



**IMPROVING STUDENTS SPEAKING SKILL THROUGH
STORY COMPLETION AT TENTH GRADE OF SENIOR
HIGH SCHOOL IN MA LABORATORIUM UIN-SU MEDAN**

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University North Sumatera Medan as a Partial Fufilment of the Requirements
for the Degree Sarjana Pendidikan*

**By :
RIZKIWARDANI**

NIM : 34.15.4.168

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATERA
MEDAN
2020**



**Improving Speaking Skill Through Story Completion At Tenth Grade of
Senior High School in MA Laboratorium UIN-SU Medan**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic
University of North Sumatra Medan as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan*

By:

RIZKI WARDANI
NIM : 34.15.4.168

Advisor I

Rahmah Fithriani, Ph.D
NIP : 19790823 200801 2 009

Advisor II

Siti Ismahani, M.Hum
NIP : 19690503 199903 2 003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2020



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williém Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : "Improving Students' Speaking Skill Through Story Completion at 10th Grade of Senior High School in MA Laboratorium UIN-SU in the Academic Year 2019/2020" oleh Rizki Wardani, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

26 Februari 2020 M
2 Rajab 1441 H


dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris


Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002


Reflina, M.Pd
NIB. BLU1100000078

Anggota Penguji


1. **Rahmah Fithriani, Ph.D**
NIP : 19790823 200801 2 009


2. **Siti Ismahani, M.Hum**
NIP : 19690503 199903 2 003


3. **Dr. Sholihatul Hamidah Daulay, M.Hum**
NIP. 19750622 200312 2 002


4. **Drs. Achmad Ramadhan, MA**
NIP. 19660115 199403 1 002

Mengetahui

Dekan Fakultas Ilmu Tarbiyah dan Keguruan




Dr. Muhrudin Samsan, M.Pd
NIP. 19601006 199403 1 002

Nomor : Istimewa

Medan, 07 Februari 2020

Lampiran : -

Kepada Yth:

Perihal : Skripsi

Bapak Dekan Fakultas Ilmu Tarbiyah

a.n. Rizki Wardani dan Keguruan UIN Sumatera Utara

Di-

Medan

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara

Nama : Rizki Wardani

NIM : 34.15.4.168

Jurusan : Pendidikan Bahasa Inggris

Judul : Improving Speaking Skill Through Story Completion At Tenth Grade of Senior High School in MA Laboratorium UIN-SU Medan

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, 07 Februari 2020

Pembimbing I



Rahmah Fithriani, Ph.D

NIP. 19790823 200801 2009

Pembimbing II



Siti Ismahani, M.Hum

NIP. 19690503 199903 2 003

PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Rizki Wardani

NIM : 34.15.4.168

Jurusan : Pendidikan Bahasa Inggris

Judul : Improving Speaking Skill Through Story Completion At Tenth Grade of Senior High School in MA Laboratorium UIN-SU Medan

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 07 Januari 2020

Yang Membuat Pernyataan



Rizki Wardani
NIM. 34.15.4.168

ABSTRACT

IMPROVING STUDENTS SPEAKING SKILL THROUGH STORY COMPLETION AT TENTH GRADE OF SENIOR HIGH SCHOOL IN MA LABORATORIUM UIN-SU MEDAN

Rizki Wardani

34154168

Keyword: *Using Story Completion Method. The ability of students to use narrative text*

This research were aimed at finding empirical evidence on how to improve students' ability to speak English by using Story Completion in class X MIA MA UIN-SU Laboratory. The subject of this study was class X MIA MA Laboratory UIN-SU 2019 academic year consisting of 23 students. This research was Classroom Action Research (CAR) method which was conducted in two cycles. Data collection instruments were interview, observation, and diary note for qualitative data and written tests for quantitative data. Quantitative data was taken from pre-test and post-test results. Based on qualitative data, the use of the story completion method can improve the imagination and ability to speak English to students, the statistical analysis from the result of the students' speaking skill test of this research shown that, the students' speaking skill before doing treatment through applying Story Completion was still low. It can be reported that the students speaking skill increased after being taught through story completion. In pre-test, we can see that there were 3 students (10.71%) who got score 80-99, then 4 students (17.86%) got score 60-70. After that, there were 16 students (57.14%) who got score 40-59, and 4 students (14.29%) who got score 20-39. Since the minimum score of English subject (KKM) at MAL was 75, therefore there were only 4 students who could achieve it. Meanwhile, the rest 24 students could not achieve the minimum score. The total score of pre-test was 1492. Then the average score was 53.29. Meanwhile in post-test, it can be seen that there were 6 students (21.43%) who got score 80-99, and then 16 students (60.71%) who got score 60-70. After that, there were 5 students (17.86%) got score 40-59. Since the minimum score of English subject (KKM) at MAL was 75, this there were 16 students who could achieve it. Meanwhile, the rest 12 students still could not achieve the minimum score. Hence, there is significant increase of the students who could pass the minimum score. The total score of post-test was 2004. Then the average score was 71.57.

Keyword : *Story Completion Method, Narrative Text, Class Room Action Research*

ACKNOWLEDGEMENT



Assalamua'laikum Warohmatullahi Wabarokatuh.

In the name of Allah SWT, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The written of this thesis entitled “**Improving Speaking Skill Through Story Completion At Tenth Grade of Senior High School in MA Laboratorium UIN-SU Medan**”. This thesis is written to fulfill one requirement to obtain the *Bachelor degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as at ask would be very hard to do. However, it has now been denied since this thesis has finally been written.. Additionally, the writer is grateful to the following for their supports and helps.

1. My gratitude to **Allah SWT**, who has been given me patience and fortitude to go through college days until the end of this thesis, thanks for the Blessing given to me so that the writing of this thesis has been finished without any meaningful problem.

2. **Prof. Dr. H. Saidurrahman, M.Ag** as the rector of State Islamic University of North Sumatera (UIN SU).
3. **Dr. H. Amiruddin Siahaan, M.Pd** as a dean of Faculty of Tarbiyah and Teacher Training State of Islamic University of North Sumatera and all of the administration staff Medan.
4. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** as the head of English Department, who always supports me to finish my thesis immediately.
5. **Rahmah Fithriani, Ph.D** as an advisor who has guidance, and high dedication, thank you for the support that has been given to me up to the completion stage of this thesis.
6. **Siti Ismahani, M. Hum** as the second advisor in the guidance of this thesis.
7. All of lectures in English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
8. The principal of **MA Laboratorium UIN-SU Nanda Desra, S.Pd** , English teacher **Syahrudi, S.S, S.Pd** and all of the students of X MIA 2 who helped the writer during the research.
9. My big thanks to my **Mom and Dad**, always provide support to me in every step that I go through, thank you very much.

10. My beloved sister **Noorhama Lija, Anggun Cahya Faras Tina,** and **Rafikha Rahmadhani,** who have provided support to me to complete this thesis, and who always encourage me when I am too tired when compiling this thesis.
11. Thank you for **Super Junior** and **Park Bo Gum,** and all the Korean boy groups and groups, who have accompanied me with their songs while compiling this thesis.
12. My beloved best friends **Ihda Atira Muis, S. Pd,** and **Wardatul Hubby, S. Ak.**
13. Thanks to my friends Love **Yusnidar Tanjung, S. Pd, Lena Marliana, S. Pd, Irma Juwita Tanjung, S. Pd, Nur Mailan Lubis, S. Pd, Wahidah Hasanah, S. Pd, Puspita Sari Nasution, S.Pd, Ulfah Nurhasanah, S.Pd, Aisyah Pratiwi Harepa, S. Pd, Dwi Larasati, S. Pd, Halimatuhsyakdiah, S. Pd, Intan Armida, S. Pd, Sopian Sauri, S. Pd, Fadly Ramadan, S.Pd, Annur Rizki Harahap, S. Pd, Putri Ade Lisya, MauliaYunianti, Eka Khairina, S.Pd,** and **Rita, S.Pd,** who always give me support, care and advice to finish my study.
14. The last my family in the same struggle PBI-6 a whip 2015, thank you very much for your motivation until the end of present day.

Finally, it is obviously that this thesis is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this skripsi is hoped. I hope this thesis can be useful to all of people.

Medan, 15 Januari 2020

Rizki Wardani

TABLE OF CONTENT

	Page
TABLE OF CONTENT	i
CHAPTER I . INTRODUCTION	
A. The Backgroud of theStudy	1
B. The Identification of Study.....	6
C. The Limitation of Study.....	6
D. The Formulation of Study.....	7
E. The Objective of Study	7
F. The Significance of Study.....	7
CHAPTER II. LITERATURE REVIEW	
A. Theoretical Framework.....	9
1. Speaking as a Language Skill	9
2. Speaking Instruction in Indonesia EFL Context.....	11
3. Methods in Teaching Speaking	14
4. Story Completion asa Method	16
a. Teaching Procedure of Story Completion Learning.....	17
b. The Advantages and Disadvantages of Story Completion Method	19
B. Related Study	20
C. Conceptual Framework	21

CHAPTER III. RESEARCH METHOD

A. Research Design.....	23
B. The Subject of Research.....	25
C. The Setting of Research.....	25
D. The Procedure of Observation	26
E. The Technique of Collection Data	29
F. The Technique of Data Analysis	32

CHAPTER IV. RESEARCH FINDING AND DISCUSSION

A. Research Findings	37
1. Preliminary Data	38
2. The Reports of Cycle 1	40
3. The Reports of Cycle 2	53
4. Discussions.....	59

CHAPTER V. CONCLUSION AND SUGGESTION

A. Conclusion.....	60
B. Suggestions	61
C. Appendix	66

CHAPTER I

INTRODUCTION

A. The Background of Study

Language is very important to communication. By using language, it to help other people to expand the knowledge in some aspects such as; education, social, political and cultural. A language means the expressing of someone in thoughts or feeling to the other. The function of language is communication thoughts from one person to another.¹

In everyday life, we can observe that someone's language style or one's choice of language (language choice) can be strongly associated with factors "outside the language". This means that in this context no one can use the same language (formal language) with a different interlocutor, both in terms of age, education level, social level, gender, kinship, occupation and so on.²

In other words language is what made the growth of civilizations possible. The only means of understanding the great minds of the past is by studying the contemporary written documents of the time. Language is a means of forming and storing ideas as reflections of reality and exchanging them in the process of human intercourse. Language is social by nature and this inseparably connected with people who are its creators and users, it grows and develops together with the development of society. Stalin observes about language, "It arises and develops

¹Hamidah, Solihatul Daulay. 2011. *Introduction to General Linguistics*. Medan : La-Tansa Press. P.16

²Maslathif Dwi Purnomo, 2017. *The Power of Language*, Naila PustakaKemukutug 32 Ring Road SelatanBanguntapan –Bantul –Yogyakarta 55191.

with the rise and development of a society. It dies when the society dies. Apart from society there is no language."³

Language is a means of conveying ideas to others. This can also be ascertained to some extent by the use of gestures and signs. For instance nodding of the head as a substitute for the word 'yes' or shaking the head from side to side instead of saying 'no'. Language is different from signs and gestures because it employs sounds which have meaning for the users as well as the hearers.⁴

In Indonesia, English is the foreign language that must be learned by the other people. The students in Indonesia learn English as the main subject at school. The school of Indonesia expects the students must be mastering English and fluent in speaking English. However, in learning activities the students and teacher still use Indonesian language as their communication in the process of learning English. The teachers do not provide speaking in communication contexts both in class and out of class in real situation.

According to David Nunan, the current English conversation learning system must prioritize students' communication skills, because in that way students will be able to express themselves to learn to follow the rules of English when communicating. There are several techniques / practices for teaching effective English speaking, is Discussion, Role Play, Story Telling, and Story Completion.⁵

³Stalin, J.V.: *Marxism and Problems of Linguistics*. Foreign Language Press, Peking, 1976, p. 20.

⁴Varshney, Radhey L.: *An Introductory Textbook of Linguistics and Phonetics*. Student Store, Bareilly, 1998, p. 12.

⁵David Nunan, 2003, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., p.48.

According to Jack C. Richards⁶ the cause of English speaking is difficult in Indonesia as follows, Wrong Way of Learning, Because we don't understand the structures that are in the process of actually speaking English. Lack of Study and Practice Time, Many of us only learn time at school. Even though learning any language requires a lot of time. and we need other people as a medium to hone our English language skills directly. Learning Only Through Text, Learning English through written text will not allow us to speak English. Because if we only learn through the text without practicing it then what we learn will be remembered only temporarily, as well as memorizing. We must understand each word, and if we understand it, then automatically we remember and better understand each word. In Indonesia, English is the foreign language that must learn by the other people. The students in Indonesia learn English as the main subject at school. The school of Indonesia expected the students must be mastering English and fluent in speaking English. However, in learning activities the students and teacher still use Indonesian language as their communication in the process of learning English. The teachers do not provide speaking in communication contexts both in class and out of class in real situation.

Four skills to understand English according to Harmer, Listening, Reading, Writing, and Speaking.⁷ According to Harmer there are 4 reasons why speaking must be mastered speaking can dramatically increase our confidence. Whether we realize it or not, we live as human social beings who need interaction between one human and another human as follow, Speaking ability will affect life. People who are often invited to be public speakers automatically be given the confidence to

⁶Jack.C.Richards,2008. *Teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press. p.21.

⁷Harmer, Jeremy. 1998. *The Practice of English Language Teaching*. London : Longman.

organize an event or other form (become leadership), A speaker certainly know a lot of things so he can get a source of relevant speech material. Preparation before giving public speaking is a time when we learn and increase our knowledge, Speaking can also make us more active and comfortable when hanging out with friends who speak fluent English, and Speaking can also make us special abroad, because people who are abroad such as English and American will be very proud when we are able to speak with them in their very fluent language.⁸

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to talk about something for someone else, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon, lose their interest in learning. Students, who do not develop strong oral skill during this time, students find it difficult to keep face with their peers in later years.⁹

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that speaking is oral skill used by people to speak up. Therefore, speaking is an ability to speak in studying language. It will have to learner or human beings to be more fluent in

⁸Harmer, Jeremy. 2007. *How to teach English*. Edinburg Gate: Pearson Longman.

⁹Dewi Hughes. 2007. *Speaking*. Jakarta: Gramedia Widiasarana. p.57.

speaking and using language. The main point of speaking is being able to deliver some speech in every context of communication. It because that people can be said of having a good language when he she speaking fluently. In other words, speaking is a real evidence to language learner in mastering language.¹⁰

The researcher chose to conduct research at this school because previous researchers have not gotten significant results in the improvement of speaking that has been taught. Therefore, researchers can replace the methods that have been taught from previous researchers to the Story Completion method. and will see the final result after using the Story Completion method in the classroom.

Story Completion is free speaking activity for which students sit in a circle for this activity, a teacher starts to tell 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 add from four to ten sentences. Students can add new characters, events, description and so on. Story completion is one of a new technique in teaching speaking which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson as who states that story completion is an activity which very enjoyable in whole class. The learners can easily be plunged into the plots of the story as they had to tell the part of the story decided.¹¹

The conclusion of the statements above is, the teacher must be able to find the appropriate method to improve the students' speaking ability. The goal of

¹⁰Maulina, Kamalia (2018) *The implementation of riddle game media to increase students' ability in speaking for the eleventh grade students of mas.*

¹¹Utami,R.2014.*Students' Speaking Achievement through StoryCompletion Technique.* Tulungagung: IAIN Tulungagung Library.

process learning in teaching speaking cannot be achieve to the students if the teaching method is not appropriate to the students. Speaking is not memorizing skill, but it is a productive skill to express ideas, thoughts, messages and feeling in social interaction.

Based on the background above, the researcher is interested in making an effort to use Information Story Completion method in improvement of students' speaking ability and conducted the research **“IMPROVING STUDENTS SPEAKING SKILL THROUGH STORY COMPLETION BY AT TEN GRADE SENIOR HIGH SCHOOL OF MA LABORATORIUM UIN-SU”**

B. The Identification of Study

Based on the background of study above, it can be identify the problems as follow :

1. The students have difficulty reading English texts.
2. The teacher still uses the Indonesian language as the communication to the students in the class.
3. The students do not have the sufficient vocabulary, cannot pronounce the words, and lack of confidence.
4. The lack of student interest in learning and exploring vocabulary in English.

C. The Limitation of Study

Based on the identification of study above, the author limits his research to the application of “Story Completion methods in the speaking abilities of students in ten grade senior high school MA Laboratorium UIN-SU Medan”.

D. The Formulation of Study

Based on the background of study above, it can be formulated as follow :

1. How is the implementation of students' speaking ability by using Story Completion method?
2. How to improve speaking skills in students using the Story Completion method ?

E. The Objective of Study

Based on the above formula, the research objectives can be concluded as follows:

1. To illustrate the implementation of speaking skills in students using the Story Completion method.
2. To illustrate a significant improvement in the ability of students to speak English using the Story Completion method.

F. The Significance of Study

The findings of this study are expected to be useful for :

1. Theoretically : The results of this study are expected to help further researchers to find a good method of teaching speaking in English using the Story Completion method.
2. Practically :
 - a. Improve the ability to speak in English so students can apply in everyday life.

- b. Add teacher knowledge about story completion methods in applying teaching in the classroom.
- c. The other reseacher, it is expected that this research will get more information to another researcher to deep their study about information Story Completion method in speaking englis

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

This chapter is presented in order to give some clearer concept being applied in this study that is improving students skill in speaking using the story completion method. To support the ideas of this research, some theories and some information included to help the speaking design this research.

1. Speaking as a Language Skill

Every individual has a language to communicate among his or her society. They use a language to deliver their ideas, to fulfill their needs and ask to for information. They use it every day without second thought. Everyone needs language to communicate to other people. They use language to convey their ideas, to meet their needs, and to get information from other people. There are so many experts who explain about speaking. Savage stated 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. Then, Brown says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Many factors might influence that case.¹²

¹²Savage, 2011. *Teaching Speaking Skill*. Masaryk University.

According to Asyroful "speaking English is not easy need to learn to use the language one of which is speaking exercises using English". In addition, the characteristics of skills if they are fused with students are automatically without thinking, students can do it without thinking anymore like swimming, people riding bicycles, and others. Similarly, to master these speaking skills is with a lot of practice and practice.¹³

Salahuddin stated that with the objectives to be achieved. The purpose of choosing this audio visual method can be described in the form of assignments that must be done or performed by students such as memorization, carrying out activities that involve physical activities and thinking of principles such as cause and effect, performing tasks that involve understanding concepts or relationships of change and doing tasks that involve higher level thinking. Audio visual media is an intermediary media or the use of material and its absorption through sight and hearing so as to establish conditions that can make students able to obtain knowledge, skills, or attitudes.¹⁴

From the point of view of the religion, speaking also explain in the Al-Qur'an which in Q.S Al-Mujadilah : 9

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا آتَيْنَا جَيْتُمْ فَلَا تَتَنَاجَوْا بِاللَّيْلِ ثُمَّ وَالْعُدَّةِ وَإِنْ وَمَعْصِيَتِ
سُؤَالِ لِي وَتَنَاجَوْا بِالْبَرِّ وَالتَّقْوَىٰ اتَّقُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ . (٩ : الْمُجَادِلَةِ)

¹³Asyroful, *Teaching speaking*. Annual Review of Applied Linguistics 18, 102-123.

¹⁴Salahudin, 1986: 3, *Pengertian Media Audio Visual*.

The meaning : “O you who believed, when you converse privately, do not converse about sin and aggression and disobedience to the Messenger but convers about righteousness piety. And fear Allah SWT, to whom you will be gather.”¹⁵

In this verse, Allah SWT exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger. Allah SWT told us to talk about making a virtue and piety. Then, it can be infer that, according to the teaching of Islam, speaking is to deliver a message to someone in a good way, with a gentle word, do not talk about sin and always talks about the good things. That's attributes of the believers if seen from the way he speaks. The writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context and listener understand about that message.

فَقُولْ لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

And speak to him with gentle speech that perhaps he may be reminded or fear [Allah]." (QS. AtTaha-44)

2. Speaking Instruction in Indonesia EFL Context

Teaching speaking is very important of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner at school and to his success later in every phase. Speaking has taught at school based on the consideration of its importance for the human beings.

¹⁵Al- Bayan. 2001. *Al-qur'andanTerjemahannya*.Semarang : As-Syifa. P.1461

In the process of teaching learning activity, there are many things that affect students' low speaking mastery. According to Thornbury, there are some factors that affected the students' speaking skill, as follow :¹⁶

- a. Knowledge factor: the learner does not yet know aspects of the language that enable production.
- b. Skills factor: the learner's knowledge is not sufficiently automated to ensure fluency.
- c. Affective factor; lack of confidence or self-consciousness, which might inhibit fluency.

Those factors also occur to the Indonesia students in their speaking ability. The lack of opportunities to practice English outside is one of the difficult aspects of learning languages. English is rarely used in real life, so students feel no need to learn English. They found no reason to study English. Due to lack of motivation, students do not really try hard to learn English. Different from learning a second language that is learning a language in an environment where the language is the language used in everyday communication and there are various sources to learn it. So this indirectly becomes a common factor causing difficulties for students in learning English. Learning something new always challenges us because it requires great effort and time.¹⁷

¹⁶Thornbury, Scott. 2005. *How to Teach Speaking*. English: Longman.

¹⁷Dalimunte, Muhammad. 2019. English Conversation Teaching by Pair-Work Technique for Year English Major Students. Retrieved from : www.bircu-journal.com/index.php/birle.

Those factors also occur to the Indonesia students in their speaking ability. The lack of opportunities to practice English outside is one of the difficult aspects of learning languages. English is rarely used in real life, so students feel no need to learn English. They found no reason to study English. Due to lack of motivation, students do not really try hard to learn English. Different from learning a second language that is learning a language in an environment where the language is the language used in everyday communication and there are various sources to learn it. So this indirectly becomes a common factor causing difficulties for students in learning English. Learning something new always challenges us because it requires great effort and time.

Lack of vocabulary or understanding sentence structure is also very important. When students do not have enough vocabulary in English related to topics used as interacting material, the interaction process will be stuck. Some others may be hampered in expressing it into a sentence that is at least understandable by their partner or friends in the group. To overcome this, the teacher can provide several types of media that help students to quickly obtain the necessary vocabulary for example by a list of words, flash cards, or power point shows. Examples of sentence structures that can be used (sentence patterns) can also be provided to help them.¹⁸

¹⁸Brown, H. D. 2001. Characteristic of successful speaking activities. New York: Cambridge University press.

These problems not only occur to the students in the class, but also come from to the teachers. It may be occur cause they have less exercises to develop their speaking skill. Speaking english fluently cannot naturally happend toward the people who learn the foreign language. Everyone must have more exercise to achieve the speaking skill goals. The role of the teacher in the class is very important to the students as the controlling the situation of speaking activities and help them to improve their speaking by using the appropriate strategies and methods.

3. Methods in Teaching Speaking

Some researchers have already explored their research about improving students' speaking ability through some teaching ways and learning procedural text. There were some researchers presented below :

Samad, M. 2014, Improving The Students Speaking Ability in Organizing Ideas by Using Cue At MTsN Model Makassar . The result of the researcher concluded that students' speaking ability in producing imperative sentence at the students of MTsN Model Makassar tend to be improved after using cue cards in learning and teaching process. She added that, the students ' also enthusiasm toward the use of cue card in learning process.

Nurdiana, A. 2014, Enhancing Students' Speaking Comprehension Through Whole Brain Teaching at PIBA Students Of Islamic State University Alauddin Makassar . The researcher concluded that, whole brain teaching strategy

can enhanced students' speaking comprehension after giving treatment for two cycles, it can be proved from the increasing data significantly.

Syahrir, M. 2014, Improving The Students' Speaking Ability by Using Biography in Picture at The Second Year of Islamic Boarding School MA As'Adiyah Putra Pusat Sengkang. The researcher concluded that, the students' speaking ability in producing question at the second year of Islamic Boarding School MA As'Adiyah Putra Pusat Sengkang tend to be improved after applying Biography in pictures. Applying Biography in pictures can improve the students' speaking ability in producing question. It proved from the result of the test improve in every cycle, and also the students' passion, motivation and enthusiasm in learning process.

From the explanation above, it can be said that, the previous related findings above were in line each other, where the teacher have to be more sensitive to find the interest of students' in learning English, moreover for the speaking skill.

The different of the previous findings with the research of the researcher were, the previous findings using Story Completion in Vocabulary, Speaking with the different techniques, different Subject and the researcher findings focus on speaking skill in fluency and comprehensibility, different subject, technique and design.¹⁹

¹⁹Rahmawana,
2017. Using Story Completion in Teaching Speaking Skill to The Second Grade Students of Senior High School in SMAN 6.

4. Story Completion as a Method

Story Completion is one of a new technique in teaching speaking of narrative text which can increase the students' speaking skill. It might be caused by the real life situation of the class which can make the students interested in following the lesson. Who states that Story completion is an activity which very enjoyable in whole class. 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. Therefore, it is recommended to use Story Completion in teaching speaking of narrative text.²⁰

Story completion is one of the techniques that use to teaching speaking a where the students have to complete the story systematically.²¹

According to o' Maley and Pierce said story completion gives students an opportunity to speak at length, if they can, without teacher interruption in an informal setting. Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it.²²

²⁰Ghiabi, Shiami. *Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story-Completion as an Open Task on EFL Learners' Speaking*. Downloaded 25 July 2016 from. 2014.

²¹WisnuWijaya, *The Implementation of Story Completion technique in Teaching Speaking*, available at download.portalgaruda.org/article.php?article=287230.html, March 03, 2017.

²²O'Malley, J M, and Pierce L V, *Authentic assessment for English language learners*, (Addison: Wesley Publising Company, 1996), p.12.

4.1 Teaching Procedure of Story Completion Learning

1. Speaking through story completion procedure as follows :

- a. Teacher starts to tell a story.
- b. The teacher will choose an interesting story from a book or newspaper to tell the students in the class.
- c. The first speaker from a group students continue the story after the teacher stop narrating. Students start from the point on that previous one stooped.
- d. After the teacher finishes the story in front of the class, the student will continue the story cut off from the teacher.
- e. Students should tell the idea of the story, so, the students will enjoy the speaking.
- f. Students should think about part of the story such as conflict in the story, think about part of the story such as conflict in the story, think about part of the story such as conflict in the story, climax until the resolution climax until the resolution.²³

²³Kayi, H. 2006. *Teaching speaking: Activities to promote speaking in a second language, Story Completion Technique*. Teaching English as Second Language, 11(12), 1-9.

In the explanation above, the authors conclude that in the story completion activities there are several main points that will be mastered by students, lessons will be more effective if one class is divided into 2 people or 4, students in the class must be more active and effective to understand the material about story completion this, they must use good language and good memories to be able to tell it back in front of the class by using a foreign language that is English. and with a high level of courage will teach them more confidence to speak a foreign language in front of a crowd.

2. Application of Story Completion Technique:

The application of this technique: we already have narrative text, a pingpong ball. First, we ask them to make circle, give instruction to them: ask one student to stand in the middle, give them a pingpong ball and a part of story, he/she read that story and please to others students to make sequel of the story, when he/she finished throw that pingpong ball to one of them, who is hitting by the ball he/she must continue the story and give them 5 seconds to think.²⁴

3. The procedure of Story Completion technique:

The procedure of Story Completion technique stated by Kayi as follows:

- a. The teacher asks students to make groups consist of 5 students in each group.
- b. The teacher gives the topic of a recount text, the teacher gives them 15 minutes to discuss with their group.

²⁴Ghiabi, Shiami. *Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story-Completion as an Open Task on EFL Learners' Speaking*. Downloaded 25 July 2016 from. 2014.

- c. The teacher starts to tell a story in the beginning.
- d. After a few sentences, he or she stops narrating.
- e. Then, each student starts to narrate from the point where the previous one stopped.
- f. Each student is supposed to add from four to ten sentences.
- g. Students can add new characters, events, descriptions and so on.²⁵

4.2 The Advantages and Disadvantages of Story Completion Method

According to O'Malley, J M, and Pierce L V, A learning model is select definitely are advantages and disadvantages. Story Completion technique has some advantages as follows:

- a. The learning activities more interesting and not makes the students be bored to sit for hours, so that, the students' motivation will be higher.
- b. The activities of students learning more active because all of the student speak and make a story according to their own words.
- c. Students produce an oral report, it can be scored on content or language components, it is scored with rubric or rating scale, and it can determine reading comprehension, and speaking development.
- d. Stories promote a feeling of well-being and relaxation.
 - 1) Increase children's willingness to communicate thoughts and feelings.
 - 2) Encourage active participation.
 - 3) Increase verbal proficiency.
 - 4) Encourage use of imagination and creativity.
 - 5) Encourage cooperation between students and enhance listening skills.²⁶

²⁵Hayrie Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada: University of Nevada, 2006) The internet TESL, Journal, Vol.12. No.11.

Story Completion technique is also some disadvantages as follows:

1. Students“ need many vocabularies to tell a story, where the most EFL juniorhigh school students, especially in Indonesia, lack of vocabulary.
2. Teacher should prepare stories which appropriate to senior high school students’ age, ability, and knowledge.²⁷

B. The Related Studies

In this thesis, the research takes three previous studies that described about using visual as media of learning:

1. Conducted by Sukma (2014) “The Effect of Using Story Completion Toward Eight Grade Student’s Speaking Ability of SMP N 1 Mumbulsari Jember in the 2014/2015 Academic Year. The researcher found that, there was a significant effect of using story completion toward eight grade students’ speaking ability of SMP 1 Mumbulsari in the 2014/2015 academic year, where the students had a great enthusiasm to learn and can make the students easily to describing a story well on speaking ability.
2. Arisca (2015) “Improving Students’ Vocabulary Mastery Story Completion Technique in Speaking Activity at SMPN 2 Kotagajah 2015”. The researcher concludes that, there was a significant improvement of the students’ vocabulary mastery from the pretest and posttest after they were taught by using Story Completion. In this research, the highest

²⁶O“Malley, J M, and Pierce L V, *Authentic Assessment for English Language Learners*, (Addison: Wesley Publisng Company, 1996), p.12.

²⁷*Ibid.* p. 12

improvements of the students ' vocabulary mastery were in verb achievement.

From the two previous researchers above, have a similarity about some variable especially speaking ability. The two previous above have differences in the research design. The first thesis uses descriptive Quantitative design, but a second thesis use Qualitative.

C. The Conceptual Framework

In this Era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Senior High Schools are important given other than us a preparation of the globalization process but as the provision of Senior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

English is a foreign language in our country, it has become an international language. English has been intergrated to secondary school for a long time. The English language is exerting even stronger influence in the modern world and has become an international language. There are also advantages of introducing a foreign language for young learners. It is also important for students to get learning Englis early.

One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

This research is focus to improve students speaking skill through Story Completion as a new technique in teaching speaking. The students can be helped to improve their speaking skill n and the teacher can be more active to teach speaking to the student.

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Research Design

This research applied by using Classroom Action Research Arikunto statet that Classroom action research is a research that is done by a teacher, collaborate with the researcher (or a teacher, itself as a researcher) in a class or in a school that the teacher teaches to improve process and practice learning, moreover, classroom action research is developed through self-reflective spiral, a spiral of cycles of planning, acting, observing, reflecting, there planning. In this research, the researcher tried to find the appropriate method to the teacher in the process of teaching speaking. The researcher use story completion method to take action in students' problem in speaking.²⁸

In this research, the researcher used a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps, planning, acting, observing and reflection. The figure is below:²⁹

²⁸Arikunto, Suharsni.2010. *Prosedur Penelitian Tindakan Kelas: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

²⁹Kemmis S and McTaggart, R. 1998. *The Aaction Research Reader* 3rd edition. Geelong : Deakin University Press.

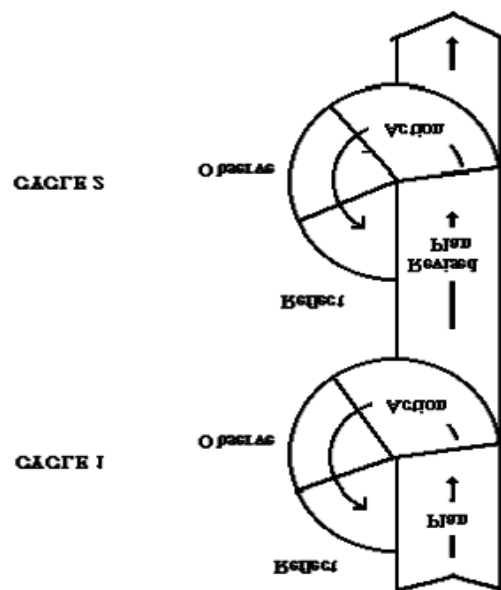


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart

The reasons why researcher chose to use the story completion method are to increase the focus of students in the classroom, and to apply speaking that is good for students, because, from previous researchers who conducted research at this school using other methods did not find significant results in the learning process of speaking. Therefore, the researcher changed the method to be taught in this school, focusing on the tengradeSenior High School of MA Laboratorium Medan.

According to Wallace Michael J, Classroom Action Research is a reflective research which conducted by the teachers to develop their teaching skill. It means that the teachers can use Classroom Action Research as a method to develop their teaching skill. In addition Wijaya Kusumah stated that classroom action research is a research which conducted by the teachers in their class with

three ways, first is planning, second is acting, and third is reflecting which has the aim to develop teachers "teaching skill and to improve students score". "It can be seen that Classroom Action Research is not only to develop teaching skill for the teacher but also to improve students' score and solve their problem in learning."³⁰

B. The Subject of Research

The reason the researchers chose class ten at this school is because because in tenth grade English material is more applicable for speaking lessons, and in grade eleven there is a conflict with the PPL schedule, while the reason the researcher did not chose twelve class at this school is because the school did not allow researcher to interfere with the serious class schedule of twelve the grade students' because of twelve grade already in the focus phase in lessons to face the National Examination, so, researchers only have to choose class ten to do this method.

C. The Setting of Research

The location of this research is in Medan roads, specifically at Jl. William Iskandar, Medan Percut Sei Tuan. The reason researcher chose to conduct research at this school was because, previous researchers who had experienced conducting a study from another university in this MA Laboratorium UIN-SU

³⁰Wallace, Michael J. *Action Research for Language Teachers*. Cambridge: Cambridge University Press,2006.

school, that there were many students who could not speak and understand English in this school, especially in ten grade.

Hence, the researcher wants to get further research to observe the improvement of students in speaking English by using the Story Completion method. Researcher easily implemented observations in this school because these private schools do not have very heavy regulations for university student who really want to research in these schools.

D. The Procedure of Research

Based on the explanation above the procedures of research are performed by implementing two cycles. Each of cycle contain four steps, which are planning, action, observation and reflection. Before the researcher implemented the cycle 1, the researcher identified the problems of students' speaking ability by using the transcripts of interview with the English teacher. It purposes to know the research plans that the researcher must do in the class.

1. Cycle I

a. Planning

Based on Classroom observation, the researcher and collaborator worked collaboratively to plan some actions which are feasible to be implemented in the field. Learning plan that will be made based on an analysis of the problems that are in the classroom. Classroom Action plans are directed at resolving the caused of problems, looking forward, and are flexible to receive unexpected effects. The researcher the teacher and the teachers work together to plan everything related to

the teaching process. In this planning the researcher must prepare a lesson plan narrative text and the media that taught in the classroom, the media used for eighth grade is audio visual media, audio visual media can use a story book that later be told by the teacher in front of the class , this media very helpful in applying the Story Completion method and speaking lessons that used in this class. The researcher identified the developments in the class when this method is taught, whether students become active or not.

b. Action

The action is the process of what the researcher will do. It changed implementation of planning. The research was flexible and ready to be changed the situation. In this phase, the researched implement all the processed of points that planned. The action were implemented until there were the improvement on students' speaking. The acting phase was implemented at least two cycles continuously and the time period of teaching depends on the material needs.

c. Observation

The reseacher and collaborator observed the situation and condition while the teaching-learning processed. All of the speaking activitied in the class conducted into diary notes. It was make the research know whether the atmosphere of class is good or not. Then, in the process of observation, the researched know the obstacles of students during the teaching-learning processed.

d. Reflection

The researcher reflected and evaluated the researcher after implemented the action. In this phase, the researched and collaborator analyze the problems that has already did in action and find the solution to improved the teaching learning in the processed of teaching.

After the reseached has done in cycle one, the researcher decided whether the research needs to continue in the cycle two or so on. In the cycle two, the researcher give the modification of lesson plan in order to smallen the weakness of cycle 1.

2. Cycle 2

a. Planning

1. Preparing lesson plan
2. Revise the scenario of teaching and learning in speaking
3. Give the test of speaking to the students about descriptive text.
4. Preparing the media and material of speaking activities
5. Planning and designing the application of teaching model in speaking activities.

b. Action

In this phase, the teacher gives more explanation and implement the technique or scenario of teaching process which has been revised from the first cycles. The teacher also gives the second test to the students in order to know the improvement of them.

c. Observation

The researcher observe the process of teaching-learning in the class. Whether the scenario of teaching can create the good atmosphere or not.

d. Reflection

In this phase, the teacher and collaborator evaluate again the development of students in the process of speaking activities. And all of the data process will collected in diary notes or field notes.

E. The Technique of Collecting Data

In this research, the data were collected in quantitative and qualitative. Quantitative data is used broadly to describe what can be counted or measured. The researcher collected the quantitative data in the form of students' score during speaking tests which consist of pre-test and post-test.

The Qualitative data is used to describe data, which are not enable to be counted. It is empirical research where the data are not in the form of numbers. The qualitative data that used by the researcher are interview; asking the teacher to know the difficulties of the students in speaking ability, what are the methods and techniques that the teacher use, and all everything in the process of speaking activities. Observation, observed and watching the process in teaching-learning English. Diary notes; note the important things in the process of teaching-learning English. And the last is documentation; the material which can be as the documentation such as photos or videos and all of the students' worksheet.

The researcher presented the action of collecting data as follows:

1. Test

Arikunto stated that test is used to measure the students' basic ability and achievement. To get the data the researcher did the test that consists of pre-test and post-test, the application of the story completion method tests using narrative text, narrative text in the form of fairy tales that read by researchers to students, then, after that students continue the story cut off from the researcher and then it continued with classmates.

- a. Researcher pre-test to know the students' ability before the writer gives the material for research.
- b. Researcher using post-test to know the students' improvement after using story completion.³¹

The function of pre-test is to know how far the story completion technique improve student's speaking ability before it was implemented. Mean while, the function of post-test is to know the increasing of speaking skill after they use story completion technique. Pre and post-test are to know the differences of the students' speaking ability before and after the teaching by using the method.

³¹Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Edisi Revisi IV. Jakarta: Rineka Cipta

2. Interview

Interview is purpose to conduct a conversation that explores the researcher's focus idea. The researcher conducted interviews with the English teacher, the collaborator and the students to find out their reactions, response and suggestion after the researcher implement the method in the class.³²

3. Observation

In addition the researcher also conducted observation in the classroom. The researcher is looking at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of Some of the aspects that observed, such as:

1. The focus of students on the material from the teacher.
2. The activeness of students in making tests from the teacher.
3. Student enthusiasm in answering teacher questions.
4. Question students to understand the material from the teacher.
5. Students answer the teacher's questions well.

Items about occurrences or behaviors that drawn happened. In this stage the researcher used field note and camera for taking the video which is used to observed and to know the situation and activitied during teaching-learning

³²Burn, Anne. 2010. *Doing Action Research in English Language Teaching*. New York : Routledge

process. By used field note and camera the writer would like to know the class situation and participation of students.³³

4. Diary Notes

Diary notes is note for the researcher when the researcher was teaching in the class. It contained of focus, activeness, sresponse and researcher feeling, opinion, estimation, reflection and explanation. And those were wrote in diary note.

5. Documentation

Arikunto states that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. This method is not to difficult since if there is an error the source data is still not change. In this stage, the researcher make a note, takes photo graphs, teks story taleand video as proof of teaching learning activity.³⁴

F. The Technique of Data Analysis

The data analysis of this research are used the qualitative data and quantitative data. There are some steps to get both analyses of qualitative and quantitative approaches. Here are the detail explanations of steps to get the data. :

³³Ghiabi, Shima. 2014. Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story Completion Technique as an Open Task on EFL Learner's Speaking. Iran: International Journal of English and Education

³⁴Syahrum and Salim.2014. *Metodologi Penelitian Kualitatif*. Bandung : Cipta Pustaka. P.146

1. Data Qualitative

The qualitative data is used to describe the situation during teaching and learning process. The data of analysis in qualitative got from observation, interview, diary notes and documentation. According to Miles and Huberman, there are three steps of qualitative analysis, as follow :

a. Data reduction

The data reduce by summarizing, selecting and focusing on the main data points. There were some steps that the researcher have done in the process of data reduction:

1. Summarize directly related data, situations and conditions at the study site. And the next step the researcher have choosen data that was relevant to the research.
2. Coding, in this step the researcher makes detailed information from the data that has been summarized previously. And researchers will make a code or symbol to give a briefing on data collection that was previously done.
3. Researchers record overall data. And researchers also make classification and editing of data based on situations that occur .
4. Researchers reflected on the data and provide ideas that can provide data information. In this process, researchers found the importance of development theory for student learning.

b. Data Display

1. Collecting the results of data reduction.
2. Compile more relevant research data.
3. Make a diagram or matrix. The contents of the diagram or matrix has done displayed in a code or symbol (phrasal words or verbs).

c. Conclusion/Verification

The final process of qualitative analysis that has been carried out was conclusion or verification. Researchers must make conclusions from the results of the data obtained. The conclusion / verification process was agreed to clarify the explanation that has been presented in the data display. After the process of data qualitative analysis was completed, the researcher make sure the data by using peer de brief. In the process of peer de brief, Inter rehability peer debrief, the researcher discussed with the teacher to reflect on what was right (or wrong) from the results of data analysis.³⁵The researcher discuss to the teacher in order to reflect on what went right (or wrong) from the data analysis.

2. Data Quantitative

The quantitative data was used to analyze the score of students' speaking ability. The data of quantitative scoring by using the rubrics of assessment that adopted by Brown. There are some aspects of assessment in speaking such as pronunciation, fluency, grammar, vocabulary and comprehension (look at the **appendix 1** of this research).

³⁵Miles, Mathew & Huberman, A. Michael, *A Qualitative Data Analysis*,.(Sage Publication, Inc. 1984), pp. 21–23.

The test of speaking rate by two different raters who are as the teachers of that school. It aims to ensure the inter-rate reliability of scoring the speaking test. Furthermore, the researcher uses the formula to know the mean and the percentage of the students who can improve the speaking ability by using Story Completion method.

In analyzing the quantitative data, the researcher used the mean's formula by M.Toha Anggoro³⁶:

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

\bar{x} = Class mean score

$\sum x$ = The total score

N = The total number of students³⁷

³⁶Toha Anggoro. *Metodologi Penelitian*. (Jakarta: Universitas Terbuka.2007)

³⁷Indra Jaya and Ardat.2013.*Penerapan Statistik untuk Pendidikan*. Bandung : Citapustaka Media Perintis.

The performance indicators of the improvement of the students' ability in speaking are:

1. The students can achieve the passing grade of the speaking test of 70.
2. At least 85% of students in the class have passed the minimum mastery criteria of speaking skill.
3. The students' participation during teaching and learning process at least 75% of students in the class active in doing the class.

Test item which is used here is students are asked to make story completion based on the students' imagination, idea, and interpretation of material given.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The findings of this research are concerned to “Improving Student’s Speaking Skill Through Story Completionat Tenth Grade of Senior High Schoolin MA Laboratorium UIN-SU MEDAN”. This research was implemented in X MIA students in MA Laboratorium UIN-SU Senior High School, William Iskandar. The data analysis of research used qualitative and quantitative approaches. The qualitative data got from transcript of interview, diary notes, observation, and documentation (pictures, video, work sheet orrecorder). Meanwhile, for the quantitative data obtained from speaking test at theclass. All of the data qualitative are collected from 35 students. Meanwhile, for the quantitative data the researcher did the speaking test to the students, which counted by the formula of mean (to know the average value of students’ score) and the formula of percentage value of students’ score. In quantitative data, the researcher has done in three steps of process scoring which are pre-test, post –test I and post-test II.

Before the researcher implemented the speaking activities and gave the students’ speaking test at the class, the researcher did the observation with the English teacher in order to identify the students’ difficulties in speaking that occurred in grade X MIA 2 of MA Laboratorium UIN-SU Senior High School. All of the difficulties of students’ in the process of learning has wrote down in

each of the cycle in this research. Then, the researcher did the pre-test and preliminary before implemented the cycle 1.

1. Preliminary Data

In preliminary data, the researched did two steps, those were giving a pre-test and interview. The speaking test that did by the researcher aim to know the students' ability to speak. The researcher entered the class in the first meeting to did the pre-test for 35 students in the class. The Standard Minimum Score or Kriteria Ketuntuan Minimum (KKM) at the school was 75. The findings of the research deal with the rate percentage of the students' score obtained through test, mean score, standard deviation, and test of significance. Research data were captured using speaking tests, questionnaires, and observations. The results showed that (1) the average value at the pretest was 5.29, while the average value at the posttest was 71.57 with a significance value (2) students gave a positive response to the Story Completion technique, and (3) in the process learning, some students seem not confident when talking when in fact they can speak well. From the findings, it can be concluded that Story Completion is effective for teaching speaking.

The result of quantitative data will be strengthened by using the qualitative data. The result of qualitative data will be taken from the interview and the meeting of students in the class. The researcher did the interview before conducting the first cycle. From the researcher's interview, it was found that there

were many difficulties of students' speaking ability at the class. Some of them are the students still have lack of vocabularies that is inhibiting them to try speaking.

The students' pronunciation also needs the improvement because they still use mother tongue to speak English some. Actually, most of the students interested to study English subject even part of them were still no have desire to participate it. These statement can be shown in the result of interview to the teacher:

R : *"What is preventing students from speaking in English?"*

T : *"Which prevents students from speaking fluently in English due to the factors of mother tongue that they often use everyday, which causes them to be familiar with their mother tongue, and cannot understand difficult languages such as English, other problems are lacking the vocabulary they have and their pronunciation must also be improved, if they still often use their mother tongue, and their lack of confidence when speaking English in front of the class."*

R : *"How active are the students in the class when English lessons take place?"*

T : *"The activeness of students in the class tends to be passive, but not all students are passive, there are also some students who are enthusiastic when working on the questions that have been given, and they are competing to collect the very first answers."*

(Interview transcript of the teacher, appendix IX)

From the problems of the students in the interview above, the researcher and a teacher applied story completion in the teaching process of speaking in the classroom. The preliminary data of the research continued in the process of cycle 1.

2. The Reports of Cycle 1

In cycle 1 there are four steps: planning, action, observation and reflection. Conducted in two meetings and at the end of the learning process given a test. The results of this phase were divided into two namely quantitative data and quantitative data. In this cycle the type of data collection was divided into two namely qualitative and quantitative data. Observation and interview sheets were analyzed by using qualitative data and students' average scores were taken from quantitative data.

2.1 Qualitative Data

The researchers' findings relate to the application of the story completion method in teaching speaking to improve students' ability at speaking in Class X of MA Laboratorium UIN-SU. The following cycle 1 report:

a.) The implementation of Story Completion Cycle 1

The cycle 1 was conducted in two meetings. Every meeting had the same steps in implementing the Story Completion. Before the researcher entering the core activity, the researcher did the opening activity first. Those activities were: 1). Teacher greets the students and check attendance list. 2). Teacher asks the

students whether they know about narrative text or not. 3). Teacher motivates the students to learn. 4). Teacher explains the objective of learning narrative text.

In implementing action, the researcher was as a teacher. The researcher did the teaching and learning process in story completion. The activities in class consisted of three activity. They are pre activity, main activity, and post activity. The pre activity includes (1) opening the teaching and learning process, such as greeting, checking attendance, giving motivation and praying. Further, the researcher did apperception to the students or questions related to the material.

Before the researcher did the implementation, the researcher did some activities in the opening of learning English. The researcher was greeting to the students in the class by saying "Assalamualaikum". After that, she gave the instruction to pray before started the learning. The researcher also gave the motivation to the students in order to they had a good spirit to participate in the class. The next step was the researcher checked the attendance of students and asked them to be ready following the speaking activities.

Furthermore, here are the speaking activities that the research erimplemented in the class :

1. Giving the Topic of Speaking

Speaking was an activity that the students practice directly to show up their ability in English. In order to make the speaking activities in the class was going well, the researcher made a plan the topics of speaking to the students. In the first cycle, the researcher determined the topic about narrative text. Based on

the purposes of story completion method, the topic of narrative text can achieve the students' speaking activities where they will imagination about fairy tale story.

After that, the researcher gave them the introduction of topic. To remind them about this topic, the researcher asking some question to practice their critical thinking. The researcher asked them whether they still remember about the narrative text or not. It can be shown as follow :

R : *"Anyone still remember what is the narrative text..?"*

S : *"Yes Miss.. It is about the story imagination.."*

R : *"Give me example about narrative text..."*

S : *"Cinderella fairy tales, beauty and the beast, snow white, sleeping princess, and rapunzel."*

R : *"Yes, you're right, those are some very popular fairy tales, do you know that the difference between fairy tales and folklore?"*

S : *"We don't know miss..."*

R : *"The difference is that a folklore is a true story that reflects the value of the people, while a fairy tale is a story that has not been confirmed and the story for sleeping."*

S: *"Yes miss... we understand now...."*

(Interview transcript of the teacher, appendix XI)

Based on the pre observation and interview toward the teacher and students, the researcher identified that the students' speaking ability should be improve by implementing a technique of teaching and learning process that could over come the problem. Therefore, the researcher designed the technique of teaching and learning process through Story Completion.

The aim of the researcher to apply story completion to the students, students are expected to be able to improve their English speaking skills in story copletion with fairy tale narrasi texts. There were three steps in implementing the core activity of the plan in every meeting.

a.) The researcher Explain About the Material that Need to be Learn

Story completion is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrative. Then, each student starts to narrative from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. In teaching using story completion using narrative text is, all students sit in groups of 5 students, after that the instructor ask them to sit in a circle in accordance with their respective groups, then, students was given a sheet of text that contains story completion tels narrative, one of the students in the first group will start the story, then the first narrator stop in accordance with the construction arranged by the teacher, the teacher ask students from other groups to connect the story that is cut off from the first reader.

After that, the researcher gave them the introduction of topic. To remind them about this topic, the researcher asking some question to practice their critical thinking. The researcher asked them whether they still remember about the narative text or not. It can be shown as follow :

R : *“Do you know what text narration is ?”*

S : *“We don’t know miss.. we forget about that...”*

R : *“Alright, I'll tell you what the narrative text is. Narrative is one type of paragraph development in a piece of writing, a series of events from time to time described in the order beginning, middle, and end. Narrative can be fiction and can also be non-fiction. Narrative can be found in works such as short stories, biographies, novels and so on....”*

S : *“We understand miss...”*

R : *“Who of you knows any of the features of the narrative text? ”*

S : *“I know miss...”*

R : *“Yes.. Please...”*

S : *“The characteristics of narrative texts are, telling from the past, must focus on the characters in a story, texts that use connecting lines, text that has dialogue in the story...”*

R : *“Yes.. Good.. Thank you...”*

(Interview transcript of the teacher, appendix XII)

Then, to clarify the topic of learning, the researcher will explain the characteristics, objectives and examples of the narrative text, in order to make it easier for students to understand the learning path that will begin and so that they understand the next step. Therefore, the researcher gave the students a sheet containing a fairytale using narrative texts. From that sheet students will start reading and understanding before going to the next step. The researcher asked the students to understand the contents of the text of the tale, after that the researcher would ask one by one to make the narrative text. This activity aims to make students understand the ideas of the text and narrative texts, and to develop their imagination.

While the process of learning was going, the researcher felt that condition of students were still conducive. Most of them were still pay attention with the researcher's explanation. The researcher decided to continue the next step of learning activities.

2. Implementing story completion method.

The researcher has done to giving the students the material of speaking. For the further actions of speaking to the students, the researcher implemented story completion method in speaking. The first step of this activity was the researcher gave the students a task. The assignment was given by researchers related to the narrative text which tells the story of the imagination of the students' thoughts. Before students apply story completion, the researcher was provide some instructions to clarify the process of speaking students in the classroom. The researcher asked them to found the partner of speaking. It was a requirement of

students to the process of speaking activities. Hence, if the students have already found the partner of speaking, the researcher gave the entire group a sub-topic that related to narrative text. Both students must have a different narrative text, which has sub topics about their imagination, each of them must know what characters are in their respective stories, and they talk alternately in front of the class, while students who were waiting to read their turn, the researchers asked them to also record the characters in their friends' stories, and what titles they write.

After the speaking activities have done, the researcher asked the students to summarize directly about the speaking activities related the material, and the researcher gave the feedback to them. Furthermore, the researcher re- planning the scenario of speaking and prepared the next speaking material.

b.) The Problems of Speaking Activities after Implementation of Story Completion Method

After the researchers applied the story completion method in speaking activities in cycle 1, the researcher found several problems that was explained as follows :

1. The students have less vocabulary.

The researcher found that the lack of vocabulary that most students have in the classroom, thus preventing them from being able to understand the material being taught. To start speaking in front of the class, they cannot speak English fluently. They must have a small note to record some vocabulary or sentences that they do not know. Therefore, researchers allow them to open dictionaries on their

mobile phones. However, there are some students who always ask vocabulary researchers they don't know about, because they don't have an English dictionary application on their mobile phones and don't carry a large English dictionary when English learning takes place in class.

Researcher : *“Selama kegiatan tadi, apakah ada kesulitan yang kamu alami?”*

(During the activity, do you have any difficulties?)

Student 2: *“Ada miss, kesulitan kami tadi karena kami kurang memperhatikan disaat miss sedang menjelaskan di depan kelas tentang materi yang kita pelajari. Terus miss, saat kami udah tau apa materi yang miss sampaikan tadi, kami agak bingung miss, karena kami sebangku kurang bisa berimajinasi dan menuliskannya ke dalam sebuah tulisan miss, karena disaat pelajaran dimulai, factor perut lapar miss...”*

(There was a miss, our difficulty was because we paid less attention when Miss was explaining in front of the class about the material we were studying. Continue to miss, when we already know what material is delivered, we are a bit confused miss, because we are less able to imagine and write it in a miss writing, because when the lesson begins, the stomach hunger factor is miss ...)

Student 3 : *“Kesulitan kami tadi miss, karena kami gak punya kamus bahasa inggris miss, saya ada aplikasi kamus di handphone saya miss, tapi gak bisa online, jadi kami harus pinjam handphone kawan kami miss, jadi tunggu-tungguan ngerjain soal yang miss kasi tadi miss...”*

(Our difficulty was miss, because we don't have an English dictionary miss, I have a dictionary application on my handphone miss, but it can't be online, so we have to borrow our friend's cell phone miss, so wait and wait for the questions that were missed miss ...)

(Interview transcript of the students, appendix XIII)

2. Student pronunciation is still not good

When the students shown up the performance in the class, the researcher listened them carefully to analyzed their pronunciation of words. They still spell the words in English seems like their mother tongue. The researcher corrected the words of pronunciation in order to they pronoun the words in a good way.

3. Some students are less active in learning speaking

In the process of speaking activities, the researcher found that some of students cannot be actively participate in the class. Even they were pay attention to the explanation of the researcher, but there were the students who did not complete their task well. These problem can be shown from the diary notes as follow :

“(6th January 2020). For the activity, most of the students participate more to present their performance in front of the class even part of them are not.”

“(7th January 2020). For this meeting, most of the students participate more in the speaking activity. Even some of them looked confuse to tell about their imagination and could not accomplish well the task.

4. Time and Classroom Management.

This problem was very difficult to do by the researcher. The schedule of subject English was at 07:15. The students were just taking the rest, and the condition of them was still not to be ready to start the study. For the beginning of the lesson, the researcher tried to manage and lead the class so that the students can be conducive and ready to start the study. Hence, there were so many wasting time to managing the class and make them be ready to begin the lesson. These statement can be proved from the researcher's note as follow :

“The initial conditions of students are still not stable when entering at 7:15 in the morning, because, there are students late when the subject matter has entered the middle, with this researcher must repeat the previous explanation briefly so that students who are late can understand the subject matter, and on the following day the researcher will wait for all students to enter the class, so that the researcher does not repeat the explanation of the material to be studied.” (*Diary Notes*)

2.2 Quantitative Data

The quantitative data were taken from the results of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in every cycle.

The researcher gave a test. The test was given for the students before treatment of using story completion. The researcher noted that the score which passed of 75 was success depending on minimum mastery criteria *Kriteria Ketuntasan Minimal* (KKM) in the school. It was found that the mean of students score was kept improving from pre-test until post-test of first cycle. Here the students score of Post Test I in cycle I as follow:

The statistical analysis from the result of the students' speaking skill test of this research shown that, the students' speaking skill before doing treatment through applying Story Completion was still low. It was proved by the result of pre-test before treatments that, there were 3 (14,28%) students achieved very good score, 2 (9,52%) students achieved good score, 12 (57,12%) students achieved average score, 3 (14,28%) students achieved poor score and 1 (4,76%) student achieved very poor.

On the contrary to the result of the students' pre-test before, there was a significance improvement on the post-test where there were the students achieved 2 (9,52%) excellent and 11 (52,36%) students achieved good score.

The students' scores were as the assessment to know the improvement of students in speaking ability. The students' score was improving after the

researcher gave the treatment to the students. The result of post-test 1 was better than the result of pre-test.

Based on the results of the research, the researcher suggested recognizing story completion as one of the technique to increase the students' speaking skill in teaching narrative text. The researcher found that there was a significant increase of students' speaking skill after being taught narrative text through Story Completion technique. It can be seen from the difference of mean in pretest and also posttest. The mean score for pretest is 53.29 and the mean score for posttest is 71.57.

2.3 Reflection

After the researcher implemented the cycle 1, the researcher reflected the actions that have already done in the process of learning. While the researcher was implementing the speaking activities by using information story completion method, the researcher ensure that there were some obstacles occur in that time.

No	Cycle	The Total Score	The Mean	The Percentage
1	Pre- Cycle	5234	53.29	9,52%
2	Cycle 1	6188	71,57	52,63%

The teacher and the researcher were analyzing the data from the diary notes, observation and interview. It aims to evaluate the process of learning and consider whether the activities have already works well or not. Hence, in the end

of learning activities, the students were freely to express their feeling, giving the suggestion and their expectation toward the implementation of the method.

Furthermore, the improvement of students could show in the result of speaking test. It shown that before the researcher give the implementation (pre-cycle) to the students, they were getting the low scores. Meanwhile, after implemented the action in cycle 1 they have the improvement in their test. All of the actions in the speaking activities were need the reflection. It was very useful to evaluate the students' speaking ability in the class. From the reflection of teaching-learning process, the researcher could find some solution to solve the problems in cycles 1:

- a. The teacher requires students to bring a complete English dictionary or download an English dictionary application on their mobile phones, so that it is easy to translate English sentences.
- b. The teacher will provide guidance in the form of narrative text to students on the previous day for them to understand at home, and write vocabulary that they do not understand, so that on the next day students are no longer confused in understanding the material of the next lesson.
- c. The teacher must re-plan the class atmosphere so that students do not feel bored with the learning material that will be delivered the next day.
- d. The teacher asked the students must be ready and prepare the class when the bell ringed. In the case, the time was not wasting too many.

3.The Reports of Cycle 2

After the researcher felt that the implementation of cycle 1 was not having the improvement significantly, the researcher continued the cycle 2 and still focus to implement the story completion method in speaking activities. There were two kinds of the data analysis in the process of cycle 2, which are the qualitative data and quantitative data. The qualitative data obtained from diary notes, observation and interview. Meanwhile, for the quantitative data obtained from the score of speaking test. Here are the detail repots of cycle 2 :

3.1 Qualitative Data

a) The Researcher Implemented the Story Completion Method in Cycle 2

The researcher is re-planning the new lesson plan and prepares the students' test for this cycle. The process of cycle 2 occurred on January 08 th 2020 and on January 09 th 2020. The action in cycle 2 focused to improve the students' speaking ability by using information gap method. In the cycle 2, the researcher was acting as a teacher in the class and the teacher was acting as the collaborator who helped the researcher in the class. The teacher also took note the process of teaching-learning went. In the implementation of cycle 2, the researcher did some steps which are : a) Giving the topic of speaking and b) Implementing the story completion method in speaking activities.

Before the researcher started the lesson, she did the opening activities. Those activities such as say greetings to the students, check the attendance list and gave them motivation to start the lesson. Furthermore, here are the main activities of speaking that the researcher implemented in the class :

1. Giving the topic of speaking to the students.

To make the students enjoyed and not bored to continue the speaking activities, the researcher gave the different topic of speaking to the students. In cycle 2, the researcher gave the topic about asking for and giving opinion. This topic was appropriate to implemented the story completion method which the students could express their ideas or opinion about something.

Furthermore, the researcher gave the introduction of this topic to the students. She made clear the explanation of this topic to describe some of the expressing asking for and how they respond of this expression. The students could respond the question with two kinds; agree and disagree statement. Thus, after the researcher introduced the topic, the researcher would read the dialogues of asking for and giving opinion that the students would imitate the researcher's sound. It purposed to know the students' improvement in pronunciation of the text.

For the next step, the researcher asked the students to identificate the expressing of asking for and giving opinion form the dialogue that has already read before. This activity was to know whether the students could distinguish the expression of asking for opinion and how someone's responds in giving the opinion is. If the researcher felt that the students could determine those

expressing, the researcher continued the next step to implemented the story completion method.

2. Implementing the story completion method

The next steps in the process of teaching learning were the students would implement the story completion method. For the cycle 2, the implementation of speaking activities would be different from the cycle 1. The researcher would make the different variations of speaking that the students will divided into some groups that consist of five members. The totals of groups were 7 groups.

Hence, after the researcher has done to divide them into the groups, the researcher gave the instruction to them. All the member of groups must be collected into one tables and seats.

Furthermore, researcher will give assignments to students. the task is related to the narrative story, researchers will determine the theme they must choose to make a narrative text.

After that, the group discuss themes that have been determined by the researcher, researcher limit the time of approximately approximately 35 minutes to complete their respective tasks in each group. After all groups have finished the discussion, the researcher will choose one group to bring his work and one of them was read a narrative essay in the form of a narrative text in front of the class using English. After the first group has finished performing in front of the class, the researcher ask the other group to come to the front of the class to read their story essays like the previous group.

From the activities of cycle 2, the researcher desired to create the condition of students to be actively. They were freely to conveyed their ideas and opinion toward the topic that has given the researcher. Then, after the activities were complete, the researcher gave the feedback toward the students' opinion. In the end of activities, the researcher asked the students about the feeling after the researcher implemented the speaking activities. It can be shown from the result of interview :

Researcher : “Bagaimana pendapat kamu dengan pelajaran bahasa inggris hari ini ?”

(What do you think of today's English lesson?)

Student 1 : “Seru miss... kami bisa bicara dan mengarang sesuai hati kami...”

(Exciting miss ... we can talk and compose according to our hearts ...)

Student 2 : “ iya miss.. karena pemikiran kami beda-beda, kami jadi leluasa berfikir secara luas...”

(yes miss .. because our thoughts are different, we are free to think broadly ...)

(Interview transcript of the students)

b) The Problems of Speaking Activities after Implementation of Story Completion Method

After the researcher applies the story completion method in speaking activities on Cycle 2, the researcher discovers several problems in the students which will be explained below :

1. Time and Class situation

The morning class situation has a profound impact on speaking activities, because students are less enthusiastic at the beginning of class time, so, when students are asked to work on group discussions, many students complain, and they ask for a short break before doing class. In such cases the researcher will make the class become excited by playing games, so that the class can become active.

“The process of speaking activities went well, but time management greatly influenced the activeness of the students in the classroom, and therefore the class situation became a little inactive.”

(Diary Notes)

2. The students less of vocabulary.

In the process of speaking activity, there were part of students who still asked for the researcher to translate the words. This case caused they did not bring the dictionary in that time. Therefore, the researcher let them to sharing the smartphone dictionary each other or borrow with their friends.

"There are students who do not understand a sentence that may not be heard, so, in this case the researcher give a good answer for students"

(Diary Notes)

3.2 Quantitative Data

The researcher got the quantitative data from the students' speaking test. The students' speaking test was relevant with the topic of speaking that was about imagine and finish a story. Based on the Standart Minimum Score Kriteria (KKM), the English subject's score was 75. The researcher was used the mean and the percentage to count the score of students in speaking test.

It can be reported that the students' speaking skill increased after being taught through story completion. In pretest, we can see that there were 3 students (10.71%) who got score 80-99, then 4 students (17.86%) got score 60-70. After that, there were 16 students (57.14%) who got score 40-59, and 4 students (14.29%) who got score 20-39. Since the minimum score of English subject (KKM) at MAL was 75, therefore there were only 4 students who could achieve it. Meanwhile, the rest 24 students could not achieve the minimum score. The total score of pretest was 1492. Then the average score was 53.29.

Meanwhile in posttest, it can be seen that there were 6 students (21.43%) who got score 80-99, and then 16 students (60.71%) who got score 60-70. After that, there were 5 students (17.86%) got score 40-59. Since the minimum score of English subject (KKM) at MAL was 75, thus there were 16 students who could achieve it. Meanwhile, the rest 12 students still could not achieve the minimum score. Hence, there is significant increase of the students who could pass the

minimum score. The total score of posttest was 2004. Then the average score was 71.57.

B. Discussions

Based on the finding of research, it showed that the students have the improvement in speaking ability by using story completion method. The students have more participation during the process of speaking activity. Moreover, using the story completion method makes their speaking ability speak actively, to channel their imagination in speaking activities in front of the class, and freely tell the story that has been determined by the teacher. Those findings were supported by (Kayi. H) Story Completion is free speaking activity for which students sit in a circle for this activity, a teacher starts to tell 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 add from four to ten sentences. Students can add new characters, events, description and so on. Some of researcher also reported the improving of students' speakingability by using story completion method, (Sukma, Arisca). That the findings of result were the students have more active, enthusiastic, and have more confidence in speaking. Moreover, the students' score was higher than previous method that has given by the teacher. From the discussion above, the implementation of story completion method can improve the students' speaking ability. It could make the students to speak actively, have more participation, work the task cooperatively and finally could accomplish their task well.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

A. Conclusion

Based on the previous research problem in the previous chapter, it is clear that, using story completion technique can increase the students' speaking skill. The students' score before gave treatment by story completion technique was low. It is different from the students' after using story completion technique in learning speaking. The score of post-test was higher than the score of pre-test. It is proved by the mean value was (4.11) was higher than mean value was (2.210). It means that hypothesis was accepted. In other word, using Story Completion technique can increase the students' skill in speaking English. It can be concluded that using story completion technique is improve toward the students' speaking at the second grade students' of senior high school at MA Laboratorium UIN-SU Medan.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions:

1. For the students

The students' need to be more active in the classroom. A further effort needs to be made by the students' to encourage themselves in speaking skill without worries making mistakes in grammar. It gives advantages for the students' if they can develop their skill in speaking. The students can easily understand what they listen, tell, read and write.

2. For the teacher

The teachers should make the class be interesting and enjoyable. Here, the use of Story completion, contributed to motivate and stimulate the students' ability of speaking. Giving the material about making connections with situations in daily lives, so they have the background knowledge can reduce the anxiety to tell about nice experiences because easy to understand. Teachers should pay attention to the increasing of students' activities in the class. Let the students explore their potential and their ability.

3. For the other researchers

It is recommended to the other researcher who are interested in the same field to continue and develop this action research in order to find out whether story completion technique is effective in teaching speaking. Finally, the researcher realizes that there are still many shortages in her thesis, so the researcher really expects the criticism and suggestions for the improvements.

Thus, the researcher also hopes this thesis can be a meaningful contribution for the teacher of English as well as students and further research.

BIBLIOGRAPHY

- Asyroful, (2010) *Teaching speaking. Annual Review of Applied Linguistics*
Vol (18), 102-123.
- Al- Bayan. (2001). *Al-qur'an dan Terjemahannya*. Semarang : As-Syifa.
- Arikunto, S.(2010). *Prosedur Penelitian Tindakan Kelas: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Edisi Revisi IV. Jakarta: Rineka Cipta.
- Brown, H. D. (2001). *Characteristic of Successful Speaking Activities*.
New York: Cambridge University press.
- Burn, A. (2010). *Doing Action Research in English Language Teaching*.
New York: Routledge.
- David, N, (2003), *Practical English language Teaching*, New York: Mc Graw-Hill Companies.
- Dewi, H. (2007). *Speaking*. Jakarta: Gramedia Widiasarana.
- Dalimunte, M. (2019). *English Conversation Teaching by Pair-Work Technique for Year English Major Students*. Retrieved from:
www.bircu-journal.com/index.php/birle. Access on Mei 19.
- Ghiabi, S. (2014). *Investigating the Effects of Story Retelling Technique as a Closed Task vs Story Completion as an Open Task on EFL Learners' Speaking*. Downloaded 25 July 2016 from London.
- Ghiabi, S. (2014). *Investigating the Effects of Story Retelling Technique as a Closed Task vs Story Completion Technique as an Open Task*

on EFL Learner's Speaking. Iran: International Journal of English and Education.

Hamidah, S. D. (2011). *Introduction to General Linguistics*. Medan : La-Tansa Press.

Harmer, J. (1998). *The Practice of English Language Teaching*. London : Longman.

Harmer, J. (2007). *How to Teach English*. Edinburg Gate: Pearson Longman.

Hayrie, K. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*, Nevada: University of Nevada, 2006, The internet TESL, Journal, Vol.12. No.11.

Indra. J, and Ardat. (2013). *Penerapan Statistik untuk Pendidikan*. Bandung : Cipta pustaka Media Perintis.

Jack C. Richards, (2008) . *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press.

Kurniasih, (2014). *Sukses Mengimplementasikan Kurikulum 2013*. Jakarta: kata pena.

Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Nevada: University of Nevada Journal. Vol, (13). 102-103.

Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language, Story Completion Technique*. Teaching English as Second Language,11 (12).

Kemmis S and McTaggart, R. (1998). *The Action Research Reader 3rd Edition*. Geelong : Deakin University Press. Vol, (10) 95-98.

Kurt Lewin's, (2006). *Design Clssroom Action Research*.

Maslathif. D. P, (2017). *The Power of language*, Naila Pustaka Kemutung
32 Ring Road Selatan Banguntapan –Bantul –Yogyakarta 55191.

Maulina, Kamalia (2018). *The Implementation of Riddle Game Media to Increase Students' Ability in Speaking for the Eleventh Grade Students of Mas.*

O'Malley, J M, and Pierce L V, (2011). *Authentic Assessment for English Language Learners*, Addison: Wesley Publishing Company, 1996.

Rahmawana, (2017). *Using Story Completion in Teaching Speaking Skill to the Second Grade Students of Senior High School in SMAN 6.*

Savage, (2011). *Teaching Speaking Skill*. Masaryk University.

Salahudin, (1986: 3). *Pengertian Media Audio Visual*.

Syahrum and Salim (2014). *Metodologi Penelitian Kualitatif*. Bandung : Cipta Pustaka.

Solcova, Petra. (2011). *Teaching Speaking Skill*. Masaryk University. Vol, (12) 89-90.

Utami, R. (2014) . *Students' Speaking Achievement Through Story Completion Technique*. Tulungagung: IAIN Tulungagung Library.

Wallace, Michael J. (2006). *Action Research for Language Teachers*. Cambridge: Cambridge University Press, (2006).

Appendix 1

LESSON PLAN (CYCLE I)

School : MA Laboratorium UIN-SU Medan
Class : X-MIA 2
Subject : English
Material : Narrative Text
Aspects : Speaking
Time : 2x45 Minutes (2 meetings)

A. Core Competence

KI-1 and KI-2 : Live and practice the teachings of the religion adhered, Live and practice honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful, accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, state, regional, and international area.

KI 3 : Understand, implement, and analyze factual knowledge, conceptual, procedural, and meta cognition based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state of the union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4 : Cultivate, think and provide in the real of concrete and abstract domains associated with development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement Competencies

The Basic Competencies	Indicators
3.4 Distinguish social functions, text structure, and language features in some oral and written recount texts by giving and requesting information related to personal experiences according to the context of their use	<p>1. Identify the use of oral and written recount text by giving and requesting information related to someone's imaginations.</p> <p>2. Analyzing the narrative teks in the form of personal imaginations someone on the context of their use.</p> <p>3. Carry out the communicative actions regarding the narrative text by giving certain themes to do their imagination</p>
4.4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written narrative text related to student imaginations.	4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written of narrative text about imaginations student.

4.4.2 Arrange narrativet text relating to imajinations students by paying attention to social functions, text structure, and language elements that are correct and in context	5. Arrange narrative texts about fairy tale by paying attention to social functions, text structure, and language elements that are correct and in context
--	--

C. The Objectives of Study

1. Analyzing recount text in the form of someone's experiences based on the context of their use.
3. Carry out the communicative actions regarding narrative text by giving students the imagination as they wish with the right context
4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written of narrative text related to imaginations student.
5. Arrange Narrative texts relating to imagination student by paying attention to social functions, text structure, and language features that are correct in context.

D. Learning Material

● Social Function

Reporting and giving the information about imagination student by fairy tale.

- **Structural Text**

- Orientation : This provides the reader with the background information needed to understand the text, such as what themes must be determined, figures, and background events.
- Events : A series of events, ordered in a chronological sequence.
- Re-orientation: Comments of each reader and how the story ends.

- **Language Features**

- Using the past tense, past continuous tense, past perfect tense and past past tense.
- Using the temporal sequence, e.g : On Saturday, On Monday, On Sunday.
- Focus on specific figure.
- Using conjunction, such as : then, before, after, etc.
- Using action verb, e.g went, stayed.

- **Topic**

Talk about ancient stories or fairy tales.

E. Learning Method

Story Completion.

F. Media of Learning

- Media : Story book and laptop.
- Tools : Board marker, rulers, whiteboard, laptop, recorder and infocus.

G. Learning Sources

Textbook, another references' book, internet.

H. Learning Activities

(First Meeting)

Activity	Description	Time
Opening	<ol style="list-style-type: none">1. The teacher says greetings to students and lead the students to say a prayer2. The teacher checks the attendance list.3. The teacher tells to the students about the topic of narrative text4. The teacher motivates the students to learn.5. The teacher explains the objective of learning in narrative text.	10 minutes
Core Activity	<p>Observing</p> <ol style="list-style-type: none">1. Prepare the students to be ready to following learning activities2. The students pay attention to the teacher's explanation3. The students read the example of recount text to know their pronunciation. This activity will lead by the teacher.4. The students will identify the topic of narrative text, generic structure, kinds of narrative, and language features. <p>Communicating</p> <ol style="list-style-type: none">1. The teacher give the students a task2. The teacher divides the students into pairs	70 minutes

Close Activity	<p>group.</p> <ol style="list-style-type: none"> 3. The students split their experiences to the partner. 4. The students present the performance in front of the class. <ol style="list-style-type: none"> 1. The students make the conclusion of the material narrative text. 2. The teacher gives the feedback to the student's conclusion. 3. The teacher tells to the students about the next material. The teacher closes the lesson by greetings. 	10 minutes
----------------	---	------------

(Second Meeting)

Activity	Description	Time
Opening	<ol style="list-style-type: none"> 1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher remind the students about the topic of narrative text 4. The teacher motivates the students to learn. 5. Explain the objective of learning in narrative text. 	10 minutes
Core Activity	<p>Elaboration</p> <ol style="list-style-type: none"> 1. The teacher will divide the students into pairs of groups. 2. The students are given a 	

	<p>task by the teacher.</p> <p>Exploration</p> <ol style="list-style-type: none"> 1. The students make their narrative table experiences. <p>Communicating</p> <ol style="list-style-type: none"> 1. Both of the students exchange their experience each other in one conversation. 2. The students ask each other to the partner about the unforgettable experiences. They must use the target language in the process of speaking activities. 	70 minute
Close Activity	<ol style="list-style-type: none"> 1. The students make the conclusion of the material recount text. 2. The teacher gives the feedback to the student's conclusion. 3. The teacher tells to the students about the next material. 4. The teacher closes the lesson by greetings. 	10 minute

I. Instrument of Assessment

1. Assessment Technique : Oral Test
2. Instrument : Telling about personal recount orally
3. Criteria and Rubric of Assesment :

No	Aspects	Description	Score
1.	Pronunciation		
	a. Unsatisfied	Errors in pronunciation are frequent but can be understood.	1-4
	b. Fair	Accent is intelligible though often uite faulty.	5-8
	c. Good	Errors never interfere with anderstanding and rarely disturb.	9-12
	d. Very good	Errors in pronunciation are quite rare.	13-16
	e. Excellent	Equivalent to and fully accepted by ducated native speakers.	17-20
2.	Fluency		
	a. Unsatisfied	No specific fluency description.	1-4
	b. Fair	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events.	5-8
	c. Good	Can discuss particular interest of ompetence with reasonable pase. Rarely has to grope for words.	9-12

	d. Very good	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of frequency.	3-16
	e. Excellent	The fluency is accepted by educated native speakers.	7-12
3.	Grammar		
	a. Unsatisfied	Errors in grammar are frequent but speaker can be understood.	1-4
	b. Fair	Can usually handle elementary constructions quite accurately but doesn't have thorough or confident control of the grammar.	5-8
	c. Good	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation.	9-15
	d. Very Good	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	13-16
	e. Excellent	Equivalent to that of an educated native speaker.	17-20
4.	Vocabulary		

	a. Unsatisfied	Speaking vocabulary inadequate to express anything but the most elementary needs.	1-4
--	----------------	---	-----

	b. Fair	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	5-8
	c. Good	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation.	9-12
	d. Very Good	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	13-16
	e. Excellent	Speech on all levels is fully accepted by educated native speakers in all its feature.	17-20
5.	Comprehension		
	a. Unsatisfied	Within the scope of his very limited language experience can understand simple question and statements if it is delivered with slowed speech, repeatation or paraphrase.	1-4
	b. Fair	Can get the gist of most conversation of non-technical subjects.	5-8

	c. Good	Comprehension is quite complete at a normal rate of speech.	9-12
	d. Very Good	Can understand any conversation within the range of his experience.	13-16
	e. Excellent	Equivalent to that of an educated native speaker.	17-20

Aspects of Speaking	Scores				
Pronunciation	Unsatisfied (1-4)	Fair (5-8)	Good (9-12)	Very Good (13-16)	Excellent (17-20)
Fluency					
Grammar					
Vocabulary					
Comprehension					

Score of students:

Excellent : 91-100

Very Good : 81-90

Good : 71-80

Fair : 61-70

Unsatisfied : 50-60

Appendix II

LESSON PLAN (CYCLE II)

Nama Sekolah	: MA Laboratorium Uin-SU
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Materi Pokok	: Speaking
Alokasi Waktu	: 1 x 2 JP (90 menit)

A. Core Competencies

KI 1 : Live and practice the teachings of the religion they hold.

KI 2 : Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the world community. IC 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with human, nationality, state, and civilization insights related to the causes of phenomena and events, and applying procedural knowledge in a specific field of study in accordance with their talents and interests in solving problems.

KI 4 : Cultivate, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

B. Basic Competence

KD 3.10 Analyzing social functions, text structure, and linguistic elements from analytical exposition texts on topics that are hotly discussed in general, according to the context of their use.

KD 4.14 Capture meaning in analytical exposition texts on hot topics discussed in general.

C. Indicator

3.10.1 Identify persuasive sentences from analytical exposition text dialogs.

3.10.2 Explain the analytical exposition text dialog.

4.14.1 Composes analytical exposition text dialogs.

4.14.2 Present dialogue that has been made.

D. Learning objectives

At the end of learning, students can:

1. Identify the structural text and linguistic elements of the analytical exposition text dialog.
2. Explain analytical exposition text dialogues.
3. Compose analytical exposition text dialogs.
4. present the dialogue that was created.

E. Learning materials

1. Text structure:

a. Mindset (Introduction)

The author introduces the main topic or idea to be discussed. Usually located in the first paragraph. Statement of the importance of a matter about what.

b. Views / Opinions (Contents)

The author presents the arguments or opinions that support the main idea of the author of the text A set of reasons that support the thesis is usually located in the second paragraph and so on. This phase contains a very important review, must be able to convince the reader why the thesis needs to be stated by the author.

c. Conclusion

Although it is optional, the conclusion from the discussion above needs to be given and conveyed to the reader. This is to re-emphasize the importance of the thesis conveyed above.

2. Linguistic elements:

- a. Use related vocabulary
 - b. Use internal conjunction, such as firstly, secondly, next and finally.
 - c. Use external conjunction, such as while, after, before, meanwhile, until, because, and
 - d. Use causal conjunction, such as in case, consequently, because, because of, due to, that reason, so, otherwise, since.
 - e. Use contrastive conjunction, such as although, even though, whereas, nevertheless, however, despite/in spite of, but, yet.
 - f. Use Simple Present Tense.
 - g. Use words that express the author's behavior, such as will, frequently, may, must, usually, typically, habitually, commonly.
 - h. Using invitation techniques:
 - 1) Menggunakan facts to support the author's argument, such as: research, expert opinions, testimonies or quotes.
2. Social function: Convince the reader that the topic presented is important.

F. Approach, Model and Method

1. Approach: Scientific (Scientific) Application of scientific methods:
 - a. Observe
 - b. Questioning
 - c. Explore
 - d. Associate

e. Communicating

2. Model : Inquiry learning, Snowballing.

3. Method : discussion, assigning individuals and groups, making exposition analytical text dialogues.

G. Learning steps

1) Preliminary Activities

Teacher	Student	Time
Greet students	Reply greetings teacher	
Invite students to pray	Pray with the teacher	
Check student attendance	States its presence by saying, "I am here."	
Review lessons about the text	Answering and responding	
Analytical exposition	Analytical exposition text given by the teacher	
Shows video about analytical text exposition conversations	Watch videos in the form of analytical text exposition conversations	15'
Ask students to express their opinions individually about the video given by the teacher.	Express their opinions after seeing the video	
Ask other students to give feedback to students who have explained their opinions	Give feedback to students who have explained their opinions	
Ask students to accept material that will be taught according to brainstorming	Guess the material to be taught	

2) Core activities

Teacher	Student	Time
a. Mengamati (Observing)		
Ask students to observe and discover arguments in paired exposition analytical text	Observe and find arguments in analytical texts in new expositions in pairs	

dialogues		
Ask students to report findings	Report findings	10'
Give feedback on student report findings	Listen to feedback from the teacher	

Teacher	Student	Time
b. Mempertanyakan (Questioning)		
Ask students to make questions based on the material	Making questions based on material	5'

Teacher	Student	Time
c. Mengeksplorasi (Exploring)		
Assign students to find persuasive sentences in the same text dialogue in pairs	Find persuasive sentences in the same text dialogue in pairs	
Ask a few students to explain the results of the report	Students are asked to explain the results of the report	10'
Give feedback about the results of student reports	Listen to feedback about the results of student reports from the teacher	
Ask students to find a dialogue partner	Students are asked to find dialogue partners	

Teacher	Student	Time
d. Mengasosiasi (Associating)		
Gives the topic of a new exposition analysis text dialog	Receive exposition analysis text dialog topics	
Asking students to discuss and compose analytical exposition text dialogs in pairs based on the chosen title	Discuss and compose analytical exposition text dialogs in pairs based on the chosen title	15'
Teacher	Student	Time
e. Mengkomunikasikan (Communicating)		

Ask each group to dialogue based on the preparation of the previous dialogue text in front of the class in pairs using snowballing	Dialogue is based on the preparation of the previous dialogue text in front of the class in pairs using snowballing	30'
Member feedback on the work of each group	Listen and take notes teacher feedback	

3) Closing Activity

Teacher	Student	Time
Ask students to express their opinions or feelings on the learning done	Express opinions or feelings for the learning done	
Provide individual structured assignments by reading the next lesson	Read the next lesson	5'
Submit plans for the next meeting	Listen to the teacher's explanation	

H. Media / Tools and Learning Resources

1. Media / Tools

- a. Whiteboard
- b. Spidol Boardmarker
- c. Laptop
- d. Microsoft Word
- e. Narrative text

2. Learning Resources

- a. Class X Ministry of Education and Culture Book.
- b. Book Mandiri English on Target Erlangga Class X.

I. Evaluasi

1. Assessment of spiritual and social attitudes
 - a. Spiritual attitude assessment instrument (attached observation sheet).
 - b. Social attitude assessment instrument (attached observation sheet).
1. Knowledge assessment is done by: Speaking test (questions attached).
2. Application evaluation is done by rubric assessment (rubric sheet attached).

Medan, 06-11-2019
English teachers

Rizki Wardani
NIM: 34154168

Appendices III

Pre-test

Test : Oral Test (*Pairs Group*)

Topic : Personal narrative text (*Snow White Story Telling*)

Name :

Please follow this instruction to complete your task!! (*Doing this task with your partner*)

1. What moral messages can you convey regarding the fairy tale?
2. Make your essay and submit it to the front of the class.
3. You will be divided into two people and after that you will exchange ideas to make a fairy tale from each of your essays after that tell your friends.
4. Give the right title for your fairy tale.

Appendices IV

Post Test I

Test : Oral Test (*Pairs Group*)

Topic : Individual counts related to a predetermined tale.

Name :

Please follow this instruction to complete your task!! (*Doing this task with your partner*)

1. What moral messages can you convey regarding the fairy tale?
2. Make your essay and submit it to the front of the class.
3. You will be divided into two people and after that you will exchange ideas to make a fairy tale from each of your essays after that tell your friends.
4. Give the right title for your fairy tale.

Appendices V

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER BEFORE IMPLEMENTATION

Date : 6rd January 2020
Name of Teacher : Syahrudi, S.S, S.Pd
Researcher : Rizki Wardani

Researcher : “What is preventing students from speaking in English?”

Teacher : “Which prevents students from speaking fluently in English due to the factors of mother tongue that they often use everyday, which causes them to be familiar with their mother tongue, and cannot understand difficult languages such as English, other problems are lacking the vocabulary they have and their pronunciation must also be improved, if they still often use their mother tongue, and their lack of confidence when speaking English in front of the class.”

Researcher : “How active are the students in the class when English lessons take place?”

Teacher : “The activeness of students in the class tends to be passive, but not all students are passive, there are also some students who are enthusiastic when working on the questions that have been given, and they are competing to collect the very first answers.”

Appendices VI

INTERVIEW GUIDELINE WITH THE ENGLISH TEACHER AFTER IMPLEMENTATION

Date : 07th January 2020
Name of Teacher : Syahrudi, S.S, S.Pd
Researcher : Rizki Wardani

The Researcher : *“Anyone still remember what is the narrative text..?”*

Student 1 : *“Yes Miss.. It is about the story imagination..”*

The Researcher : *“Give me example about narrative text...”*

Student 1: *“Cinderella fairy tales, beauty and the beast, snow white, sleeping princess, and rapunzel.”*

The Researcher : *“Yes, you're right, those are some very popular fairy tales, do you know that the difference between fairy tales and folklore?”*

Student 2 : *“We don't know miss...”*

The Researcher : *“The difference is that a folklore is a true story that reflects the value of the people, while a fairy tale is a story that has not been confirmed and the story for sleeping.”*

Student 2 : *“Yes miss... we understand now....”*

Appendices VII

INTERVIEW GUIDELINE WITH THE STUDENTS

AFTER IMPLEMENTATION CYCLE I

Date : 6th January 2020

Class : X-MIA 2

Researcher : *“Selama kegiatan tadi, apakah ada kesulitan yang kamu alami?”*

(During the activity, do you have any difficulties?)

Student 2: *“Ada miss, kesulitan kami tadi karena kami kurang memperhatikan disaat miss sedang menjelaskan di depan kelas tentang materi yang kita pelajari. Terus miss, saat kami udah tau apa materi yang miss sampaikan tadi, kami agak bingung miss, karena kami sebangku kurang bisa berimajinasi dan menuliskannya ke dalam sebuah tulisan miss, karena disaat pelajaran dimulai, factor perut lapar miss...”*

(There was a miss, our difficulty was because we paid less attention when Miss was explaining in front of the class about the material we were studying. Continue to miss, when we already know what material is delivered, we are a bit confused miss, because we are less able to imagine and write it in a miss writing, because when the lesson begins, the stomach hunger factor is miss ...)

Student 3 : *“Kesulitan kami tadi miss, karena kami gak punya kamus bahasa inggris miss, saya ada aplikasi kamus di handphone saya miss, tapi gak bisa online, jadi kami harus pinjam handphone kawan kami miss, jadi tunggu-tungguan ngerjain soal yang miss kasi tadi miss...”*

(Our difficulty was miss, because we don't have an English dictionary miss, I have a dictionary application on my handphone miss, but it can't be online, so we have to borrow our friend's cell phone miss, so wait and wait for the questions that were missed miss ...)

AppendicesVIII

INTERVIEW GUIDELINE WITH THE STUDENTS

AFTER IMPLEMENTATION CYCLE II

Date : 07th January 2020

Class : X-MIA 2

The Researcher : *“Anyone still remember what is the narrative text..?”*

Student 1 : *“Yes Miss.. It is about the story imagination..”*

The Researcher : *“Give me example about narrative text...”*

Student 1 : *“Cinderella fairy tales, beauty and the beast, snow white, sleeping princess, and rapunzel.”*

The Researcher : *“Yes, you're right, those are some very popular fairy tales, do you know that the difference between fairy tales and folklore?”*

Student 2 : *“We don't know miss...”*

The Researcher : *“The difference is that a folklore is a true story that reflects the value of the people, while a fairy tale is a story that has not been confirmed and the story for sleeping.”*

Student 2 : *“Yes miss... we understand now....”*

Researcher : *“Selama kegiatan tadi, apakah ada kesulitan yang kamu alami?”*

(During the activity, do you have any difficulties?)

Student 2: *“Ada miss, kesulitan kami tadi karena kami kurang memperhatikan disaat miss sedang menjelaskan di depan kelas tentang materi yang kita pelajari. Terus miss, saat kami udah tau apa materi yang miss sampaikan tadi, kami agak bingung miss, karena kami sebangku kurang bisa berimajinasi dan menuliskannya ke dalam sebuah tulisan miss, karena disaat pelajaran dimulai, factor perut lapar miss...”*

(There was a miss, our difficulty was because we paid less attention when Miss was explaining in front of the class about the material we were studying. Continue to miss, when we already know what material is delivered, we are a bit confused miss, because we are less able to imagine and write it in a miss writing, because when the lesson begins, the stomach hunger factor is miss ...)

Student 3 : *“Kesulitan kami tadi miss, karena kami gak punya kamus bahasa inggris miss, saya ada aplikasi kamus di handphone saya miss, tapi gak bisa online, jadi kami harus pinjam handphone kawan kami miss, jadi tunggu-tungguan ngerjain soal yang miss kasi tadi miss...”*

(Our difficulty was miss, because we don't have an English dictionary miss, I have a dictionary application on my handphone miss, but it can't be online, so we have to borrow our friend's cell phone miss, so wait and wait for the questions that were missed miss ...)

Appendices IX

OBSERVATION SHEET OF THE TEACHER (CYCLE I)

Date : 6th January 2020

Class : X-MIA 2

School : MA Laboratorium UIN-SU Senior High School

Subject: : English

NO	Teaching Learning Activity	Yes	No	Note
1.	The teacher says greeting to the students and lead the students to say a prayer	✓		
2.	The teacher checks the attendance list	✓		
3	The teacher tells to the students about the topic of narrative text.	✓		
4.	The teacher motivates the students to learn.	✓		
5.	The teacher explains the objective of learning the narrativet text	✓		
6.	The teacher explains the material about the narrative	✓		

	text to the students			
7.	The teacher prepares the media of learning.		✓	
8.	The teacher divides the students into pairs of group/some group.	✓		
9.	The teacher gives the students a task.	✓		
10.	The teacher gives the instruction of speaking activity.	✓		
11.	The teacher gives the feedback to the students.	✓		
12.	The teacher tells to the students about the next material.	✓		
13.	The teacher closes the lesson by the greetings.	✓		

Medan, 06-11-2019
English teachers

Rizki Wardani
NIM: 34154168

Appendices X

OBSERVATION SHEET OF THE TEACHER (CYCLE II)

Date : 7th January 2020

Class : X-MIA 2

School : MA Laboratorium UIN-SU Senior High School

Subject: : English

NO	Teaching Learning Activity	Yes	No	Note
1.	The teacher says greeting to the students and lead the students to say a prayer	✓		
2.	The teacher checks the attendance list	✓		
3	The teacher tells to the students about the topic of narrative text.	✓		
4.	The teacher motivates the students to learn.	✓		
5.	The teacher explains the objective of learning the narrativet text	✓		
6.	The teacher explains the	✓		

	material about the narrative text to the students			
7.	The teacher prepares the media of learning.		✓	
8.	The teacher divides the students into pairs of group/some group.	✓		
9.	The teacher gives the students a task.	✓		
10.	The teacher gives the instruction of speaking activity.	✓		
11.	The teacher gives the feedback to the students.	✓		
12.	The teacher tells to the students about the next material.	✓		
13.	The teacher closes the lesson by the greetings.	✓		

Medan, 06-11-2019
English teachers

Rizki Wardani
NIM: 34154168

Appendices XI

OBSERVATION SHEET OF THE STUDENTS (CYCLE I)

Date : 6th January 2020

Class : X-MIA 2

School : MA Laboratorium UIN-SU Senior High School

Subject: : English

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students' attendance					✓	
2.	The students have the motivation to study English				✓		
3.	The students pay attention to the teacher.				✓		
4.	The students understand to the teacher's explanation and instruction			✓			
5.	The students work in their group.				✓		

6.	The students are able to control the condition and situation of groups.			✓			
7.	The students can complete their task.			✓			
8.	The students can be actively and cooperatively to follow the speaking activity			✓			
9.	The students collect their task on time.				✓		
10.	The students make the conclusion to the material of learning in that time.			✓			

Note : 1= Bad 2= Enough 3= Good 4= very good 5= excellent

The Total Score : 36

Mean of Score : $36:10 = 3.6$

Noted : The mean of observation sheet for the students in cycle 1 is 3.6, it means the process of teaching-learning speaking is good.

Medan, 06-11-2019
English Teacher

Rizki Wardani
NIM : 34154168

Appendices XII

OBSERVATION SHEET OF THE STUDENTS (CYCLE II)

Date : 7th January 2020

Class : X-MIA 2

School : MA Laboratorium UIN-SU Senior High School

Subject: : English.

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students' attendance					✓	
2.	The students have the motivation to study English				✓		
3.	The students pay attention to the teacher.				✓		
4.	The students understand to the teacher's explanation and instruction				✓		
5.	The students work in				✓		

	their group.						
6.	The students are able to control the condition and situation of groups.				✓		
7.	The students can complete their task.					✓	
8.	The students can be actively and cooperatively to follow the speaking activity			✓			
9.	The students collect their task on time.				✓		
10.	The students make the conclusion to the material of learning in that time.				✓		

Note : 1= Bad 2= Enough 3= Good 4= very good
5= excellent

The Total Score : 41

The Mean Score : $41:10 = 4.1$

Noted : The mean of observation sheet for the students in cycle 2 is 4.1, it means the process of teaching-learning speaking is very good.

Medan, 06-11-2019
English Teacher

Rizki Wardani
NIM: 34154168



BIOGRAPHY

The writer's name is Rizki Wardani. She was born on September 1996 in Medan. I live in Jalan Karya Kota Medan, one of the cities in Indonesia, I am 22 years old, I am a mixed woman from the Karo and Malay ethnic groups, I am Muslim and Indonesian, people often call me by the nickname Kiki.

Her formal education started from in primary school, at Tk ibrahimi, SDN 060849 Nort Sumatera. Then for Junior High School in YP. Karya Bhakti in Medan, And for Senior High School in YPI AMIR HAMZAH MEDAN, and then she continue her study in English Education Department of State Islamic University of Nort Sumatera. And graduate in 26 Februari 2020.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Willem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-70/ITK/ITK.V.3/PP.00.9/01/2020
Lampiran : -
Hal : Izin Riset

Medan, 07 Januari 2020

Yth. Ka. MTS LABORATORIUM UINSU

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : RIZKI WARDANI
T.T/Lahir : Medan, 23 September 1996
NIM : 34154168
Sem/Jurusan : IX / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MTS LABORATORIUM UINSU guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING SPEAKING SKILL THOUGH STORY COMPLETION AT TEN GRADE SENIOR HIGH SCHOOL OF MA LABORATORIUM UIN SU MEDAN"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



MADRASAH ALIYAH LABORATORIUM UIN SU MEDAN

Nomor Statistika Madrasah : 131212710011
Terakreditasi "B" (Baik) / 646/BAP-SM/PROVSU/LL-X/2015

Alamat : Jln. Sutomo / IAIN No. 1 Medan 20235 E-mail : mal.iain@yahoo.co.id (Kampus I IAIN Medan)

Nomor : 792/B/MA/XXIV/2019

Medan, 12 Februari 2020

Lampiran : -

Hal : Balasan Riset

Yth. Ketua Jurusan PBI
Fakultas Ilmu Tarbiah dan Keguruan
UIN SU

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini :

Nama : Zunidar, S.Ag. M.Pd

NIP :

Jabatan : Kepala Sekolah

Dengan ini menerangkan Bahwa :

Nama Siswa : Rizki Wardani

Tempat, Tanggal Lahir : Medan, 23 September 1996

NIM : 34154168

Sem/Jurusan : IX/ Pendidikan Bahasa Inggris

Benar bahwa nama diatas telah menyelesaikan Riset di Madrasah Aliyah Laboratorium UIN SU Medan guna untuk menyelesaikan Skripsi yang berjudul "IMPROVING STUDENTS SPEAKING SKILL THROUGH STORY COMPLETING AT TENTH GRADE OF SENIOR HIGH SCHOOL IN MA LABORATORIUM UIN-SU MEDAN" yang dilaksanakan mulai tanggal 06-11 Januari 2020.

Demikian surat keterangan ini diperbuat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Medan, 01 Februari 2020

Kepala MA Laboratorium
UIN SU Medan

Zunidar, S. Ag., M.Pd.