DEVELOPING STUDENTS' SPEAKING ABILITY THROUGH STORY COMPLETION

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Abstract

Speaking is a main tool of communication to others. Many people are difficult to speak English. It is caused by some factors such as need of information, less frequent of practice, low self-confidence, and so on. This research aimed to describe developing students' speaking ability through story completion. Story Completion is very enjoyable in free-speaking activity where students sit in a circle (Kayi, 2006). There are three objectives of the research were to describe: (1) To describe the implementation of story completion in teaching speaking. (2) To describe the improvement of speaking skill for students after being given story completion. (3) To describe the students' response to the implementation of story completion. Descriptive qualitative was applied as the method of the research while the observation was conducted to obtain the data to answer the first research about how are the implementation of story completion. The result showed that the technique of story completion was successfully implemented to improve the students' speaking skill. The technique can make students to encourage themselves to speak up. They have to be brave and have enough self-confident when they want to talk something.

Keywords: *Teaching, Speaking Ability, Story Completion*

INTRODUCTION

Nowdays, speaking mostly relates to use that language in communication. The frequency of using the language determines the success in speaking skill. In other words, without practicing, it will be difficult to speak English fluently. One of languages that are English has become the important language of communication. It is used by all people in all over world which have different languages. People use it for communication in many fields of activity such as campus, business, sports, tourism, transportation, international relation etc. Therefore, English is very important to learn. This is because of situation globalization era, which is very competitive. The students are expected to master four language skills: listening, speaking, reading, and writing. One of the skills that are speaking skills. The skill seems intuitively the most important one.

(Richard and Renandya, 2002: 210)" Speaking is one of the central elements of communication".

Communication takes oral, written and gesture form. It must be acknowledged that the most often used in communication is oral form of speaking. Communication will not be running well without speaking and it is essential way in which the speakers can express themselves through the language. It can be monologs, speeches, telling the story, short conversation or reading aloud. A teacher should prepare themselves to make the students more active in the classroom. The teacher needs to know how to make the students speak in the classroom. In order to reach it, the teacher needs to use one of techniques in teaching process that is story completion. Besides, the teacher must give

a clear direction in every activity and concern to the students more.

This research is about developing students' speaking ability through story completion for the first semester of English Club. When teaching English, the researcher found out that mostly students faced problem in learning speaking. The students are not interested in learning speaking English as the foreign language especially in grammar, fluency, pronunciation aspects and cultural background of the language. During speaking activity was conducted, they mostly not interested and not confident to speak up. Furthermore, students had never been given chance to express their skill to speak. It made the students passive in speaking activity. Therefore, the researcher provides the technique to ease students in expressing their speaking activity that is story completion. In the implementation of this technique, the researcher hopes the students are able to express their story completion of a story.

Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to understand with other people using a foreign language. The learners need to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately. It is also important to organize the discourse so that the interlocutor understand what the speaker says (Cameron, 2001: 41). Moreover according to (Richard and Renandya, 2002: 204) "Learning to speak a foreign language requires more than knowing its grammatical and semantic rules". In addition, (Cameron, 2001: 40) "Speaking is the active use of language to express meanings so that other people can make sense of them". It means that

speaking consists of producing systematic verbal utterances to convey meaning which makes other people know. According to Linse and Nunan, (2005: 47) In students language development, speaking is one of the important aspects. It means that the students should master the aspects of speaking such as grammar, vocabulary, pronunciation, and fluency.

Teaching speaking according to Kyl in *Activities to Promote Speaking in a First Language(*http//:iteslj.org/Teaching/Kyl-TeachingSpeaking.html) is to teach English language learners to produce the English speech sounds and sound patterns,use word and sentence stress, intonation patterns and the rhythm of the first language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses, which is called as fluency. Richard and Renandya (2002: 201) said that a large percentage of the world's language learners study English in order to develop proficiency in speaking. Based on the statement, in the ability to speak the first language is very complicated. If we don't understand the nature of what is usual seems to be involved.

Harmer declares that there are three reasons for getting students to speak in the classroom: a) Speaking activities in the classroom to provide a chance to practice speaking real life, b) Speaking tasks are students trying to use some of the languages they know and provide feedback for teacher and students'. Serves to determine how well the speech and what that language problem experienced, c) In

speaking, students have opportunities to activate the elements of language they have saved in their mind. So automatically without aware, they can use word and phrases smoothly (Harmer, 2007:87)

The goal of teaching speaking is to make an interactive communication. It means learners are expected to make themselves understood in their capacity as a whole. They also avoid confusion in the message because of incorrect pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Brown, (2001: 271-272) assume six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom. Those are (a) Imitative that is the point of this category is to focus master certain language forms. (b) Intensive that is the point of this type is focusing on the practice of some phonological or grammatical aspect language. It is kind of speaking performance which is designed. (c) Responsive that is a good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments. (d) Transactional (dialogue) that is an extended form of responsive language or carried out for the purpose of conveying exchanging specific information. (e) Interpersonal (dialogue) that carried out more for the purpose of maintaining social relationship than transmission of facts and information. (f) Extensive (monologue) that is the point of this type is students at intermediate to advanced levels are called on to give extended monologues such as in the form of oral reports, summaries, or perhaps short speeches.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral report, summaries, or perhaps in short speeches.

The role of teacher during speaking activities is varied. They can be a prompter, a participant, or a feedback provider as viewed by Harmer (2007: 347 – 348), as follows: As a prompter means that the teacher role as a prompter to gives an assistance or critics students' face problems during speaking activities, as participants means that have to participate in discussions of students and become a good animator to produce language, as feedback provider means that the teacher to give some feedback when students' are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, it can decreases misunderstanding and hesitation.

Story completion is very enjoyable in free-speaking activity where students' sit in a circle. In this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to creat from four to ten sentences. Students can add new characters, events, descriptions and so on (Kayi, 2006)

These intensifying activities allow learners' multiple opportunities to respond

deeply to stories and experience shifts in their beliefs and attitudes. This then leads to more lively participation role in the teaching speaking ability. The purpose of Story Completion is to arise imagination, provide context for introducing new language, and creating an interesting reason for listening.

Story completion is one of effective ways to explore students' ideas to develop the oral language skill of first language in an English club classroom. The story completion has long significant role in describing a story. The history should start with beginning of *once upon a time*. However, in this instance, the beginning is obscure. Stories as the first story completion tasks (Lansky, 1968: 290).

RESEARCH METHOD

The subjects of the research were a teacher and 20 students who are in the first semester. The students which are not from English program joined an English club in university of muhammadiyah Surabaya. The data were taken from observation, interview, and questioner. The observation was conducted to obtain the data to answer the problems about how are the technique and implementation of speaking ability through story completion. The interview guidelines and questioner consisted of ten questions for students to answer the problems about how the implementation and the effect of using story completion for students in their speaking skill. Therefore the researcher would know the reasons to use of story completion.

Descriptive qualitative is applied as the method of the research. As Bogdan and Biklen (1982: 25) said that there are five features of qualitative researcher design: (1) it has the natural setting as the direct source of data and the researcher is the key instrument, (2) it is descriptive, (3) it is concerned with the process rather than simply with the outcomes or products, (4) it tends to analyze data inductively, and (5) meaning is its essential concern (Researchers who use this approach are interested in the ways different people make sense out of their lives). From the explanation above, it requires a long-term involvement so that the investigator presence becomes a natural condition.

In conducting a qualitative investigation, the researcher did the observation that could get more information. Observation in speaking class was done as many as possible. During the observation, the researcher used observation sheet. This observation sheet was used to take notes the activities happen in the classroom. Therefore can be noted more details. Besides the researcher needed the addition of the data, the interview for students was also held. The interview is mainly needed to get the data about the students' response to the implementation of story completion. From the interview that was done, it is found out that the first students were more attractive in speaking activity. The used of story completion methods also influenced the student's motivation to speak.

FINDING AND DISCUSSION

Based on the observation that was done by the researcher, twenty students practiced their speaking in group. It was proved the enthusiasm of students in speaking activity by using story completion in order to overcome the problems. Firstly the teacher arranged the lesson plan that contained the steps in teaching and learning process in the classroom. The lesson plan contained and explained the purpose of lesson, indicator,

method of learning process, matter of lesson, steps of learning activities and assessment.Before starting the lesson the teacher gave ice breaker, like a game about asking questions to make the students relaxed and understand whether they had focused or not. In the while teaching activity, before introduced and explained about story completion technique in teaching English by using topic that has been determined. The teacher reviewed the material about describe of people first. Then the teacher explained the material of descriptive text, the teacher trained the students to practice speaking using Story Completion in groups.

The teacher asked the students' to practice speaking, before practicing the teacher gave instruction to make groups in each group consisted 5 students of 4 groups to discuss. The teacher also gave example how to make descriptive text by giving example of Jokowi picture in power point. After that, the students understood and were ready to write in 10 minutes.

During discussion, the students wrote the text of seriously. The teacher moved around the class and observer to check every group and helped them if they had difficulties. As observer, the researcher also observed the class condition of the class including classroom atmosphere, and the students' condition while writing.

After the students done writing about describing president picture, the teacher began speaking activity, but the teacher explained first about Story Completion technique in speaking. Then, the teacher also explained about the procedure of Story Completion technique, in a group, one of member must speak up first and continued by the other member of group until done. The students had understood about the technique and the students were also very enthusiastic in speaking activity.

The conclusion showed that the activity was the students' understand very well for the instruction of the teacher in the Story Completion activity. The students were enthusiastic to concept descriptive text and to communicate in the group using Story Completion. There were some of students who did not understand and the teacher helped them to make the text.

At the end of teaching and learning activity before closing the class, the teacher asked for the students' difficulties concerning with materials, the teacher explained and gave the answer. The teacher also asked the students to tell the conclusion of topic that they had already done and understood. Finally, the teacher gave the feedback. All of students were very enthusiastic in the teaching and learning. They could encourage themselves to speak up. They have to be brave and have enough self-confident when they want to talk something by using this story completion technique.

The improvement of speaking skill for students after being given story completion method. In the communication process, the first semester students who are not from English program had some reasons to speak up in the English Club classroom. The students must try to practice their speaking because every student had opportunities to express their mind. Therefore the speaking activity would happen automatically without aware, the students could express their opinion in discussing with their group. The goal showed that in the teaching speaking by using the method to make an interactive communication. It meant the students that were expected to understand how to speak communicatively. They did

not feel confused to express their mind because of incorrect pronunciation, grammar or vocabulary, and cultural rules that apply in speaking activity.

The method of story completion that was used by students in free-speaking activity where they are in a group. Before starting the speaking activity, the teacher used to tell a story about Jokowiis as an Indonesia president. However after telling few sentences, the teacher stopped narrating the president. Each student must continue to express the next idea that was told before by the teacher. The ideas were created from four to ten sentences that could be added by new description. The Jokowi picture is like the media that was used could make them more understanding. These intensifying activities allowed the students' multiple opportunities to respond deeply to stories and experience shifts in their beliefs and attitudes. This then leads to more lively participation role in the teaching speaking ability. The purpose of the method could arise imagination, provide context for introducing new language, and create an interesting reason for listening. Therefore the method is one of effective ways to explore students' ideas to develop the oral language skill of second language in a classroom. The story completion has long significant role in describing a story.

The students' response showed that the story completion method implementation could improve the students' speaking ability. The method that was used in the speaking activity could make the students very attractive. Since it was applied directly in the real life especially in speaking activity in the classroom. By using the method, there were the benefits such as stories promote a feeling of well-being and relaxation,

increase the students' willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and creativity. Moreover, the method increased the students' ability of story telling in the speaking activity. Therefore the story completion method contributed to easing the students in expressing the ideas in speaking activity.

CONCLUSION

The implementation of story completion method that was used by students in free-speaking activity where they are in a group. They sat in a circle. In the beginning activity, the teacher told a story by showing one of the pictures as the media. However, after telling few sentences, the teacher stopped narrating about the picture. Every student must continue to express the next ideas that were told before by the teacher. The students' opinions were created from four to ten sentences that could be added by new ideas. The picture is like the media that was used could make them more understanding. These intensifying activities allowed the students' multiple opportunities to response deeply to the topic based on the students' experience and knowledge. The purpose of the method could arise imagination, provide context for introducing new language, and create an interesting reason for listening. Therefore the method is one of effective ways to explore students' ideas to develop the oral language skill of second language in a classroom. The story completion has long significant role in describing a story.

Based on the research result that has been discussed before, some conclusions are formulated as follows. The students used the story completion method in

speaking activity. The story completion used by the students could influence the learning situation in speaking activity. The researcher concluded the implementation of using Story Completion for the first semester students in English club had been running well. The students were braver, more confident, easier understand English speaking, can use grammatical rule and vocabularies items, especially in English speaking. There was the improvement of speaking skill for students after being given story completion method. In the communication process, the students who are not from English program had some reasons to speak up in the English Club classroom. They must try to practice their speaking because every student had opportunities to express their mind at the moment. Therefore the speaking activity would happen automatically and spontaneously, the students could express their opinion in discussing with their group. The purpose that in the teaching speaking by using the method to make an interactive communication. It meant the students that were expected to understand how to speak communicatively in speaking activity.

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Moreover, the method increased the students' ability of story telling in the speaking activity. The students became more active in speaking class so they were really enthusiastic to speak up using Story Completion. Since they more uninhibited in expressing their imagination. The guidance and explanation of the teacher that was given really helped them speaking. The students agreed that the implementation of story completion in teaching speaking was very helpful to overcome the students' difficulties to speak up. It gave positive effect on the students' ability in speaking. The implementing of Story Completion teaching speaking was success. The students' have chance to be active and cooperative in speaking activity. Therefore the story completion method contributed to easing the students in expressing the ideas in speaking activity.

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