

# The Effect Of Story Completion Technique Toward Student's Speaking Skill By Using WhatsApp At The Second Grade Of SMAN1 SALO

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## ABSTRAK

This research aims to find out whether there is an effect on using Story completion technique towards the students' speaking skill in online class, in academic year 2019/2020. This research is quasi-experimental research that carried out at first grade students of SMA N 1 SALO. In taking the sample, the researcher used cluster sampling technique. It involved 43 students of two classes, XI IPA 1 as experimental class and XI IPA 2 as control class. Each class consisted of 21 students and 22 students. The experimental class was taught by using Story completion technique while control class was taught by using teacher's method. The data were analyzed by using T-test formula. Based on the result findings, it can be concluded that the use of Story completion technique in teaching speaking skill in online class is effective. Therefore, it is recommended that Story completion can be implemented as one of the effective teaching technique for the teacher to teach speaking skill and for the future researcher can use the same kind of the research with different sample and condition.

**Keywords:** *Story Completion Technique, Speaking Skill, WhatsApp*

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## INTRODUCTION

Speaking is the most basic medium of communication by humans. Speech helps us to communicate our thoughts, ideas, suggestions, comments, in the most natural and reliable way without much distortion of information. Communication is very important to have fair and justified decisions at various levels of society. Speaking is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak their express of ideas even in simple form of conversation.

According to (Baharuddin, 2013) speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse. In addition, (Scott Thornbury, 2005) defines speaking as a skill and needs to be developed and practised independently of the grammar curriculum.

In this era, especially in Indonesia we have a problem about virus. We call that corona virus or covid-19. Because of the virus the learning process should be stop in the school. Students' learning outcome, which is still considered as unsuccessful, has always been the focus of criticism towards the failure of teaching of English in Indonesia (Rianti, 2013). The government, give the information that the student must be study at home and the teacher must give some assignment for the students. Automatically, in teaching learning process must to have using online class as media, such as using: what's app, youtube, zoom application, instagram and etc. To achieve the effectiveness learning goals, the teacher must be able to create the optimal learning models and techniques, one of which is by using media. The role of teachers in the learning process, among others as informatory / communicators, organizers, conductors, motivators, directors and mentors, initiators, disseminators, facilitators, evaluators, and educators (C. Ayu, 2017).

As one of the popular mobile application, WhatsApp as a social network tool is becoming one of the major tools for education and entertainment. WhatsApp is a globally popular instant messaging application for Smartphone. Whatsapp messenger works with internet connectivity and assists its users to keep on in touch with friends, teachers and relatives in the contact list. It helps users to create groups, send unlimited message, sharing images, video and audio messages, exchanging ideas, thoughts and emotions to any other user (Linda & Ri'aeni, 2018).

Problem in learning and teaching is still exist at school. In SMA N 1 SALO, speaking is one of problematic subject for students and teacher in learning process. The students have a nervous habit when the teacher asked them to speak, they are mostly passive in every conversation or discussion in speaking lesson. And they tend to shy and afraid to answer the questions from the teacher cause lack of vocabulary. Based on the interview with the English teacher in SMA N 1 SALO, there are still many students cannot speaking English well, the students speaking skill is in low level, and their speaking ability was still so far from the expectation of the curriculum.

Story completion is an effective technique for overcoming students' speaking skill problems. Story completion is an affective technique that can be used in learning speaking skill. This technique is used to help students increase their speaking ability and this technique is going to be an interesting technique because every student will motivated to speak, ignore the error that they will make later on.

(Kayi, 2006) define that story completion is an activity which very enjoyable in whole class. In this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to create from four to ten sentences and the students can add new characters, events, description and so on. The learners will easily be plunged into the plots of the story as they had to tell the part of the story decided. They can use their gesture as the expression when they are telling a story.

Based on the explanation and problems experienced by the students above, it is important to conduct a study entitled "The Effect of Story Completion Technique towards Student's Speaking Ability by Using WhatsApp at the Second Grade of SMA N 1 SALO".

## METHOD

The design of this research is quasi experiment design with post-test and pre-test. A quasi-experiment design is where the treatment variable is manipulated but the groups are not equated prior to manipulate of the independent variable. According to (Solso and Maclin,2002) experimental research is a study in which at least one variable is manipulated to study cause-effect relationship. Therefore, experimental research is a systematic method for relationship that contain cause and effect. The type used is pretest-posttest group design. Meanwhile, control group was only given a pre-rest and post-test without particular treatment as given to the experimental group. There are two variable in this research: namely the effect of story completion technique as independent variable (X), and speaking skill as dependent variable (Y). This research used two groups as sample. The first is experimental group and another is control group. The experimental treated using story completion.

The population of the research was the second grade students of SMAN 1 SALO in 2019/2020 academic year. It was consist of 4 classes and 85 students. Each class more than 20 students.

This research used purposive clustering sampling to determine the sample. With clustering sampling, the researcher divides the population into separate groups, called clusters. While to determine the control and experiment classes, the researcher used a lottery for all classes of the population

## FINDINGS AND DISCUSSION

The purpose of this research is to obtain the data of students' speaking skill after learning in online class by using Story Completion. There were two classes which were taken as sample by clustering sampling. It was found that class XI IPA 1 as experimental class and XI IPA 2 as controlled class.

### A. The Data of Students' Speaking ability

#### 1. The data of students' speaking ability in experimental class

The data of students' speaking skill by using Story completion technique were obtained from post-test of XI IPA 1 as an experimental class with 21 students. This strategy was used in onlineclass in 4 meetings in the experimental class. The data pre-test and post-test of experimental classcan be seen at appendix. From the data pre-test and post-test, the researcher found that the total ofpost-test score in experimental class was 1532, with the mean score was 73 the highest score was 88and the lowest score was 64. The frequency of post-test score in experimental class can be seenfrom the table below:

**Table 2**  
**The Frequency of Post-test Score in Experimental Class**  
**Post-test Experiment Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Va Very Good	6	28.6	28.6	28.6
lid Good	10	47.6	47.6	76.2
Excellent	2	9.5	9.5	85.7
Fair	3	14.3	14.3	100.0
Total	21	100.0	100.0	

Based on the table above, it could be seen that there were 3 students who got fair category score with the percentage 14.3%. There were 10 students who got good category score with the percentage 47.6%. There were 6 students who got very good category score with the percentage 28.6%. It can be concluded that the highest percentage categories score of students' post- test score in experimental class was good categories with the percentage 47.6%. It means that the students' speaking skill after being taught by using Story Completion technique was categorized into good.

#### 2. The Data of Students' Speaking skill in controlled class

The data of the students' speaking skill was taught without story completion technique were obtained from post -test in XI IPA 2. The researcher taught in online class for 4 meetings in the control class. The data pre-test and post-test of control class can be seen at appendix. From the data pre-test and post- test, the researcher found that the totalof post-test score in control class was 1432 with the average score was 65, the highest score was 80 and the lowest score was 56. The frequency of post-test score in controlled class can be seen at the table below:

**Table 3**  
**The Frequency of Post-test Score in Control Class**  
**Post-test Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Good	2	9.1	9.1	9.1
Good	8	36.4	36.4	45.5
Fair	12	54.5	54.5	100.0
Total	22	100.0	100.0	

The table above shows that there were 12 students who classified into fair category with the percentage 54.5%, there were 8 students who classified into good category with the percentage 36.4%, there were 2 students who classified into very good category with the percentage 9.1%. The total number of the students in control class were 22 students. It can be concluded that the highest percentage categories score of students' post-test score in control class was fair categories with the percentage 54.5%. It means that the students' speaking skill without taught by using story completion was categorized into fair.

#### **B. The Data Analysis**

The data analysis presented the result of how the students' speaking skill taught by using story completion technique and how students' speaking skill taught without using story completion technique, whether there is any significant effect of using story completion technique on students' speaking at the eleventh grade students of SMA N 1 SALO. To analyze the data, the writer used Paired Sample T-test through SPSS 17 version program.

##### **1. The Data Analysis on Students' Speaking Skill in Experimental and Control Class**

The researcher applied story completion in experimental class as a treatment. To know the result of students' speaking skill score, the researcher conducted post-test. The statistical description of students' score of post-test in experimental class is described as follows:

**Table 4**  
**The Descriptive Statistics of Post-test in Experimental and Control Class**  
**Descriptive Statistics**

	N	Mean	Std. Deviation
Experiment	21	72.95	6.682
Control	22	65.09	6.782

From the table above, it could be seen that the mean score of experimental class with 21 students which taught by using story completion technique was

72.95 and the standard deviation was 6.68. Meanwhile, the mean score of control class with 22 students which taught by teacher's method was 65.09, the standard deviation was 6.78.

## 2. The Significant Difference of Students' Speaking Skill in Experimental and Control Class

In order to know whether there is or no the significant difference of students' writing skill by using story completion technique and teacher's method at the eleventh grade of SMA 1 SALO, the researcher used Independent Sample T -test as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 17 version program. Before analyzing the data, firstly the researcher analyzed the normality of the test for both classes. the result is below:

**Table 5**  
**Test of Normality**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		21
Normal Parameters <sup>a</sup>	Mean	.0000000
	Std. Deviation	3.70602521
Most Extreme Differences	Absolute	.219
	Positive	.219
	Negative	-.158
Kolmogorov-Smirnov Z		1.005
Asymp. Sig. (2-tailed)		.265

1. Test distribution is Normal
2. Calculated from data.

### Hypothesis:

Ho: Data is normality distributed

Ha: Data is abnormally distributed

### Testing Criteria:

If probability (sig) > 0.05, Ho is rejected  
If probability (sig) < 0.05, Ho is rejected

Based on the table above, it shows that the significant level of post-test data of experimental and control class was 0.265, it means that  $0.265 > 0.05$ . In conclusion, the data were in normal distribution. Finally, it can be concluded that Ho was accepted and Ha was rejected. In other words, the data were normally distributed.

**Table 6**  
**Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
.04	1	4	.830

The table above explains the probability (sig) was 0.830. It was upper than 0.05 ( $0.830 > 0.05$ ). It can be concluded that the data was homogenate.

After calculating the normality and homogeneity of the test, the data would be analyzed by using by SPSS to find out Paired Sample T-test.

**Table 7**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Experimental Class - Posttest Experimental Class	-15.048	3.775	.824	16.76	-13.329 6	18.269	20	.000

**The Analysis of Variance**

From the data above, it could be seen that the mean score of posttest in experimental class was 15.045 with the standart deviation 3.775 and the standart error mean was 824, the t score was 18.269 and the df was 20 with the significant (2-tailed) was 0.000. It is answered the hypothesis of the research that  $H_a$  is accepted because  $0.000 < 0.05$  and  $H_o$  is rejected. It means that there is an effect toward the students' speaking skill by using story completion technique of eleventh grade SMA N 1 SALO.

## CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is a significant effect on students' speaking skill after the application at the eleventh grade SMA N 1 SALO. The students' speaking skill in experimental class is higher than control class.

It can be seen in the data analysis that there are many students who get a good score in the class with story completion than the students in control class.

### Suggestion

After conducting the research, the researcher gives several recommendation for the students, English teacher, and other researchers below:

#### 3. Students of Senior High School

The English teaching and learning process can run effectively and communicatively if every participant involved gives positive contribution during the teaching and learning process in online class. The students, as the subject in the teaching and learning process, should involve more and actively participate in the activities during online class. They also need to be serious and build more confidence to learn English, especially speaking. They need to keep practicing if they want to master in speaking.

#### 4. English Teacher

Speaking is one of the English skills that causes student problems in the teaching and learning process. It is essential for the English teacher to apply various kind of strategy teaching and learning English in online class, especially speaking. Story completion technique is an effective technique for overcoming students' speaking skill problems. Teachers must be able to create an atmosphere where it is comfortable and it is challenging for the students to maintain their motivation on learning online class.

#### 5. Other Researcher

For the other researchers who are interested in conducting research in same field, before implementing story completion technique, it would be better if the other researchers got to know the student knowledge related the topic. For the future researcher by story completion technique without online class, they can improve students' speaking skill by increasing students' motivation in determining ideas in speaking.

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