1) Talk as interaction

Our daily communication remains interactional with other people. It refers to what we said in a conversation. It is an interactive communication which done spontaneously by two or more people. Therefore, they must use speaking skills to communicate with another person. The main intention of this function is relationship.

##### 2) Talk as transaction

Talk as a transaction is more focused on conveying the message and making others understand what we want to communicate clearly and accurately.

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<sup>21</sup>Lous Cohen, Lawrence Manion, and Keith Morrison, "*Research Method in Education*", Fifth edition (London: Routledge Falmer, 2005), 51.

In this type of spoken language, students and teachers usually focus on the meaning or talking what their way to understanding.

### 3) Talk as performance

In this case, speaking activities focus more on monologue than dialogue. She was speaking as a performance happened at speeches, public talks, public announcements, retelling the story, telling a story, and so on.<sup>22</sup>

### e. The Importance of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or deliver ideas about what the speaker will say to their audience. That is why speaking is essential. They are three crucial to teaching speaking skills in the classroom.<sup>23</sup>

- 1) Speaking activities provide rehearsal opportunities and chances to practice real-life speaking in the safety of the school.
- 2) Speaking tasks in which students try to use any or all of the language they know to provide feedback for both teacher and students.
- 3) Students have opportunities to activate the various elements of the language they have stored in their brains. As a result, the students gradually become autonomous language users. It means they will use the words and phrases fluently without conscious thought.

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<sup>22</sup> Jack C. Richards, *Teaching listening and speaking: From Theory to practice*, (Cambridge University Press), (New York:2008), 22.

<sup>23</sup> Harmer and Jeremy, *How to Teach English, 1 edition*. (England: Pearson Education Limited, 2007). 123.

## 2. The Concept of Describing a Person

Describing a person is telling people. In describing a person, vocabulary is needed to make it easier to make sentences. Describing people can be from Characteristics and Physical Appearance.<sup>24</sup> From this definition, it can be concluded that describing a person tells someone in terms of character and appearance.

### a. Physical Appearance

Appearance is the first thing we can see directly from a person. Maybe when we talk about foreigners or people we don't know, we will only be able to describe their appearance.

Ask about someone's physical appearance; we can ask, "what does (a person) look like?" The word "a person" can be replaced by a person's name or a personal pronoun.

Example :

- What does Jay look like?
- What does she look like?

When describing someone, we must convey it with the correct sentence.

Sentence patterns can be used to talk about someone:

Subject + is/ are +...

Subject + has/ have +...

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<sup>24</sup> Ngomong Inggris, "Describing People (Mendeskripsikan Seseorang) ", October 15<sup>th</sup>, 2020, <https://ngomonginggris.com/update/describing-people-mendeskripsikan-seseorang>, Accessed on November 2<sup>nd</sup>, 2022.

Example:

- She is a skinny girl.
- He has white skin.

b. Characteristic

Character, personality, or nature is anything other than physical appearance to describe a person. In contrast to physical appearance that can be seen with the naked eye, to describe a person's character, we must first know the person we are going to describe.

Ask about someone's personality; we can use the sentence, "what is (a person) like?" (What is that [person] like?). "A person" here can replace with a person's name or personal pronoun.

Example :

- What is he like?
- What is Tony like?

The following sentence patterns can be used to describe a person's character:

Subject + is/ are +...

Subject + has/ have +...

Example :

- He is nice.
- Joe has a calm attitude.<sup>25</sup>

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<sup>25</sup> Sederet.com, "Mendeskripsikan Orang (How to Talk About People / Describing People)". <https://www.sederet.com/tutorial/mendeskripsikan-orang-how-to-talk-about-people-describing-people/>, Accessed on November 25<sup>th</sup>, 2022.

### 3. The Concept of Story Completion

#### a. Definition of story completion

Story completion is an activity that the entire class enjoys playing. Story completion is a helpful exercise to encourage students to engage in oral communication.<sup>26</sup> It means that narrative completion can be used in the classroom to motivate students to engage in active communication in a lighthearted manner. Stories can help students discover their cultural roots and gain exposure to various civilizations.<sup>27</sup> Enable students to empathize with unfamiliar people, places, and circumstances; provide insights into multiple values and traditions, aid students in understanding how universal wisdom applies to all people or all cultures; offer insight into life experiences; aid students in allowing new ideas, and highlight the differences and similarities between various cultures.

#### b. The Advantages of Using the Story Completion Technique

There are advantages and disadvantages of using the story completion technique in teaching speaking. Story completion has several positive aspects in teaching students speaking skills.<sup>28</sup> They are (1) Students create an oral report, which can be graded on the report's language or content components using a rubric or grading scale to measure the students' speaking and reading

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<sup>26</sup> Ira Risnawati, "The influence of using story completion technique towards students' speaking ability on narrative text on the first semester of the tenth grade Ma Mathla'ul Anwar Gisting in the academic year 2021/2022" (Doctoral dissertation, Uin Raden Intan Lampung), (2022), 16.

<sup>27</sup> Ainina Nurillah and Ayu Indari, "The effect using story completion on students' speaking skill to eleventh grade students of SMK Swasta Binjai." *Jurnal Serunai Bahasa Inggris*, 13(1), (Maret 2021), 3.

<sup>28</sup> Ira Risnawati, "The influence of using story completion technique towards students' speaking ability on narrative text on the first semester of the tenth grade Ma Mathla'ul Anwar Gisting in the academic year 2021/2022" (Doctoral dissertation, Uin Raden Intan Lampung), (2022), 17.

development. (2) The relaxation and well-being benefits of reading stories. (3) Encourage students to express their views and feelings. (4) Encourage active involvement. (5) Increase verbal proficiency. (6) Encourage the use of creativity and imagination. (7) Encourage student cooperation and improve listening abilities. In conclusion, If they can, students can speak for a long time after finishing a story, encouraging them to use their imaginations to tell stories in informal settings actively.

### c. The Procedure of Story Completion Technique

The researcher describes how she plays the story completion technique when implementing it. The researcher describes how she uses the strategy of playing story completion technique as follows:<sup>29</sup>

1. The teacher (narrator) starts to tell a story. For example, the story's topic is the mouse deer and the tiger. She will say the story's first sentence, such as One day, there was a mouse deer.
2. After a few sentences, she stops narrating
3. Student A starts to narrate from the point where the previous one-stop Student B is supposed to add four to ten sentences.

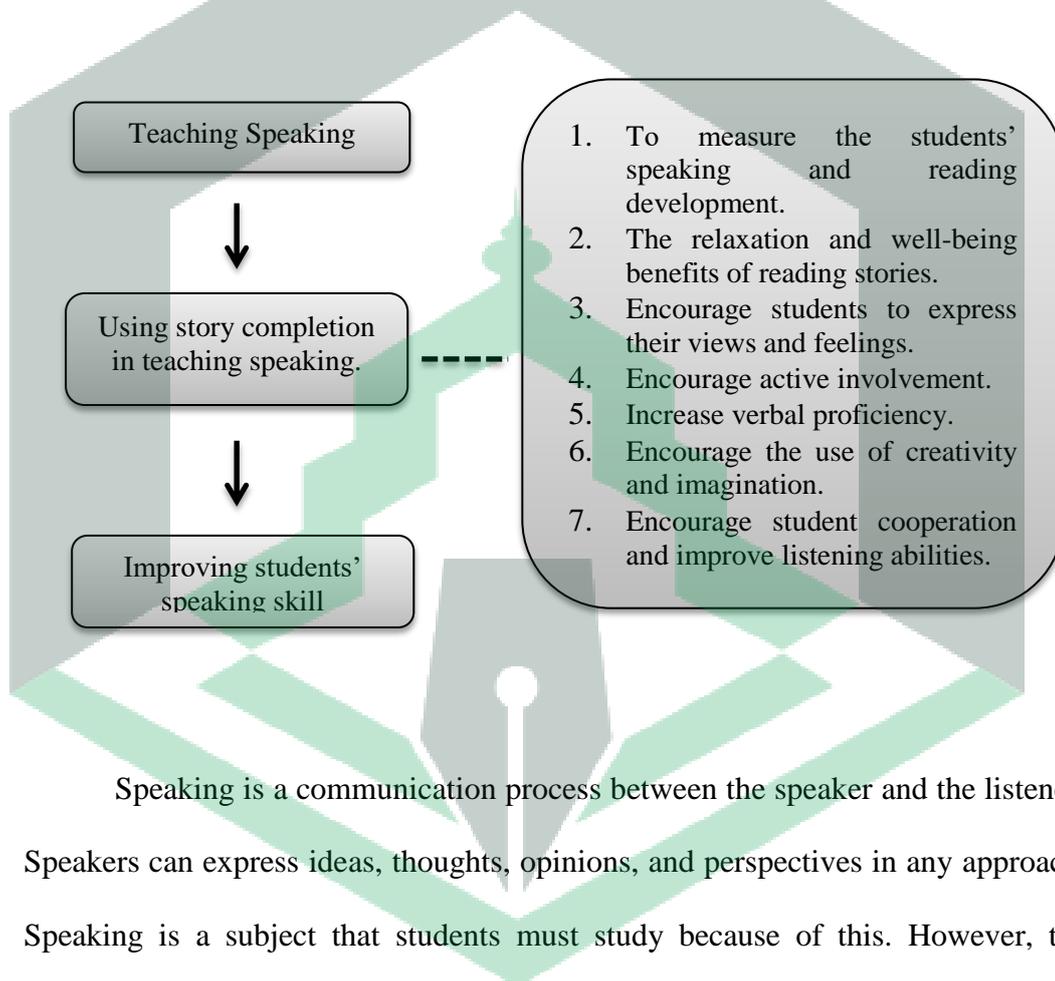
### C. Merah Putih International language School

Merah Putih International Language school is a course institution engaged in the language field. This place is located at Kelapa street, where the research was conducted. This place was established on August 17, 2015, by several people: Ardi, S.Pd., Ricky Gazali, S.Pd., M.Pd., Abdi., Misran, S.Pd., Ibriansyah Irawan,

<sup>29</sup> Ratni Juliani, "Improving Students' speaking Proficiency by Using Story Completion Method at Tenth grade of MA AT-TAHZIB KEKAT in Academic Year 2029/2020". (Doctoral dissertation, UIN Mataram). (June,2020), 29.

S.Pd., M.M., Wawan, S.Pd., and Faisal. The first director of this course institution was Ardi, S.Pd., from 2015 to 2019, then continued by Ricky Gazali, S.Pd. from 2019 until now. Merah Putih International language School has several language class programs, including an English Immersion program (English camp), a speaking class, a pronunciation class, a TOEFL class, and a private class.<sup>30</sup>

#### D. Conceptual framework



Speaking is a communication process between the speaker and the listener. Speakers can express ideas, thoughts, opinions, and perspectives in any approach. Speaking is a subject that students must study because of this. However, the teacher should create appropriate media that may make the students feel enjoyable and more engaged during the teaching-learning process to improve their enthusiasm for learning English without feeling ashamed, especially speaking.

<sup>30</sup>Ricky Gazaly, "Personal Interview", Merah Putih International Language School, 26<sup>th</sup> of November 2022

Because of this, the researcher employs the technique of story completion to help students with their speaking abilities.

The researcher uses the story completion technique to improve students' speaking skills in describing. Story completion is positive learning for the students. It is extraordinary to explore imaginative thinking; with the story completion technique, students find it easier to speak English, they are free to express their idea and free imagination, and they can enjoy their feeling in studying English. Therefore, the researcher believes that story completion as a technique in teaching speaking can significantly improve students' ability to describe.

#### **E. Research Hypothesis**

Based on the previous relevant literature, the researcher makes the following assumption:

“ The use of story completion technique is effective in teaching speaking at Merah Putih International Language School”.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Setting

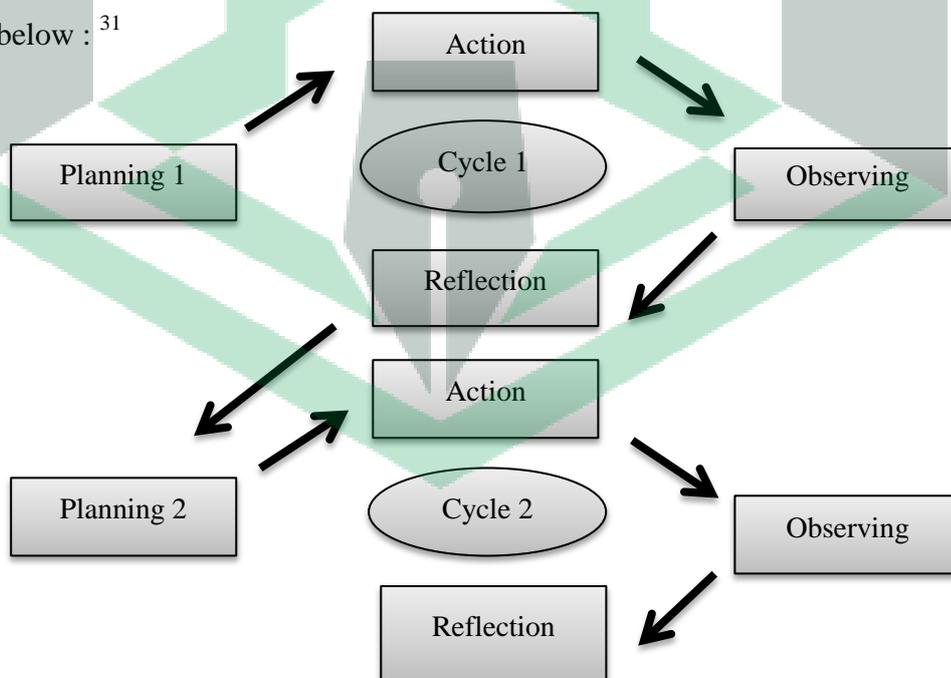
The research was conducted at Merah Putih International Language School. It is located on Kelapa street in Palopo.

#### B. Population and Sample

The population of this research was the students of Merah Putih International Language school. Therefore, the researcher has chosen six students' at Merah Putih International Language school as a sample of this research.

#### C. Research Design

The method of this research is classroom action research. The procedure of Classroom Action Research adopted from Kemmis, and Mc Taggart model can see below :<sup>31</sup>



<sup>31</sup> Kemmis, S. & Mc. Taggart, R, *"The Action Research Planner"*. (Victoria: Deakin University Press, 1988).

*Definition of term:*

a. Planning

The first stage in conducting research is planning. The researcher sets out a plan to enhance teaching and learning. After learning about the student's difficulty, the researcher develops the appropriate action to address the issue. After gathering the information that includes the problem, it is carried out.

b. Acting

Action is the course of action the researcher takes following the plan that the researcher has drafted. The researcher now starts using the technique.

c. Observing

The purpose of observation is to assess the efficacy of action about the absence of action that has been taken. As the action took place, the researcher observed the learning process and any potential impediments to gathering data.

d. Reflecting

The process of reflecting involves analyzing an observation or new plans. Reflection is analyzing an action's impact or outcome, regardless of whether the intended goal is attained. The cycle can stop if the aim is achieved, and the researcher must complete the second cycle if the target is not achieved.

**D. Research Instrument**

The instruments of the research are as follow:

1. The diagnostic test is used to get data.
  - a. Diagnostic test: The test assesses students' abilities before deploying an action learning technique.

- b. Cycle 1 test: used to evaluate the impact of the action learning technique on students after cycle 1.
  - c. Cycle 2 test: used to evaluate the impact of the action learning technique on students after cycle 2.
2. Observation sheet

The purpose of observation is to gather information about the ongoing teaching and learning process related to the class environment. This observation form has an observation checklist that includes teacher and student activities. Both activities were adopted from Ratni Juliani, which can be seen in the appendix.

#### **E. Procedure of Data Collection**

The procedure for collecting data is provided with the use of two cycles. Planning, action, observation, and reflection were the four steps in each cycle. Before we start the cycle, students take a diagnostic test to determine their level of English-speaking ability.

1. Cycle 1
  - a. Plan

For cycle 1, the plan can be illustrated as follows :

- 1) The researcher prepared a lesson plan and material
  - 2) The researcher prepared a test
  - 3) The researcher prepared students' and teachers' worksheets as an observation
  - 4) The researcher prepared a handphone to take documentation.
- b. Action
    - 1) First, the researcher explained the material

- 2) Second, the researcher gave a chance to students to ask about the material.
- 3) Third, the researcher divided students into two groups.
- 4) Fourth, the researcher explained how to apply the story completion technique.
- 5) Next, the researcher described something as an example.
- 6) Next, the researcher allowed every group to continue or complete the research that the researcher described.
- 7) Then, student A described from the point the previous one stopped.
- 8) Then, student B suppose to add four to ten sentences.
- 9) Each student may add a new character, incident, detail, and so on until the description is complete.
- 10) Last, the teacher provides feedback and encouragement for students.

c. Observation

At Merah Putih International Language School, the researcher collaborates with the teacher. The researcher can observe the teaching and learning process by studying the students' actions and attention during the action. The students' speaking ability is the main area being watched. Additionally, the researcher notes the students' focus, activity in asking and responding to questions, and enthusiasm for taking the test. Further, the researcher observed the teacher and student interactions from beginning of the learning process until its conclusion. The researcher takes note of all learning-related activities that involve a checklist. The researcher then compiles the students' scores.

#### d. Reflection

The researcher collected all the processes, including scoring students, evaluating the lesson design, and how the learning process went. The passing grade determines the students' target scores (KKM). If the student's scores fall short of the required grade, the researcher moved on to the following cycle.

#### 2. Cycle 2

The cycle was conducted if the target in cycle 1 could not succeed. This cycle modification by the researcher. The researcher plans the cycle as follows:

##### a. Plan

For cycle 2, the plan can be illustrated as follows :

- 1) The researcher prepared a lesson plan, material, and handout.
- 2) The researcher prepared post-test
- 3) The researcher prepared students' and teacher worksheet as an observation
- 4) The researcher prepared a handphone to take documentation.

##### b. Action

- 1) First, the researcher explained the material
- 2) Second, the researcher gave a chance to students to ask about the material.
- 3) Third, the researcher divided students into two groups.
- 4) Fourth, the researcher share handout with students.
- 5) Fifth, the researcher explained the material and the researcher explain about how to apply the story completion technique.
- 6) The researcher described something as an example.
- 7) Next, the researcher explained how to apply the story completion technique.

8) Next, the researcher allowed every group to continue or complete the research that the researcher described.

9) Last, For students, the teacher provides feedback and encouragement.

c. Observation

This part was the same as cycle 1. The researcher collaborated with the English teacher at Merah Putih International Language school. The researcher observed the teaching and learning process by studying the students' actions and attention during the action. The students' speaking ability is the main area being watched. Additionally, the researcher notes the students' focus, activity in asking and responding to questions, and enthusiasm for taking the test. Further, the researcher observed the teacher and student interactions from the beginning of the learning process until its conclusion. The researcher takes note of all learning-related activities that involve a checklist. The researcher then compiles the students' scores.

d. Reflection

In this part, the researcher reflects on all activities that have already been done. The researcher evaluated the lesson plan that was made, how the learning process ran, and calculated the students' scores in cycles 1 and 2. If the student's score is less than the passing grade (KKM), the researcher will conduct cycle 3, but if the student's score is more than the passing grade (KKM), the cycle can be stopped.

## F. Technique of Data Analysis

### 1. Calculating Students' Score

Scoring students' speaking skills. The researcher calculated the students' scores using some formulas. There are three categories that the researcher will score such as accuracy, fluency, and comprehensibility.<sup>32</sup> The success criteria depend on the passing grade (KKM) of the English lesson of Merah Putih International Language school, which is 75.

Table 3.1 The accuracy criteria

Classification	Score	Criteria
Excellent	6	The mother tongue very slightly influenced pronunciation. Two or three minor grammatical and lexical errors.
Very Good	5	The mother tongue slightly influences pronunciation. But most utterances are correct. A few minor grammatical and lexical errors.
Good	4	The mother tongue moderately influences pronunciation, but no severe phonological errors but only confusion.
Average	3	Pronunciation is influenced by the mother tongue, with only a few severe phonological errors, some confusing.
Poor	2	Pronunciation is seriously influenced by the mother tongue, with errors causing a breakdown in communication. May basic grammatical and errors.
Very poor	1	Serious pronunciation errors, as well as many basic grammatical and lexical errors. There is no evidence of having mastered any language skills and practice in the course.

<sup>32</sup>J.B Heaton, "Writing English Language Test", (New York: Longman, 1988), 100.

Table 3.2 The fluency criteria

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	He sometimes has to make an effort to search; nevertheless, he makes smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and searched for words, there are not too many unnatural pauses. Fairly smooth delivery, mostly. Occasionally fragmentary but successful in conveying the general meaning of fair range expression.
Average	3	He has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Limited range of expression. Almost give up making an effort at times.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making an effort at times. He has a limited range of expression.
Very poor	1	Minimal range expression. Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making an effort.

Table 3.3 The comprehensibility criteria

Classification	Score	Criteria
Excellent	6	It makes it easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications requires.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always clear, but several interruptions are necessary to help him to convey a message or to seek classification
Average	3	The listener can understand a lot of what he said. But he most constantly seeks classification. I cannot understand many of the speaker's more complex or longer sentences
Poor	2	Only small bits (usually short sentences and phases can be understood and then with considerable effort by someone who is listening to the speaker
Very poor	1	He can understand hardly anything she can understand, even when the listener makes a great effort or interrupts, but the speaker cannot clarify what he seems to have said.

2. Classifying the students' scores into the following criteria:

In addition to technically using the above six scores, the researcher also classified rank to measure the student's speaking ability. Here is the rating score classification.<sup>33</sup>

<sup>33</sup> Daryanto, "Evaluasi Pendidikan", (Jakarta PT. Rineka Cipta, 2007), 211.

Table 3.4 Scoring classification

Classification	Score	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very poor	25	1

### 3. Calculating students' average

The formula for Calculating students' average:

$$\bar{x} = \frac{\sum x}{N}$$

Where :

$\sum x$  : Total score

$N$ : a total of subject

$\bar{x}$  : Average<sup>34</sup>

### 4. The researcher calculated the percentage of the student's score based on the following formula.

$$P = \frac{f}{Ns} \times 100$$

Where :

P: percentage rate

f: Frequent of Correct Answers

Ns: The whole student sample<sup>35</sup>

<sup>34</sup>Ratni Juliani, "Improving Students' speaking Proficiency by Using Story Completion Method at Tenth grade of MA AT-Tahzib Kekat in Academic Year 2020/2020". (Doctoral dissertation, UIN Mataram). (June,2020), 44.

5. Calculate the teacher's and student's observation sheet

To calculate the result of the teacher and student's observation, the researcher used the formula as follows:

$$p = \frac{x}{xi} \times 100\%$$

Where:

$P$  = percentage of score

$X$  = Total score

$Xi$  = Score Maximum

Table 3.5 The interpretation of teacher and students' observation result<sup>36</sup>

Category	Criteria
81-100%	Very good
61-80 %	Good
41-60 %	Enough
21-40 %	Bad

<sup>35</sup>Susi Linda Riani, "Improving The First Year Students' Speaking Ability Through Oral Approach and Situational Language Teaching (A Classroom Action Research of Class VII. Cof SMP Negeri 1 Bajeng Barat)", (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar : 2013), 32.

<sup>36</sup>Ratni Juliani, "Improving Students' speaking Proficiency by Using Story Completion Method at Tenth grade of MA AT-Tahzib Kekat in Academic Year 2029/2020". (Doctoral dissertation, UIN Mataram : June 2020), 94.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The research findings are gathered during the classroom teaching and learning process. The researcher conducted two cycles, each consisting of planning, acting, watching, and reflecting, as described in chapter three of this classroom action research. The researcher explained the opening, core activity, and closing cycles of each meeting. The following explanation will outline all of the steps involved in conducting this research:

1. The result of the Students' Speaking Test in the Diagnostic-test

Table 4.1 The Students' Diagnostic-test Score

No	Students	Three aspects of speaking assessment			Total	Score of test	Classification
		Accuracy	Fluency	Comprehensibility			
1	S1	3	2	3	8	44	Average
2	S2	3	1	1	5	28	Poor
3	S3	1	1	1	3	17	Average
4	S4	3	3	3	9	50	Average
5	S5	3	3	3	9	50	Average
6	S6	3	3	3	9	50	Average
Total						239	
Average						40	

The table above shows that the students' diagnostic-test scores are displayed. The lowest score on the diagnostic test was 17, while the highest score was 50. The students' diagnostic-test scores were categorized according to specific criteria such as accuracy, fluency, and comprehensibility. Based on the classification, it demonstrates the outcome of the speaking score before implementing the treatment using Story Completion as the technique. The

cumulative average score for speaking ability on the diagnostic test for all students is 40, which is classified as a “Poor” score.

Table 4.2 Students’ Frequency and Percentage in Diagnostic-test

Classification	Score	Diagnostic-test	
		Frequency	Percentage
Excellent	86-100	0	0
Very good	71-85	0	0
Good	56-70	0	0
Average	41-55	4	66,6%
Poor	26-40	1	16,7%
Very poor	25	1	16,7%

Based on the data above, that there are no students got “excellent” with a score range of 86-100, there are no students got “very good” with a score range of 71-85, there are no students got “good” with a range of 56-70, 4 students got “average” with score range 41-55, 1 student got “poor” with a score range 26-40, and 1 student got “very poor” with the range score 25.

## 2. Cycle 1

Implementation of cycle 1:

### a. Planning

The researcher prepared some instruments, which are as follows:

#### 1) Lesson Plan

This research used a lesson plan to control the teaching and learning process. During the teaching and learning process in the classroom, the researcher used it as a guide to managing time and activities.

## 2) Material

The researcher prepared the material that describes a person. The material consists of the meaning and example.

## 3) Teaching Aid

The researcher prepared an instrument. That is the board marker. The researcher also provided the material to succeed in the action.

## 4) Observation sheet of Teacher activities

An observation sheet was prepared to observe the activities of the teacher throughout the teaching and learning process.

## 5) Observation sheet of students' activities

An observation sheet was prepared to observe the activities of the students throughout the teaching and learning process.

## 6) Evaluation

### b. Action

#### (a) Opening

In this meeting, The researcher asked the student's condition by saying, "hello, good morning," and the students answered, "Morning too." After that, the researcher asked one student to lead prayer before the study. Then, the researcher asked the student about the previous topic. Lastly, the researcher gave students a new topic, describing a person.

#### (b) Main Activity

In this part, the researcher began the lesson by asking, "what is describing a person?". After that, the researcher explained describing a person using the

definition and example. In explaining the material, the researcher gave an example of describing a person with the topic describing Parents. Then, the researcher asked the students to give questions. After all, the material is already explained. The researcher explained the technique used to describe a person: story completion. The researcher explained the technique briefly by showing an example. After that, the researcher divided students into two groups, and the students began to practice the story completion technique with the same theme that describes parents. Afterward, the researcher called one student to describe her parent in front of the class. Next, at the end of the meeting, the researcher gave the students the post-test. This test was conducted to know the improvement of students' speaking ability after given some activities.

(c) Closing

The researcher closed the meeting by saying thank you for your attention. See you next meeting.

c. Observation

Observation is essential to classroom action research because it helps the researcher better understand her research. The purpose of the observation was to learn about the classroom teaching and learning process, students' preparation, enthusiasm, interaction with others, and teacher and student activity during the teaching and learning process. The researcher used the students' observation sheet to determine whether the technique would influence their capacity to speak in class. The results of the observation are explained as follows:

- 1) The score of the student's speaking skills using story completion technique from 6 students.

Table 4.3 Students' Scores of test cycle 1

No	Students	Three aspects of speaking assessment			Total	Score of test	Classification
		Accuracy	Fluency	Comprehensibility			
1	S1	3	3	4	10	56	Good
2	S2	4	4	3	11	61	Good
3	S3	3	2	3	8	44	Average
4	S4	4	4	3	11	61	Good
5	S5	3	3	3	9	50	Average
6	S6	4	3	4	11	61	Good
Total of score						333	
Average						55	

The table above shows the students' test cycle 1 scores. The lowest score on the test of cycle 1 was 44, while the highest score was 61. The students' test cycle 1 score were categorized according to specific criteria such as accuracy, fluency, and comprehensibility. Based on the classification, it demonstrates the outcome of the speaking score after implementing the treatment using Story Completion as the technique. The cumulative average score for speaking ability on the test of cycle 1 for all students is 55, which is classified as an "Average" score.

Table 4.4 Students' Frequency and Percentage in Test of cycle 1

Classification	Score	Diagnostic-test	
		Frequency	Percentage
Excellent	86-100	0	0
Very good	71-85	0	0
Good	56-70	4	66,7%

Average	41-55	2	33,3%
Poor	26-40	0	0
Very poor	25	0	0

Based on the data above, that there are no students got "excellent" with a score range of 86-100, there are no students got "very good" with a score range of 71-85, 4 students got "good" with a range of 56-70, 2 students got "average" with score range 41-55, there are no students got "poor" with a score range 26-40. No students got "very poor" with a range score of 25.

## 2) The activities of students and teacher

### (a) Teacher's activities

The results of the teacher's activities can be seen as follows:

Table 4.5 Teacher's activity

No	INDICATOR	Yes	No	Score
<b>Preparation</b>				
1	Physical preparation of the teacher for the learning program	✓		3
2	Teaching materials, including instructional design, for teachers	✓		
3	Preparation of teachers for instructional media		✓	
<b>Initial Activities</b>				
1	Teachers welcome the students.	✓		3
2	The teacher reviews previous material and communicates instructional goals.		✓	
3	The teacher explains how to use the story completion technique.	✓		
<b>Core Activities</b>				
1	The teacher divides students into some groups and gives an exciting topic to students, then The teacher starts describing a person	✓		3
2	Every group of students receives instructions from the teacher on completing the story, and the teacher then supervises student activity.	✓		
3	Teachers provide students with feedback,		✓	

encouragement, and the chance to ask questions.

#### Closing Activities

- |   |  |   |   |
|---|--|---|---|
| 1 | Together with the students, the teacher reviews the content. | ✓ |   |
| 2 | The teacher tells the class about the upcoming material.     | ✓ | 2 |
| 3 | The teacher ends the learning process                        | ✓ |   |

Total	11
Maximum	16
Percentage	68%
Criteria	Good

Based on the table, the teacher's activities in cycle 1 during the implementation of the story completion technique reached the total score of 11, and the percentage of teacher's activities obtained 68%. The percentage of teacher observation sheets found through descriptive qualitative data analysis, such as  $11/16 \times 100\% = 68\%$ . This assessment is categorized into the good category.

#### (b) Students' activities

The results of students' activities can be seen as follows:

Table 4.6 Students' activity

	INDICATOR	Yes	No	Score
<b>Preparation</b>				
1	Physical preparation for learning of students	✓		
2	Preparation of students on teaching materials	✓		3
3	Preparation of students for speaking activities		✓	
<b>Initial Activities</b>				
1	Students react to the greeting from the teacher	✓		
2	Students follow the teacher's instructions to revisit the earlier content to achieve the educational goal.		✓	3
3	Students pay close attention to the description of how to use the technique of story completion.	✓		
<b>Core Activities</b>				
1	The topic of the descriptive text is distributed to the students in groups, and they focus on the first story of the theme.	✓		3

2	While the teacher controls the activities, students begin to finish or continue the story utilizing the story completion technique.	✓	
3	Students receive feedback and motivation from the teacher, and the students ask some questions.		✓
Closing Activities			
1	Along with the teacher, the students complete the material.		✓
2	the following material is given to the students		✓
3	Students respond to the teacher's greeting	✓	
Total			10
Maximum			16
Percentage			62%
Criteria			Good

Based on the table, the students' activities in cycle 1 during the implementation of the story completion technique reached a total score of 10, and the percentage of students' activities obtained 62%. The percentage of students' observation sheets found through data analysis using descriptive qualitative such as  $10/16 \times 100\% = 62\%$ . This assessment is categorized into good participation. This data shows that students did not participate in the implementation of the story completion technique. The researcher needs to improve it again in the next cycle.

#### b. Reflection

After observing and analyzing the observation result in cycle 1, the researcher found some weaknesses in the action. Based on the data collected and analyzed, it was found that:

- 1) Some students were shy in speaking activities.
- 2) Students still need direction from the researcher

- 3) The researcher did not explain the material well, and the researcher did not explain the lesson's goal.

From this reflection, it can be concluded that cycle 1 is not enough to solve students' problems in improving students speaking ability. Based on these results, the researcher feels that it is necessary to conduct the next cycle.

### 3. Cycle 2

Implementation of cycle 2:

#### a. Planning

The researcher prepared some instruments, which are as follows:

- 1) Prepared lesson plan, material, and handout.
- 2) Prepared tools for learning in class.
- 3) Prepared the students' and teachers' observation sheets.
- 4) Prepared test.
- 5) Prepare a camera to take documentation.

#### b. Action

##### (a) Opening

The researcher greeted the students by saying "good morning" and "how was your life" and then continued to the next activity.

##### (b) Main Activity

In this part, the researcher shared a handout with students and then explained the material again about describing a person and how to use the story completion technique. After that, the students continued to practice speaking based on their group using the story completion technique. While speaking, the

researcher controlled the students' activity until they completed the story. After practice, the researcher called one student again to describe her parents in front of the class. Next, the researcher gave a post-test to know the improvement of students' speaking ability after assigned activities.

(c) Closing

The researcher gave some comments or feedback to students and summarized the material together. After that, the researcher closed the class by saying thank you for your attention and see you next meeting.

c. Observation

1) Students speaking score cycle 2

Table 4.7 Students' score test of cycle 2

No	Students	Three aspects of speaking assessment			Total	Score of test	Classification
		Accuracy	Fluency	Comprehensibility			
1	S1	5	5	5	15	83	Good
2	S2	5	4	5	14	78	Good
3	S3	6	5	6	17	94	Excellent
4	S4	6	5	6	17	94	Excellent
5	S5	5	4	6	15	83	Good
6	S6	5	5	6	16	89	Excellent
Total						521	
Average						86.9	

The findings presented in table 4.7 demonstrate that administering a test of cycle 2 to the students increases their speaking ability, especially describing a person. It is proof that the students have progressed as a result of the treatment that they received. It is shown by the fact that the student's average score on the test of cycle 2 was 86.9 points, which is a score that is considered to be in the "Excellent" range.

Table 4.8 Students' Frequency and Percentage in Test of cycle 2

Classification	Score	Test Cycle 2	
		Frequency	Percentage
Excellent	86-100	3	50%
Very good	71-85	3	50%
Good	56-70	0	0
Average	41-55	0	0
Poor	26-40	0	0
Very poor	25	0	0

According to the data presented in table 4.8, it can be seen that 3 students achieved "Excellent" with a score range of 86-100, which calculates to 50%. Three students achieved "Very Good" scores more than the range score 71-85, which calculates to 50%. There are no students who achieved "Good" scores with a range score of 56-70, and there are no students who achieved "Average" with a range score of 41-55, there are no students who achieved "Poor" with a range score 26-40, there are no students who achieved "Very Poor" with a range score 25.

## 2) The activities of students and teacher

### (a) Teacher's activity

Table 4.9 Teacher's activity

No	INDICATOR	Yes	No	Score
Preparation				
1	Physical preparation of the teacher for the learning program	✓		
2	Teaching materials, including instructional design, for teachers	✓		4
3	Preparation of teachers for instructional media	✓		
Initial Activities				
1	Teachers welcome the students.	✓		4

2	The teacher reviews previous material and communicates instructional goals.	✓	
3	The teacher explains how to use the story completion technique.	✓	
Core Activities			
1	The teacher divides students into some groups and gives an exciting topic to students, then The teacher starts describing a person	✓	
2	Every group of students receives instructions from the teacher on completing the story, and the teacher then supervises student activity.	✓	3
3	Teachers provide students with feedback, encouragement, and the chance to ask questions.	✓	
Closing Activities			
1	Together with the students, the teacher reviews the content.	✓	
2	The teacher tells the class about the upcoming material.	✓	3
3	The teacher ends the learning process	✓	
Total			14
Maximum			16
Percentage			87%
Criteria			Very Good

Based on the table, the teachers' activities in cycle 2 during the implementation of the story completion technique reached a total score of 14, and the percentage of teachers' activities obtained 87%. The percentage of teacher observation sheets found through descriptive qualitative data analysis, such as  $14/16 \times 100\% = 87\%$ . This assessment is categorized into the Excellent category.

(b) Students' activity

Table 4.10 Students' activity

No	INDICATOR	Yes	No	Score
Preparation				
1	Physical preparation for learning of students	✓		
2	Preparation of students on teaching materials	✓		4
3	Preparation of students for speaking activities	✓		

Initial Activities		
1	Students react to the greeting from the teacher	✓
2	Students follow the teacher's instructions to revisit the earlier content to achieve the educational goal.	✓
		3
3	Students pay close attention to the description of how to use the technique of story completion.	✓
Core Activities		
1	The topic of the descriptive text is distributed to the students in groups, and they focus on the first story of the theme.	✓
2	While the teacher controls the activities, students begin to finish or continue the story utilizing the story completion technique.	✓
		3
3	Students receive feedback and motivation from the teacher. The students ask some questions.	✓
Closing Activities		
1	Along with the teacher, the students complete the material.	✓
2	the following material is given to the students	✓
		3
3	Students respond to the teacher's greeting	✓
<hr/>		
Total		13
Maximum		16
Percentage		81%
Criteria		Very Good
<hr/>		

Based on the table, the students' activities in cycle 2 during the implementation of the story completion technique reached a total score of 13, and the percentage of students' activities obtained 81%. The percentage of students' observation sheets found through data analysis using descriptive qualitative such as  $13/16 \times 100\% = 81\%$ . This assessment is categorized into very good criteria. This data shows that students participate in the implementation of the story completion technique.

#### d. Reflection

The reflection of CAR (Classroom Action Research) was carried out after the test result. The researcher and the teacher were satisfied with how much their efforts to improve the students' speaking ability had been realized. The test cycle 2 showed that 100% of the students got a score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*.

Therefore, the researcher and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. Furthermore, the result of the evaluation from cycles 1 and 2 could be assumed that implementing Classroom Action Research in improving students' speaking ability by using story completion technique was appropriate with the planning that had been discussed by the researcher and the teacher previously. In this case, every action was planned as well as possible so that the speaking activities could be accomplished well.

Table 4.11 The Result of Students' Scores for the Diagnostic-test, Test Cycle 1 and Test Cycle 2

	Students can reach standard achievement score	Students can't achieve standard achievement score	Average
Diagnostic-test	0(0%)	6(100%)	40
Test of cycle 1	0(0%)	6(100%)	55
Test of cycle 2	6(100%)	0(0%)	86.9

Based on the table above, in the diagnostic test, there were no students who could reach the standard achievement score. After implementing the story completion technique in cycle 1, no students can still achieve standard achievement scores. In cycle 2, all students can finally reach standard achievement scores.

## B. Discussion

This research aims to know the improvement of students speaking ability at Merah Putih International Language School after they were taught using the story completion technique. In this research, the researcher applied Classroom Action Research. The Classroom Action Research that was designed to increase students' speaking ability through the Story Completion technique found that students' test results after the treatment stage differed significantly. In cycle 1, there were some students shy in speaking activities. Also, students still need direction from the researcher. In cycle 2, the researcher modified the action, and the student's ability was finally improved. The average score on the diagnostic test was only 40, categorized as an "Average" score. After taking the test on cycle 1, it rose to 55, which is classified as an "Average" score, and after taking the test on cycle 2, it grew to 86.9. The improvement in students' speaking can be seen from the results of the test, which shows that the results of students' speaking have improved in various aspects, such as accuracy, fluency, and comprehensibility. However, the researcher finds that implementing the Story Completion technique is suitable for students who need to improve their speaking ability, especially in describing a person.

In cycle 1, the researcher taught describing a person, including the definition and example, and then continued to teach the story completion technique. Next, the researcher gave the topic to students that described parents. The researcher told the first sentences of the story, and then the students started to speak and completed a story in their groups. The researcher controlled the activity

and helped until students were able to complete their studies on their own. Besides that, the other group focused on listening and paying attention to the first group. Afterward, the researcher allowed another group to practice speaking by implementing the technique. Next, the researcher did a speaking test for students. The researcher gave students a paper on the test's topic and instruction. The researcher mentions the students' names to describe the subject in front of the class for 2 minutes. Therefore, based on the researcher's evaluation, test 1 showed that 0% of students got scores above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 75. Meanwhile, all of the students were below that criterion. Based on the result, the researcher decided to continue to the second cycle.

In cycle 2, the teacher gave the students material related to describing a person. Next, the researcher provided handouts containing material describing people. After that, the researcher explained the material and gave the students time to ask about the material. After that, like in the first cycle, the researcher divides small groups of 3 persons into one group. Then the students practice their speaking using the story completion method. The researcher controlled the students and helped them until they could study independently. In this meeting, the researcher did not forget to share some vocabulary with students. Next, the researcher did a speaking test for students, like in cycle 1. In this meeting, the researcher assessed students' speaking by presenting in front of the class and describing the topic individually. Based on the researcher's evaluation, the test

result showed that 100% of all students got a score above the Minimum Mastery Criterion – *Kriteria ketuntasan Minimal (KKM)* 75.

In the test results, the students' speaking results improved after treatment, both in terms of speaking aspects and the material describing a person. Before the treatment, the students' speaking stammered, with unclear accuracy, fluency, and comprehensibility, whereas after the treatment, the students could describe a person. The student's speaking improved, and they did not haltingly. In terms of grammar, students are also more structured when speaking and describing a person in the present tense. Furthermore, the research showed that the Story Completion technique effectively teaches speaking at Merah Putih International Language School.

During actualizing the research, the researcher devised some results. The first is story completion, which makes it easier for students to describe people. This research was in line with Salmon, who stated that story completion is a technique that is very helpful in teaching, especially in English. Story completion can make the students more open to their minds to explain the story; moreover, the students enjoyed and had fun with the learning process and were not bored as long as the learning process.<sup>37</sup>

The second is all students speak out to describe people because learning activities are more engaging using the story completion technique. This result has the same result as Waode Hamsia, in which the story completion technique can

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<sup>37</sup> Salmon J Hukom, "Story Completion: A Technique in Teaching Speaking", *Jurnal Tahuri* 16, no. 2(October, 14<sup>th</sup> 2019), 1, <https://ojs3.unpatti.ac.id/index.php/tahuri/article/view/1358>.

encourage students to speak up. They have to be brave and have enough self-confidence when they want to talk about something.<sup>38</sup>

The third is students are more interested, fun, enjoy, and not afraid of mistakes in speaking and learning through story completion technique. It is consistent with Ira Risnawati. The story completion technique was very enthusiastic and made the class atmosphere enjoyable. Also, this technique affects the courage of students to tell stories in front of the class.<sup>39</sup>

Based on this research, the researcher found a disadvantage while researching the course. The teaching technique was not carried out for the next cycle due to time constraints. Students in the course made payment for the material, which had been arranged in several meetings. So that class hours did not disturb.

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<sup>38</sup> Waode Hamsia, "Developing Students' Speaking Ability Through Story Completion", *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 5, no. 1, (2018): 1. <https://e-journal.undikma.ac.id/index.php/joelt/article/view/2298>.

<sup>39</sup>Ira Risnawati, "The influence of using story completion technique towards students' speaking ability on narrative text on the first semester of the tenth grade MA MATHLA'UL ANWAR GISTING in the academic year 2021/2022" (Doctoral dissertation, UIN RADEN INTAN LAMPUNG), (2022), 52.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After examining the test data, it can be determined that applying the story completion technique significantly positively impacts students' speaking abilities. The outcome shows that students significantly improved on the speaking test during cycle 2 than they did during cycle 1. The student's speaking improved because of exciting learning activities, and students are active in the learning process because all students talk and describe someone based on their opinion.

#### B. Suggestion

##### 1. For the English teacher

To stimulate students' interest in learning English, especially speaking, English teachers must be able to refine their methods and teaching materials. Students' interest and motivation can be increased through the use of media or other strategies in the teaching and learning process. The researcher recommended English teachers incorporate the story-completion technique as one of their teaching strategies, especially when it comes to speaking skills.

##### 2. For the students

Students should actively participate in the learning process and not be shy or afraid to express their ideas, especially when speaking. To develop their English-speaking abilities while learning, they should feel comfortable speaking English to their teacher or friends. Additionally, they must appreciate and pay attention when their friends or teachers share their opinions or give instructions.

### 3. For the further research

Based on the result that the story completion technique can improve the students' speaking ability, the researcher suggests that further researchers use this technique in teaching speaking. Furthermore, the result can reference more research on a different topic. It could be helpful to research other student conditions, such as motivation and interest.



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*Appendix 1: Soal diagnostic test speaking describing a person*

**Speaking-test**

Instructions :

1. Describe yourself.
2. Describe yourself in front of the class individually in two minutes.



*Appendix 2: Soal test cycles 1&2*

**Speaking test Cycle 1 & 2**

Instructions:

1. Choose one picture below

a.



b.



c.



2. Describe the picture that you choose in two minutes.

### Appendix 3 : Izin penelitian

    
1 2 0 2 2 1 9 0 0 9 1 0 8 5

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326048

**ASLI** **IZIN PENELITIAN**  
NOMOR : 1085/IP/DPMP/PTSP/IX/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : HAYARNA  
Jenis Kelamin : Perempuan  
Alamat : Dsn Padang Lambe Kab Luwu  
Pekerjaan : Mahasiswa  
NIM : 18 0202 0003

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE EFFECTIVENESS OF USING STORY COMPLETION TECHNIQUE IN TEACHING SPEAKING AT MERAH PUTIH INTERNATIONAL LANGUAGE SCHOOL**

Lokasi Penelitian : MERAH PUTIH INTERNATIONAL SCHOOL PALOPO  
Lamanya Penelitian : 02 September 2022 s.d. 02 Desember 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 05 September 2022  
a.n. Kepala Dinas Penanaman Modal dan PTSP  
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

  
**ERICK K. SIGA, S.Sos**  
Pangkat : Penata Tk.I  
NIP : 19830414 200701 1 005

**Tempusah**

1. Kepala Badan Kesbang Prov. Sul-Sel,
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapoibes Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

Appendix 4:PPP Lesson plan cycle 1 & 2

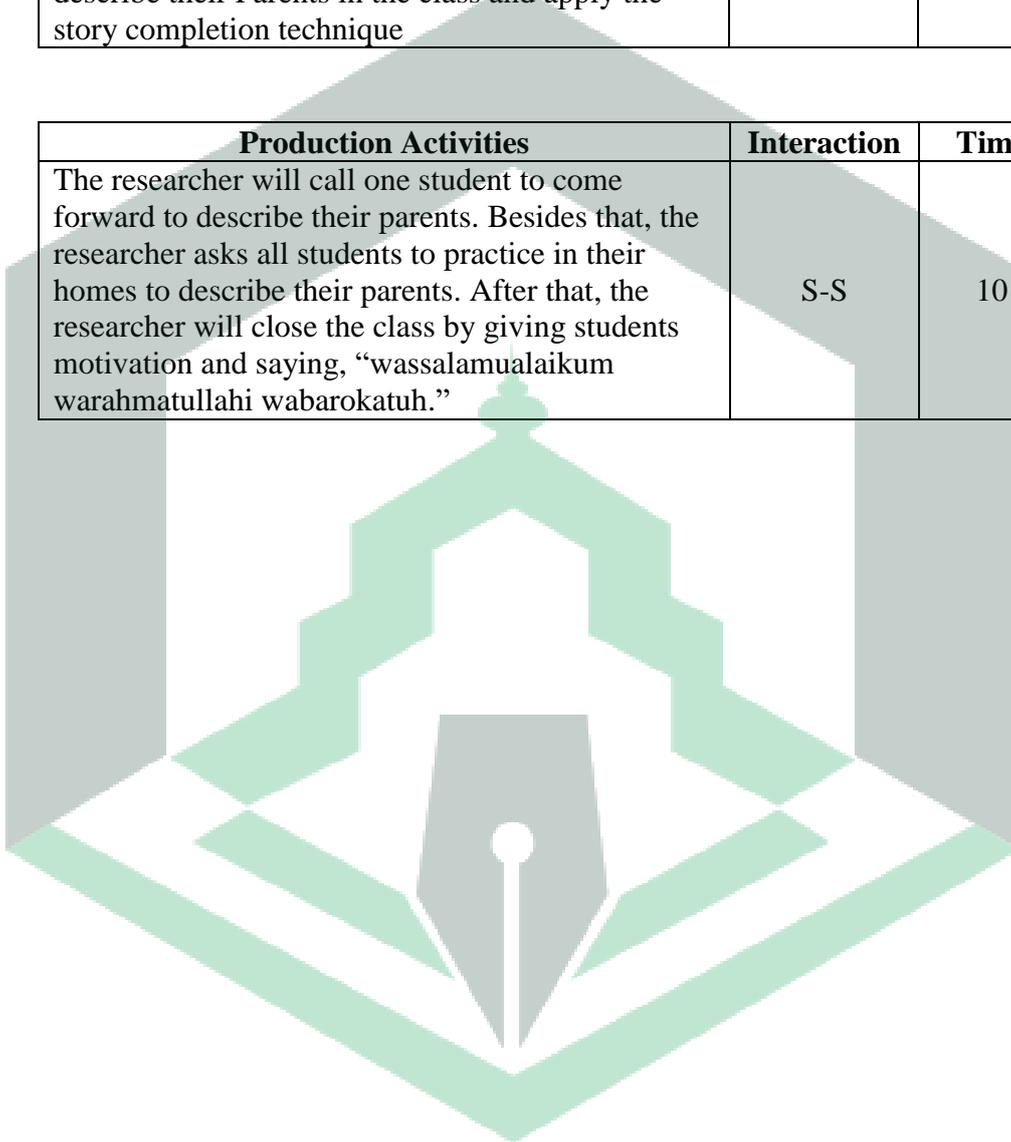
**LESSON PLAN CYCLE 1**

<b>CLASS/LEVEL</b>	<b>Basic</b>
<b>TOPIC</b>	<b>Describing Person</b>
<b>OBJECTIVES</b>	<b>Students should be able to describe a person</b>
<b>VOCABULARIES</b>	<i>Attracted, Beautiful, Cheerful, Clever, Cute, Diligent, Easy Going, Happy, Helpful, Hard Worker, Honest, Handsome, Intelligent, Sharp Eyes, Pointed Nose, Round Face, Blonde Hair, Dark Skin, Thick Lips, Short, Strong.</i>
<b>MATERIALS</b>	Marker
<b>TIME</b>	<b>60 minutes</b>
<b>POTENTIAL PROBLEM</b>	<b>Mixed ability</b>

<b>Present Activities</b>	<b>Interaction</b>	<b>Time</b>
<p><b>Greetings and pray</b> The teacher says, “Assalamualikum warahmatullahi wabarokatuh” after that, the teacher asks the student’s condition (how are you?). After asking about the condition, the teacher asks one student to lead prayer before studying.</p>	T-S	5
<p><b>Attention grabber</b> The teacher instructs students. When the teacher says “hocus focus,” students answer, “<i>Everybody focus.</i>” The teacher will show the example.</p>	T-S	5
<p><b>Lead in</b> The teacher will ask one student, “<i>What do you think about your friend? What are facial features that you can see from him/her?</i>” After that, the teacher will ask students again to guess the topic they will study today.</p>	T-S	5
<p><b>Presentation</b> The teacher explains the material about describing a person, Such as the definition and example of describing a person. Besides that, the teacher will explain the story completion technique.</p>	T-T	20
<p><b>Checking to understand</b> The teacher will ask the students questions about the material the teacher has explained.</p>	T-S	5

<b>Practice Activities</b>	<b>Interaction</b>	<b>Time</b>
The teacher will divide students into two groups. Every group consists of five students. After that, the teacher will give the students topic “Parents,” describe their Parents in the class and apply the story completion technique	S-S	10

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
The researcher will call one student to come forward to describe their parents. Besides that, the researcher asks all students to practice in their homes to describe their parents. After that, the researcher will close the class by giving students motivation and saying, “wassalamualaikum warahmatullahi wabarokatuh.”	S-S	10



## LESSON PLAN CYCLE 2

<b>CLASS/LEVEL</b>	<b>Basic</b>
<b>TOPIC</b>	<b>Describing Person</b>
<b>OBJECTIVES</b>	<b>Students should be able to describe a person</b>
<b>VOCABULARIES</b>	<i>Attracted, Beautiful, Cheerful, Clever, Cute, Diligent, Easy Going, Happy, Helpful, Hard Worker, Honest, Handsome, Intelligent, Sharp Eyes, Pointed Nose, Round Face, Blonde Hair, Dark Skin, Thick Lips, Short, Strong.</i>
<b>MATERIALS</b>	Marker
<b>TIME</b>	<b>60 minutes</b>
<b>POTENTIAL PROBLEM</b>	<b>Mixed ability</b>

Present Activities	Interaction	Time
<p><b>Greetings and pray</b> The teacher says, “Assalamualikum warahmatullahi wabarokatuh” after that, the teacher asks the student’s condition (how are you?). After asking about the condition, the teacher asks one student to lead prayer before studying.</p>	T-S	5
<p><b>Attention grabber</b> The teacher instructs students. When the teacher says “hocus focus,” students answer, “<i>Everybody focus.</i>” The teacher will give an example.</p>	T-S	5
<p><b>Presentation</b> The teacher-reviewed material describes a person and explains the story completion procedure method. Besides that, the researcher will give students a handout about the material.</p>	T-T	25
<p><b>Check to understand</b> The teacher will ask the students questions about the material the teacher has explained.</p>	T-S	5

Practice Activities	Interaction	Time
<p>The researcher asked the students to sit with their group. The researcher gives the same topic, that is, describing Parents. After that, the researcher starts to tell a story then the first group of students continues to complete the story until they finish by applying the story completion technique.</p>	S-S	15

<b>Production Activities</b>	<b>Interaction</b>	<b>Time</b>
The researcher will call one student to come forward to describe their parents. Besides that, the researcher asks all the students to practice in their homes to describe their friends. After that, the researcher will close the class by giving students motivation and saying, “wassalamualaikum warahmatullahi wabarokatuh.”	S-S	10



Appendix 5: Handout

# DESCRIBING PEOPLE

Describing people artinya adalah menggambarkan orang. Menggambarkan orang (people) bisa dari *Characteristics* (sifat) dan *Physical Appearance / Look* (penampilan fisik).

## Apparance

Saat mendeskripsikan seseorang, kita harus menyampaikannya dengan kalimat yang benar. pola kalimat yang bisa dipakai untuk membicarakan penampilan fisik seseorang:

*Subject + is/ are + ....*  
*Subject + has/ have + ....*

Example:

- *Gina is thin.*
- *She is a skinny girl.*
- *They have dark skin.*

Selain pola di samping, kita juga bisa menggunakan pola:

*Her/ his + anggota tubuh + is/ are + adjective*

Example:

- *Her hair is curly.*
- *His lips are small.*

Kita juga bisa menceritakan pakaian atau aksesoris yang selalu dipakai orang yang sedang kita deskripsikan. Ingatlah bahwa pada konteks ini, kita sedang membicarakan fakta umum atau kebiasaan, jadi gunakanlah simple present tense:

*Subject + wear/ wears + pakaian/ aksesoris*

Example:

- *He wears glasses.*
- *Diana and David wear a ring.*
- *She wears a ruby necklace.*

## Characteristic

*Character* atau *personality* atau sifat adalah hal lainnya selain penampilan fisik untuk mendeskripsikan seseorang. Berbeda dengan penampilan fisik yang bisa dilihat dengan kasat mata, untuk mendeskripsikan karakter seseorang, kita harus mengenal orang yang akan kita deskripsikan terlebih dahulu. Beberapa pola kalimat yang bisa dipakai untuk mendeskripsikan sifat seseorang, di antaranya adalah:

*Subject + is/ are + ....*  
*Subject + has/ have + ....*

Example:

- *He is nice.*
- *Mat is lazy.*
- *Joe has a calm attitude.*

NAME :

ADDRESS :



Appendix 6 : Surat keterangan validasi instrument

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan dibawah ini:

Nama : Dr. Magfirah Thayyib, S.S., M.Hum.  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : IAIN Palopo

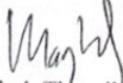
Menyatakan bahwa soal *Speaking Test* dengan judul:  
*The Effectiveness Of Using Story Copmletion Technique In Teaching Speaking at Merah Putih International Languange School*  
dari mahasiswa:

Nama : Hayarna  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 18 0202 0003

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:  
Samakan Instruksi /rubrik tes di tes 1 dan 2.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 29 Agustus 2022  
Validator,

  
Dr. Magfirah Thayyib, S.S., M.Hum.  
NIP : 198507192018012001

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Magfirah Thayyib, S.S., M.Hum.  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *Obsevation sheet* dengan judul:

*The Effectiveness Of Using Story Copmletion Technique In Teaching Speaking at Merah Putih International Languange School*  
dari mahasiswa:

Nama : Hayama  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 18 0202 0003

(sudah siap ~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Sudah baik karena referensinya valid dan reliable.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 29 Agustus 2022

Validator,

  
Dr. Magfirah Thayyib, S.S., M.Hum.  
NIP : 198507192018012001

*Appendix 7: Hasil diagnostic test*

**TRANSCRIPT DIAGNOSTIC-TEST**

1. Student 1 :

I want to tell you about myself. I have... I have... I have big eyes. Eee.. and... I am tall.. mmm. I have tan skin. Eee... ee.. I have... I have.. roll.. roll... and I stupid mm... I do know I stupid or and I... I... I am beautiful .... I...I...

2. Student 2 :

My name is .. and I am... short... I am tin .....ee.....

3. Student 3 :

I would like to tell you about myself. My name is Kafka. I am fill years old. .... My body is short. My eyes... my eyes .. big eyes. My hair... my hair... dark hair.....

4. Student 4 :

I am short. I have... big eyes... I flat nose. Eee.. I am happy. I am tan skin... I have tan skin...

5. Student 5 :

I am thirteen years old. I am tall. Em... I have mounq. Emm, I am slanted eyes, mmm, I white skin. Emm... I stupid. I little beautiful.

6. Student 6 :

I would like to tell you about myself. Ee... I have tan skin. Ee... I have big eyes. Ee... I smart. Ee... I able. I right.. ee... I available. I have dark hair. Ee... I have wavy hair... ee I think that's all.

## TRANSCRIPT TEST CYCLE 1

1. Student 1 :

He is Ria Yunita or Ria Ricis. She is from Batang. She is... ee she was born she was born on one July em.. nineteen nineteen five eh ninety ninety five. She is tall. She is beautiful. She is wearing veil. She is a round face. She is.. she is big eyes. She is a pointed nose. She has a chubby face. She is slim, and she is Youtuber and Selebgram. She has a husband, and she has one children. Em, I think that's all.

2. Student 2 :

His name is Hj. Ir. Jokowi. He is from surakarta Jawa Tengah. He is sixty-one years old. He was born on twenty-one of June nineteen sixty-one. He is tall. He is kind. He is tin. He has three children. He has ee he has tun face. He has mall. He has a dimple. He has generous. He is ee... wise. He is able. Ee... he has... he has...e...slanted eyes. Ee.. he is the president of Indonesia. I think that's all.

3. Student 3 :

Her name is Ria Yunita. She is from Batang. She was born on twenty-nine eh... one July nineteen thousand eh.. astagfirullah nineteen ninety five. She is tall. She is thin. She is smart. She has a chubby face. She has a sharp nose. She has tan skin. .... She is wearing veil. She is Youtuber and selebgram..... I think that's all.

4. Student 4 :

His name is Jokowi. She is from surakarta, Jawa Tengah. He is sixty-one years old. He has wife. He has three children. She has a tin face. He has mall. He is tin. He is ee... he is clever. He is easy going to got president. I think he is handsome. He has...he has tan skin. Emmm..he is smart. I think that's all.

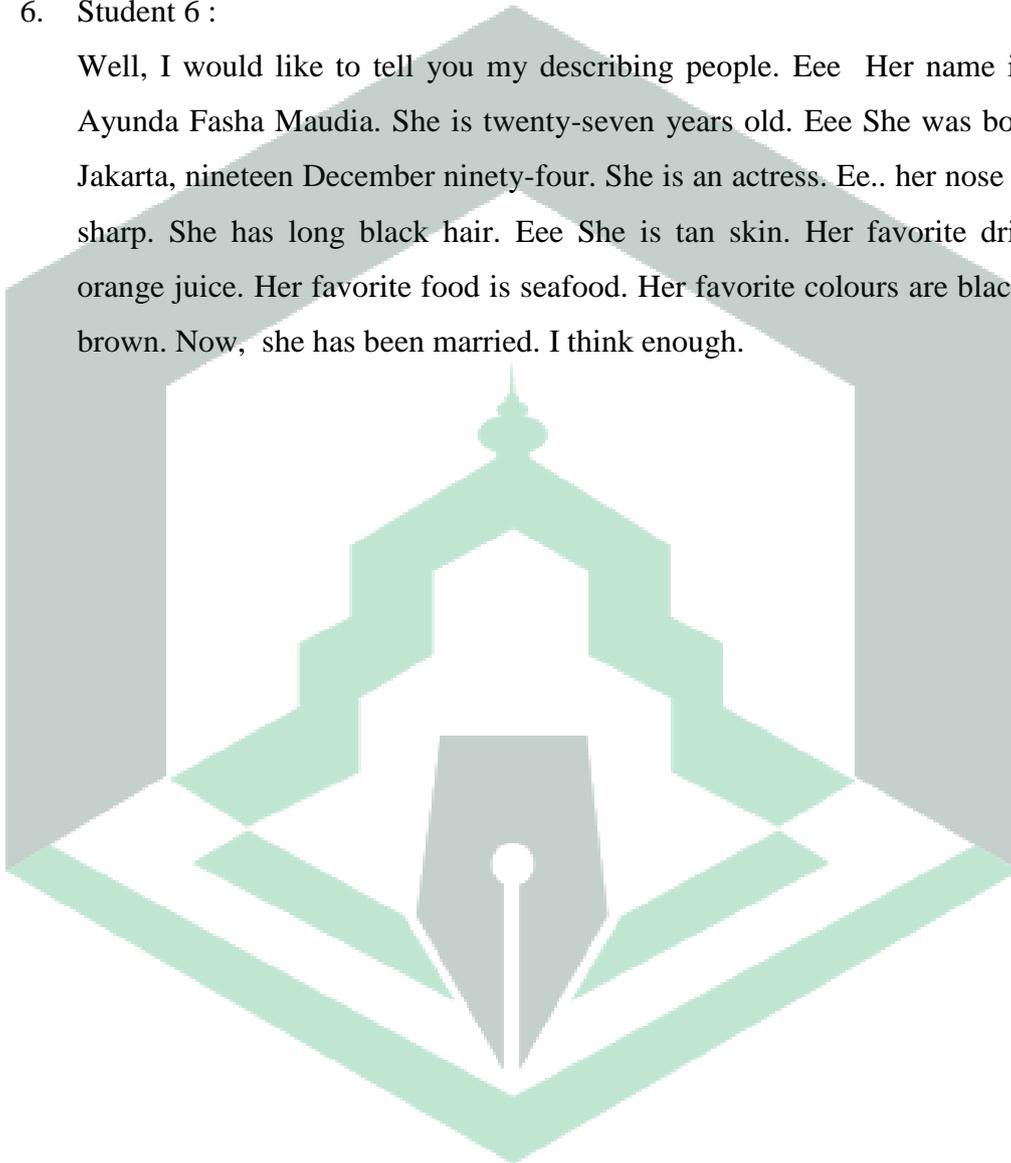
5. Student 5 :

His name is Hj. Ir. Jokowi. He is from Surakarta. He is...his born eh... sixty-one of June of June.....hffftt.....em he is born on twenty-one of June

ee...ninety sixty-one. She is ee... he is sixty-one years old. She has wife. She has ee he has three children. He is tall. He has a tin face and...and...she has a pointed nose. She has big eyes. She has lip cherry. She is kind. She is reliable. She is wise and easygoing. She is the president of Indonesia. I think that's all.

6. Student 6 :

Well, I would like to tell you my describing people. Eee Her name is eee Ayunda Fasha Maudia. She is twenty-seven years old. Eee She was born on Jakarta, nineteen December ninety-four. She is an actress. Ee.. her nose is not sharp. She has long black hair. Eee She is tan skin. Her favorite drink is orange juice. Her favorite food is seafood. Her favorite colours are black and brown. Now, she has been married. I think enough.



## TRANSCRIPT TEST CYCLE 2

1. Student 1 :

Well, I would like to tell you my describing people. Her name is Ria yunita. She is from Batang. She was born on one July nineteen ninety five. She is tall. She has a round face. She has a dimple. She has mm pointed nose. She is wearing veil. She is smart. She is able. She is generous. She is wife e wise. Emm, she has a husband. She has one children. She is selebgram and youtuber. I think enough.

2. Student 2 :

Well, I would like to tell you about my president. His name is Ir. Hj. Jokowi. He is from surakarta, Jawa Tengah. He is sixty-one years old. He was born on twenty-one.. twenty-one... twenty-one of June nineteen sixty-one. He has wife. He has three children. His favorite drink is eurp. His favorite food is Soto. His favorite color is white. His hobbies are traveling and reading a book. He is tall. He is thin. He is generous. He is kind. He has a dimple. He has he has slanted eyes. I think enough.

3. Students 3 :

Well, I would like to tell you about Ria Yunita. Her name is Ria Yunita. She is from Batang. She was born on one July nineteen thousand ninety five. She is tall. She is wearing veil. She has a chubby face. She has sharp nose. She has tan skin. She has big eyes. She is youtuber and selebgram. I think that's all.

4. Student 4 :

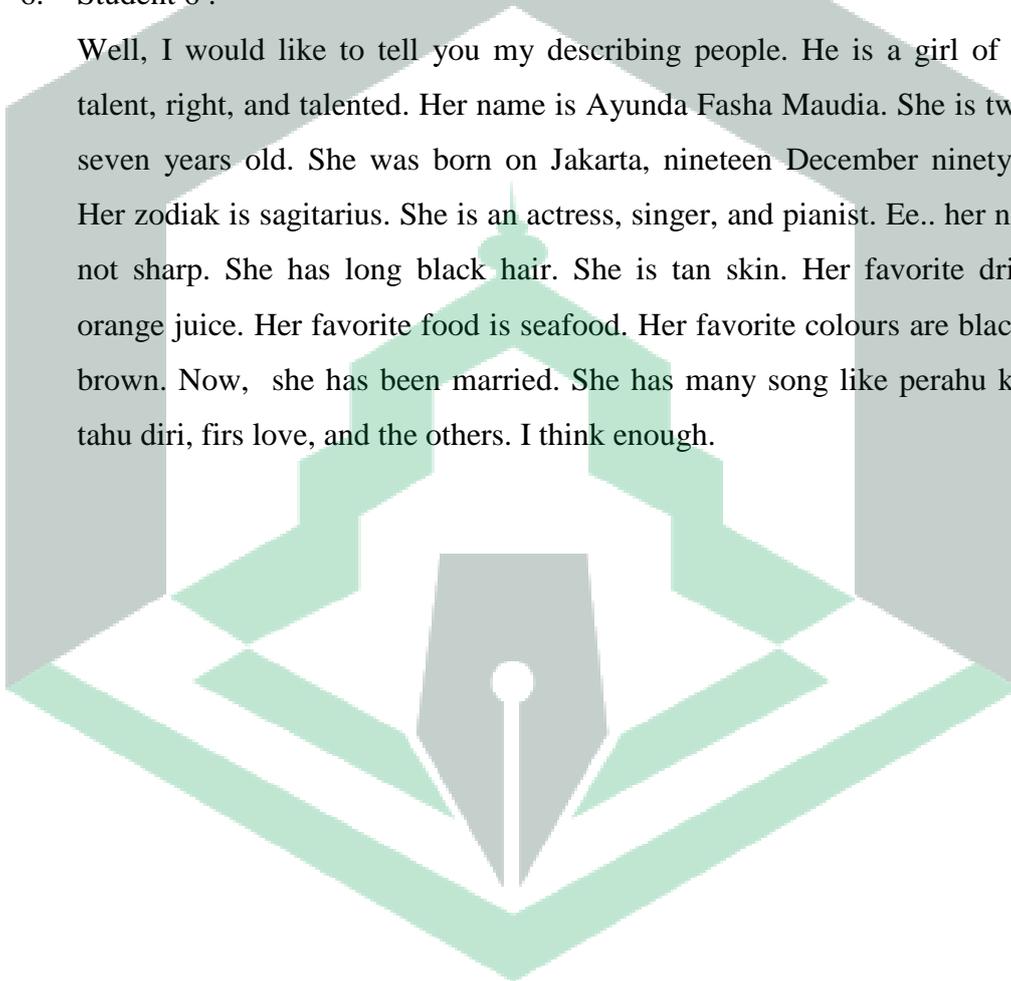
Well, I would like to tell you about my president. His name is Ir. Hj. Jokowi. He is from Surakarta , Jawa Tengah. He is sixty-one years old. He has three children. He has wife. His favorite food is Soto. His favorite drink is eurp. His favorite color is white. He is thin. He has thin face. He is tall. He is wise. He is easy going to got president. I think that's all.

5. Student 5 :

Well, I would like to tell you about my president. His name is Ir. Hj. Jokowi. He is from Surakarta. He has wife. He is sixty-one years old. He was born on twenty-one of June nineteen of, sixty one. He has five grandchild. He is tall. He has tan skin. He has a pointed nose. He has big eyes. He has a dimple. He has black hair. He has ee... he has thin face. He is kind. He is reliable. He is able. He is wise.

6. Student 6 :

Well, I would like to tell you my describing people. He is a girl of many talent, right, and talented. Her name is Ayunda Fasha Maudia. She is twenty-seven years old. She was born on Jakarta, nineteen December ninety-four. Her zodiak is sagitarius. She is an actress, singer, and pianist. Ee.. her nose is not sharp. She has long black hair. She is tan skin. Her favorite drink is orange juice. Her favorite food is seafood. Her favorite colours are black and brown. Now, she has been married. She has many song like perahu kertas, tahu diri, firs love, and the others. I think enough.



Appendix 10: Teacher's and student's observation sheet cycle 1 & 2

**CYCLE 1**

**Teacher and Students observation sheet**

English course : Merah Putih International Language School  
 Adress : Kelapa street  
 English Teacher : Ricky Gazali, S.Pd., M.Pd.  
 Subject Material : Describing Person  
 Level : Basic

**A. Teacher's Observation Sheet**

Note: 1 = Very bad

2 = Bad

3 = Good

4 = very good

No	INDICATOR	Yes	No	Score
<b>Preparation</b>				
1	Physical preparation of the teacher for the learning program	✓		3
2	Teaching materials, including instructional design, for teachers	✓		
3	Preparation of teachers for instructional media	✓	✓	
<b>Initial Activities</b>				
1	Teachers welcome the students.	✓		
2	Teacher reviews previously material and communicates instructional goal.		✓	3
3	Teacher explain how to use the story completion technique.	✓		
<b>Core Activities</b>				
1	Teacher divides students into some groups and gives interesting topic to students, then teacher start describing person	✓		3
2	Every group of students receives instructions from the teacher on how to complete the story, and the teacher then supervises student activity.	✓		
3	Teachers provide students with feedback, encouragement, and the chance to ask questions.		✓	
<b>Closing Activities</b>				
1	Together with the students, the teacher reviews the content.		✓	2
2	The teacher tells the class on the upcoming material.		✓	
3	Teacher ends the learning process	✓		

**B. Students' Observation Sheet**

No	INDICATOR	Yes	No	Score
<b>Preparation</b>				
1	Physical preparation for learning of students	✓		3
2	Preparation of students on teaching materials	✓		
3	Preparation of students for speaking activities		✓	
<b>Initial Activities</b>				
1	Students react to the greeting from the teacher	✓		
2	Students follow with the teacher's instructions to revisit the earlier content in order to achieve the educational goal.		✓	2
3	Students pay close attention to the description of how to use the technique of story completion.	✓		
<b>Core Activities</b>				
1	The topic of the describing person is distributed to the students in groups, and they focus on the first story of the theme.	✓		3
2	While the teacher controls the activities, students begin to finish or continue the story utilizing the story completion technique.	✓		
3	Students receives feedback and motivation from the teacher, then Students ask some questions		✓	
<b>Closing Activities</b>				
1	Along with the teacher, the students complete the material.		✓	2
2	the following material is given to the students		✓	
3	Students respond to the teacher's greeting	✓		

(sumber : Ratni Juliani, "Improving Students' speaking Proficiency by Using Story Completion Method at Tenth grade of MA AT-Tahzib Kekat in Academic Year 2020/2020". (Doctoral dissertation, UIN Mataram). (June,2020).

## CYCLE 2

### Teacher and Students observation sheet

English course : Merah Putih International Language School  
 Adress : Kelapa street  
 English Teacher : Ricky Gazali, S.Pd., M.Pd.  
 Subject Material : Describing Person  
 Level : Basic

#### A. Teacher's Observation Sheet

Note: 1 = Very bad  
 2 = Bad  
 3 = Good  
 4 = very good

No	INDICATOR	Yes	No	Score
<b>Preparation</b>				
1	Physical preparation of the teacher for the learning program	✓		4
2	Teaching materials, including instructional design, for teachers	✓		
3	Preparation of teachers for instructional media	✓		
<b>Initial Activities</b>				
1	Teachers welcome the students.	✓		
2	Teacher reviews previously material and communicates instructional goal.	✓		4
3	Teacher explain how to use the story completion technique.	✓		
<b>Core Activities</b>				
1	Teacher divides students into some groups and gives interesting topic to students, then teacher start describing person	✓		3
2	Every group of students receives instructions from the teacher on how to complete the story, and the teacher then supervises student activity.	✓		
3	Teachers provide students with feedback, encouragement, and the chance to ask questions.	✓		
<b>Closing Activities</b>				
1	Together with the students, the teacher reviews the content.	✓		3
2	The teacher tells the class on the upcoming material.		✓	
3	Teacher ends the learning process	✓		

**B. Students' Observation Sheet**

No	INDICATOR	Yes	No	Score
<b>Preparation</b>				
1	Physical preparation for learning of students	✓		4
2	Preparation of students on teaching materials	✓		
3	Preparation of students for speaking activities	✓		
<b>Initial Activities</b>				
1	Students react to the greeting from the teacher	✓		
2	Students follow with the teacher's instructions to revisit the earlier content in order to achieve the educational goal.	✓		3
3	Students pay close attention to the description of how to use the technique of story completion.	✓		
<b>Core Activities</b>				
1	The topic of the describing person is distributed to the students in groups, and they focus on the first story of the theme.	✓		
2	While the teacher controls the activities, students begin to finish or continue the story utilizing the story completion technique.	✓		3
3	Students receives feedback and motivation from the teacher, then Students ask some questions	✓		
<b>Closing Activities</b>				
1	Along with the teacher, the students complete the material.	✓		3
2	the following material is given to the students		✓	
3	Students respond to the teacher's greeting	✓		

(sumber : Ratni Juliani, "Improving Students' speaking Proficiency by Using Story Completion Method at Tenth grade of MA AT-Tahzib Kekat in Academic Year 2029/2020". (Doctoral dissertation, UIN Mataram). (June,2020).

*Appendix 11: Documentations*



Picture 1. Diagnostic test



Picture 2. Diagnostic test



Picture 3. Cycle 1



Picture 4. Cycle 1



Picture 5. Cycle 2



Picture 6. Cycle 2

## CURRICULUM VITAE



**Hayarna**, was born on 12 January 2000 in Padang Lambe.

Her father's name is Kubra and her mother's name is Satriana.

She lives at Padang Lambe. She started her study in Elementary

School (SDN 430 PANDOSO) in 2006 and she graduated in

2012. After that, she continued her study at SMPN 3 Suli and graduated in 2015.

Then, she continued her study at SMAN 01 Luwu, graduating in 2018. After that,

in 2018, she continued her study at State Islamic Institute (IAIN) of Palopo and took English Language Education Study Program. She finished her study in 2022.

At the end of her study at State Islamic Institute (IAIN) of Palopo, she wrote a thesis entitled "The Effectiveness of Using Story Completion Technique in Teaching Speaking Skill at Merah Putih International Language School."