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

By
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ABSTRACT

THE IMPLEMENTATION OF TEXT COMPLETION
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The aims of this study are to find out (1) the effect of students' speaking ability in descriptive and narrative text after being taught through story completion and (2) the aspects of speaking 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. The students' speaking achievement was measured in terms of pronunciation, grammar, fluency, vocabulary, and comprehensibility. The data were 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, based on the results, it is concluded that teaching descriptive text using Story Completion can be applied to help the students to develop their speaking ability and it is recommended as a references to teach English in speaking class.

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By:
Lolita Falina

A Script

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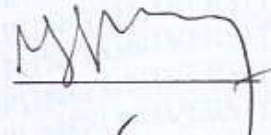NIP 19600719 198511 1 001   NIP 19641212 199003 1 003

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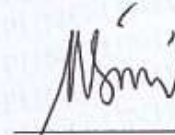NIP 19620203 198811 1 001

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CURRICULUM VITAE

Lolita Falina was born in Bandar Lampung on May 3rd, 1995 as the only daughter in a lovely family of A. Falach Caropeboka and Sumarlina. Muhammad Reynaldy is her only sibling. He was born on October 3rd, 1993.

TK Al-Hukama was her place for seeking pleasure in his early-stage-learning. She continued to SDN 2 Rawa Laut in 2002. She completed the study 6 years later in 2008. Latter stage, she enrolled in SMPN 4 Bandar Lampung. During her study, she started her organization experience by joining School Internal Student Organization (OSIS). She finished her junior high school in 2011. She continued her study to SMAN 9 Bandar Lampung. The same as in junior high school, she also joined OSIS in the senior high school. She graduated in 2014. In the same year, she successfully passed out SBMPTN program and was accepted as a student of English Education Study Program of the University of Lampung.

DEDICATION

This writing-work is fully dedicated to My Beloved Mother,
Father, and my only brother who always keep on praying for my life
and always support me in accomplishing this script.

MOTTO

-"All our dreams can come true if we have the courage to pursue them"-

- Walt Disney-

"It is fine to celebrate success but it is more important

to heed the lessons of failure" –

Bill Gates

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8. My seniors in English Department 2013, thank you for your greatest motivation, kindness, and helps.

9. My best friends and all friends of English Department 14. Thank you for the beautiful moments which had been experienced together. Anyone who cannot be mentioned directly who has contributed in finishing this script.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, Februari 2018

The writer,

Lolita Falina

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I. INTRODUCTION

In this chapter discusses several points such as background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background

Education is the most important thing in life, this means that every student is entitled to and expect to always involve in education. Education in general means a process to develop oneself to live and sustain life. Education aims to develop all developmental aspects of students to bring up the potential optimally. Aspects of these developments include aspects of religion and moral values, social, cognitive, language, and physical aspects of the motor. One aspect of human development is language.

Language is a means of communication to symbolize thoughts and feelings to convey meaning to others (Hurlock, 2 1978: 176). Through language, students can learn to express all kinds of feelings in their heart so that others are able to know what is felt by them. Students need to be trained in language skills to speak continuously so that they are able to master vocabulary substantialy useful to convey meanings in which students do not have difficulties.

According to Schindler (2006:2), the aims of teaching English for students are making students feel competent and confident in learning English, providing a safe,

entertaining and recreational learning environment and educational. However, experience shows that some students still feel difficult to express what they feel. They still get difficulties to answer questions from the teacher or answer questions inappropriately. A student cannot tell his/her experience because the student's ability to speak is not fluent. This is seen when the student tries to share the experience in front of the class, the students are still confused with the words that will be used, causing the students to become less confident when speaking in front of his/her friends.

There are many factors which caused the students lack of confident in expressing what they feel. According to Brown (as cited in Dumeedae and Haryadi, 2013:3-6), many components support the learning process of English, they are curriculum; approach, method, and technique; controller; media; and learning environment. He says that those are a collection of several items that are interconnected with each other which is important in learning process. Limitations of students in expressing the spoken language in the classroom might be caused by the teacher's inappropriate use of technique and not suitable in stimulating the development of students' language. Teachers often use the technique of conversing without using the media. She once tries to use the media in the form of a picture on the board but there was no improvement in language development of students because the students are not yet fluent so that they have difficulties in expressing what they feel. It is because the media used is not appropriate. It can't raise student's interest in following learning because the media used is not attractive.

One of the most influenced component is the technique. Musfiroh (2010: 118) reveals some of the technique used to develop the speaking skills of student, among others,

using method converse, question and answer method, storytelling, method of dramatization, show and tell, playing method, method of field trips, training method and method spontaneous brainstorming.

Storytelling is one of the most powerful techniques to improve speaking skills. According to Tarin (1990), "Application of the techniques of this serial story meant to evoke courage in speaking students. If the student has demonstrated courage, speaking ability is expected to be increased." Storytelling was modified to story completion in this research. Furthermore Cramer (1991:1560) says that story completion technique is presented with stem story asked to complete it by selecting an ending or outcome from several alternative provided. This story completion would be helped with using media images provided by teachers. This can develop and stimulate the speaking skills of students.

On the other hand, media images can improve students' ability to speak because it has advantages such as is concrete, can overcome the limitations of space and time, can overcome the limitations of the problem, can overcome the limitations of observation, cheap and easy to obtain and can be used for individual or group (Sadiman, 2009: 29- 31). Media images are concrete because the students can see the real thing in the form of imitation so that the student will not get wrong image of the object. Media images can also be time and space for the media image of teachers do not need to invite a student to a direct instruction, for example, the teacher explains the kinds of animals do not necessarily have to go to the zoo but simply by using pictures as a medium of learning, it is also to overcome limitations problems and limitations of observation. Media images rated cost as in getting the picture is quite easy, the teacher uses a photo or download on the internet. Speaking activity through

images is not only in the classroom but also can be carried out outside the classroom as in the school yard. Students are given the task to tell a story or talk about the pictures shown by teachers.

There have been a plenty of studies dealing with the research of improving students' speaking ability through story completion (see i.e., Wisnu, 2014; Raissa, 2015; Annisa, 2017; and Lia, 2017). Based on the four studies it can be inferred that some researchers used story completion to improve students' speaking ability. They used narrative text as their teaching material. As a result, this technique was successful to be used in speaking because some students got higher score after being taught by story completion.

As far as it is concerned, there is no research dealing with the implementing story completion based on descriptive text. Therefore, the research would hold a research on The Implementation of Story Completion Based on Text Types to Improve Students' Speaking Ability. This research will be conducted in Senior High School at the first grade.

1.2. Research Question

Based on the background, the questions which are formulated by the researcher as follows:

1. Is there any significant difference of students' speaking ability in descriptive and narrative after being taught through story completion?
2. Which aspect of speaking is performed best by the students in descriptive and narrative text after being taught through story completion?

1.3. Objectives of the Research

Based on the question above, the objectives of this research are to find out:

1. Whether or not there is difference of students' speaking ability in descriptive and narrative after being taught through story completion.

2. Which aspect of speaking is performed best by the students in descriptive and narrative text after being taught through story completion.

1.4. Uses of the Research

This research hopefully useful both theoretically and practically:

1. Theoretically
a. The results of the research is expected to support the theory of speaking, story completion, and text types in this case are descriptive and narrative text.
2. Practically
a. The result of the research can be used as a reference for teacher or students in teaching or learning speaking.
b. The result of the research can be used as reference for those who want to analyze students problem in speaking of a L2 learners.
c. The result of this research is expected to provide specific procedures of how to improve students' speaking ability through story completion.

1.5. Scope of the Research

This quantitative research was conducted in first year of SMA N 9 Bandar Lampung with one class as the subject of the research. The research was conducted in six meetings. Descriptive and narrative text were used as the material on the experiment.

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

a. Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

b. Story completion

This is one of learning technique which is used in teaching speaking in which the students are given some pictures and sentences on the firstt picture. This is a chance for them to speak in front of their friends which is used for giving his idea.

c. Descriptive Text

Descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers (Ellis et. al., 1989)

d. Narrative Text

Narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors (Rebecca, 2003)

This chapter has discussed about background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses about the literature review that would be used in this study, they are: previous studies, concept of speaking, aspects of speaking, teaching speaking, technique in teaching speaking, story completion technique, story completion as a technique in teaching speaking, advantages and disadvantages in story completion technique, procedure of story completion technique, concept of text types, theoretical assumption, hypothesis.

2.1. Previous Studies

There have been several studies that investigate the teaching of speaking skill and the technique which are relevant to this research.

The first research is the implementation of story completion technique in teaching speaking. Wisnu (2014) had done a research on applying story completion technique to improve students' speaking ability based on narrative Text. The participants were 31 students and they were tenth grade students in SMAN 1 Kota Gajah. He found that the students respond positively toward Story Completion technique. However, there were some problems faced by the students and also the teacher. The result showed that students sometimes were not confident to speak in which actually they could speak English.

Secondly, Raissa (2015) also did story completion research for teaching speaking. She used speaking test and recording as the instruments. The participants were eighth grade students in SMPN 4 Bandar Lampung. She found that there was an

increase of students' speaking achievement after being taught through story completion technique based on narrative text.

Thirdly, Lia (2017) found that supporting an instruction providing comprehensible input with the other instruction providing comprehensible output and putting the students in cooperative learning that provided interaction among students induced students to comprehend reading text better than this would make it easier for them to predict the continuation of story closely to the original text. This was in line with the finding in the current study that there were four group who could predict the continuation of the story as pretty close as in the original Narrative text, and there were two groups who could predict the continuation of the story as pretty close as in the original Anecdote one.

Fourthly, Annisa (2017) found that story completion is a useful technique to encourage the students to practice their speaking and it gives significant effect towards students speaking skill. Even though in the first meeting they felt difficult to understand about the produce of doing the story completion based on their imagination, they could not develop well their ideas but in the last meeting, the students made better improvement in all aspects. Almost all of the students had no serious problems in their speaking.

Based on the four studies it can be inferred that some researchers used story completion to improve students' speaking ability. They used narrative text as their teaching material. As a result, this technique was successful to be used in speaking because some students got higher score after being taught by story completion.

However, until recently, there had not been a research comparing text types through story completion technique in improving students' speaking ability. Therefore, the

researcher would held a research on The Implementation of Story Completion Based on Text Types to Improve Students' Speaking Ability.

2.2. Concept of Speaking

Speaking is often regarded as the most important language skill to master. According to Leong and Ahmadi (2017), speaking is one of the most important skill to be developed and enhanced as means of effective communication. Through speaking, there will be communication between the student and other students. Speaking needs to be trained continuously so that the students can develop their ability in speaking optimally.

Bailey and Savage (1994:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. This may involve expressing ideas and solving a particular problem or establishing and maintaining social relationship and friendships.

Haris (1974:9) says that speaking is encoding process whereby, we communicate our ideas, thought and feeling through one or other forms of language. In short, we can produce spoken message to someone. The message here is our idea, thoughts, or feeling, which we want to share. In this case, the speaker needs a listener in order to communicate. Morris (1984:24) states that it is speaking, which serves as a natural mean of communication between communities both for expression of thought and a form of social behavior. Meanwhile, Lado (1961:240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.

This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has.

From the explanation above, it can be inferred that speaking is the skill which is used to communicate with other people and becomes the process of sharing with other people of one's knowledge, interests, attitude, opinions, or ideas by using words or sounds of articulation.

2.3. Types of Speaking

There are six types of speaking to give understanding related concepts. According to Brown (2001) that much of our language teaching is devoted to instruction in mastering English conversation. He also classifies six types of speaking classroom activities as follow:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating" Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserveauthenticity), with perhaps only one or two follow - up questions or retorts:

questions or retorts:

A. Mary: Excuse me, do you have the time?
Doug: Yeah. Ninefifteen.

B. T: What is the most urgent environmental problem today?
S: I would say massive deforestation.

C. Jeff: Hey, Stef, how's it going?
Stef: Not bad, and yourself?
Jeff: I'm good.
Stef: Cool. Okay, gotta go.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue is carried out more for maintaining social relationship than for transmission of the facts and information. Interpersonal communication includes message sending and message reception between two or more individuals. It can involve one on one conversations or individuals interacting with many people within

a society. It helps us understand how and why people behave and communicate in different ways to construct and negotiate a social reality.

Example:
Rudi : Hi, what is your name?
Andi : My name is Andi and you?
Rudi : My name is Rudi, where do you live?
Andi : I live in Sukaraja, and you?
Rudi : I live in Sukajaya.
Andi : Nice to meet you R
Udi   : Nice to meet you too
Andi : Thank you

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From all the types of speaking above, finally the researcher chose extensive (monologue) for the first and second test in speaking.

2.4. Aspects of Speaking

Quoted in Handayani (2012), Haris (1974: 75) says that speaking has some aspects described as follow.

1. Pronunciation refers to be the person's way of pronunciation words. One who learns English as foreign language must be able to use English pronunciation as well as other skills

2. Grammar is the study of rules the study of language inflection. It is a system of units and patterns of language

3. Vocabulary refers to the words used in language. Phases, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all

4. Fluency refers expressing quickly and easily. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

5. Comprehension denotes the ability of understanding the speaker' intention and general meaning. It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

Juwita (2015) states that there are five aspects in speaking, there are:

1. Fluency

   Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers" ad also the intonation while speaking. This signs show that the speaker does not spend much time to find the language items needed to deliver the message.

2. Grammar

   Grammar is the ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones.

3. Vocabulary

   Vocabulary means appropriate diction, which is used in communication, in which the speaker needs sufficient vocabulary to communicate with others.

4. Pronunciation

Pronunciation is the ability to produce comprehensible articulation easily. It is the way a word or spoken language.

5. Comprehension

Comprehension is the ability of understanding the speakers' intention and general meaning. It implies that if someone can express or respond well and correctly, he/she comprehends well.

Referring to the explanation above, it can be inferred that the goal of teaching speaking skill is to make the students communicate effectively. Learners are expected to be able to make themselves understood, using their current proficiency to fullest. They should try to avoid confusion in the message due to faulty vocabulary, pronunciation, grammar, comprehension and fluency. According to those aspects of speaking above, the researcher imitates the aspects of speaking based on theories from Haris (1974) and Juwita (2005).

2.5. Teaching Speaking

The discussion of teaching speaking is also important since it can be used and related to the research. There are many theories which propose the definitions of teaching speaking. Teaching speaking is the action where students can express their feelings, needs, associate to other individual in any circumstance, and impact the others. Hence, in teaching speaking skill, it is important to have clear understanding required in discourse. Teaching speaking is not only instructing the students. It is the movement of encouraging, overseeing, and furthermore sorting out the understudies to talk well in the classroom. The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message

due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart, 1998:2).

Teaching speaking is a very important part of a second language learning. The ability to communicate in a second language clearly and efficiently indicates the success of the learner in school and success later in every phase of life. Therefore, it is fundamental that language teachers pay great attention to teach speaking, rather than leading students to pure memorization, providing a rich environment where meaningful communication happens is desired. Then in teaching speaking, there are also principles that should be known by the teacher. Nunan (2003:54-56) says that there are five principles for teaching speaking, they are:

1. Be aware of difference between second language and foreign language in learning context.

2. Give students chance to practice with both fluency and accuracy

3. Provide opportunities for students to talk by using group work or pair work.

4. Plan speaking task that involve negotiation for meaning.

5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

After knowing the components of speaking, teaching speaking can be evaluated then. The teacher should know whether the students are successful in speaking English well or not. Sometimes, spoken language is easy to perform, but in some cases it is difficult (Brown, 2001). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity adapted from Ur (1996) as follows:

1. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher

talk or pauses.

2. Participant is even

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objectively.

4. Language is of an acceptable level

Learners express themselves utterances that are relevant, easy, and comprehensible to other and of acceptable level of language accuracy. Those are the characteristics of successful speaking which can serve as a parameter for the teachers to teach speaking. It is very useful to discuss characteristics of successful teaching speaking in this chapter because the researcher can see whether all characteristics are reached or not to make the students' speaking ability improves after it is conducted.

So, based on the explanations above, it can be inferred that teaching speaking is giving instructions to the students about how they can communicate their ideas. They can further express their feelings to other people. Teaching speaking should give the situation and opportunity to students so that they will not be ashamed or afraid of communicating with other students to tell their ideas, experience, and feeling.

2.6. Technique in Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to (a person); give a person (knowledge skill, etc). While speaking means use of words in an

ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Tarigan (1982: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. It is in line with Rivers' statement (1978) that speaking is developed from the first contact with the language that we learn. Contact with the language can be done by transferring out ideas or thought to other people. It is supported by Krashen and Terrell's statement (1983:55) that language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. It can be said that speaking is one of the best ways in teaching language.

In teaching speaking, the teacher should provide situations or activities that enable the students to transfer out their ideas or thought so that they can communicate one another. Teacher teach not only what will be spoken but also the situation that the students deal with. The teacher teaches speaking by carrying out the students in a certain situation concerning the topics discusses. For instance, the topic is about "fable" hence the teacher carries out to involve the students' activities in this situation. The topic must be familiar to the students, so that ideas and the organization are clear and the learners have an oral command of the language need to describe the topic

From the explanation above, the researcher assumes that in teaching speaking, teacher should give the situation and opportunity to students in order that they will speak without being afraid of communicating with other students to tell their ideas or feeling. In this case, the researcher proposes the teaching speaking by using story completion. Thus, story completion is one of the techniques that can make the students more active because they have to plan and formulate what they want to convey.

2.7. Story Completion Technique

Since story completion is a technique for teaching oral communication, it can be included into one of modified storytelling activity. Kayi (2006) says that story completion is an activity which is very enjoyable in whole class. Story Completion is a good choice activity to push students to do oral communication. According to Cramer (1991:1560), story completion technique is presented with a stem story and asked to complete it by selecting an ending or outcome from several alternative provided. It means that if story completion will invite the students to use their own perception and imagination to share a story to their friends. Lansky (1968) mentioned kinds of story completion. Those are structured doll play test, puppetry, thematic apperception test (TAT) with verbal description, and dramatic production test. Dramatic production test is going to be used for this research. Students are having free speaking activity. Everybody sits or plays in a circle. In story completion, everybody should have a lot of idea to get a good story. Led by the teacher, teacher starts the play with talking about an interesting story but after a few sentences the teacher stops narrating or talking. Then, each student, one by one, starts to talk or narrate from the point one the previous one stopped. Students can tell and explore the idea about the story. They can use their perception and imagination.

Students can tell the characters, events, descriptions and so on. Therefore, students will really enjoy to study because they have to speak the idea of the story in a group.

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

2.8. Advantages and Disadvantages of Story Completion Technique

There are some advantages of using Story Completion technique in teaching speaking. According to O'Malley and Pierce, Story Completion gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting (O'Malley and Pierce, 1996:106). Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. Routman states in O'Malley and Pierce book for English language learners, completion helps developing oral language proficiency as well as reading comprehensibility (1996:106). Furthermore, telling stories often measures other skills such as reading comprehensibility, memory and organization. In their book of authentic assessment, O'Malley and Pierce (1996:12) say that story/text completion has many advantages. The advantages are students produce oral report, it can be scored on content or language components, it is scored with rubric or rating scale, and it can determine reading comprehensibility, and speaking development. There are other benefits of story completion such as stories promote a feeling of well-being and relaxation, increase children's willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and

creativity, encourage cooperation between students, and enhance listening skills. In addition, benefits of Story Completion technique could be seen from the advantages of stories. Stories can allow students to explore their own cultural roots, experience diverse cultures, enable students to empathize with unfamiliar people/places/situations, offer insights into different traditions and values, help students understand how wisdom is common to all peoples/all cultures, offer insights into universal life experiences, help students consider new ideas, and reveal differences and commonalties of cultures around the world.

From all advantages above, there are also disadvantages found in Story Completion technique. One of the disadvantages is that students need many vocabularies to tell story, where most EFL senior high school students, especially in Indonesia, lack of vocabulary. Another disadvantage is for the teacher. Teacher should prepare stories which appropriate to junior high school students' age, ability, and knowledge.

2.9. Procedure of Story Completion Technique

Story culmination is an exceptionally agreeable, entire class, free talking action for which understudies sit around. Kayi (2006) says that story completion has some procedure as described below:

1. A teacher starts to tell a story in the beginning
2. After a few sentences, she or he stops narrating
3. Each student starts to narrate from the point where the previous one stopped
4. Each student is supposed to add from four to ten sentences
5. Students can add new characters, events, description and so on.

The procedure of story completion is also stated by Ridgeway, Rodrigues, and Waters (1998:211). They conduct experiment for children using story completion. The procedure begins with the mother and child playing in a room of toys for 10

minutes. They then join in the play session by the experimenter for a short period of time. When the child appears at ease with both the environment and the experimenter, the mother is asked to sit in a corner while the story telling task is conducted. The session begins with a warm up story about a birthday part where the child and the experimenter completes the story together to ensure that the child understand the procedure. The story stems, which represent familiar situations that are likely to elicit attachment themes, are then introduced one at a time in a standard order (Spilled Juice, Rock Climbing, Monsterin Bedroom). At the end of each story stem, the child is asked to "show me"(using the dolls) and "tell me what happens next.

According to those procedures mentioned above, the researcher followed the procedure of the research using story completion based on theories from previous study by Kayi (2006).

2.10. Text Types

According to Macken (1990: 12), there are 2 kinds of genre as story genre and factual genre. Story genre consists of five genres; they are narrative, news story, exemplum, anecdote, and recount. Factual genre is divided into procedure, explanation, report, exposition, and discussion.

Mark and Kathy (1997:3) categorize genre into two types, literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre; they are recount, explanation, discussion, information report, exposition, procedure, and response. Furthermore, the text type and the purpose of the text are described in the table below:

Table 2.10. Text Type and Communicative Purpose according to Macken (1990: 6)

Text Type	Purpose
Poetic	To express the feelings or experiences of the poet so as to describe, praise or criticize.
Dramatic	To portray human experience through enactment, sometimes in order to make social comment.
Narrative	To construct a view of the world that entertains or informs the reader or listener.
Response	To respond to an artistic work by providing a description of the work and judgement.
Discussion	To present differing opinions on a subject to the reader or listener.
Explanation	To explain how or why something occurs.
Exposition	To argue or persuade by presenting one side of an issue.
Information report	To classify, describe or to present information about a subject.
Procedure	To instruct someone on how something can be done.
Recount	To retell a series of events, usually in the order they occurred.

Gerot and Wignell (1994:192) categorize types of genre into 13 types, namely spoof/recount, recount, report, analytical, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.

According to those text types mentioned above, the researcher followed the text types by Kayi (2006) and usde descriptive and narrative text as the experiment.

2.11. Descriptive Text

Knapp and Watkins cited in Lopa (2012:10) define descriptive text as a kind of text whose purpose is to describe a particular person, or thing in detail. Descriptive text is commonly used in personal descriptions, commonsense description, technical descriptions, information reports, and scientific reports. Descriptive can occur as a text and it can also be part of a text in different genre. According to Medina (2003) quoted by Rianto (2010:20), the generic structure of descriptive text are identification; identifying the phenomenon to be described in general and Description; describing the phenomenon in parts, qualities, or/and characteristics.

They may choose vivid, fresh language, they may use examples, they might take something ordinary and by comparing it with something extraordinary, make it interesting, or they may use their senses. The language uses of this text should rely on precisely chosen vocabulary with carefully chosen adjective and adverbs; it is focused and concentrated only on the aspects that add something t the main purpose of the description. Sensory description – what is heard, seen, smelt, felt, tasted. Precise use of adjective, similes, methapors to create images/pictures in the mind, strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns, using attributive and identifying process, using adjective and classifiers in nominal group, and using simple present tense.

A. The General Structure of Descriptive Paragraph

There are the structure of descriptive paragraph *(general structure)* is:

1. Topic sentence: it consists of a topic or subject matter and restricting statement. It can be said also the summary of all information in the paragraph.

2. Supporting sentence: the control of following information that related to the topic sentence.

3. Concluding sentence: end part of the paragraph that tells us what the writer has told.

B. The Characteristic of Descriptive Paragraph

There are the characteristics of descriptive paragraph:

1. Descriptive paragraph is using *simple present tense*

2. Descriptive paragraph is using *attribute verb*, such as *be* (*am, is, are*)

3. Descriptive paragraph is only focus one thing

C. An Example of Descriptive Paragraph

My Best Friends

I want to tell you about my best friends. **Topic sentence:** I have three best friends. **Supporting sentence:** Their names are Salma, Firma, and Lia. Salma is Tall, but Firman is taller than Salma. Lia is very tall. She is the tallest of the three. Three of them can play the guitar well. Salma plays better than Lia. Firman plays very well. He is the best guitarist at school. The three are clever students. Salma is clever. She is clever than Firman. Lia is very cleaver. She is the cleverest students in the class. They like all like collecting money. Their money collection is from Indonesia as well as from other countries. Salma's collection is not very good. Firman's better. Lia's collection is the best. **In short:** My best friends have different character.

2.12. Narrative Text

Students of senior high school have to master several genres at the end of teaching and learning activity. It means that they have to master those genres in language skills including speaking. One of the genres which is learned is narrative text. According to Anderson, narrative text tells about something happened in the past, and its purpose is to amuse the reader.

A. The General Structure of Narrative Paragraph

As stated by Anderson and Anderson (2003) that narrative text is a text that tells a story and to entertain the audience. Anderson and Anderson (2003) also said that there are five generic structures in constructing a narrative text. They are orientation, complication, a sequence of events or evaluation, resolution, and coda.

According to Hudak (2008:4), narrative paragraph is a group of sentence that tells what happens, how the action happens, and in what order the events occur. Although narration usually refers to the telling of a story, the term is used here to describe the relating of an experience. Moreover, the expert such as Bushel (2011:1) states that narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened.

Based on the explanation above, it can be concluded that narratives have beginning, the events, and ending. Narrative is about how we can compose the story, starting with who the actor, what the story is ended by the narrator. It can be real or fictional story. Fictional means that the story that is built from the person's imaginations or it can be said as a fantasy story.

The structure of narrative text begins with orientation. Orientation means introduction in which the characters, setting and time of the story are established. The next stage is complication. In this stage, the conflicts arise and the main character attempts to solve the problem. The third stage is resolution, where the complication of the story is sorted out or problem is solved. The resolution is containing the solution of the complication. The complication usually may be resolved for better or worse. It can be happily or unhappily. The last stage is coda. It

is a stage where the writers found a moral or message to be learned from the story. (Anderson, 2003:8).

According to Gerot and Wignell (1994:204), narrative has a series of actions. They are:

1. Orientation: sets the scene and introduces the participants.

2. Evaluation: a stepping back to evaluate the plight.

3. Complication: a crisis arises.

4. Resolution: the crisis is resolved, for better or for worse.

5. Re-orientation: optional.

Based on the explanation above, it can be concluded that narrative text has a series of stages. Generally, the generic structure of narrative consist of three stages. The first is orientation. The second is complication and the last stage is resolution. So, to make a complete story of narrative text, those stages must be integrated as a whole.

B. The characteristic of Narrative Paragraph

There are the characteristics of narrative paragraph:

1. Use part action verb: Climbed, Turned, Brought, etc.

2. Use part action verb: Climbed, Turned, Brought, etc.

3. Use specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.

4. Use adjectives which are for noun phrase. Example: Long black, hair, two red apples, etc.

5. Use time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc.

6. Use adverbs and adverbial phrase to show the location of events. Examples: Here, in the mountain, ever after, etc.

7. Use dialogue to elicit an emotional response from the reader.

8. Use Past Tense

9. Use of variety of simple, compound and complex sentences

10. Use specific noun as pronoun of person, animal in the story. Example: The king, the queen, etc.

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13. Use adverbs and adverbial phrase to show the location of events. Examples: Here, in the mountain, ever after, etc.

14. Use dialogue to elicit an emotional response from the reader.

15. Use Past Tense

16. Use of variety of simple, compound and complex sentences

C. An Example of Narrative Paragraph

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'
'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'
The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

2.13.   Theoretical Assumption

In line with the explanation of using story completion technique in descriptive and narrative text, firstly the researcher assumed that there was a significant difference between the students' speaking achievement in descriptive and narrative text after being taught through story completion. The reason why the researcher assumed like that was because descriptive text and narrative text are two of some texts that worth doing in practicing students' speaking ability. When the students were asked to do the text in different text, they would have different result of the task because descriptive is more likely to tell about fact, and narrative tells something based on free imagination of the students.

Secondly, the researcher assumed that teaching speaking through story completion based on narrative text was more effective. According to Dhalstrom (2014), narratives are easier to comprehend and audiences find them more engaging. By implementing story completion based on narrative text, students could more active in speaking and think directly what they have learnt, because narrative text is familiar to students. It meant that story completion through narrative text could improve students speaking ability.

2.14.   Hypothesis

Based on the literature review and theoretical assumption above, the researcher formulates the hypothesis as follow:

Ho: There is no significant difference of students' speaking ability between descriptive and narrative text after being taught through story completion.

H1: There is a significant difference of students' speaking ability between

descriptive and narrative text after being taught through story completion.

This chapter has discussed about previous studies, concept of speaking, types of speaking, aspects of speaking, teaching speaking, technique in teaching speaking, and story completion technique. Besides that, this chapter has discussed about advantages and disadvantages in story completion technique, procedure of story completion technique, concept of text types, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses about design, research procedures, subjects of this research, instrument of the research, data collecting technique, and data analysis, validity and reliability, and hypothesis testing.

3.1. Design

This research was a quantitative research. Repeated measures t – test formula was used in this research after story completion based on descriptive text was implemented for three meetings and so was story completion based on narrative text in the same group of students. The first and second meetings were for the treatment and the third meeting was for the test to each task. The research design could be represented as follows:

X1 T1 X2 T2

Note:

XI : Treatment 1 (story completion based on descriptive text)

TI : Test

X2 : Treatment 2 (story completion based on narrative text)

T2 : Test

3.2. Research Procedure

In gaining the data, the researcher went through several steps.

1. Determining the subject.

   In determining the subject of this research, the researcher used purpossive sampling which meant the subject was chosen to answer the research question. The subject of this research was the first grade students of senior high school.

2. Administrating treatments.

   The researcher conducted four times treatments during the research.

3. Administrating test.

   This was conducted after the treatments to know how far the students master the material given by the researcher. The students were asked to join to their group in the test. Then they would do the test given by the researcher.

4. Analyzing the data gained.

   After having the test, the researcher obtained the data from test. The researcher scored students' speaking from their recording. There were two raters. The first rater was the researcher and the second was the teacher.

3.3. Population and Sample of this Research

The population of this research was the first year students of SMAN 9 Bandar Lampung in the 2017/2018 school year. The researcher used purposive sample in selecting subjects of this research. The researcher used purposive sampling because the researcher looked for the superior class in hope the students ability were better.it could ease the researcher to reach the objectives of the research. The sample was X IPA 6 which consisted of 30 students in that class.

3.4. Instruments

Speaking test was used as the instrument. In this speaking test, the students were formed in a group. They were given a story that should be discussed in ten minutes. They were asked also to decide who would be the first speaker, second speaker, etc.

The researcher gave a limitation part of the story that should be told in this test. After ten minutes, the researcher asked the first group to come in front. They should form a circle in front of the class. Then, the researcher started to tell the beginning of the story. After that, the first student in the group should complete the story. After two minutes, the left side of the first student should complete the story again based on the story part that has been determined before. In the speaking test, the students were helped by a picture in each part of the story.

There are some aspects which are going to be observed in the scoring system, promoted by Harris (1979: 81). The aspects are explained in the following table:

Table of Specification for Speaking Test

Number	Speaking Aspects	Definition	Percentage
1	Comprehensibility (1-5)	Comprehensibility for oral communication requires a subject to respond to speech as well as to initiate it.	20%
2	Vocabulary (1-5)	The appropriate diction which is used in communication.	20%
3	Pronunciation (1-5)	The way for students' to produce clearer language when they speak.	20%
4	Grammar (1-5)	Student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.	20%
5	Fluency (1-5)	The ability to speak fluently and accurately	20%

Then, the teacher will give the score in each speaking aspect based on the following explanation below:

Comprehensibility

Score	Descriptors
5	Appear to understand everything without difficulty
4	Understand nearly everything at normal speed
3	Understand what is said at slower than normal speed
2	Has great difficult following what is said
1	Cannot be said to understand even simple conversation in English

Vocabulary

Score	Descriptors
5	Use of vocabulary and idiom is virtually that of native speaker
4	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies
3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Misuses of words and very limited vocabulary make comprehensibility quite difficult
1	Vocabulary limitation to extreme as to make virtually impossible

Pronunciation

Score	Descriptors
5	Speech is fluent and effortless as that of native speaker
4	Always intelligible though one is conscious of a definite accent
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding

| 2 | Very Hard to understand because of pronunciation problem mustfrequently be asked to repeat |
| 1 | Pronunciation problems too severe as to make speech virtually unintelligible |

Grammar

Score	Descriptors
5	Make few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
3	Make frequent errors of grammar and word order, which obscure meaning
2	Grammar and word orders make comprehensibility difficult must often rephrase sentence and/or restrict him to basic patterns
1	Errors in grammar and word order to severe as to make speech virtually unintelligible

Fluency

Score	Descriptors
5	Speech is fluent and effortless as that of native speaker problems
4	Speed of speech seems to be slightly affected by language problem
3	Speed and fluency are rather strongly affected language problem
2	Usually hesitant, often forced into silence by language problem
1	Speech is as halting and fragmentary as to make conversation virtually impossible

The score of each point was multiplied by four, so the highest score is 100. This is the elaboration of the scores.

If the students get 5, so 5 x 4 = 20

get 4, so 4 x 4 = 16

get 3, so 3 x 4 = 12

get 2, so 2 x 4 = 8

get 1, so 1 x 4 = 4

for example:

A student got 4 in pronunciation, 3 in grammar, 4 in fluency, 3 in vocabulary, and 3 in comprehensibility. So, the total score would be :

Pronunciation   4 x 4 = 16

Grammar   3 x 4 = 12

Fluency   4 x 4 = 16

Vocabulary   3 x 4 = 12

Comprehensibility   3 x 4 = 12 +

Total   68

It meant that he/ she got 68 for speaking.

The researcher evaluated the aspects of speaking ability based on the table below.

Linguistic Evaluation Form of Story Completion

Student's code	ASPECTS OF SPEAKING																									Total score (1-25)	Final score
	pronunciation					Grammar					fluency					vocabulary					Comprehensibility						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		

3.5. Data Collecting Technique

1. Treatment

This would be conducted to teach the students speaking through story completion based on the text types. The researcher would conduct four times treatments during the research.

2. Test

The researcher administered the test to all of the students. The first test was about descriptive text through story completion and the second test was about narrative text through story completion. The class was divided into six groups where each group consisted of five students. After forming the groups, the researcher distributed the story which was based on the text types. They should discuss the story in ten minutes while deciding who would be the first speaker, second speaker, etc. For each speaker, the researcher gave the limitation part of the story that should be told in this test. Then, the researcher asked the first group to come in front and start to begin the story. After that, the first student in the group should complete the story based on the part determined before. After two minutes, next student had to continue the story given.

3. Recording

The researcher recorded the students' speaking during the test by using recorder as a tool to collect the data in order to ease the researcher in analyzing and transcribing the data.

4. Transcribing

The researcher transcribed the students' speaking skill from the recorder that has been conducted. The researcher would transcribe the test whereas the test was about descriptive and narrative text.

3.6. Data Analysis

The data of this study were in form of comparing text between descriptive and narrative. The researcher used computer system called Statistical Package for Social Sciences (SPSS) program version 16.0. The researcher used repeated measures t-test, where the score of speaking test between students who were taught through story completion based on descriptive and narrative text would be compared.

3.7. Validity and Reliability of the Instrument

In doing the research, the researcher used speaking test, and that instrument should be provided whether the instrument has fulfill the validity and the reliability aspects.

A. Validity

Validity refers to which instrument measures the partical skill or the objectives are intended to be measured and suitable with the criteria (Hatch and Farhady, 1982). The researcher used the conten and construct validity.

- Content Validity

Content validity is concerned with the test whether the test supports or represents the curriculum used by the researcher. In this research, the researcher would use K-13 as the curriculum.

- Construct Validity

Construct validity is concerned with the test that actually in line with the theory of what is measure to the language skills is being measured. In this research, scoring criteria was based on the rating sheet from Harris (1978) which concerns to the five aspects of speaking namely pronunciation, grammar, fluency, vocabulary, comprehensibility.

In short, the instrument of this study has fulfilled the validity aspects.

B.   Reliability

Reliability of the test is consistency which a test yields the same result in measuring whatever it does measure. So, a test cannot measure anything well unless it measures consistently (Haris, 1974:14). In this research, the researcher used inter-rater reliability to assess students' performance which there would be two raters; the researcher and an English teacher of that class. English Teacher's name is Drs. Maysaroh, she has been teaching for more than 15 years.

Inter-rater gave the score toward the students' performance in pretest and posttest. The score of two raters was seen to know the consistency of the instrument.

The statistical formula for counting the reliability is as follows:

$$R = 1 \ - (\frac{6(\sum d^2)}{N(N^2 - 1)})$$

Where :

R : Reliability
N : Number of Students
D^2 : The different of Rank Correlation
1-6   : Constant Number

After finding the coefficients between raters, the researcher then analyzed the coefficient reliability with standard reliability below:

a. A very low reliability   (range from 0.00 to 0.19)

b. A low reliability   (range from 0.21 to 0.39)

c. An average reliability   (range from 0.40 to 0.59)

d. A high reliability   (range from 0.60 to 0.79)

e. A very high reliability   (range from 0.80 to 0.100)

Slameto (1998: 147)

Descriptive Test

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)}\right)$$

$$R = 1 - \left(\frac{6(256)}{30(30^2 - 1)}\right)$$

$$R = 1 - \left(\frac{1536}{26970}\right)$$

$$R = 1 - 0.056$$

$R = 0.944$ (It means that both raters had a very high reliability)

Narrative Test

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)}\right)$$

$$R = 1 - \left(\frac{6(400)}{30(30^2 - 1)}\right)$$

$$R = 1 - \left(\frac{2400}{26970}\right)$$

$$R = 1 - 0.088$$

$R = 0.912$ (It means that both raters had a very high reliability)

3.7. Hypothesis Testing

After collecting the data, the researcher analyzed in order to find out whether there was significant differences of students' speaking ability between descriptive and narrative text after being taught through story completion. The hypothesis was tested by using Statistical Package for Social Sciences (SPSS) windows version 16.0 in order to know the significance differences of the students' speaking ability.

This chapter has discusses about design, research procedures, subjects of this research, instrument of the research, data collecting technique, and data analysis, validity and reliability, and hypothesis testing.

V . CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the analysis and the computation of the data and also the discussion of the finding, the researcher concluded that:

1. There was a significant difference of speaking achievement between the students who were tested using descriptive text by narrative text. Descriptive text was easier to perform by the students than that of narrative text because students can see the pictures in descriptive picture and they knew what they wanted to tell based on the real imagination. On the other hand, when the students told narrative text, they seemed they were going to tell something but they forgot about the story. In other words, descriptive text was not only easy to say, but also the students could remember the story faster than narrative text. Therefore, descriptive text is performed better by the students than narrative text using story completion in teaching speaking to the students. Moreover descriptive and narrative text could be used in teaching speaking using story completion for the first grade students of SMAN 9 Bandar Lampung. As seen from the result of the hypothesis test which showed that the value of two tail significance is less than . (sign < , 0.013<0.05). It is also supported by the data of difference of the students who were tested by descriptive and narrative text.

2. In descriptive text, comprehensibility was the aspect performed best by the students. It is because students got used to comprehend some stories. On the other hand, in narrative, vocabulary was the aspect performed best by the students. It was because students were familiar with the story and made the students easy to tell the story without any difficulties in vocabulary.

5.2 Suggestions

After discussing the result of the research, the researcher would like to propose some suggestions, as follows:

1. Suggestion for the teachers
   a. English teachers are suggested to use Story Completion Technique in teaching speaking in descriptive text. This is proved by the result of students' speaking score in descriptive test. It can make the students enjoy the learning process and stimulate the students' speaking ability.
   b. For the English teachers who want to use Story Completion Technique are suggested to be able to make some variations of story in teaching which were interesting for the students and proper to students' age. For example, the teachers are suggested to make her/his own story which is really interesting. This is to make the students not feel bored and they could be easy to follow the learning process.
   c. In implementing this technique, the teachers are suggested to give more attention to students' awareness in pronunciation and grammar because pronunciation was the lowest score in narrative and grammar was the lowest score in descriptive.

2. Suggestion for the further research

    a. In this research, the researcher used story completion technique to compare two texts, descriptive and narrative texts. Further researchers are suggested to try to compare the other texts.

    b. Besides, the researcher used this technique to improve students' speaking ability of Senior High School. Further researchers are suggested to conduct this technique at different levels of students.

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