ABSTRACT

THE IMPLEMENTATION OF STORY COMPLETION
BASED ON TEXT TYPES TO IMPROVE STUDENTS' SPEAKING ABILITY
AT THE FIRST GRADE OF SMAN 9 BANDAR LAMPUNG

By

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The aims of this study are to find out whether (i) there is significant difference of students' speaking ability in descriptive and narrative text after being taught through story completion and (ii) the aspects of speaking is performed best by students in both descriptive and narrative text after being taught through story completion.

The subjects were 30 students of class X IPA 6 at SMAN 9 Bandar Lampung in 2017/2018 academic year. There were two raters to assess students' speaking performances and speaking test was used as the instrument. The students' speaking achievement was measured in terms of pronunciation, grammar, fluency, vocabulary, and comprehensibility. The data was analyzed by using repeated measure t-test in which the significance was determined by $p<0.05$ and hypothesis testing was computed using Statistical Package for Social Science (SPSS).

Based on the calculation of t-test, the result showed that the students' average score in descriptive test was higher than in narrative test (72.93 > 64.60). The results of the t-test indicated that the significant (2-tailed) value was 0.009 (p=0.009, $p < 0.05$). it showed that the hypothesis was accepted that is, there is significant difference of students' speaking ability in descriptive and narrative text after being taught through story completion. The result also shows that, comprehensibility was the aspect performed best in descriptive text and vocabulary was the aspect performed best in narrative by the students. Therefore, it is concluded that teaching descriptive text using Story Completion can be applied to help the students at SMA level to develop their speaking ability and recommended as a references to teach English in speaking class.