

**THE EFFECT OF USING STORY COMPLETION TECHNIQUE TOWARD
STUDENTS' SPEAKING SKILL AT THE SECOND GRADE OF MA DARUL
QUR'AN – BENGKEL IN ACADEMIC YEAR OF 2019/2020**



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2020**

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QUR'AN – BENGKEL IN ACADEMIC YEAR OF 2019/2020**

Thesis

**Presented to State Islamic University of Mataram
to fulfill of the requirement for the attainment the degree of Sarjana in English
Language Education**



By

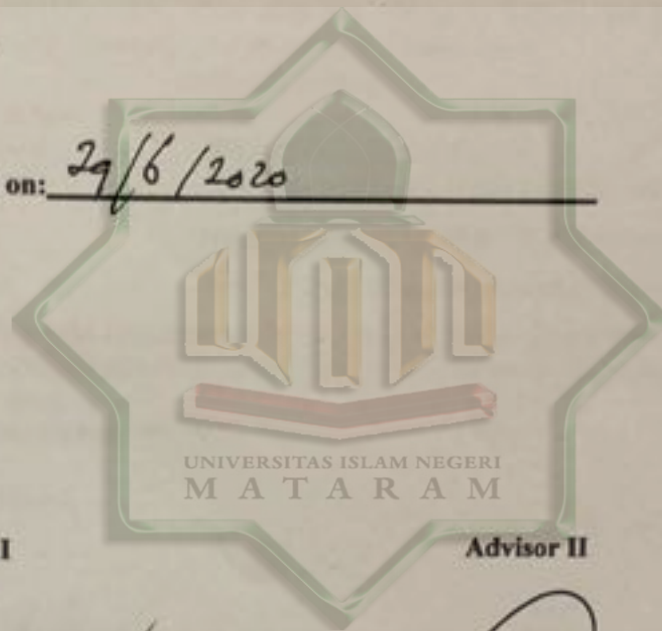
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MATARAM
2020**

APPROVAL OF ADVISORS

A Thesis of Sarjana by: Muzakir Haris. Student's Number: 1501071074 entitled "The Effect of Using Story Completion Technique toward Students' Speaking skill at The Second Grade of MA Darul – Qur'an Bengkel in Academic Year of 2019/2020" has fulfilled the requirements and has been approved to be examined.

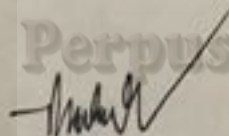
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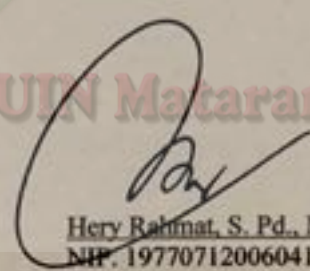


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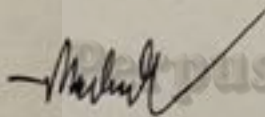
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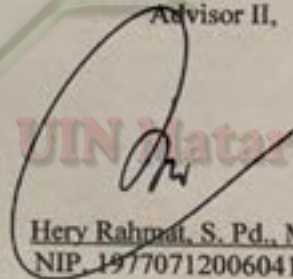
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THESIS RATIFICATION

Thesis by Muzakir Haris, Reg. Number: 1501071074 entitled "The Effect of Using Story Completion Technique toward Students' Speaking Skill at the Second Grade of MA Darul Qur'an – Bengkel in Academic Year of 2019/2020" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 12 January 2021

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MOTTO

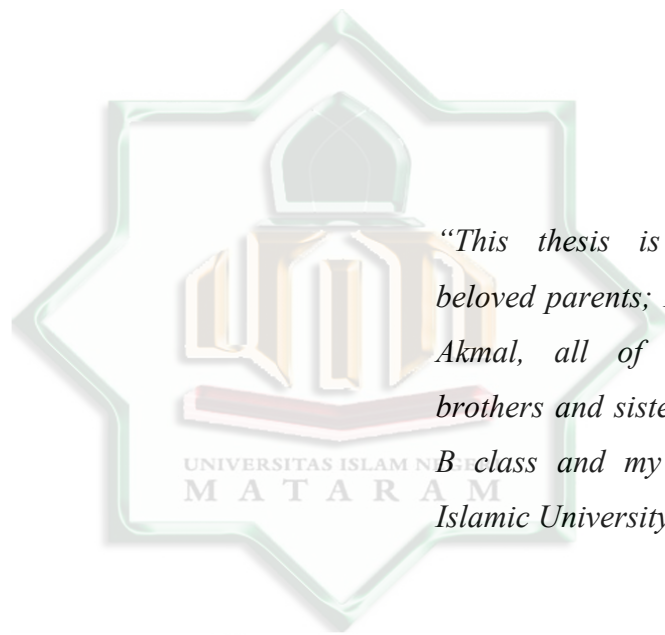


أَقْرَأْ كِتَابِكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا (١٤)

The meaning :

“Read your record. Sufficient is yourself against you this Day as accountant.” (QS. Al-Isra’ [17]: 14).

DEDICATION



“This thesis is dedicated to my beloved parents; Fauziah and Mastur Akmal, all of my beloved elder brothers and sisters, all of my friends B-class and my almamater: State Islamic University of Mataram.”

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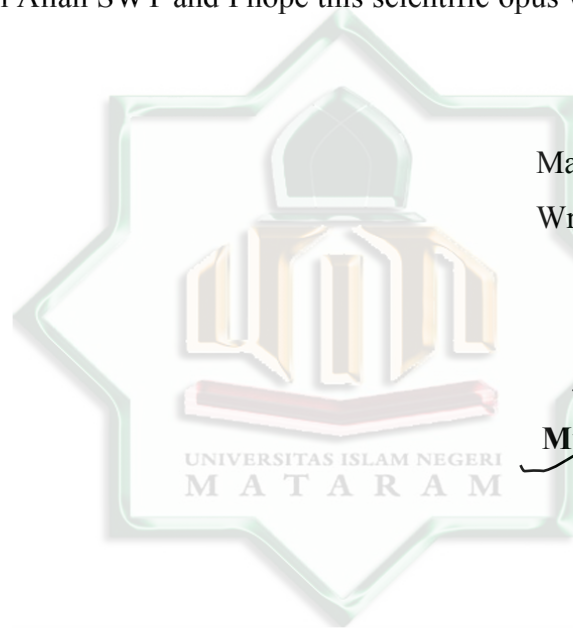
I hope that the good deeds of these various parties will receive multiple rewards from Allah SWT and I hope this scientific opus will benefit for the universe, Amen.

Mataram, 15 January 2021

Writer,



Muzakir Haris

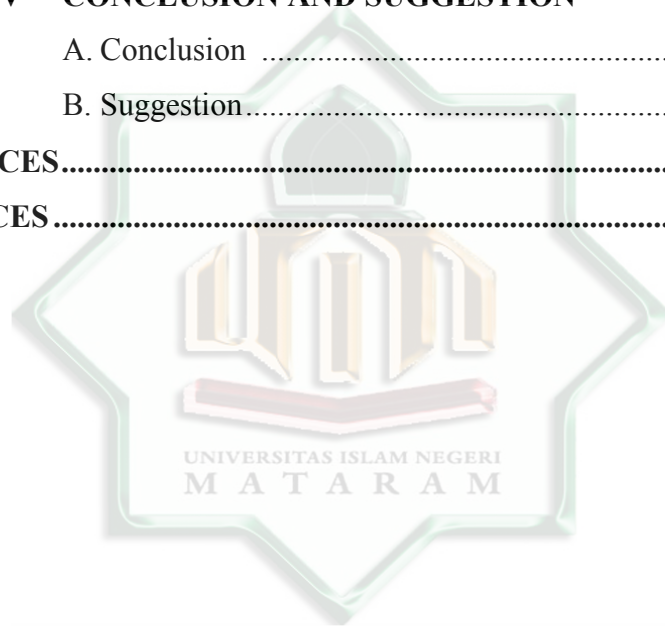


Perpustakaan UIN Mataram

TABLE OF CONTENTS

| | |
|--|-------------|
| COVER | i |
| TITLE PAGE | ii |
| ADVISORS' APPROVAL | iii |
| ADVISORS' OFFICIAL NOTE | iv |
| STATEMENT OF THE THESIS AUTHENTICITY | v |
| THESIS RATIFICATION | vi |
| MOTTO | vii |
| DEDICATION | viii |
| ACKNOWLEDGMENTS | ix |
| TABLE OF CONTENT | xi |
| ABSTRACT | xii |
| CHAPTER I INTRODUCTION | |
| A. Background of Research | 1 |
| B. The Statement of Problem and Research Limitation | 3 |
| C. Objective and Significance of Research | 4 |
| D. Definitions of Key Terms | 5 |
| CHAPTER II REVIEW OF RELATED LITERATURE AND RESERCH | |
| HYPOTHESIS | |
| A. Review of Related Literature and Reserch Hypothesis .. | 7 |
| B. Theoretical Bases | 10 |
| C. Research Hypothesis | 26 |
| CHAPTER III RESERCH METHOD | |
| A. Approach and Type of Research..... | 27 |
| B. Population and Sample..... | 28 |
| C. Setting | 29 |
| D. Variable of Research..... | 31 |
| E. Design of Research | 31 |

| | |
|--|-----------|
| F. Instrument of Research | 32 |
| G. Procedure of Data Collection | 33 |
| H. Technique of Data Analysis | 35 |
| I. Validity and Reliability | 37 |
| CHAPTER IV FINDINGS AND DISCUSSION | |
| A. Research Finding | 39 |
| B. Discussion | 49 |
| CHAPTER V CONCLUSION AND SUGGESTION | |
| A. Conclusion | 51 |
| B. Suggestion | 51 |
| REFERENCES | 53 |
| APPENDICES | 56 |



Perpustakaan UIN Mataram

LIST OF TABLES

| | |
|---|----|
| Table.3.1 The students' Number of The Second Grade of MA Darul Qur'an - Bengkel..... | 28 |
| Table.3.2 The list Teachers of MA Darul Qur'an - Bengkel | 30 |
| Table.3.3 Facilities of MA Darul Qur'an - Bengkel | 30 |
| Table.3.4 Evaluation Form..... | 34 |
| Table.4.1 Pre-test Score in Experimental Group..... | 40 |
| Table.4.2 Scores of Pre-test in Control Group..... | 41 |
| Table.4.3 Scores of Post-test in Experimental | 43 |
| Table.4.4 Scores of Post-test in Control Group..... | 44 |

Perpustakaan UIN Mataram

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ABSTRACT

This research aims to find out the effect of using story completion technique toward the second grade students' speaking skill at MA Darul Qur'an - Bengkel in academic year of 2019/2020. The research method was quantitative with quasi-experimental approach. The subject were 44 students which was divided into two groups: as the experimental group and as the control group. The instrument was used speaking test which consists of pre-test and post-test. The researcher found that there was significant difference between the students' score in pre-test and post-test. It can be seen from the mean score that the post-test was higher than mean score in the pre-test. In the experimental class, the mean score of pre-test was 60 and the mean score of post-test was 64. While the control group, the mean score of pre-test was 64 and the mean score of post-test was 68. It indicates that both of the group are improved. In addition, the value of the t-test 5.524 was higher than t-table 2.018 at the level of significant 0.05 with degree of freedom (df)=42. Hence, it can be concluded that the effect of using story completion technique significantly improves the students' speaking skill at the second grade of MA Darul Qur'an - Bengkel in Academic Year of 2019/2020.

Keywords: *Speaking Skill, Story Completion Technique*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan teknik penyelesaian cerita terhadap keterampilan berbicara siswa kelas dua MA Darul Qur'an - Bengkel tahun pelajaran 2019/2020. Metode penelitian adalah kuantitatif dengan pendekatan eksperimen semu. Subjek penelitian berjumlah 44 siswa yang terbagi menjadi dua kelompok yaitu sebagai kelompok eksperimen dan sebagai kelompok kontrol. Instrumen yang digunakan adalah tes berbicara yang terdiri dari pre-test dan post-test. Peneliti menemukan bahwa ada perbedaan yang signifikan antara nilai siswa pada pre-test dan post-test. Hal ini dapat dilihat dari nilai rata-rata post-test yang lebih tinggi dari nilai rata-rata pada pre-test. Di kelas eksperimen, nilai rata-rata pre-test adalah 60 dan nilai rata-rata post-test adalah 64. Sedangkan kelompok kontrol, nilai rata-rata pre-test adalah 64 dan nilai rata-rata post-test adalah 68. Hal ini menunjukkan bahwa kedua kelompok meningkat. Selain itu, nilai t-hitung 5,524 lebih tinggi dari t-tabel 2,018 pada taraf signifikan 0,05 dengan derajat kebebasan (df)=42. Oleh karena itu, dapat disimpulkan bahwa pengaruh penggunaan teknik penyelesaian cerita secara signifikan meningkatkan keterampilan berbicara siswa kelas dua MA Darul Qur'an - Bengkel Tahun Pelajaran 2019/2020.

Kata kunci: *Keterampilan Berbicara, Teknik Penyelesaian Cerita.*

CHAPTER I

INTRODUCTION

A. Background of Research

English has become an international language with the largest users all over the world. Many countries use English in various situations, both on as a foreign language and as a second language. In addition, English can be said as the all-important language in communication. Hutchinson says that English is a vital language which is used by many people to communicate each other.¹ Thus, Speaking is one of the important abilities in learning language that must people mastered to communicate with others.

Moreover, English also takes up position in many sectors which is a very significant. For example: Technology, Commerce, Business, and particularly in Education. Dealing with the state of English, Indonesian Government has realized a regulation which states that English as the foremost foreign language which school must teach to students and one of courses which is examined in national examination.² In addition, the English language was first decided to be a foreign language subject in each secondary school up to university since Indonesia derived its independence in 1945.³ Based on the lesson plan (RPP) of senior high school students are only learning the English in 1x45 minutes to 2x45 minutes a week.

¹Hutchinson Tom and Waters Alan, *English for Specific Purpose – A Learning – Centered Approach*, (Cambridge: Cambridge University Press, 1987), p. 6.

²Indonesia Government Regulation, No. 32 year 2013, *about the Changes on the Indonesia Government Regulation*, No. 19 Year 2005 about the National Standard of Education, (sindikker.dikti.go.id).

³Muhammad, Hasbullah, Syarifudin, and Andi Anto Patak, “Implementation of English Subject Curriculum in Islamic Secondary Schools in Indonesia Using Delphi Method”, *XLinguae*, Vol. 12, No. 4, October 2019, p. 143.

Therefore, students are only use English inside the class, because they are much limited to learn English in class. Yet, they are afraid to practice English outside the class to make themselves accustomed to English. Furthermore, the students are taught speaking English mostly by using common technique, which is not interactive teaching inside the class. Teachers are often judge the students English competence for reading and writing skill, because the goal of them in teaching is how to make students pass the national final exam well in both of the skills, but not in speaking skill because of nothing speaking test. So, it is normal for students are bad or lack in speaking skill. As the result, it brings a matter the use English in communication at senior high school.

In learning process, one of the four skills in learning language that have to be done by students is speaking activity. But according to the result interview with the English teacher of MA Darul Qur'an Bengkel, it can be reported that students often nervous and feel afraid when they want to use English in communication or speaking in front of their classmates. All over the students' problem is influenced by the lack of vocabulary, grammatical, and very especially the lack in practicing speaking in English.⁴ Those problems make the students reluctant and unmotivated to speak. Therefore, teacher is demanded to be more creative during the learning process and to motivate the students.

By using story completion technique is to change students' to have the encouragement in speaking inside or outside the class with their classmate or friends, and to escalate students' motivation and pretension in learning process.

⁴Aulia Rohaini, *Interview*, MA Darul Qur'an – Bengkel, 22 august 2019.

As Kayi says that using story completion technique makes the students improve their ability of speaking easily. In this technique, the students are asked make a small group then complete the story alternately which is told by the previous speaker referring the part given by the teacher.⁵ Based on the previously background, the researcher finds that the technique of story completion is very proper to teach students in speaking, because it will bring a significant alteration in students' speaking skill during the learning process. Thus, resercher wants to conduct this research entitled "The Effect of Using Story Completion Technique toward Students' Speaking Skill at the Second Grade of MA Darul-Qur'an Bengkel".

B. The Statement of Problem and Research Limitation

1. The Statement of Problem

Based on the background described above, the researcher identifies the problem of this study as follow:

"Does story completion technique improve students' speaking skill significantly at the second grade students of MA Darul Qur'an – Bengkel in the academic year of 2019/2020?"

2. Research Limitation

In conducting the research, the researcher focused on the research problem of using Story completion technique and students' speaking skill. It was conducted at the second grade students of MA Darul Qur'an – Bengkel.

⁵Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, Vol. 12, No. 11, retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>, accessed at 10 September 2019, 10.13 p.m.

C. Objective and Significance of Research

1. Objective of Research

The objective of this research is to investigate whether story completion technique improves the speaking skill of the second grade students of MA Darul Qur'an Bengkel in the academic year of 2019/2020.

2. Significance of Research

There are some significances of this research that will be brought in teaching and learning speaking, amongs of them are:

a. Theoretical significance

Generally, this research is very good to be used in English class of senior high school for improving students' speaking ability accomplishment and to motivate them to be more active in learning process.

b. Practical significances

1) Significances for students

By this research writer expects that students can be have more mettle to speak English and develop their achievement of speaking skill.

2) Significances for teachers

Through this research, it is expected to teachers make the learning process more attractive as well as control the students easily, and make them having fun by using the story completion technique.

3) For researcher

The writer hopes this research can help itself to fulfill the partial of the requirement for achieving the degree of educational sarjana (S. Pd), and it can be a compass for himself in teaching their students in school, course, or university when he has become a teacher or lecturer.

D. Definition of Key Terms

In this case, the researcher presents definition of key terms as follows:

1. Speaking

Speaking is an oral communication process between speaker and listener. As Manser states that Speaking is the verbal use of language to communicate with other.⁶ So, It can be mentioned that Speaking is to give and receive the ideas, argument, and information. Afterwards, Speaking is also the use of the whole body, gesture, and so on, which means that Speaking is not only sounds production.

2. Story completion

Story completion is the technique in teaching speaking English where the students in a small groups completing the story by using their own words alternately. In addition, Story Completion is the most appropriate technique in learning because the teachers can determine the material from the culture around the environment of the student which makes students forget of the time in learning activity cause of they enjoy the class. So, it means that story

⁶Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), p. 398.

completion technique can probably makes students do not feel bored in learning speaking in class.



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CHAPTER II
REVIEW OF RELATED LITERATURE RESEARCH AND
HYPOTHESIS

A. Review of Related Literature and Research Hypothesis

1. Some Previous Related Research Findings

In this case, researcher would like to show the literature review dealing with the research of previous pertinent ideas and related findings. Some of the related research findings are presented as follows :

- a) Buana, entitled “The Influence of Using Story completion technique towards Students’ Speaking Ability at The First Semester of The Eight Grade of SMPN 19 Bandar Lampung in The Academic Year of 2017/2018”. This research aims to find out if there is a significant influence on the use of story completion techniques on students ' speaking skills. This research methodology is a quantitative quasi-experimental design with treatment held in three meetings, 2 x 40 minutes for each class. The test instrument speaks in oral form. After giving post-test, researchers then analyzed the data using SPSS (statistics package for social sciences) Leneve test because the data has a normal distribution. Based on data analysis, it can be seen from the results of Leneve's Test that GIS. (Value-P) = 0.016, lower than 0.05. This means Ha is accepted and H0 rejected. It can be concluded

that there is influence of the story completion technique on students' speaking skill.⁷

b) Rahmawana, entitled "Using Story Completion in Teaching Speaking to The Second Grade Students of SMAN 6 Soppeng 2017/2018". The purpose of this research was aimed to know the empirical evidence of story completion can escalate the speaking skill of students. The research method in this study is quantitative research on Quasi Experimental Non-Equivalent control group design. The instrument used in this study is a speaking test. Tests are used in pretests and post-test. The T-test results also show that, the use of Story Completion as a technique of teaching speaks effectively in improving students' speaking skills because of test-T, 4.11, higher than T-table, 2.021 (4.11 > 2.021). This means that use of effective story completion to improve students' speaking skill.⁸

c) Lutifani, entitled "The Effectiveness of Story Completion toward Students' Speaking Skill in MTsN 2 Kota Blitar". The purpose of This research is for; 1) Know the students' speaking skills before they are taught using the completion of the story in the text recount, 2) Knowing the students' speaking skills after they are taught using the story completion techniques in the text Recount, 3) knows if there are significant differences between students speaking skills before they are taught and after they are taught using the story completion techniques in the recount text. The research

⁷Buana M. Santrika, "The Influence of Using Story Completion Technique Towards Students' Speaking Ability", (*Thesis*, FTTT UIN Raden Intan, Lampung, 2017), p. ii.

⁸Rahmawana, "Using Story Completion in Teaching Speaking", (*Thesis*, FTTT UIN Alauddin, Makasar, 2017), p. xiii.

method: 1) Design research is a pre-experimental design using a quantitative approach. 2) The population of this research is a class VII D MTsN 2 in Blitar. 3) The sample is a class VII E consisting of 45 students. 4) Research instruments are test (pre-test and post-test). 5) Analysis of research data is T-Test.

The finding in this research is the mean score of speaking before being taught by using story completion is enough because the mean score of 45 students is 56.98. After getting treatment, the mean score of speaking skill is 80.67 based on the criteria of the students' score is good score it was improved, with the t-test analysis that used by researcher, the result of tcount is by comparing the ttable that she has got is SPSS 16.0, Tcount 23.689 and value of t-table on the score table $t_{0,05} 1.684$. its mean that tcount is much bigger than ttable ($tcount > ttable$) = (23.689 > 1.684). in conclusion the alternative hypothesis (H_a) that states there is significant difference of students' speaking skill by using story completion is accepted, while the null hypothesis (H_0) that states there is no significant difference of students speaking skill by using story completion is rejected. It was concluded that story completion technique is effective to improve the students' speaking skill⁹

According to the related research findings above, the differences in previous findings with research researchers were the previous findings using the Story Completion method, talking to different techniques, different

⁹Gea U. Lutfani, "The Effectiveness of Story Completion toward Students' Speaking Skill", (*Thesis*, FTTT IAIN Tulungagung, Tulungagung, 2018), p. vii.

subjects and findings of researchers focused on the skill of speaking in fluency.

Based on the previous related findings, the researcher was interested to know the effect of using story completion technique toward students speaking skill at Second Grade Students of Senior High School MA Darul Qur'an Bengkel.

B. Theoretical Bases

1. The Nature of English Language Teaching, Learning, and Acquisition

a. English Language Teaching

Language teaching can be conceived in many different ways, for example as a science, a technology, a craft, or an art. Different views of language teaching lead to different views as to what the essential skills of teaching are, and different approach to the preparation of teachers.¹⁰ It means that language teaching is depended on the way they conceive it.

Boran in Richard and Rodgers briefed that there are nine different approaches and methods,¹¹ as follows :

- 1) The oral approach and the situational language teaching
- 2) Grammar translation method
- 3) Audio-lingual method
- 4) Communicative language teaching
- 5) Total physical response method

¹⁰Jack C. Richard, *Theories of Teaching in Language Teaching*, (Sydney: University of Sydney, 2015), p. 9.

¹¹Gultekin Boran and Jack Richards, "Teaching Methods, Approach and Strategies Found in EFL Classroom "Science Direct, Vol. 88 (2003), p. 307.

- 6) The silent way
- 7) Communicative language learning
- 8) Suggestopedia
- 9) The direct method

b. English Language Learning

Richards and Rodgers, said that learning refers to the formal study of language rules and is a conscious process.¹² Moreover, Krashen in Richards and Rodgers stated that learning is available only as “monitor.” The monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in editing of utterances produce through the acquired system¹³. Moreover, Scarino and Liddicoat affirmed that learning is seen as developing associations between stimuli and responses. Motivation involves positive reinforcement of the many small steps in learning and forming good habits. Development is seen as occurring through a series of required stages, in a step-by-step process.¹⁴

From all of the definitions about learning above, we can conclude that learning is formal study of language rules and it is available only as monitor, it is seen as developing associations between stimuli and responses. And motivation has positive reinforcement of the many small steps in learning and forming good habits.

¹²*Ibid*, p. 18.

¹³*Ibid*.

¹⁴Angela Scarino and Anthony J Liddicoat, *Teaching And Learning Languages*, (Australia: Geon Impact Printing, 2009), p. 25.

c. English Language Acquisition

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition.¹⁵ Moreover, Richards and Rodgers stated that acquisition refers to natural assimilation of language rules through using language for communication.¹⁶ We can conclude that language acquisition is process of acquiring first and second languages that assimilate language rules through using language for communication.

2. The Nature of Speaking

a. The definition of speaking

Based on Richards's statement, speaking is the language verbal and the way people communicate each other.¹⁷ It indicates that people cannot be out from the Speaking to communicate with other. We need an enough process to make ourselves understanding with whom we are speaking to. When people do communication, utterances will used by speaker to deliver their intention to the opponent talking. The speaker must be able to make the listener understand what he or she is talking about. It means speaker must be able to transform their thought into words in order to get well-

¹⁵Stephen D. Krashen, *Second Language Acquisition*, (California: Pergamon Press, 1981), p. 5.

¹⁶Gultekin Boran and Jack Richards, "Teaching...", p. 18.

¹⁷Jack C. Richards & Renandya A. Willy, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 204.

communication. So, Speaking is the main skill to express ideas, feelings, and minds in a spoken language.

b. Functions of Speaking

According to Richard, there are two main function of speaking. The first is interactional function of speaking which serves to establish and maintain social relations, and the second is transactional function, in which focus on the exchange of information¹⁸. In communication, speaking has three communicative functional; talk as interaction entertain, talk as transaction, and talk as performance.¹⁹ 1) This Funtion focuses on the speakers and how they wish to present themselves to each other than on the message. 2) refers to situation where the focus is on what is said or done. 3) It's about public talks which is transmitting information before the audience, such as public announcements, speeches, class presentations.

Speaking is the vitally important for people in interaction with others. It is used in normally communication through conversation and describes interaction in the most important social function. So, the functions of speaking is having a tight relation with story completion technique.

c. The Elements of Speaking

In speaking, speakers must know and understand some components of speaking as follow:

¹⁸Jack C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 21.

¹⁹*Ibid*, p. 22-27.

1. Pronunciation.

Pronunciation is the way to know in what a language we or someone talking. The pronunciation is centered on identification or production of the sounds, intonation, and stress patterns in English. It introduces multiple-choice hearing identification.²⁰ The some aspects of English pronunciation, among of them are; First, it relates to the speech organs and how the organs produce sounds. The flow of air which comes from lungs will have modification at pharynx, vocal cord, nasal cavity, and mouth. It happens as the open and close of the vocal cord. While, the upper part of speech organs like at pharynx, mouth, and nasal cavity, the air will be modified into plosive, lateral, velar, nasal, bilabial, alveolar, dental, etc.²¹ Listener will difficult to understand what speaker says without well pronunciation and surely, it will bring a bad or miscommunication. Therefore, pronunciation has a special course in academic that is called phonetic and phonology.

2. Grammar

Grammar is forming rules of words and making sentences.²² Listener will hard to understand what speaker is talking about without using grammar. It means that grammar is very useful in speaking in giving the point to listener of what we are telling about.

²⁰Harold S Madsen, *Techniques in Testing*, (New York: Oxford University Press, 1983), p. 57.

²¹Gerald Kelly, *How To teach Pronunciation* (England: Pearson education Limited, 2000), p. 4- 6.

²²Oxford. *Oxford Learners' Pocket Grammar: four Edition*, (Oxford: Oxford University Press, 2008), p. 15.

3. Vocabulary

Vocabulary is essential for the four language skills because communication cannot run well without vocabulary²³. It is one of the important elements in teaching and learning speaking which is very important to choose the right words for language learner to decide situations to make their talks meaningful.²⁴ Commonly, in learning language the first course which is learnt is vocabulary then next to grammar, pronunciation, fluency, and so on.

4. Fluency

According to Richards as cited Abi Andayana that Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and on-going communication despite limitations in his or her communicative competence.²⁵

5. Comprehension

Comprehension is one of the speaking elements which makes us easily understanding the another speaking component. It is the ability to understand something that is conveyed by speaker.

In summary, all of the components above they are the important components in developing speaking skill of students'. They are support each other to get the aim of speaking.

²³S. Syarifudin and M. Muhammad, "Improving Vocabulary Achievement of Young Learner Using Animated Video", *IJoASER*, Vol. 1, No. 1, March 2018, p. 37.

²⁴Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), p. 40.

²⁵Abi Andayana Iswara, "Improving Students Speaking Fluency Through The Implemeantation of Thrvia – Based Activity in University Students, (*Thesis*, FETT Sebelas Maret University, Surakarta, 2013), p. 5.

d. The Concept of Teaching Speaking

Teaching speaking is the way of language learner to get well oral communication with other. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.²⁶ So, teaching speaking is a process which must be conducted by teacher based on what they got from their education (knowledge) and social-life (experiences).

Hornby states the meaning of teaching is instructing people, abilities, knowledge, skills, etc.). Speaking is the knowledge and skill of the speaker must be enabled quickly in real-time.²⁷

e. The Principles for Designing Speaking Technique

Brown satated there are seven principles of speaking,²⁸ as follows:

- 1) Using techniques base on learners needs, from language based focus on meaning, and fluency, accuracy to message-based focus on interaction.
- 2) Providing authentic motivating techniques.
- 3) Motivating the use of intrinsic language in meaningful contexts.
- 4) providing suitable feedback and correction.
- 5) Utilizing on natural link between speaking and listening.
- 6) Giving students a chance to initiate oral communication.

²⁶Douglas H. Brown, *Teaching by Principles an Interactive Approach to Language Pendagogy: 2nd Ed*, (San Francisco: Addison Wesley Longman, 2001), p. 271.

²⁷Anne Burns, *Teaching Speaking a Holistic Approach*, (Cambridge: University Press, 1995), p. 102.

²⁸H Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (2^r ed). (San Francisco, California: Longman, 2000), p. 275-276.

7) Encouraging the development of speaking strategies.

f. Type of Classroom Speaking Performance

Brown suggested some types of classroom speaking performance,²⁹ as follows:

1) Imitative

A very restricted portion of classroom speaking time may officially be spent generating “human recorder” speech, where, for instance, students practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is made not for the aim of meaningful interaction, but for focusing on some particular part of language form.

2) Intensive

Intensive speaking performance is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form element of some pair work activity, in which learners are “going over” certain forms of language.

3) Responsive

Students’ good deal of speech in the classroom is responsive: short replies to the educator-or pupil-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

It is made for aim of telling or exchanging specific information, is an extended form of responsive language.

²⁹*Ibid*, 271-274.

5) Interpersonal (dialogue)

Interpersonal dialogue, made for the aim of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Monologues in the form of oral reports, summaries, or perhaps short speeches is given to the students at intermediate to advance levels. Here the register is more formal and deliberative. These monologues can be planned or imprompt.

g. Type of Classroom Speaking Activities

Harmer claimed some of classroom speaking activities,³⁰ as follows:

1) Acting from a script

The type of this activity allows the educator to ask the pupils to act out scenes from plays, dialogues course or books written by themselves. Sometimes the result can be filmed. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity.

2) Playing communication games

The type of this activity makes using games that are designed to provoke communication between students. It often depends on an information gap, so that one student has to talk to the partner in order to do the required tasks.

³⁰Jeremy Harmer, *The Practice of English Language Teaching*. (London: Longman, 2002), p. 271-274.

3) Discussions

In order to provide productive speaking in language classes this activity need to be encouraged by the teacher. By providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion it can be achieved.

4) Prepared talk

In this activity the students will works in pair by making presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents an explained and useful speaking genre and can be strongly interesting for both speaker and listener if properly organized.

5) Questionnaires

The type of this activity let the students to design questionnaires of any suitable topic. The questioner and participant have something to say each other using the natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The results got from questionnaire can form the basic of written work, discussions, or prepared talks.

6) Simulation and role play

The type of this activities suitable for students of English for Specific Purposes (ESP). It can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world.

h. The Roles of Teacher

The teachers need to play a number of different roles during speaking activities. Harmer affaired three roles of teachers in teaching speaking,³¹ as follows:

1. Prompter

The rule of teacher as a prompter is to aid them by offering discrete suggestions. It can be done supportively or ask them to go out of their roles.

2. Participant

To produce language the teachers must be a good animator when asking students. By setting up an activity clearly and with enthusiasm Sometimes it can be achieved. In addition, the teachers may participate in the discussions or role-plays themselves to aid the activity along, ensure continuing students' engagement or maintain creative atmosphere.

3. Feedback provider

In this activity the teacher let the students assessing what they have done. Yet, it is important to think about possibility that over correction may block the students in the middle of a speaking activity.

i. Assessing Speaking

Thornburry in Hasanah, stated the way to assess students' speaking ability divided into two types: First, holistic scoring is assessing speaking

³¹*Ibid*, 347-348.

ability by giving them a single score on the basis of overall impression, and evaluating the overall of the work. The second is analytic scoring, is the way of giving a separate score for different aspects of speaking.³²

Assessment rubric that is used in this study is based on speaking scoring rubric proposed by Brown. (can be seen in appendix A) The researcher uses the assessment speaking rubric because researcher thinks it is proper with all of the points which will be scored in speaking test they are what wrote above.

3. The Nature of Method, Approach, Strategy, and Techniques

a. Method

Method in language teaching is designed to provide a detailed account of major twentieth-century trends in language teaching. Richards and Boran said that method is the whole plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on the selected approach.³³

b. Approach

Approach refers to theories about the nature of language and learning of language which serve as the source of practices and principle in language teaching. According to Richards and Rodgers claimed that approach is a set of correlative assumption dealing with the nature of language teaching and learning.

³²Khalifah Nur Hasanah, "Improving Students' Speaking Skill Through Simulation at Grade X Of Sma N 1 Prambanan Sleman, (*Thesis*, FLA UNY, Yogyakarta, 2012), p. 33.

³³Gultekin Boran and Jack Richards, "*Teaching...*", p. 15.

c. Strategy

Rubin in Griffith provided a broad of learning strategies definition as the devices that a learner may use to acquire knowledge.³⁴ Learning strategies divided into two kinds: those which contribute directly to learning, and those which contribute indirectly to learning. There are six types of direct learning strategies (clarification/verification, guessing/inductive, monitoring, practice, inferencing, deductive memorization, reasoning). Then there are two types of indirect learning strategies (opportunities creating for practice, production tricks).

d. Techniques

A technique is implementation – that which actually take place in a classroom, it is a particular trick, strategy, or contrivance use to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.³⁵

4. The Nature of Story Completion

a. The Concept of Story Completion Technique

According to Kayi, the technique of story completion is a great pleasing activity for the entire class.³⁶ It means that the students can develop their ideas and communicate them to their friends in class. Patel says that story completion is a well technique in operating speaking work.³⁷

³⁴Carol Griffiths, *Language Learning Strategies: Theory And Research*, (New Zealand: School of foundation studies, 2004), p. 2.

³⁵Gultekin Boran and Jack Richards, “*Teaching...*”, p. 15.

³⁶Hayriye Kayi, “*Teaching...*”

³⁷Patel M. F. and Praveen M. Jain, *English Language Teaching: Methods, Tools, Techniques*, (Jaipur: Sunrice Publishers & Distributors, 2008), p. 107.

So, completing story is an activity of speaking which is conducted freely and gives students a chance telling their ideas, thoughts, perceptions, and so on. Lansky says that kind of Story Completion. Those are structured doll play test, puppetry, thematic apperception test (TAT) with a verbal description, and dramatic production test.³⁸ It can be assumed that in this technique the students are narrating, describing, thinking, explaining, etc., the material.

b. The Advantages and Disadvantages of Story Completion Technique

1) The Advantages of Story Completion Technique

The technique of Story Completion has several advantages as follow:

- a) Students may explore their own roots of cultural.
- b) Students may experience diverse cultures.
- c) Students are able to empathize with unfamiliar people/places/situations.
- d) Giving concept into different traditions and values.
- e) Assisting students to get understand how common wisdom is to all peoples/all cultures.
- f) Giving concept into universal life experiences.
- g) Assisting students consider fresh opinions.

³⁸M. Lansky L, *Projective Technique in Personality Assessment*, (Berlin: Springer Berlin Heidelberg, 1968), p. 13.

h) Showing the differences and cultural commonalties around the world.³⁹

There are some other advantages of completing story such as story gives rise to feelings of comfort and enjoy, enhance the willingness of children to communicate ideas and hunches, motivate active participation, enhance verbal skills, motivate using of creativity and imagination, motivate collaboration between students, and increase the ability of listening.⁴⁰

Based on the statements above that story completion technique is a suitable technique for students' to enhance their speaking ability. Because every student will has a chance to speak in front of her/his friends in class.

2) The Disadvantages of Story Completion Technique

According to O'malley, Michael, and Pierce as cited Santrika Mutiara that Story completion technique is also having some disadvantages as follows:

a) Many vocabularies are needed by Students' in telling a story, where the students of senior high school mostly EFL which particularly in Indonesia is poor in vocabulary.

³⁹Shima Ghiabi, "Investigating the Effects of Story Retelling Technique as A Closed Task vs. Story-Completion as An Open Task on EFL Learners' Speaking, "MA in English Language teaching", International Journal of English and Education, Vol. 3, Issue. 3, July 2014. p 23.

⁴⁰*Ibid.*

- b) The story which is must be prepared by teacher is proper to the students senior high school, ability, age, and knowledge.⁴¹

In conclusion, Story completion technique the other has advantages, it is also has several disadvantages. But it is not a significant problem for teacher to conduct the class. Because teacher can overcome it by these ways; 1) The teacher can give students glossary crossing about the test material, 2) If the speaking is distorted, the can be solved by limiting the material to students.

3) The Procedure of Story Completion Technique

Based on Kayi's statement, the technique of Story Completion has procedure as bellow:

1. Students make a small groups which consists of 5 members.
2. Students in the small group have 15 minutes to discusse with their members.
3. Teacher tells the story in the beginning.
4. After a few sentences, he or she stops narrating.
5. Then, each student starts narrating from the point where the previous one stopped.
6. Each student is expected to add from four to six sentences.
7. Students may add new characters, events, descriptions and so on.⁴²

Based on the discussion procedure above, the technique is asking students in small group circlly. The teacher gives a task to be

⁴¹O'Malley, J. Michael, and Pierce L. V., *Authentic Assessment for English Language Learners*, (Addison: Wesley Publishing Company, 1996), p.12.

⁴²Hayrie Kayi, "Teaching..."

discussed in each group and explains about the time used for the discussion. Then, teacher tells how to report discussion result, for example: solutions to problems, conclusions, or summaries. The final procedure is each group to appoint representatives to present the result of their discussion in summary form.

C. Research Hypothesis

The hypothesis of this research is formulated as follows:

1. H_a : Using of story completion technique significantly improves the speaking skill of students at the second grade in Senior High School of MA Darul Qur'an Bengkel.
2. H_0 : Using of story completion technique does not improve the speaking skill of students at the second grade in Senior High School of MA Darul Qur'an Bengkel.

Perpustakaan UIN Mataram

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The type of this research was quantitative research. Kothari said Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.⁴³ Moreover, Walliman claimed that Quantitative Research is Numbers are used to record much information about science and society, for example pressures, bending forces, population densities, cost indices etc.⁴⁴ Quantitative research is the data deal in the form of number that used to record information about science and society based on the measurement of quantity or amount.

This study used quasi – experimental approach. Sugiono stated that in research experiment there is a treatment , so that this approach can be meant as a research method which is used to look for the effect of certain treatment toward another variable in the manage condition.⁴⁵ Experimental approach is where the researcher manipulate one variable, and control the others variables. It can have a control group for comparison purposes, but invariably as the experiment situation is highly controlled in the laboratory, one group is sufficient for the experiment.

⁴³Kothari C. R., *Research Methodology: Method and Technique*, (Jaipur: New Age International, 2010), p. 16.

⁴⁴Nicholas Williman, *Research Method: The Basic*. (New York: Taylor & Francis group e-Library, 2011). p. 71.

⁴⁵Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif, dan R & D*. (Bandung: Alfabeta, 2017), p.107.

B. Population and Sample

1. Population

Fraenkel and Wallen state a population in a research is the totally subject of the research on which information is obtained. The large group to which one hopes to apply the result is called the population.⁴⁶ The population of this research was the second grade students of MA Darul-Qur'an Bengkel in the academic year of 2019/2020. The numbers of the second grade students are 78 consists of 4 classes.

Table 3.1
The Students Number of The Second Grade at
MA Darul Qu'an Bengkel

| NO | CLASS | Gender | | NUMBER |
|-----------|-------|--------|--------|--------|
| | | MALE | FEMALE | |
| 1 | A | 8 | 8 | 16 |
| 2 | B | 11 | 10 | 22 |
| 3 | C | 5 | 17 | 22 |
| 4 | D | 0 | 18 | 18 |
| THE TOTAL | | | | 78 |

Source: Academic Affairs of MA Darul Qur'an Bengkel

2. Sample

According to Arikunto, sample is the part of population which will be investigated.⁴⁷ In this research was taken two classes as the sample, one as the experimental class one as the control class. Researcher took XI IPS.2 B class consists of 22 students as experimental class. Because the speaking skill of the students' at the class were still low, they were afraid making mistakes when speaking, then XI IPS.2 C class consists of 22 students as the control class.

⁴⁶Jack R. Fraenkle and Norman E. Wallen, *How to design and evaluate Research in Education: 7th edition*, (New York: McGraw-Hill, 2009), p. 90.

⁴⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta. 2013), p.174.

Because the students at the class were less motivated to improve their speaking and they were bored to study english.

The sample was from the research population using cluster random sampling technique. Setiyadi states the sample in cluster can be decided using a systematic sample or random sample.⁴⁸

C. Setting

The research was applied in MA Darul Qur'an Bengkel, which was located on TGH. M. Shaleh Hambali Street No. 10, Bengkel, West Lombok. Madrasah Aliyah Darul Qur'an Bengkel is one of the institutions of Darul Qur'an Islamic Boarding School, founded by the late Hadratus Syaikh TGH. M. Shaleh Hambali. School of MA Darul Qur'an was established in 1989 with the first headmaster is Drs. H. Achmad Izzi (1989-1990), then the next headmaster is Mr. Usman (1990-2001), Drs. Suhaidi (2001-2008), H. Muhtasar, S. Pd (2008-2016), and Mr. Jamzuri, S. Pd (2016-Now). It is located at TGH. M. Shaleh Hambali street no.10, Bengkel Village, Labuapi, West Lombok. With signed by Kakanwil Department of Religion of the West Nusa Tenggara province with the number statistic 50222430 and has been accredited by the national accreditation agency No. 28/Akr.MA/B/IV/2006 which is advanced of MA Darul Qur'an Bengkel. Madrasah Aliyah is built on a land area of 700 m2 with a building area of 211 m. Thus, the curriculum used is Curriculum of 2013 (K13).⁴⁹

⁴⁸*Ibid.*, p. 42.

⁴⁹Jamzuri, Wawancara, MA Darul Qur'an-Bengkel, 14 Desember 2019.

Table 3.2**The list Teachers of MA Darul Qur'an**

| No | Name | Position |
|----|-----------------------|--------------------------------|
| 1 | Jamzuri, S.Ag | Head master /TIK |
| 2 | Drs. Jamiludin | Waka Curriculum/Fiqih |
| 3 | Ahmad Saikhu, S.H | Waka of pupilization/Sociology |
| 4 | Sri Kurniawati S. Pd | Biology |
| 5 | Ahmad Zahroni S. Ag | Arabic Language |
| 6 | H. Munasih, S. E | Economy |
| 7 | Rika Widayari, S. Pd | Mathematic |
| 8 | Dr. H. Achmad Izzi | PPKN |
| 9 | Masyhuri, S.Pd | Indonesian Language |
| 10 | Suhaili, S.Pd | English Language |
| 11 | Hiliyawati, S. Pd | Chemistry |
| 12 | Sri Harmintati, SP | Geography |
| 13 | Ramli, S. Ag | Al-Qur'an and Hadits |
| 14 | Khairunnisa', S. E | Accountancy |
| 15 | Sadikin, S. Ag | TIK |
| 16 | Sinaryani, S. Pd | Chemistry |
| 17 | Mahbub Junaid, S. Kom | Al Quran-hadist |
| 18 | Hariadiansyah, S.Pd | Fiqih |
| 19 | Furi Widayati, SS | PKN |
| 20 | Harunnarasyid, S.Pd.i | ICT |
| 21 | Juhaeriyah, S.Pd | Indonesia History |
| 22 | Dina Marhamah, S.Pd | Geography |
| 23 | M. Maqqi, S. ST | STAF |
| 24 | Suharniati, S. Pd | Operator |
| 25 | Aulia Rohani, S. Pd | English Language |
| 26 | Hafizin, S. Pd | Librarian |
| 27 | Ria Fitri, S. Pd | Mathematic |

Source: Academic Affairs of MA Darul Qur'an Bengkel

Table 3.3**Facilities of MA Darul Qur'an**

| No | Facilities and basic facilities | Total |
|----|---------------------------------|-------|
| 1 | Principle room | 1 |
| 2 | Classroom | 11 |
| 3 | Teachers room | 1 |
| 4 | Office | 1 |
| 5 | OSIM room | 1 |

| | | |
|----|-------------------|-----------|
| 6 | Library | 1 |
| 7 | Lab computers | 1 |
| 8 | Sports facilities | 2 |
| 9 | Listrik | 2.200 kwh |
| 10 | Toilet | 4 |
| 11 | Wi-Fi | 1 |

Source: *Academic Affairs of MA Darul Qur'an Bengkel*

D. Variables of Research

In this research focused on two variables (independent and dependent):

1. The independent variable was story completion symbolized with (X).
2. The dependent variable was students' speaking ability symbolized with (Y).

E. Design of Research

The research was conducted with Quasi Experimental Design Non-Equivalent Control group design that involving two groups of classes. One group was treated as the experimental class and other group was treated as the control class. In experimental class, the Story completion Technique was conducted as well as post-test and pre-test and the control class is only get the pre-test and post-test.

Model of Quasi-Experimental Non-Equivalent Control group design.

Design :

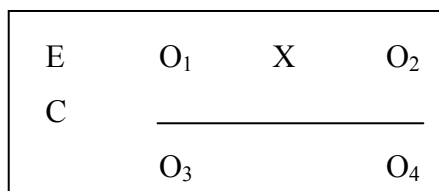


Figure 1⁵⁰

E : Experimental class

C : Control class

⁵⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D: Edition XXII*, (Bandung: Alfabeta, 2015), p. 116.

O₁ : Pre-test (experimental class)

O₃ : Pre-test (control class)

X : Treatment that will be given for experimental class by using *Story Completion Technique*

O₂ : Post-test (experimental class)

O₄ : Post-test (controlled class)⁵¹

F. Instruments of Research

1. Test

In this research, the researcher used speaking test as the instrument. A test was used to know the students' encouragement to speak English in process of teaching learning through Story completion technique. Furthermore, pre-test was intended to find the students' prior knowledge, while post-test was administered to find out the students' achievement of speaking after conducting treatment by using Story completion technique. There were five points that used for scoring in this test, it can be found in appendix A.

2. Pre-test

Pre-test was to know the students' speaking ability firstly. Researcher used a simply describable picture that gave to students, one of the students in small group as the delegation which chosen one of the pictures. The pictures were the familiar pictures in daily life or common done which was intended to ease students in completing the story with the students' own words alternately in small group after the teacher describe a story which is related to the picture

⁵¹*Ibid.*

first. It was one of the ways to anticipate the disadvantages of the story completion technique.

3. Post-test

The researcher gave post-test after the students get the treatment. In the section of pretest teacher used a different picture, but it was still a familiar picture which was gave randomly to the students in group between some pictures that student described it according to the students' own words alternately in small group after getting treatment.

G. Procedure of Data Collection

1. Pre-test

To collect the data, the researcher administered a pre-test to both classes. It was tested to the students. The Pre-test was intended to know the prior knowledge of the students on speaking skill before giving the treatment.

2. Treatment

- a. The way the researcher improved the students' speaking skill was treatment by using Story completion technique. After giving the Pre-test, the researcher conducted the treatment by using Story completion technique; it was used in experimental class only, while in the control class was not. The treatment was given for at least six meetings. The procedures of treatment in experimental class, as follows: The researcher introduces herself.
- b. The researcher introduced the materials to the class.
- c. The researcher explained about the materials.
- d. The researcher divided the students into 4-5 groups.

- e. The researcher explained Completion technique
 - f. The researcher gave explanation how to do Story completion technique in learning process
 - g. The researcher showed the pictures to the students
 - h. The researcher asked the every groups to complete the story
 - i. The researcher told the first sentence about the story and continue by the students.
 - j. Every student in the groups had a chance to speak sentences.
 - k. The researcher never forgot to motivate the students by given positive feedback and support them to believe that they can do well.
3. Post-test

Post-test was used after giving treatment to the students. The test was similiar with the pre-test before. In this post-test, the researcher saw the students improvement after giving treatment.

4. Scoring

The researcher gave the score to the students after the both of the test.

The categories was based on Brown⁵² which can be found in appendix B.

To make reseacher easier in gathering the students' score, the researcher used evaluation form as follow :

Table 3.4
Evaluation Form

| | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|---------|---|---|---|---|------------|---|---|---|---|-------------------|---|---|---|---|---------|---|---|---|---|----|-------|-------------------|--|
| Students | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | CS | Total | | |
| | Grammar | | | | | Vocabulary | | | | | Comprehen sion | | | | | fluency | | | | | | | Pronunciat ion | |

⁵²H. Douglas Brown, *Language...*, p. 213.

| | | | | | | | |
|------|--|--|--|--|--|--|--|
| S-1 | | | | | | | |
| S-2 | | | | | | | |
| S-3 | | | | | | | |
| S-4 | | | | | | | |
| S-5 | | | | | | | |
| S-6 | | | | | | | |
| S-7 | | | | | | | |
| S-8 | | | | | | | |
| S-9 | | | | | | | |
| S-10 | | | | | | | |
| S-11 | | | | | | | |
| S-12 | | | | | | | |
| S-13 | | | | | | | |
| S-14 | | | | | | | |
| S-15 | | | | | | | |
| S-16 | | | | | | | |
| S-17 | | | | | | | |
| S-18 | | | | | | | |
| S-19 | | | | | | | |
| S-20 | | | | | | | |
| S-21 | | | | | | | |
| S-22 | | | | | | | |

H. Technique of Data Analysis

To analyse the data obtained, the researcher used t-test formula. The test accessed whether the mean of groups were statically different from each other, this analysis was appropriated to compare the mean of two group. First of all, the researcher figures out of the mean gain score the experimental and control group using the formula.

$$Mdx = \frac{\sum dx}{N} \quad \text{and} \quad Mdy = \frac{\sum dy}{N}$$

Where:

Mdx: the mean gain score of experimental group

Mdy: the main gain score of control group

dx: the gain score of pre-test and post-test of experimental group

dy: the gain score of pre-test and post-test of control group

N: the number of sample

Σ : the sum of.....

Finally the researcher computed the correlation coefficient of two mean score to know whether it is significant or not by using t-test formula. Here is the formula:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Explanation:

t: test of significance

Mdx: the mean gain scores of experimental group.

Mdy: mean gain score of control group.

dx²: the square gain of pre-test and post-test of experimental group

dy²: the square gain of pre-test and post- test of control group

Nx: the number of sample of experimental group

Ny: the number of sample of control group

Σ : the sum of . . .

$\sqrt{\quad}$: the root of

d.f.: $N_x + N_y - 2$ (degree of freedom)⁵³

⁵³Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta. 2006), p. 306.

I. Validity and Reliability

1. Validity

Validity is the main important idea in consideration, it is when preparing or selecting an instrument. A test will be valid if the test has measured to the object to be measured and suitable for the criteria. Sugiyono states that valid means the tool that is used to obtain the data is valid. Valid means the instrument can be used to measure what should be measured.⁵⁴ Thus, in the instrument validity there are two ways to test, that is construct validity and content validity.

The instrument according to speaking test to measure the students in speaking skill. The researcher asked the students to speak English based on the picture strip story about. Meanwhile the researcher content validity to attain the evidence of valid instrument. In addition, Carmines and Edward states that validity expresses the concern for important relationship between concepts and indicator.

2. Reliability

After having the test validity of the instrument, the next step is examined the reliability. A test was considered reliable if the same test is given to the same subject in two different occasions, the test should have similar results.⁵⁵ Added that reliability is the consistency of the instrument in measuring whatever it measures. That means if the instrument has a consistent result in the second chances or more, the instrument is reliable.

⁵⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif & Kualitatif, dan R & D* (Bandung: Alfabeta, 2007), p. 173.

⁵⁵H. Douglas Brown, *Teaching...*, p. 107.

In this research the researcher uses speaking test or oral test as the instrument and uses five items to measure the students score 1-5 and the validity test using total items, where to find the instrument reliability scores instead of 1-0.



Perpustakaan UIN Mataram

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

The collecting of data was conducted in 4 meetings for two weeks started on 2 December until 11 December. The research was conducted in two classes; they are experimental class and the control class. The data collected in this research was the result of students' speaking skill which was obtained by using speaking test to know the students speaking ability in English. It was also supported by observation to know the way and the behavior of the students.

After the treatment process the researcher conducted the post-test, in which the researcher asked the students to gather in small group because they worked alternately. Each group consists of five members. The researcher also explained the procedure of the story completion and also about the ways of pre-test and post-test.

After the students chosen their partner, in pre-test one of the members of the group was called to choose one of the some pictures are given. The researcher gave each student in group has 2 to 3 sentences to describe the picture alternately after researcher described the picture first. While in the post-test researcher gave the picture to students in the group randomly and went on like the pre-test.

According to the data which has collected from the sample, the data of experimental group is shown in table 4.3, and the data of control group is

shown in table 4.4. In order to have individual score, the researcher assessed their speaking ability by using 5 aspects namely grammar, vocabulary, comprehension, fluency, and pronunciation. (The individual data of the students can be seen in appendix E)

a. Pre-Test

1) The Experimental Group of Pre-test Scores

The pre-test for experimental group was aimed to find out the students speaking ability scores before the researcher gave the treatment. The result shows that the students got highest score was 68 and the lowest score was 48, the mean score of pre-test in experimental group was 60. Considering the data below, it was clearly seen that for the students speaking ability the pre-test score from the experimental group, the scores are dominantly on the average level.

Table 4.1

Pre-test Score in Experimental Group

| No | The Students | Score |
|----|--------------|-------|
| 1 | S-1 | 56 |
| 2 | S-2 | 48 |
| 3 | S-3 | 64 |
| 4 | S-4 | 56 |
| 5 | S-5 | 68 |
| 6 | S-6 | 60 |
| 7 | S-7 | 56 |
| 8 | S-8 | 64 |
| 9 | S-9 | 60 |
| 10 | S-10 | 60 |
| 11 | S-11 | 64 |
| 12 | S-12 | 68 |
| 13 | S-13 | 64 |
| 14 | S-14 | 60 |
| 15 | S-15 | 68 |

| | | |
|----|------|----|
| 16 | S-16 | 52 |
| 17 | S-17 | 52 |
| 18 | S-18 | 56 |
| 19 | S-19 | 60 |
| 20 | S-20 | 52 |
| 21 | S-21 | 56 |
| 22 | S-22 | 56 |

2) The Control Group's Pre-test Scores

The same as the pre-test of experimental group, the control group pre-test was also conducted to find out the students speaking ability scores of the control group. The highest score 72 and lowest score was 52, the mean scores of pre-test in the control group was 64.

Table 4.2
Scores of Pre-test in Control Group

| No | The Students | Score |
|----|--------------|-------|
| 1 | S-1 | 56 |
| 2 | S-2 | 52 |
| 3 | S-3 | 64 |
| 4 | S-4 | 68 |
| 5 | S-5 | 64 |
| 6 | S-6 | 56 |
| 7 | S-7 | 56 |
| 8 | S-8 | 60 |
| 9 | S-9 | 64 |
| 10 | S-10 | 56 |
| 11 | S-11 | 56 |
| 12 | S-12 | 60 |
| 13 | S-13 | 64 |
| 14 | S-14 | 60 |
| 15 | S-15 | 60 |
| 16 | S-16 | 68 |
| 17 | S-17 | 60 |
| 18 | S-18 | 68 |
| 19 | S-19 | 72 |
| 20 | S-20 | 64 |
| 21 | S-21 | 64 |
| 22 | S-22 | 68 |

b. Treatment

There was one class as the experimental class that was given the treatment with describeable picture a story as a media in the process of teaching learning to apply of story completion technique. One treatment consists of 90 minutes. Thus, during the treatment process the researcher was the teacher. The process of treatment was conducted twice for the experimental group. First treatment was conducted on 2nd December 2019. First treatment, the researcher divided the students into 5 groups, every students got a piece of paper, the students gathered to their group that a same a number in piece of paper describeable picture a story to implement the story completion technique. In the describeable picture, the researcher served some pictures, then, each student might to describe a story of the each picture which was the familiar picture. Certainly, the students were telling about the story of the picture orally.

In the second meeting of treatment was conducted on 11th December 2019. The students was given the time to discussion and presentation what they had discussion. Using of the describe picture a story as the media guided the students to build classroom interaction among students in group. It made condition of the group where the interaction among the students was more dominant then the interaction between the teacher and the students. By using describeable picture story in the process of teaching learning to apply story completion technique, each student showed their speaking ability through their own words. They were speaking

based on the story they known about the picture given. Afterwards, researcher gave big appreciate to the students who really have big appreciate in the process of teaching learning.

c. Post-test

1) The Experimental Group's Post-test Score

The post-test was conducted in experimental group in order to find out the students speaking ability scores after getting the treatment. Generally, the score were better than the pre-test scores considering the students post-test scores. The highest score was 76 and the lowest score was 52. The mean score of post-test in experimental group was 64.

Table 4.3

Scores of Post-test in Experimental

| No | The Students | Score |
|----|--------------|-------|
| 1 | S-1 | 64 |
| 2 | S-2 | 52 |
| 3 | S-3 | 76 |
| 4 | S-4 | 64 |
| 5 | S-5 | 72 |
| 6 | S-6 | 72 |
| 7 | S-7 | 64 |
| 8 | S-8 | 72 |
| 9 | S-9 | 64 |
| 10 | S-10 | 68 |
| 11 | S-11 | 76 |
| 12 | S-12 | 72 |
| 13 | S-13 | 68 |
| 14 | S-14 | 76 |
| 15 | S-15 | 72 |
| 16 | S-16 | 60 |
| 17 | S-17 | 64 |
| 18 | S-18 | 64 |
| 19 | S-19 | 64 |
| 20 | S-20 | 60 |

| | | |
|----|------|----|
| 21 | S-21 | 60 |
| 22 | S-22 | 64 |

2) Control Group's Post-test Scores

After teaching and learning process in control group, the researcher concluded the post-test in order to find out the students speaking skill scores. The result of the post test score, then, was used as comparison to the data of experimental group post-test to measure effect of the approach that the used in this research. The highest score was 80 and the lowest score was 60. The mean score of the control group was 68.

Table 4.4
Students' Post-test Scores of Control Group

| No | The Students | Score |
|----|--------------|-------|
| 1 | S-1 | 64 |
| 2 | S-2 | 60 |
| 3 | S-3 | 68 |
| 4 | S-4 | 72 |
| 5 | S-5 | 68 |
| 6 | S-6 | 60 |
| 7 | S-7 | 60 |
| 8 | S-8 | 64 |
| 9 | S-9 | 72 |
| 10 | S-10 | 64 |
| 11 | S-11 | 60 |
| 12 | S-12 | 64 |
| 13 | S-13 | 68 |
| 14 | S-14 | 64 |
| 15 | S-15 | 68 |
| 16 | S-16 | 72 |
| 17 | S-17 | 68 |
| 18 | S-18 | 72 |
| 19 | S-19 | 80 |
| 20 | S-20 | 72 |
| 21 | S-21 | 68 |
| 22 | S-22 | 76 |

3) Data Analysis

Having finished gathering the data for this research, the researcher then computed the pre-test and post-test of both groups, so that later it could be distributed in a table to find the mean score of both groups and compare them.

a. The Main Gain Score of Experimental Group

Based on the table of experimental group above it was identified that $\sum dx = 168$ (The total mean gain score of experimental group) and $N = 22$. Thus main gain score of experimental group is as follows: (the detail computation can be seen in Appendix E at Table score of peretest and posttest in experimental group)

$$Mdx = \frac{\sum dx}{N}$$

$$Mdx = \frac{168}{22}$$

$$Mdx = 7.63$$

Square mean gain

$\sum dx^2$ can be obtained from:

$$\sum dx^2 = \sum dx^2 - \frac{(\sum dx)^2}{N}$$

$$= 1536 - \frac{(168)^2}{22}$$

$$= 1536 - \frac{28224}{22}$$

$$= 1536 - 1282,9$$

$$= 253.1$$

b. The Mean Gain Score of Control Group

Based on the control group's table above. It was identified that $\sum dy = 124$ (The total mean gain score of control group) and $N = 22$. Thus, the mean gain score of control group as bellows: (the detail computation can be seen in Appendix E at Table score of pretest and posttest in control group)

$$Mdy = \frac{\sum dy}{N}$$

$$Mdy = \frac{124}{22}$$

$$Mdy = 5.63$$

Square mean gain

$$\sum dy^2 = \sum dy^2 - \frac{(\sum dy)^2}{N}$$

$$= 784 - \frac{(124)^2}{22}$$

$$= 784 - \frac{15376}{22}$$

$$= 784 - 698,9$$

$$= 85.1$$

c. Identification of the significant of the data of two means score

The last process of the statistical analysis is to find out the value of t- test. The test formula can be found because of the element rate of that formula as follow:

$$Mdx: 7.63$$

Mdy: 5.63

Σdx^2 : 253.1

Σdy^2 : 85.1

$$t = \frac{Mdx - Mdy}{\sqrt{\left(\frac{\Sigma dx^2 + \Sigma dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Explanation:

t: test of significance

Mdx: the mean gain scores of experimental group.

Mdy: the mean gain score of control group.

dx^2 : the square gain of pre-test and post-test of experimental group

dy^2 : the square gain of pre-test and post-test of control group

Nx: the number of sample of experimental group

Ny: the number of sample of control group

Σ : the sum of . . .

$\sqrt{\quad}$: the root of

d.f.: $Nx + Ny - 2$ (degree of freedom)

Based on the data above, the value of test can be found and operated as follows:

$$t = \frac{Mdx - Mdy}{\sqrt{\left(\frac{\Sigma dx^2 + \Sigma dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{7.63 - 5.63}{\sqrt{\left(\frac{253.1 + 85.1}{22 + 22 - 2}\right)\left(\frac{1}{22} + \frac{1}{22}\right)}}$$

$$t = \frac{2}{\sqrt{\left(\frac{338.2}{42}\right)\left(\frac{2}{22}\right)}}$$

$$t = \frac{2}{\sqrt{(8.0523)(0.09)}}$$

$$t = \frac{2}{\sqrt{0.724}}$$

$$t = \frac{2}{0.362}$$

$$t = 5.524$$

Perpustakaan UIN Mataram

The data analysis result, it can be showed that the experimental group got better result than the control group. The computation between two mean score of the groups has consulted to the value of the table. However, the researcher needs to determine the level of significance and degree of freedom used in this research. The level of the table significance with the degree of freedom $44-2=42$, t-test $5.524 > t\text{-table } 2.018$, this indicate that the degree of difference between mean score is significant in both confidence level 5% is 42.

The result of t-test showed that t-test 5.524 is higher than t-table 2.018. It means that, there is different of significant improvement for the students speaking skill who use story completion technique and students use common technique.

B. Discussion

From result of hypothesis testing with t-test was known that H_0 was rejected and H_a was accepted. It means that the speaking skill of students which was taught using story completion technique in experiment class that there is significant improvement of the speaking ability of students' after getting treatment. Story completion technique is one of the effective technique to teach speaking skill, it has some advantages in teaching speaking they are: it gives students an opportunity to explore and sharing their ideas, it makes students enjoy during the learning process, and it makes students being more confident to speak in front of class when learning.

The use of story completion technique improved the students of International Class Program boarding of State Institute for Islamic Studies Salatiga was conducted by M. Roisul Ashdaq entitled The Use Of Story Completion Technique to Improve Students' Speaking Ability of International Class Program Boarding Students of Teacher Training and Education Faculty of State Institute for Islamic Studies Salatiga Batch 2015/2016. Based on the the computation the obtained t-value (2.68) > t-table (1.81). It means that there is significant difference between mean in pre-test and post-test. So, this indicates

that story completion technique is effective in improving the students' speaking ability.⁵⁶

Based on result of the research, it was found that the students who were taught by using Story Completion have escalated their speaking ability. It was showed from the result of the pre-test and post-test discribed above: The detail improvements are: 1) Students are being more knowing how to pronounce the words, 2) Students can speak fluently or even in reading English text, 3) Students are knowing how to make a sentence grammatically, 4) Students have much more vocabulary items because teacher gave them glossary related to the picture as the material before giving the post-test, 5) Students have more comprehension about their culture or even culture around environment them because each of their friends explored their knowledge about the culture, 6) Students have more confident to speak up in front of their classmate after the Story Completion technique was implemented.

Perpustakaan UIN Mataram

⁵⁶Roisul Ashdaq, "The Use of Story Completion Technique to Improve Students' Speaking Ability", (*Thesis*, FETT IAIN Salatiga, Salatiga, 2017), p. 41.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The data of this research was obtained by using pretest and posttest in control and experimental design. This study aimed to know the effect of using story completion technique to improve speaking skill of students. Based on the data analysis result in the previously chapter, this study found that using of story completion technique improves the students' speaking skill to be more active, confident, and enjoy the English class after being given treatments. It is proved by the computation obtained t-value (5.524) is higher than t-table (2.018) the level of significant 0.05 with degree of freedom (df)=42. Thus, researcher can conclude that the effect of using story completion technique significantly improves students' speaking skill at the second grade of MA Darul Qur'an Bengkel in academic year of 2019/2020.

B. Suggestion

1. For the students

For the students are suggested to have much more vocabularies, consistent in practicing speaking English, and encourage themselves in speaking English without afraid making mistake in grammar, because in speaking skill grammar is not the main point being valued but it is how we are understanding each other about what we are talking about.

2. For the English teacher

The teacher should always try making the class be fun and give the students materials which connect to daily lives situation. Teacher tells about an experience which is easy to be understood by student and doing active communication in daily life which means that teacher do communication in English not only when learning in class but also outside the class, or even outside the school when meeting or through calling phone when there is important thing to talk.

3. For the other researchers

For the other researchers who want to conduct the same technique are suggested to prepare the everything about the reseacher well before conducting the study. Decide the good material which proper to students for achieving the aim of the research. The last, researcher hopefully this thesis can be useful as one of the references for the further study.

Perpustakaan UIN Mataram

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Perpustakaan UIN Mataram



APPENDICES

Perpustakaan UIN Mataram

APPENDIX A

Rubric Assessment of Speaking Test

| No | Grammar | Vocabulary | Comprehension | Fluency | Pronunciation |
|----|--|--|--|--|--|
| 1 | Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | Speaking vocabulary inadequate to express anything but the most elementary needs. | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase. | No specific fluency description. Refer to other four language areas for implied level of fluency. | Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language. |
| 2 | Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. | Can get the gist of most conversations of non-equivalent subjects (i.e., topics that requires no specialized knowledge. | Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information. | Accents is intelligent though often quite faulty. |
| 3 | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, | Comprehension is quite complete at a normal rate of speech. | Can discuss particular interest of competence with reasonable ease, rarely has to grope for words. | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. |

| | | | | | |
|---|---|---|---|---|---|
| | effectively in most formal and informal conversations on practical, social, and professional topics. | social, and professional topics, vocabulary is broad enough that he rarely has to grope for a word. | | | |
| 4 | Able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare. | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. | Can understand any conversation within the range of his experience. | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency. | Errors in pronunciation are quite rare. |
| 5 | Equivalent to that of an educated native speaker. | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent, cultural references. | Equivalent to that of an educated native speaker. | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. | Equivalent to and fully accepted by educated native speakers. |

APPENDIX B

INSTRUMENT

Table of Specification

| Indicators | Aspects | Theory | Number of question |
|---------------|--|----------------------------|--------------------|
| Pronunciation | - Intonation - Stress | (Brown, 2000: 286-288) | 3 |
| Grammar | - Able to use the structure well | (Batko, 2004: 24) | 1 |
| Vocabulary | - Receptive vocabulary - Productive vocabulary | (Hatch & Brown, 1995: 185) | 2 |
| Fluency | - Able to speak Rapidly and Accurately | (Jamatlou, 2011: 11) | 4 |
| Comprehension | - able to perceive and process stretches of discourse - fully understand the nature of research project | (Cohen, et al, 2015: 51) | 5 |

APPENDIX C

Subcategories Table of oral proficiency scores

| Score | Criteria |
|-------|--|
| 0 | Unable to function in the spoken language |
| 0+ | Able to satisfy immediate needs using rehearsed utterances |
| 1 | Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversation on familiar topics. |
| 1+ | Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. |
| 2 | Able to satisfy routine social demands and limited work requirements. |
| 2+ | Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. |
| 3 | Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professionals topics. |

| | |
|----|---|
| 3+ | Often able to use the language to satisfy professionals needs in a wide range of sophisticated and demanding task. |
| 4 | Able to use language fluently and accurately on all levels normally pertinent to professional needs. |
| 4+ | Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speakers. |
| 5 | Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken. |



Perpustakaan UIN Mataram

APPENDIX D
LESSON PLAN

Nama Sekolah : MA Darul Qur'an Bengkel
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2
Alokasi Waktu : 2 x 45 menit (2 x pertemuan)
Topik Pembelajaran : Simple Present Tense

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar (KD) :

- 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi dan transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan tindakan, peristiwa/kegiatan yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.
- 4.1. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan tindakan, peristiwa/kegiatan yang dilakukan secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

- 3.1.1. Mengidentifikasi kalimat deklaratif dan interogatif yang melibatkan tindakan memberi dan meminta informasi terkait keadaan tindakan, peristiwa/kegiatan yang dilakukan secara rutin atau merupakan kebenaran umum.
- 3.1.2. Menentukan kata kerja dalam deklaratif dan interogatif yang melibatkan tindakan memberi dan meminta informasi terkait keadaan tindakan, peristiwa/kegiatan yang dilakukan secara rutin atau merupakan kebenaran umum.
- 4.1.1. Menyusun teks lisan dan tulis dengan menggunakan kalimat-kalimat deklaratif dan interogatif yang melibatkan tindakan memberi dan meminta informasi terkait keadaan tindakan, peristiwa/kegiatan yang dilakukan secara rutin.

D. Tujuan Pembelajaran

1. Siswa mampu menulis kalimat pendek dan sederhana the Simple Present Tense
2. Siswa mampu menyebutkan fungsi dari the Simple Present Tense
3. Siswa mampu merespon unsur kebahasaan simple present dalam bentuk daily activity.

E. Materi Pokok

a. Simple Present Tense

Simple present tense adalah sebuah **tenses** untuk menyatakan atau mengungkapkan **kegiatan / aktifitas yang sering kita lakukan** sehari-hari, misalnya makan, minum, sekolah, kerja, ataupun kegiatan lainnya Simple present tense dapat ditulis dengan **rumus** sbb.

Kalimat verbal:

- Kalimat bentuk **positif (+)** S + V1 (s/es)
- Kalimat bentuk **negatif (-)** S + Do/Does + Not + V1
- Kalimat bentuk **tanya (?)** Do/Does + S + V1

Contoh kalimat bentuk simple present tense :

(+) She eats noodles everyday

(-) She does not eat noodles everyday

- (?) Does she eat noodles everyday?
 (+) They go to school every morning
 (-) They don't go to school every morning
 (?) Do they go to school every morning ?

Untuk **penggunaan do/does** tergantung pada subject yang digunakan pada suatu kalimat present tense yang kita buat.

I, You, We, They = Do

She, He, It, Andi, Ani, Ari = Does

Bila subject kalimatnya He, She dan It maka verb pada kalimatnya harus ditambah s/es

Kalimat nominal:

- Kalimat bentuk **positif** (+) S + tobe(is, am, are) + adj/adv/N
- Kalimat bentuk **negatif** (-) S + tobe(is, am, are) + not + adj/adv/N
- Kalimat bentuk **tanya** (?) tobe (is, am, are)+ S + adj/adv / N

Contoh kalimatnya:

- (+) You are a student
 (-) You aren't student
 (?) are you a student?

note : tobe is untuk subject: He, She, It

tobe am untuk subject I

tobe are untuk subject You, They, We

b. Daily Activities

Kegiatan / aktifitas sehari-hari dalam bahasa Inggris disebut daily activities / daily routines pasti sangat berguna untuk menceritakan tentang kegiatan kita sehari-hari dalam bahasa Inggris. Jika kita tidak mempunyai kosakata bahasa Inggris yang cukup, alangkah baiknya jika kita mencoba memperkaya / menambah kosakata bahasa Inggris (vocabulary) kita dengan melakukan cara sederhana menambah kosakata bahasa Inggris.

Example Of Daily Activities

Turn off the alarm : *mematikan alarm*

Get up : *bangun (dari tempat tidur)*

Have a cup of coffee : *menikmati kopi*
 Make breakfast : *membuat sarapan pagi*
 Read the newspaper : *membaca koran*
 Have breakfast : *sarapan pagi*
 Have a shower : *mandi*
 Get dressed : *berpakaian*
 Brush one's hair : *keramas*
 Comb one's hair : *menyisir rambut*
 Brush one's teeth : *menggosok gigi*
 Put make-up on : *berias, dandan*
 Go home : *pulang*
 Cook dinner : *memasak makan malam*
 Make dinner : *makan malam*
 Do one's homework : *mengerjakan PR*
 Watch Television : *menonton TV*
 Watch the News : *nonton berita*
 Take the rubbish out : *membuang sampah*
 Wash the dishes : *mencuci piring (kotor)*
 Feed the dog and cat : *memberi makan anjing dan kucing*
 Go to bed : *(Siap-siap) tidur*
 Go to the bathroom : *Pergi ke kamar mandi*
 Take one's medication : *Minum obat*
 Get into one's pyjamas : *memakai baju tidur*
 Set the alarm : *mengatur waktu alarm*
 Lock the door : *mengunci pintu*
 Turn off the lights : *mematikan lampu*

F. Metode Pembelajaran/Teknik:

Story Completion Technique

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1

| Tahapan | Kegiatan Pembelajaran | Waktu |
|---------|-----------------------|-------|
|---------|-----------------------|-------|

| | | |
|---------------------|---|----|
| Pembelajaran | | |
| Kegiatan Awal | <ol style="list-style-type: none"> 1. Siswa memberi salam kepada guru 2. Guru memeriksa kehadiran sekaligus menanyakan kabar siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru menyampaikan kegiatan-kegiatan yang akan dilakukan | 15 |
| Kegiatan Inti | <ol style="list-style-type: none"> 5. Guru menjelaskan materi tentang simple present tense. 6. Siswa mengamati contoh-contoh kalimat the Simple Present Tense. 7. Siswa menyusun kata menjadi kalimat yang benar dalam bentuk simple present tense, 8. Siswa mengajukan beberapa pertanyaan mengenai simple present tense yang telah dipelajari. 9. Guru membagi siswa kedalam beberapa kelompok. 10. Guru menjelaskan tentang tehnik Story Completion. 11. Guru menjelaskan cara melakukan tehnik Story Completion. 12. Guru memberikan topik cerita kepada siswa. 13. Siswa membuat cerita dengan menggunakan tehnik Story Completion, | 60 |
| Kegiatan Akhir | <ol style="list-style-type: none"> 14. Guru Mengevaluasi hasil kerja siswa. 15. Siswa menyimpulkan materi yang telah disampaikan. 16. Guru memberikan motivasi kepada siswa. | 15 |

Pertemuan 2

| Tahapan | Kegiatan Pembelajaran | Waktu |
|---------------------|---|--------------|
| Pembelajaran | | |
| Kegiatan Awal | <ol style="list-style-type: none"> 1. Siswa memberi salam kepada guru 2. Guru memeriksa kehadiran sekaligus menanyakan kabar siswa 3. Guru menyampaikan tujuan pembelajaran 4. Guru menyampaikan kegiatan-kegiatan yang akan dilakukan. | 15 |
| Kegiatan Inti | <ol style="list-style-type: none"> 5. Guru menjelaskan materi tentang Daily activities 6. Siswa mengamati contoh-contoh kalimat daily activities. | 60 |

| | | |
|----------------|--|----|
| | 7. Siswa menyusun kata menjadi kalimat daily activities yang benar dalam bentuk simple present tense, 8. Siswa membuat kelompok seperti pertemuan sebelumnya. 9. Siswa membuat cerita dengan menggunakan tehnik Story Completion, sesuai dengan topik yang sudah diberikan oleh Guru | |
| Kegiatan Akhir | 13. Guru mengevaluasi hasil kerja siswa. 14. Beberapa Siswa menyimpulkan materi yang telah disampaikan. 15. Guru memberikan motivasi kepada siswa. | 15 |

H. Media dan Sumber Belajar:

- Media presentasi : papan tulis
- Sumber:
 - Kamus bahasa inggris
 - Andreas Umbing, Blog English Language, 2012 <http://andresmada.blogspot.co.id/2012/11/narrative.html>

I. Penilaian

1. Teknik: performance assessment
2. Bentuk: Tes Lisan
3. Pedoman Penilaian

| No | Grammar | Vocabulary | Comprehension | Fluency | Pronunciation |
|----|--|---|--|---|--|
| 1 | Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | Speaking vocabulary inadequate to express anything but the most elementary needs. | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase. | No specific fluency description. Refer to other four language areas for implied level of fluency. | Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language. |
| 2 | Can usually handle elementary constructions | Has speaking vocabulary sufficient to express himself | Can get the gist of most conversations of non- | Can handle with confidence but not with facility most social | Accents is intelligent though often quite faulty. |

| | | | | | |
|---|--|--|---|---|---|
| | quite accurately but does not have through or confident control of the grammar | simply with some circumlocutions. | equivalent subjects (i.e., topics that requires no specialized knowledge. | situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information. | |
| 3 | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that he rarely has to grope for a word. | Comprehension is quite complete at a normal rate of speech. | Can discuss particular interest of competence with reasonable ease, rarely has to grope for words. | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. |
| 4 | Able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare. | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. | Can understand any conversation within the range of his experience. | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency. | Errors in pronunciation are quite rare. |
| 5 | Equivalent to that of an | Speech on all levels is fully | Equivalent to that of an | Has complete fluency in the | Equivalent to and fully |

| | | | | | |
|--|--------------------------|---|--------------------------|--|---------------------------------------|
| | educated native speaker. | accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent, cultural references. | educated native speaker. | language such that his speech is fully accepted by educated native speakers. | accepted by educated native speakers. |
|--|--------------------------|---|--------------------------|--|---------------------------------------|

To make it easy while the researcher gather the score of the students, the researcher will use evaluation form bellow :

| Points | 1 | 2 | 3 | 4 | 5 |
|---------------|---|---|---|---|---|
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |
| Fluency | | | | | |
| Pronunciation | | | | | |
| Total | | | | | |

UNIVERSITAS ISLAM NEGERI
M A T A R A M

Perpustakaan UIN Mataram

LESSON PLAN

| | |
|---------------------------|------------------------------------|
| Nama Sekolah | : MA Darul Qur'an – Bengkel |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : XI / 2 |
| Alokasi Waktu | : 1 x 45 menit |
| Topik Pembelajaran | : Descriptive Text |

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD)

- 3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

- 4.1 Memahami makna teks *Descriptive*

C. Indikator

- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.
- 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Tujuan Pembelajaran

1. Siswa mampu mengungkapkan secara lisan teks monolog berbentuk descriptive.
2. Siswa mampu merespon unsur kebahasaan dalam teks descriptive dalam bentuk simple present

E. Materi Pokok

Descriptive text yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu. Bisa dikatakan juga bahwa Descriptive text adalah teks yang menjelaskan tentang seperti apakah orang atau benda yang dideskripsikan, baik bentuknya, sifatsifatnya, jumlahnya dan lain-lain.

dStruktur Descriptive Text (*generic structure*) adalah :

1. **Identification** (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. **Description** (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan *simple present tense*
- Menggunakan *attribute verb*, seperti *be (am, is, are)*
- Hanya fokus pada satu objek tersebut.

Berikut adalah Contoh Descriptive Text :



The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of

Lingga and Yoni. Lingga resembles, rice pestle (lalu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition. The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

F. Metode Pembelajaran/Teknik:

Story Completion Technique

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 3

| Tahapan Pembelajaran | Kegiatan Pembelajaran | Waktu |
|-----------------------------|--|--------------|
| Kegiatan Awal | 1. Siswa memberi salam kepada guru | 2 |
| | 2. Guru memeriksa kehadiran sekaligus menanyakan kabar siswa | 3 5 |
| | 3. Guru menyampaikan tujuan pembelajaran | 5 |
| | 4. Guru menyampaikan kegiatan-kegiatan yang akan dilakukan. | |
| Kegiatan Inti | 5. Guru Menjelaskan materi tentang narrative text | 10 |
| | 6. Guru Memberikan materi tentang narrative text | 10 |
| | 7. Siswa mengajukan beberapa pertanyaan mengenai narrative text yang telah di pelajari | 10 |
| | 8. Siswa menjawab pertanyaan dengan menggunakan chain drill technique | 20 |
| Kegiatan akhir | 9. beberapa siswa menyimpulkan materi yang telah dipelajari | 10 5 |
| | 10. Siswa menutup pelajaran dengan do'a dan memberi salam kepada guru | |

H. Media dan Sumber Belajar:

Media presentasi : papan tulis

Media latihan: worksheet

Sumber:

- Kamus bahasa inggris
- Internet

I. Penilaian

1. Teknik: performance assessment
2. Bentuk: Tes Lisan
3. Pedoman Penilaian:

| No | Grammar | Vocabulary | Comprehension | Fluency | Pronunciation |
|----|--|--|--|--|--|
| 1 | Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | Speaking vocabulary inadequate to express anything but the most elementary needs. | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase. | No specific fluency description. Refer to other four language areas for implied level of fluency. | Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language. |
| 2 | Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. | Can get the gist of most conversations of non-equivalent subjects (i.e., topics that requires no specialized knowledge. | Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information. | Accents is intelligent though often quite faulty. |
| 3 | Control of grammar is good. Able to speak the language with sufficient structural | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal | Comprehension is quite complete at a normal rate of speech. | Can discuss particular interest of competence with reasonable ease, rarely has to grope for words. | Errors never interfere with understanding and rarely disturb the native speaker. Accent may |

| | | | | | |
|---|---|---|---|---|---|
| | accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. | conversations on practical, social, and professional topics, vocabulary is broad enough that he rarely has to grope for a word. | | | be obviously foreign. |
| 4 | Able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare. | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. | Can understand any conversation within the range of his experience. | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency. | Errors in pronunciation are quite rare. |
| 5 | Equivalent to that of an educated native speaker. | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent, cultural references. | Equivalent to that of an educated native speaker. | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. | Equivalent to and fully accepted by educated native speakers. |

To make it easy while the researcher gather the score of the students, the researcher will use evaluation form bellow :

| Points | 1 | 2 | 3 | 4 | 5 |
|---------------|---|---|---|---|---|
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |
| Fluency | | | | | |
| Pronunciation | | | | | |
| Total | | | | | |



Perpustakaan UIN Mataram

LESSON PLAN

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| Kelas/Semester | : XI / 2 |
| Alokasi Waktu | : 1 x 45 menit |
| Topik Pembelajaran | : Simple Past Tense |

A. Kompetensi Inti (KI)

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD)

- 3.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya sesuai dengan konteks penggunaannya
- 4.1. Memahami makna penggunaan teks Simple Past

C. Indikator

- 3.1.1. Menganalisis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya sesuai dengan konteks penggunaannya.
- 4.1.1. Menyusun teks lisan dan tulisan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.

D. Tujuan Pembelajaran

1. Siswa mampu menulis kalimat pendek dan sederhana the Simple Past Tense.
2. Siswa mampu menyebutkan fungsi dari the Simple Past Tense.

E. Materi Pokok

a. Simple Past Tense

Simple Past Tense (Bentuk lampau sederhana) adalah bentuk waktu yang digunakan untuk menerangkan peristiwa atau perbuatan yang dilakukan pada saat tertentu di waktu lampau dalam bentuk sederhana. Waktu terjadinya peristiwa atau perbuatan itu telah diketahui.

5. KALIMAT VERBAL

Rumus umum bentuk Simple Past Tense adalah :
pada saat tertentu di waktu lampau dalam bentuk sederhana. Waktu terjadinya peristiwa atau perbuatan itu telah diketahui.

KALIMAT VERBAL

Rumus umum bentuk Simple Past Tense adalah :

(+) Subyek + V2

(-) Subyek + did + not + V1

(?) Did + Subyek + V1 ?

Contoh :

1. (+) He studied English last night.

(Dia belajar bahasa Inggris tadi malam)

(-) He did not study English last night.

(Dia tidak belajar bahasa Inggris tadi malam)

(?) Did he study English last night?

(Apakah dia belajar bahasa Inggris tadi malam?)

Untuk kalimat tanya seperti itu jawabannya Yes,.... (ya) atau No,....

(tidak)

Jawaban :

Yes, he did atau No, he didn't

2. (+) We went to Bangkok last year.
(Kami pergi ke Bangkok tahun lalu.)
(-) We did not go to Bangkok last year.
(Kami tidak pergi ke Bangkok tahun lalu.)
(?) Did we go to Bangkok last year?
(Apakah kami pergi ke Bangkok tahun lalu?)
3. (+) I wrote a letter yesterday.
(Saya menulis sebuah surat kemarin.)
(-) I didn't write a letter yesterday.
(Saya tidak menulis sebuah surat kemarin.)
(?) Did I write a letter yesterday?
(Apakah saya menulis sebuah surat kemarin?)

Keterangan :

- Pada kalimat positif digunakan kata kerja bentuk kedua (V2) dapat ditemui pada postingan Irregular dan Regular Verb.
- Untuk membentuk kalimat verbal negatif harus ditambah kata kerja bantu yaitu "did" yang merupakan bentuk lampau dari do/does yang selanjutnya ditambah not.
- Did dapat digunakan untuk sebuah subyek.
- Kata kerja pada bentuk kalimat negatif verbal bentuk waktu ini harus dirubah menjadi kata kerja dasar atau infinitive atau V1.
- Pada kalimat tanya yang memerlukan jawaban yes atau no, menggunakan kata kerja bentuk pertama atau V1.

Apabila kalimat verbal tanya pada bentuk waktu ini menggunakan kata tanya (Question Word) , maka pola kalimatnya adalah :

1. Apabila kata tanya yang digunakan tidak menanyakan subyek kalimat maka pola kalimatnya adalah :

Question Word + did + Subyek + V1 ?

Contoh :

- a. What did she bring yesterday?
(Apa yang dia bawa kemarin?)

b. Where did you meet him last month?

(Dimana kamu bertemu dengannya bulan lalu?)

2. Apabila kata tanya yang digunakan menanyakan subyek kalimat, maka pola kalimatnya adalah :

Question Word + V2 ?

Contoh :

a. Who helped you last night ?

(Siapa yang menolongmu tadi malam?)

2. KALIMAT NOMINAL

1. Pola kalimat nominal positif yang digunakan adalah :

Untuk subyek We, You, They :

Subyek + were + Non Verb

Untuk subyek I, He, She, It :

Subyek + was + Non Verb

Keterangan :

Non Verb atau bukan kata kerja, dapat berupa kata benda, kata sifat atau kata keterangan.

was merupakan bentuk lampau dari to be *is, am*

were merupakan bentuk lampau dari to be *are*.

Contoh :

a. I was sad last night.

(Saya sedih tadi malam.)

b. They were happy yesterday.

(Mereka gembira kemarin.)

2. Pola kalimat nominal negatif yang digunakan adalah :

Untuk subyek We, You, They :

Subyek + were + not + Non Verb

Untuk subyek I, He, She, It :

Subyek + was + not + Non Verb

Contoh:

a. I was not sad last night.

(Saya tidak sedih tadi malam.)

b. They were not happy yesterday.

(Mereka tidak gembira kemarin.)

Keterangan waktu yang digunakan pada Simple Past Tense adalah :

| No | No Keterangan Waktu | Arti |
|----|--------------------------|--------------------------|
| 1 | Yesterday | Kemarin |
| 2 | yesterday morning | kemarin pagi |
| 3 | yesterday afternoon | kemarin sore |
| 4 | the day before yesterday | kemarin lusa |
| 5 | this morning | tadi pagi |
| 6 | this noon | tadi siang |
| 7 | just now | baru saja |
| 8 | last night | tadi malam |
| 9 | last week | minggu lalu |
| 10 | last month | bulan lalu |
| 11 | last year | tahun lalu |
| 12 | 12 last Sunday | hari Minggu yang lalu |
| 13 | last Friday | hari Jum'at yang lalu |
| 14 | last April | bulan April yang lalu |
| 15 | last July bulan | Juli yang lalu |
| 16 | a moment ago | baru saja |
| 17 | an hour ago | satu jam yang lalu |
| 18 | two days ago | dua hari yang lalu |
| 19 | a few days ago | beberapa hari yang lalu |
| 20 | three weeks ago | tiga minggu yang lalu |
| 21 | a year ago | setahun yang lalu |
| 22 | a month ago | sebulan yang lalu |
| 23 | a few minutes ago | beberapa menit yang lalu |
| 24 | seven days ago | tujuh hari yang lalu |
| 25 | saveral days ago | beberapa hari yang lalu |

b. Recount Text

Recount Text adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau. Tujuan dari Recount Text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

Struktur Recount Text adalah sebagai berikut :

a. Orientation

Yaitu pengenalan berupa memberikan informasi tentang siapa, dimana dan kapan peristiwa atau kejadian itu terjadi di masa lampau.

b. Events

Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis, seperti : "**In the first day... . And in the next day... . And in the last day... .**" Pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

c. Reorientation

Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.

Ciri Kebahasaan Recount Text

Pada saat membaca Recount Text, akan ditemukan ciri-ciri kebahasaan sebagai berikut :

a. Menggunakan kalimat dalam bentuk Past Tense.

Contoh : We went to Bandung last year, I was very happy.

b. Menggunakan Action Verbs.

Contoh : went, bought, wrote, slept, dll.

c. Menggunakan Adverbs and Adverbial Phrase untuk mengungkapkan waktu, tempat dan cara.

Contoh : yesterday, at school, quickly, dll.

d. Menggunakan Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian.

Contoh : but, and, after that, dll.

4. Contoh Recount Text

Orientation

I spent my holiday in Jogjakarta last year. I went to Prambanan Temple with my family early in the morning.

Events

We went to Prambanan Temple by bus and arrived at 01.00 in the afternoon. I saw many foreign tourists there. I spoke English with them. Their name are Andrew and Peter. They were very friendly. They came from New York. Prambanan Temple was crowded in holiday. We went back at 07.00 in the evening.

Reorientation

It was a very interesting holiday

F. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 4

| Tahapan Pembelajaran | Kegiatan Pembelajaran | Waktu |
|-----------------------------|--|--------------|
| Kegiatan Awal | <ol style="list-style-type: none">1. Siswa memberi salam kepada guru2. Guru Menanyakan kabar sekaligus memeriksa kehadiran siswa3. Guru Menyampaikan tujuan pembelajaran4. Guru menyampaikan kegiatan-kegiatan yang akan dilakukan | 15 |
| Kegiatan Inti | <ol style="list-style-type: none">5. Guru menjelaskan materi tentang simple past tense.6. Siswa mengamati contoh-contoh kalimat the Simple Past Tense.7. Siswa menyusun kata menjadi kalimat yang benar dalam bentuk simple past tense,8. Siswa memberikan beberapa pertanyaan mengenai simple past tense yang telah di pelajari.9. Guru membagi siswa kedalam beberapa kelompok.11. Guru menjelaskan cara melakukan tehnik Story Completion.12. Guru memberikan topik cerita kepada siswa.13. Siswa membuat cerita dengan menggunakan tehnik Story Completion, | 60 |
| Kegiatan Akhir | <ol style="list-style-type: none">14. Guru Mengevaluasi hasil kerja siswa.15. Siswa menyimpulkan materi yang telah disampaikan.16. Guru memberikan motivasi kepada | 15 |

| | | |
|--|--------|--|
| | siswa. | |
|--|--------|--|

G. Media dan Sumber Belajar:

Media presentasi : papan tulis

Media latihan: worksheet

Sumber:

- Kamus bahasa inggris

H. Penilaian

1. Teknik: performance assessment

2. Bentuk: Tes Lisan

3. Pedoman Penilaian:

| No | Grammar | Vocabulary | Comprehension | Fluency | Pronunciation |
|----|--|---|--|--|--|
| 1 | Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. | Speaking vocabulary inadequate to express anything but the most elementary needs. | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase. | No specific fluency description. Refer to other four language areas for implied level of fluency. | Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language. |
| 2 | Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. | Can get the gist of most conversations of non-equivalent subjects (i.e., topics that requires no specialized knowledge. | Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information. | Accents is intelligent though often quite faulty. |
| 3 | Control of | Able to speak | Comprehension | Can discuss | Errors never |

| | | | | | |
|---|---|--|---|---|--|
| | grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. | the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics, vocabulary is broad enough that he rarely has to grope for a word. | is quite complete at a normal rate of speech. | particular interest of competence with reasonable ease, rarely has to grope for words. | interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. |
| 4 | Able to use the language accurately on all levels normally pertinent to professional needs, errors in grammar are quite rare. | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. | Can understand any conversation within the range of his experience. | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency. | Errors in pronunciation are quite rare. |
| 5 | Equivalent to that of an educated native speaker. | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent, cultural references. | Equivalent to that of an educated native speaker. | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. | Equivalent to and fully accepted by educated native speakers. |

To make it easy while the researcher gather the score of the students, the researcher will use evaluation form bellow :

| Points | 1 | 2 | 3 | 4 | 5 |
|---------------|---|---|---|---|---|
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |
| Fluency | | | | | |
| Pronunciation | | | | | |
| Total | | | | | |



Perpustakaan UIN Mataram

APPENDIX E
RESEARCH INSTRUMENT

1. PRE-TEST

Students choose one of the pictures that he or she wants to narrate or describe according to their own words alternately in small group. Each student has two until three minutes to speak and one until two sentences. (after the teacher narrate the picture first).



2. POST-TEST

Teacher gave a picture to students randomly between some pictures that student narrate or describe its story according to the students' own words alternately in small group. Each student has two until three minutes to speak. (after the teacher narrate the picture first).



APPENDIX F
STUDENTS' INDIVIDUAL SCORE

1. Students' Pre-test Individual Score of Experimental Groups

| Students | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | CS | Total | | | | | |
|----------|---------|---|---|---|---|------------|---|---|---|---|---------------|---|---|---|---|---------|---|---|---|---|----|-------|---------------|-------|--|----|----|
| | Grammar | | | | | Vocabulary | | | | | Comprehension | | | | | fluency | | | | | | | Pronunciation | | | | |
| S-1 | 3 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 14 | 56 |
| S-2 | 2 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 2 | | | | | 12 | 48 |
| S-3 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 2 | | | | | 16 | 64 |
| S-4 | 3 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 14 | 56 |
| S-5 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-6 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-7 | 4 | | | | | 3 | | | | | 3 | | | | | 2 | | | | | 2 | | | | | 14 | 56 |
| S-8 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-9 | 3 | | | | | 3 | | | | | 2 | | | | | 4 | | | | | 3 | | | | | 15 | 60 |
| S-10 | 2 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-11 | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-12 | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 17 | 68 |
| S-13 | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-14 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 2 | | | | | 15 | 60 |
| S-15 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-16 | 2 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 13 | 52 |
| S-17 | 2 | | | | | 3 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 13 | 52 |
| S-18 | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 14 | 56 |
| S-19 | 2 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-20 | 2 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 13 | 52 |
| S-21 | 3 | | | | | 3 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 14 | 56 |
| S-22 | 3 | | | | | 4 | | | | | 2 | | | | | 3 | | | | | 2 | | | | | 14 | 56 |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | | | 1300 | | | |
| MEAN | | | | | | | | | | | | | | | | | | | | | | | | 59,09 | | | |

2. Students' Pre-test Individual Score of Control Groups

| Students | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | CS | Total | | | | | |
|----------|---------|---|---|---|---|------------|---|---|---|---|---------------|---|---|---|---|---------|---|---|---|---|----|-------|---------------|--|--|----|----|
| | Grammar | | | | | Vocabulary | | | | | Comprehension | | | | | fluency | | | | | | | Pronunciation | | | | |
| S-1 | 3 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 14 | 56 |
| S-2 | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 2 | | | | | 13 | 52 |
| S-3 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-4 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-5 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-6 | 3 | | | | | 3 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 14 | 56 |
| S-7 | 3 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 14 | 56 |
| S-8 | 2 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-9 | 3 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 16 | 64 |
| S-10 | 3 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 14 | 56 |
| S-11 | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 14 | 56 |
| S-12 | 2 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 15 | 60 |
| S-13 | 3 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 16 | 64 |
| S-14 | 3 | | | | | 4 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 15 | 60 |
| S-15 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-16 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-17 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-18 | 3 | | | | | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 17 | 68 |
| S-19 | 3 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 4 | | | | | 18 | 72 |
| S-20 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-21 | 3 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 16 | 64 |
| S-22 | 3 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 17 | 68 |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | | 1360 | | | | |
| MEAN | | | | | | | | | | | | | | | | | | | | | | | 61,81 | | | | |

3. Students' Post-test Individual Score of Experimental Group

| Students | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | CS | Total | | | | | |
|----------|---------|---|---|---|---|------------|---|---|---|---|---------------|---|---|---|---|---------|---|---|---|---|----|-------|---------------|--|--|----|----|
| | Grammar | | | | | Vocabulary | | | | | Comprehension | | | | | fluency | | | | | | | Pronunciation | | | | |
| S-1 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-2 | 2 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 13 | 52 |
| S-3 | 4 | | | | | 5 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 19 | 76 |
| S-4 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-5 | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 18 | 72 |
| S-6 | 4 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 18 | 72 |
| S-7 | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-8 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 18 | 72 |
| S-9 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 16 | 64 |
| S-10 | 3 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 17 | 68 |
| S-11 | 4 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 19 | 76 |
| S-12 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 18 | 72 |
| S-13 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-14 | 4 | | | | | 4 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 19 | 76 |
| S-15 | 3 | | | | | 4 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 18 | 72 |
| S-16 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-17 | 3 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 16 | 64 |
| S-18 | 3 | | | | | 4 | | | | | 4 | | | | | 2 | | | | | 3 | | | | | 16 | 64 |
| S-19 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 16 | 64 |
| S-20 | 3 | | | | | 4 | | | | | 2 | | | | | 2 | | | | | 4 | | | | | 15 | 60 |
| S-21 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-22 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | | 1468 | | | | |
| MEAN | | | | | | | | | | | | | | | | | | | | | | | 66.72 | | | | |

4. Students' Post-test Individual Score of Control Group

| Students | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | CS | Total |
|----------|---------|---|---|---|---|------------|---|---|---|---|---------------|---|---|---|---|---------|---|---|---|---|---------------|---|-------|---|---|----|-------|
| | Grammar | | | | | Vocabulary | | | | | Comprehension | | | | | Fluency | | | | | Pronunciation | | | | | | |
| S-1 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-2 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-3 | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 17 | 68 |
| S-4 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 18 | 72 |
| S-5 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-6 | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-7 | 3 | | | | | 4 | | | | | 3 | | | | | 2 | | | | | 3 | | | | | 15 | 60 |
| S-8 | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-9 | 3 | | | | | 4 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 18 | 72 |
| S-10 | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-11 | 4 | | | | | 2 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 15 | 60 |
| S-12 | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-13 | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-14 | 3 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 16 | 64 |
| S-15 | 3 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 17 | 68 |
| S-16 | 4 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 18 | 72 |
| S-17 | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-18 | 4 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 3 | | | | | 18 | 72 |
| S-19 | 4 | | | | | 5 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 20 | 80 |
| S-20 | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 4 | | | | | 18 | 72 |
| S-21 | 3 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 3 | | | | | 17 | 68 |
| S-22 | 4 | | | | | 4 | | | | | 4 | | | | | 3 | | | | | 4 | | | | | 19 | 76 |
| TOTAL | | | | | | | | | | | | | | | | | | | | | | | 1484 | | | | |
| MEAN | | | | | | | | | | | | | | | | | | | | | | | 67.45 | | | | |

Table Score of Pretest and Post test in Experimental Group

| No. | Students | Pre-test (y ¹) | Post-test (y ²) | Gain (d) Post-test and Pre-test (dx) | Square of the gain score (dx ²) |
|-----|----------|----------------------------|-----------------------------|--------------------------------------|---|
| 1 | S-1 | 56 | 64 | 8 | 64 |
| 2 | S-2 | 48 | 52 | 4 | 16 |
| 3 | S-3 | 64 | 76 | 12 | 144 |
| 4 | S-4 | 56 | 64 | 8 | 64 |
| 5 | S-5 | 68 | 72 | 4 | 16 |
| 6 | S-6 | 60 | 72 | 12 | 144 |
| 7 | S-7 | 56 | 64 | 8 | 64 |
| 8 | S-8 | 64 | 72 | 8 | 64 |
| 9 | S-9 | 60 | 64 | 4 | 16 |
| 10 | S-10 | 60 | 68 | 8 | 64 |
| 11 | S-11 | 64 | 76 | 12 | 144 |
| 12 | S-12 | 68 | 72 | 4 | 16 |
| 13 | S-13 | 64 | 68 | 4 | 16 |
| 14 | S-14 | 60 | 76 | 16 | 256 |
| 15 | S-15 | 68 | 72 | 4 | 16 |
| 16 | S-16 | 52 | 60 | 8 | 64 |
| 17 | S-17 | 52 | 64 | 12 | 144 |
| 18 | S-18 | 56 | 64 | 8 | 64 |
| 19 | S-19 | 60 | 64 | 4 | 16 |
| 20 | S-20 | 52 | 60 | 8 | 64 |
| 21 | S-21 | 56 | 60 | 4 | 16 |
| 22 | S-22 | 56 | 64 | 8 | 64 |
| | N = 22 | $\sum x^1 = 1.300$ | $\sum x^2 = 1.468$ | $\sum dx^1 = 168$ | $\sum dx^2 = 1.536$ |

Table Score of Pretest and Post test in Control Group

| No. | Students | Pre-test (y ¹) | Post-test (y ²) | Gain (d) Post-test and Pre-test (dx) | Square of the gain score (dx ²) |
|-----|----------|----------------------------|-----------------------------|--------------------------------------|---|
| 1 | S-1 | 56 | 64 | 8 | 64 |
| 2 | S-2 | 52 | 60 | 8 | 64 |
| 3 | S-3 | 64 | 68 | 4 | 16 |
| 4 | S-4 | 68 | 72 | 4 | 16 |
| 5 | S-5 | 64 | 68 | 4 | 16 |
| 6 | S-6 | 56 | 60 | 4 | 16 |
| 7 | S-7 | 56 | 60 | 4 | 16 |
| 8 | S-8 | 60 | 64 | 4 | 16 |
| 9 | S-9 | 64 | 72 | 8 | 64 |
| 10 | S-10 | 56 | 64 | 8 | 64 |
| 11 | S-11 | 56 | 60 | 4 | 16 |

| | | | | | |
|----|--------|--------------------|--------------------|-------------------|-------------------|
| 12 | S-12 | 60 | 64 | 4 | 16 |
| 13 | S-13 | 64 | 68 | 4 | 16 |
| 14 | S-14 | 60 | 64 | 4 | 16 |
| 15 | S-15 | 60 | 68 | 8 | 64 |
| 16 | S-16 | 68 | 72 | 4 | 16 |
| 17 | S-17 | 60 | 68 | 8 | 64 |
| 18 | S-18 | 68 | 72 | 4 | 16 |
| 19 | S-19 | 72 | 80 | 8 | 64 |
| 20 | S-20 | 64 | 72 | 8 | 64 |
| 21 | S-21 | 64 | 68 | 4 | 16 |
| 22 | S-22 | 68 | 76 | 8 | 64 |
| | N = 22 | $\sum x^1 = 1.360$ | $\sum x^2 = 1.484$ | $\sum dx^1 = 124$ | $\sum dx^2 = 784$ |

APPENDIX G

| STUDENT'S NAME | | |
|----------------|------------------------|--------------------|
| No | Experimental Group | Control Group |
| 1 | BAIQ NURMELAWATI | AHMAD HELMI |
| 2 | AMRINA ROSADA | ATIKA ROHIM |
| 3 | BAIQ RARA | AYU SAFITRI |
| 4 | ANJASMANI | HANERI WULANDARI |
| 5 | DEWI ELVIANA | INDANA ZULFA |
| 6 | HULNI | KIRANA MAULID |
| 7 | HUMAIRO SEWED | M. ISROF SAPUTRA |
| 8 | KURNIA FATIN | M. IQBAL HANAFI |
| 9 | MARATUS SILI | MAYA IZA AMELIA |
| 10 | MELIZA MUSTIANA | MIFTAHUL IHSAN |
| 11 | MUHAMMAD FATHAN | MUHAMMAD FAIZI |
| 12 | NURMAGFIRAH | MUHAMMAD IMRAN |
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| 18 | ZURIATUL JANNAH | SIPA'YAH |
| 19 | DEDI SUPRIANTO | YUSRIL ALFIAN |
| 20 | SAHRUL HARDIANSYAH | ALVIN ADAM |
| 21 | M. ROSYID | HAPIPI |
| 22 | A. HILMAN | MUHIBBIN |

APPENDIX H
INTERVIEW TRANSCRIPTS

P = Place, R = Researcher, ET = English teacher

P: Teacher office

R: Assalamualaikum. Excuse me Miss, could I have your time to ask some questions related to my research Miss, may I?

ET: Of course, with pleasure.

R: my question is about 5 aspects. The first is how about the use of grammar?

ET: I think the use of grammar was good.

R: Did the students use appropriate vocabulary when they practiced?

ET: They knew how to use it appropriately because generally the material was familiar vocabulary needed.

R: The next, is there any improvement at the students' pronunciation?

ET: Generally, the students' pronunciation were improved.

R: Then, did the students speak fluently?

ET: They speak fluently because they used their own words.

R: The last, did the students understand all of the materials?

ET: Yes, they did.

R: o.k. that's all. Thank you for your time Miss.

ET: You are welcome.

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KARTU KONSULTASI SKRIPSI

Nama : Muzakir Haris
NIM : 1501071074
Pembimbing I : Dr. H. Muhammad, M. Pd, MS
Pembimbing II : Hery Rahmat, S. Pd., M. Hum
Judul Skripsi : The Effect of Using Story Completion Technique toward Students' Speaking Skill at The Second Grade of MA Darul Qur'an - Bengkel in Academic Year of 2019/2020.

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|----|---------|--|-------|
| 1 | 10/5-20 | Elaborasi Latar Belakang | E |
| 2 | 15/5-20 | Perbaiki rumus ketimpulan, daftar pustaka rumus hipotesis | E |
| 3 | 7/6-20 | perbaiki kelimah teknis spt: penyisipan grammatical error dll | E |
| 4 | 20/6-20 | perbaiki abstract | E |
| 5 | 29/6-20 | Skripsi 200/8pt Disajikan | E |

Mataram, 29/6-2020
Pembimbing I

Dr. H. Muhammad, M. Pd, MS
NIP. 196801051994031003



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Pembimbing II : Hery Rahmat S. Pd., M. Hum
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| 2 | 29/04/2020 | Data hasil penelitian | |
| 3 | 01/06/2020 | Kesimpulan | |
| 4 | 10/06/2020 | OK. Lanjutkan ke pembimbing I | |
| | | | |

Mataram, 10 Juni 2020
Pembimbing II

Hery Rahmat, S. Pd., M. Hum,
NIP.19770712006041002



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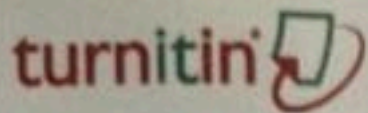
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