

**THE EFFECT OF STORY COMPLETION TECHNIQUE ASSISTED BY  
WAYANG ART MEDIA TOWARD STUDENTS' SPEAKING ABILITY FOR  
SECOND GRADE JUNIOR HIGH SCHOOL**

**SKRIPSI**

*Submitted in Partial Fulfillment of The Requirments  
for The Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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MEDAN  
2019**



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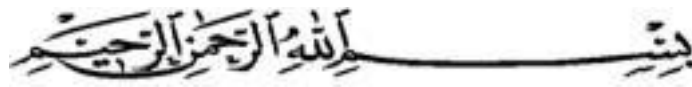
## ABSTRACT

**Yolanda Dwi Trisnawati 1502050309 “The Effect of Story Completion Technique assisted by Wayang art Media toward Students’ Speaking Ability For Second Grade Junior High School”. Skripsi English Education Program.Faculty of Teacher Training and Education University of MuhammadiyahNorth Sumatera, Medan, 2019.**

This study deals with The Effect of Story Completion Technique assisted by Wayang art Media toward Students’ Speaking Ability For Second Grade Junior High School. The objectives of this research were to find out the effect Story Completion Technique assisted by Wayang art Media toward Students’ Speaking Ability For Second Grade Junior High School and to find out the students’ difficulties in speaking. The population of this research was the Second Grade grade students of SMPAsuhan Jaya Medan, with the total population were 75 students. And 50 students were taken as the sample. Cluster random sampling technique was applied in taking the sample. The total sample consisted of 50 students and the sample was divided into two group, the experimental group and control group. The instrument for collecting data in this research was oral test, pre-test and post-test were given to the both group, experimental and control group. The data were analyzed by using t-test formula. The finding showed that the students taught by Story Completion Technique Toward Students Speaking Ability For Second Grade Junior High School got the higher score than those taught by Discussion method. The result showed that  $t_{\text{observed}}$  (16.02) was higher than  $t_{\text{table}}$  (2.01), at  $\alpha = 0.05$  and the degree of freedom (df) = 48. It meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, the students’ achievement in speaking by using Story Completion Technique was more significant than using Discussion method. The students’ difficulties in speaking English was grammar. It was one of indicators of speaking that got the lowest score where the total score of vocabulary was 306, comprehension was 287, pronunciation was 306, fluency was 291 and grammar was 264. It was because they less practice in tenses, so they got difficulties in speaking English.

*Keyword: Story Completion Technique, Wayang Art Media, Speaking*

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This study entitled *The effect of Story Completion Technique assisted by Wayang art Media toward Students' Speaking Ability For Second Grade Junior High School* It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, physically and mentally. Without helping from the following people, it might be impossible for her to finish it. Therefore, she would like to thank especially to her dearest and lovely great parents, Ayahanda and Ibunda Ernani, million grateful words would never be enough to endless love, care, attention, pray, encouragement and heart they have given. The researcher also would like to express her gratitude and appreciation to

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The researcher realizes that this skripsi is still far from being perfect. So, she hopes suggestion, comments and criticism from all the readers or other researchers who want to conduct the same study. Finally, she hopes that this study can be useful for the readers, especially the students of English Department who want to study and do similar research

May Allah bless us, Aamiin.

Medan, 13 August 2019

The Researcher

Yolanda Dwi Trisnawati



## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Study.....	1
B. The Identification of the Problems.....	6
C. The Scope and Limitation.....	6
D. The Formulation of the Problems.....	7
E. The Objectives of the Study.....	7
F. The Significance of the Study.....	7
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Theoretical Framework.....	9
1. Definition of Speaking.....	9
B. Teaching Speaking.....	13
C. The Definition of Effect.....	22
D. The Definition of Story Completion.....	26
E. Advantages and Disadvantages Story Completion.....	28
F. Speaking Using Wayang art Media.....	30
G. Wayang has advantages and disadvantages for Educational Purpose.....	34

H. The Relevance of the Study .....	36
I. Conceptual Framework.....	37

**CHAPTER III METHOD OF RESEARCH**

A. Location.....	38
B. Population and Sample.....	38
1. Population .....	38
2. Sample .....	39
C. Research Design .....	39
D. The Instrument of the Research.....	43
E. The Techniques for Collecting Data .....	44
F. The Techniques for Analyzing Data.....	46

**CHAPTER IV DATA COLLECTION AND DATA ANALYSIS**

A. Data Collection .....	30
B. Data Analysis.....	33
C. Testing Hypothesis.....	41
D. Research Findings .....	46

**CHAPTER 1V DATA COLLECTION AND DATA ANALYSIS**

A. Data Collection.....	47
B. Data Analysis.....	51
C. Testing Hypjotesis .....	64
D. Research Findings .....	68

**CHAPTER V CONCLUSIONS AND SUGGESTIONS**

A. Conclusions .....47

B. Suggestions .....48

**REFERENCES**

**APPENDICES**

## LIST OF TABLES

Table 3.1 The Number of Population.....	38
Table 3.2 Research Design .....	40
Table 3.3 Teaching Procedures Experimental Group.....	41
Table 3.4 The Five Components to Evaluate Speaking Ability.....	43
Table 4.1 The Scores of the Pre-Test and Post-Test in Experimental Group .....	47
Table 4.2 The Scores of the Pre-Test and Post-Test in Control Group.....	50
Table 4.3 The Differences Scores of the Pre-Test and Post-Test in Experimental Group.....	54
Table 4.4 The Differences Scores of the Pre-Test and Post-Test in Control Group .....	58
Table 4.5 The Calculating Table .....	63
Table 4.6 Post-Test Scores of Experimental group.....	67

## **LIST OF APPENDICES**

- APPENDIX 1 Lesson Plan Experimental Group
- APPENDIX 2 Lesson Plan Control Group
- APPENDIX 3 Student's Question Test
- APPENDIX 4 Students' Answer Sheets
- APPENDIX 5 Students' Scores List
- APPENDIX 6 Attendance List
- APPENDIX 7 Research Documentation
- APPENDIX 8 Form K-1
- APPENDIX 9 Form K-2
- APPENDIX 10 Form K-3
- APPENDIX 11 Berita Acara Bimbingan Proposal
- APPENDIX 12 Lembar Pengesahan Proposal
- APPENDIX 13 Berita Acara Seminar Proposal
- APPENDIX 14 Lembar Pengesahan Hasil Seminar Proposal
- APPENDIX 15 Surat Keterangan Seminar Proposal
- APPENDIX 17 Surat Keterangan Ganti Judul
- APPENDIX 18 Surat Pernyataan Tidak Plagiat
- APPENDIX 19 Surat Izin Riset
- APPENDIX 20 Surat Balasan Riset
- APPENDIX 21 Berita Acara Bimbingan Skripsi
- APPENDIX 22 Lembar Pengesahan Skripsi
- APPENDIX 23 Curriculum Vitae

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Language is an important part of the world, because by using language human can communicate and express their ideas. There are many kinds of languages in this world. Human have different language, it depends on where they live. There is one international language, that is English. English can be at least understood almost everywhere among scholars and educated people. English can be found in the media, cinema, TV, music etc. All over the planet, people know that English is the International language. English is used to communicate among people from different countries.

In Indonesia, English is taught to the students at elementary school up to the university level. In learning English, there are four language skills, namely reading, speaking, listening, and writing, considering the language components such as vocabulary, structure, and pronunciation. Speaking is a skill that students should master. One of the important language skills above is speaking. According to Thornbury (2005:04). Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning". Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication.

According to Nunan (2005:47) the importance of speaking skills to help someone in all areas of life. Having the vocabulary and wide range of English

skills assist him in acquiring a good job, communicating well to others, in business, at work or in school. The more knowledge able someone is in her speaking skill. Good speaking skills widens your options in job choices. Sales, business, teaching communications, computers, management, administration, law, police work, government jobs, reception, hospitality industry, marketing, doctorates, customer service, all depend on excellent speaking skills, to name a few.

Probably one of the most needed skills in advancing your profession or job. Thus, speaking skill was very important to acquire by someone particularly by students. Speaking skill in English is a skill to convey their ideas to anyone orally. However, many of students felt difficult to develop speaking skill, but if students practice continuously and be done with peers in the classroom, English teachers, or other teachers who can speak English, those all can help the students to develop their speaking ability. The purpose of speaking ability is to smooth conversation skills, vocabulary mastery, improve grammar, perfect pronunciation, English phrases, and auditory train.

According to Brown (2001:267) the one of main criteria to decisive success or not in learning English can be seen from how far someone's ability in speaking English. One successful factor than the other skill in language learning, but in fact it has indicated that many students have failed and have many problems in learning.

After interview with Miss Nana Armayanti, Spd. as a English Teacher in Junior High School Asuhan Jaya Medan, to make students be considered

good in speaking skills, teacher have to give the new technique in teaching speaking and the interesting media in the classroom because the minimum score completeness criteria is 75. For all students of second grade in Junior High School Asuhan Jaya Medan this minimum score is too high to be reached especially of second grade in Junior High School Asuhan Jaya Medan. One of the problems, the students learn English language especially in speaking, is anxious and not confident when they speak English. Through speaking, students could be brave to speak in front of the class to convey their ideas or opinion, and also speaking can develop their knowledge and experiences that they must have while study English.

In fact, There are some obstacles in teaching and learning speaking in Junior High School Asuhan Jaya Medan. They come from various situation: teacher, students, and institution. From the teacher: (1) selection of method was not appropriate with material in teaching learning speaking, (2) the teacher only used student worksheet when teaching and learning speaking, (3) the media which was used by teacher did not give good contribution to the students because the media was not interesting. From the students: (1) they spoke by using mother language when they feel anxious, (2) the students' motivation when teaching and learning speaking were lack, (3) the students did not master the vocabulary. From the institution: (1) the media for teaching and learning speaking was not available, (2) there was no laboratory of language for teaching and learning speaking, (3) there was no training how to use media in teaching and learning speaking for the teachers.



Brown (2000:58) states that One of major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting out that are wrong, stupid, or incomprehensible. From the statement above, the researcher known that there is another problem. The problem is anxiety to speak what they want to speak out, to solve the problems are using story completion technique to improve speaking skills in junior high school by using Wayang Art as a media.

Story Completion is free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on according to Kayi (2006:08).

Story completion is one of a new technique in teaching speaking which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson as Kayi(2006:08) who states that story completion is an activity which very enjoyable in whole class. The learners will easily be plunged into the plots of the story as they had to tell the part of the story decide, from the explanation above the researcher assumes that story completion can improve students' speaking ability especially for students in Junior High School Asuhan Jaya Medan. Beside of that the researcher combine the use story completion technique with Wayang Art as a media .According to Richards and Schmidt

(2002:325), media is teaching materials which involve the use of different kinds of media such as visual and printed media, they are sometimes known as multimedia or mixed media”.

Teaching with media can help students easily get the material concept of teaching and learning speaking. Using media for teaching allows students to be expressing their ideas. There are kinds of media for teaching for example; puppets, songs, pictures, realias, poems, etc. One of good media in teaching learning speaking is puppet. Currell (2001:15) states that “a puppet is not a human actor in theatre in miniature. Puppet commonly has more dance and mime than in acting”. There are kinds of puppet that can used in this research, namely; shadow puppet, hand puppet, finger puppet, string puppet, rod puppet, etc. One of good puppet to teaching and learning speaking is shadow puppet. Wayang Art is included in the types of shadow puppet. Media of Wayang Art is the best media for teaching learning speaking in second grade in Junior High School AsuhanJaya Medan.

It is appropriate with students’ character. Puppet shadow shows characters and their details. This puppet gives benefit in presenting material in teaching and learning speaking for the students. This will build up their imagination of the subject material. Wayang Art can be used media in teaching speaking. Faurot (2009:06) state that “As a medium, shadow puppetry focuses an audience intensely on a fairly small screen The room is usually darkened, further drawing attention to the one lighted spot in the room and consequently heightening attention to the activity that is transpiring in that space. Also, the

shadow medium allows the “boat” to be anchored on a metal brad fastener that allows it tip wildly forward and back, then balance out again”. It means that shadow puppet can make audience focus on the performance.

According to Fontichiaro (2007:171), “as many techniques in teaching learning English, the shadow puppet can be used to enhance understanding of speaking Skills. Based on the problem above, the researcher would like to conduct a research that entitled is “ The Effect of Using Story Completion Technique assisted by Wayang art as a media toward students’ speaking ability for second grade junior high school “ ( for academic year 2018/2019 )

#### **B. The Identification of the Problems**

The problem of this research were identified as follows:

1. The students were nervous in speaking English.
2. The students had less vocabulary when the students practice in the classroom.
3. The teacher still dominantly applied the conventional method in teaching speaking and unflattering media

#### **C. The Scope and Limitation**

Based on the background above, this research was focused on speaking skill at the second grade junior 2018/2019 academic year at SMP Asuhan Jaya Mabar. The Limitation of this study was The Expression of Narrative Text.

#### **D. The Formulation of the Problem**

In line with the background of the research , the problems of the study are formulated as in the following.

1. Is there any significant effect Story Completion technique by using Wayang art as media toward students’ speaking ability ?
2. What are the students’ difficulties in speaking ?
3. How make Students more confidence in Speaking ?

#### **E. The Objectives of the Study**

The objectives of the study are

1. To find out the effect of using Story Completion technique assisted by Wayang art as media toward students' speaking ability
2. To find out the students' difficulties in speaking.
3. To make Students more confidence in Speaking.

#### **F. The Significance of the Study**

The result of this study was expected to be useful theoretically and practically.

1. Theoretically, the research can be used to add the knowledge and references, especially in teaching speaking.
2. Practically, the findings of this research are expected to be useful for :

1.) teachers

The result of this research was expected to be able to enrich the teachers' knowledge in terms of teaching English and to solve the problem of students' difficulties in speaking skills.

2.) students

The research expected to encourage the students mastering in English lesson, the students feel relax and enjoy when they learn English lesson, and solved their problem in learning English, because teacher used the suitable technique in teaching.

3.) other researchers

This research expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and solved the students speaking problems and also the teachers that have the similar problem with this researcher.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In the theoretical framework, some of important terms used in this study have to be clear in order to avoid misunderstanding. Therefore, the readers and the writer must have same perception of this study.

#### **1. Defenitionof Speaking**

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill according to Siahaan(2008:95). It means that speaking is apersons' skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other. According to Fulcher (2003:115), it means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher shouldactive the students speaking ability by providingcommunicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to Bailey (2000:225), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, it can be concluded that speaking skill is related to communication.

## **2 Processes of Speaking**

According to Bailey (2000:25), the process of Speaking, speaking is the direct and useful form communicating. This is one of the main macro forms of communication as it is physically interacting with another person through a certain language. To speak help us to communicate our thoughts, ideas, suggestion, comments, etc in the most natural and reliable way without much distortion of information. It requires resources that are naturally available every living thing by nature.

The speaking process includes activities that occur prior to, during, and after the factual event.

### **a. Pre-Speaking: Planning and Organizing**

Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below: (1) Choose a speaking topic, (2) Determine purpose, (3) Determine audience, (4) Determine format

### **b. Speaking: Going Public.**

In order to communicate and interact with others, students need to engaged in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following: (1) To explore and experiment with a variety of ideas and formats,

(2) To describe, (3) To inform or explain, (4) To clarify thinking, and (5) To converse and discuss.

b. Post-Speaking: A Time for Reflection and Setting goals

Following speaking experience, both formal and informal, it was important to have students reflected upon their performance. Some purposes for post-speaking activities were listed below: (1) To reflect upon performance, and (2) To set goals for improvement.

### **3. Types of Speaking**

To attract the attention when someone talking, we must be able to compose the sentence properly and correctly, so that the conversation not be boring, we must be able to master some characters of speech skills to ensure what we say to the listener that the conversation has a purpose, information and benefits. Sauvignon (2000:22) quoted Platt and Weber's statement that speaking as one of the communication competences has several essential characteristics:

- a. Knowledge of the rules of speaking, know how to begin and end conversation, know what topics can be talked about indifferent types of speaking events, know which address forms should be used with situation.
- b. Know how to use and response to different types of speech such as thanks, request, apologize, invitation, and command between the speaker and listener.
- c. Know how to use language appropriately from the characteristic of the communication competence. It means that speaking is not only a matter of how to produce words but also to produce those words appropriately in a

good arrangement in order to prevent misunderstanding between the speaker and the listener.

- d. Knowledge of grammar and vocabulary of language. The ability of expressing an opinion is successfully achieved by the students when they have these competences. They know how to use the expressions in certain situations, they know how to response and prevent the miscommunication and of course they know how to arrange the words appropriately and use good vocabulary. From the statement above, it was concluded that speaking have many charactersuch as of know how to use the expressions in certain situations, to produce words appropriately, to response and use good vocabulary.

#### 4. Speaking Assessment

Giving the score to the students' answer based on the scoring speaking. There are five scoring components scales namely pronunciation, accent, grammar, vocabulary, and fluency. Each of speaking scoring component is elaborate in the following table by Brown (2001:173)

**Table 3.4**  
**The Five Components to Evaluate Speaking Ability Brown (2001:173)**

A. Vocabulary ( 20 )	
Level	Explanation
16-20	Very good: Rarely has trouble
11-15	Good: Sometimes uses inappropriate terms about Languages



6-10	Fair: Frequent uses wrong speech limited to simple vocabulary.
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.
<b>B. Comprehension (20)</b>	
Level	Explanation
16-20	Very good: Few noticeable errors.
11-15	Good: Occasionally grammatical errors which do not obscure meaning.
6-10	Fair: Errors of the basic structure meaning occasionally obscure by grammatical errors.
<b>C. Pronunciation (20)</b>	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Few noticeable errors.
6-10	Fair: Errors of basic pronunciation.
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties And incomprehensible.
<b>D. Fluency (20)</b>	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Speech in generally natural.
6-10	Fair: Some definite stumbling but manage to rephrase and continue.
1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal. Long, pause, utterance left unfinished.
<b>Grammar (20)</b>	
Level	Explanation
16-20	Very good: Errors in grammar are quite
11-15	Good: Control of grammar is good.
6-10	Fair: Construction quite accurately but does not have through or confident control of the grammar.
1-5	Unsatisfactory: Errors in grammar frequent to speak language.

## B. Teaching of Speaking

Developing speaking skills is of vital importance in EFL/ESL programs. Sheppard (2004:01) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English. Florez(1999:04). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place.

In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language. For instance, it was proved that learning speaking can help the development of reading competence according to Hilferty (2005:09).

Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire inorder to converse with native language speakers. Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for the purposes of communication. This means that EFL students should acquire the knowledge of how native speakers use

language in the context of structured interpersonal exchanges in which many factors interact Bygate (1987:05-08) & Brown (2001:103-108).

A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act. Florez (1999:04) highlights the following skills underlying speaking:

1. Using grammar structures accurately.
2. Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives.
3. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.
4. Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension.
5. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

A careful examination of all previously mentioned speaking skills emphasizes that speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system (Bygate, 1998:23). It includes sub processes and involves distinct areas of planning. First the speaker has to retrieve words and phrases from memory and assembles them into syntactically and propositionally appropriate sequence (Harmer, 2001:19).

Speaking also happens in the context of limited processing capacities due to limitations of working memory, and thus a consequent need for routinization or automation in each area of production arises. This means that the speaker should process the information he listens to the moment he gets it. Besides, speaking involves a sort of monitoring during and following speech production and the managing of communication under a range of external pressures According to Bygate (1998:23)&Basturkmen (2002:28).

According to Kayi (2006:07) meant by "teaching speaking" is to teach ESL learners to:

(a) Produce the English speech sounds and sound patterns (b) Use word and sentence stress, intonation patterns and the rhythm of the second language.(c)Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.(d) Organize their thoughts in a meaningful and logical sequence. (e) Use language as a means of expressing values and judgments.(f) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

#### A. How to Teach Speaking Ability

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication.

By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task Fadilzina (2016:01).

#### B. Classroom Speaking Activity

The Activities of Speaking class are as Follow ( Harmer, 2001:271-274 )

##### a) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while

disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

#### b) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

#### c) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (2001:272) suggests, they increase the self-confidence of hesitant students, because in role

play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

#### d) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

#### e) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing

#### f) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express

ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

#### g) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

#### h) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

#### i) Reporting



Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

#### j) Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

#### k) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

#### l) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

#### m) Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

### **C. The Definition of Effect**

The “effect” is meant by result or change of something. As stated by Stevenson (2000:23). The term effect could be generally meant by a change that something causes was something else; a result. Another definition of effect is seemed to fit action rather than the process in doing something. It was actual

production. Finally, there is benefit which can take as the result that refers to positive sense.

#### **D. The Definition of Approach, Method and Technique.**

There are three terminologies connected to the teaching learning process, they are approach, method and technique.

##### **a. Approach**

An approach is a set of correlative assumptions, dealing with the nature of the language teaching learning. An approach is an axiomatic and describes the nature of the subject matter to be taught. By using approach, it will make the teaching more effective because an approach is a very important element managing the students in classroom.

**b. Method**

Method is an overall plan for the orderly presentation of language to students. The term method according to Harmer (2001:134) is “the practical realization of an approach”. Method talks about types of activities, the roles of teachers and students. In other words, methods include various procedures and technique. As stated in Richard and Rodgers, (2001:270), some methods are totally dependent on a source of knowledge and direction.

**c. Technique**

A technique is the implementation, that which actually takes place in a classroom. Technique must be consistent with a method, and therefore in harmony with an approach.

**F. Story Completion Technique**

Shima (2014:04) states now many linguistics and EFL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Story Completion is free-speaking activity for which students sit in a circle for this activity, a teacher starts to tell story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on. Kayi (2006:01). Story completion is one of a new technique in teaching speaking of narrative text which can increase the students' speaking skill. It might be caused by the real-life situation of the class which can make the students interested in following the lesson as (Kayi: 2006:01) who states that story completion is an activity which very enjoyable in whole class. The learners will easily be plunged into the plots of the story as they had to tell the part of the story decided.

This technique helps students' speaking skills improving. In this type of teaching students creativity also improve; in contrast to story retelling, in this technique students must use vocabulary of their own. This is an open task and it is students who manage the story and try to complete it.

Fazildinova (2016:27) said about Story completion that We read or tell the beginning of an interesting story to the pupils. It may be from life or from your textbook. Students finish the story orally. One student may finish the story or many pupils could add to the story in turn. This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on.

There are a number of ways in which story completion can enhance intercultural understanding and communication. Those are:

- (a) Allow students to explore their own cultural roots
- (b) Allow students to experience diverse culture
- (c) Enable students to empathize with unfamiliar people/places/situations
- (d) Offer insights into different traditions and values
- (e) Help students understand how wisdom is common to all people/all cultures
- (f) Offer insights into universal life experiences
- (g) Help students consider new ideas
- (h) Reveal differences and commonalities of cultures around the world

There are other benefits of story completion such as stories promote a feeling of well-being and relaxation, increase children's willingness to communicate thoughts and feelings, encourage active participation, increase verbal proficiency, encourage use of imagination and creativity, encourage cooperation between students, and enhance listening skills. There are some advantages of using story completion technique in teaching speaking.

According to O'Malley and Pierce story completion gives students an opportunity to speak at length, if they can without teacher interruption in an informal setting . O'Malley and Pierce (1996:106).Teacher can ask students to tell a story as if they were telling it to someone who is not familiar with it. Routman stated in O'Malley and Pierce book for English language learners, completion helps developed oral language proficiency as well as reading comprehension (1996:106). Furthermore, telling stories often measures other skills such as reading comprehension, memory and organization. In their book of Authentic assessment O'Malley and Pierce (1996:106)

**a. Story Completion has many advantages According to Kayi (2006: 29).**

**There is:**

(1) Students produces oral report (2) Can be scored on content or language component (3) Score with rubric or rating scale (4) Can determine reading comprehension and speaking development.

**b. Story Completion has divantages. There is:**

1. story completion only using in group not individual.

**c. Procedures of Story Completion Technique**

In the context of the study, the procedures of conducting story completion are arranged as follows:

(1) The students in a group are asked to complete the story which is previously told by the speaker based on the part given by the teacher. Before that, the teacher should begin the story that must be completed by the students. It is going to be an interesting technique because every student is motivated to speak, ignoring the error that they will make later on. (2) Story completion is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped.(4) Each student is supposed to add from four to ten sentences.(5) Students can add new characters, events, descriptions and so on.

**F . How to Improving Speaking Using Media**

The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributionstoward the teaching and learning process especially in

teaching speaking skill. According to Brinton (2011:199), Media have undoubtedly always facilitated the tasks of language learning both instructed and non-instructed learners as a tool for language learning or teaching. It means that media can be defined as the aids or equipment that can help the learning process run well.

Based on those explanations above it can be concluded that media is part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also giving some responses so the students can carry meaningful learning experiences.

#### **a. Kinds of Media**

According to Arsyad (2006:75-76) teaching media can be classified into three categories. They are:

##### 1. Visual Media

They are media that can be seen. It would captivate sense eyes mostly. It can be formed of object, cartoon paper, **hand puppet (wayang)**, picture, moving picture or animation and flashcard. Puppet is the interesting object which has characteristic from human, animals, and anything in this world in reality of physically played by puppets in a stage. In Indonesia has a traditional puppet, usually it plays with traditional music and Gamelan. According to Currell (1999), most types of puppet used today fall into four broad categories:

##### a. The glove puppet.



It used like a glove on the operator's hand; the term 'hand puppet' is sometimes used synonymously but here it describe figures where the whole hand is inserted into the puppet's head.

b. The rod puppet

The rod puppet is held and moved by rod, usually from below but sometimes from above; those in the Japanese Bunraku style require two or three operators, who hold the puppet in front of them.

c. The marionet

Marionettes are types of puppets manipulated by strings from above. They are puppets but anything can be a puppet in the right hands. There are countless types of puppets really and all are valid. Some purists like to claim ownership of the word 'puppet but as long as an object is manipulated with intent for a desired outcome it is in effect a puppet. Dolls are usually not puppets but watch a child at play and 'puppets' they definitely are. Tradition plays a large part in defining what a puppet is for specific cultures. In Australia we do not have a 'traditional' style and borrow ideas from other cultures. This has sometimes been misinterpreted as being bad puppetry from some quarters but we have evolved a very broad range of performance styles over the years.

d. Shadow puppet

Shadow puppets are normally flat cut-out figures held against a translucent, illuminated screen. The term is also used loosely to describe full color, translucent figures operated in the same manner. It is ideally suited to the illustration of narrate story, but they can also handle direct dialogue and vigorous knockabout action. Indonesian traditional puppet is used in this research as media in teaching and learning English especially in speaking. Indonesia has a lot kinds of puppet, one of them is Wayang Art. Based on the explanation from the expert above Wayang Art is included in shadow puppet.

WayangArt is the one of example from Indonesian culture. It is usually used to Story Completion technique of Ramayana and MahabarataStory in Indonesia. It also explains about moral value and cultural value of Indonesian. Wayang Art is an imagination from a whole life in this world. Darmoko et al. (2010) state that“Wayang Art is a shadow, image, or painting about life in this world.”Wayang Art is a media that was played by Teacher.

## 2. Audio Media

They are media that can be listened from audio media has sound which is listened by us. And to mean as thinking that the contents message in audiotape form such as vocal cord/tape recorder and movie compact disk which can stimulus though feeling, idea and students it happens on teaching and learning process.

## 3. Audio Visual Media

They are media that have sound and picture. Movie is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and

animated. In this study, the researcher used audio visual media named movie as the interaction media, because by using video it can motivate the students to learn and pay attention to the material given.

## **G. WayangArt Media**

### **a. Wayang art has Advantages According to Darmoko (2010:11) they are:**

Wayang is a culture which is coming from Java. In Indonesian, wayang means bayangan. In the past, the function of wayang show is as the religion ceremony as a worship of ancestors of Hyang faiths which is an indigenous Indonesian culture.

1. Wayang has a function as a communicative tool that tells the story to the audiences. In the past, wayang was used to deliver some faith or culture to the new culture in order to mix both of the culture.
2. Wayang Art, the most widespread wayang, is an ancient of Story Completion that originated from Indonesian island of java. Wayang can be used by the teacher as media in Story Completion technique of narrative in class. Teacher could ask students in group or individually to retell what teacher said or may be a text given by the teacher.
3. Media for educational purpose is very important. Students requires many new technique and new innovation in teaching English especially in speaking. In this technique, students are asked to read and understand about Indonesian legend and then perform their ability in speaking with a media of wayang to retell the story and enhance their comprehension

in speaking. Teachers guides students to correct the vocabulary and grammatical error from the students.

4. The purpose of using wayang to practice conversation short story to speak in English fluency also students are able to use a correct grammar and pronunciation in delivering a meaning of a sentence or paragraph. When students are able to master it, they will absolutely confidence to use English in a classroom or in their habitual activity.

**b. Wayang Art Media has Disadvantages,they are**

1. Wayang art media has no expressions
2. Wayang art media still rare

**H. Procedure of Using Story Completion assisted by Wayang art media toward Students' Speaking ability for second grade junior high school**

One way to learn about how to Conversation of teacher when story Completion at work. In this research, students learn about how to tell a conversation from the text given by researcher during teaching learning process. The teacher should tell a story in clear instruction to give a clear understanding to students. The teacher also used wayang to create students interest in Conversation, because the researcher had chosen some Conversation (Daily Routine, Short Story, conversation between students and Teacher etc) that originally from Indonesia itself and wayang is the best medium to be combined with this technique.

In this research, the teacher used Story Completion technique that was developed together with collaborator to create a compatible technique to be

taught in this class but the researcher used the technique in different. The role of using the technique was described below ,The students sit in a circle for this activity, a teacher starts to tell example of short story Conversation in the lesson , but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, description and so on.

### **I. Relevant Previous of Studies**

The researcher takes any information from book, website, journal and previous skripsi. The information from website and previous skripsi is give advantages for the researcher to finish this study. The researcher taking the skripsi that related with the title in this study.

For the first information about the effect and about Story Completion Technique is referenced from previous skripsi named “The Effect of Story Completion Technique in Teaching English on The Oral Performance of The Secondary School Students” by KiyaSundari. The problem of this study are both of foreign language teacher and learners found speaking the most difficult skills; therefore this skill is frequently neglected or poorly practiced in the English classroom and concentrated on the fact that secondary school students are inept in the speaking skill and suffer from the ability to express themselves orally in English.

The finding is showed that the calculated t value was (12.06) which were higher than the tabulated t value (2.02). This proved that there was a statistically significant difference between mean scores of the experimental

group students and the control group students at (05.0) regarding their oral performance, favoring the experimental group students. Since the control group shares with the experimental group all other variables save the new program, the significant improvement in the experimental group students' oral performance in the test utilized in the study can be attributed to the effectiveness of the new program. The results have proved the effective impact of Story Completion technique on teaching the speaking skill.

The second that is related to this research was conducted by Imam Fahmi Mahmud (2015) with the entitled Using Wayang as a Medium To Improve Students' Motivation In Telling Story Of Narrative Text. The result of the research was found that there was big different significant of students' achievement in speaking English with the score from experiment group of post test (681) so the researcher conclude that The Use Story Completion is effective in teaching learning process of English speaking skill.

## **J. Conceptual Framework**

Speaking is an interactive process of constructing meaning that involves producing and processing information. As an activity of language production, speaking needs creativity in it. In other words, someone needs creativity in conveying their ideas when speak with one and another . Before it, someone needs to get some ideas or some points that they transfer to another person.

Unfortunately, it was not easy for some people to speaking English. They were afraid that they made mistake while speaking English and some people also doesn't understand how to arrange the words into sentences when

they were want to speak with another person. This condition also happens in the area of school, there are many students who have difficulty in speaking English. Actually, for facing this problem, teachers should try to find an appropriate media which can help students to be more excited for speaking English, so it was easier for them to speak English. In this case, one of the method that used for helping students to speak English with Story Completion Technique with wayang as a media.

## CHAPTER III METHOD OF RESEARCH

### A. Location

The place of the study is at Junior High School Asuhan Jaya Medan which is located at Jl. MabarHilir. The research was carried out start for July 2019 that was exactly on the second semester. The focuses are on second grade. The students learn English subject twice a week and each meeting takes 2 x 40 minutes.

### B. Population and Sample

#### a. Population

According to Sugiyono (2015) population is generalization region that consists of object, subject that have quality and certain characteristic who prescript by researcher for study to pull the conclusion. The population is a group of something that has same characteristics. The population in this research were second grade students of *SMP Asuhan Jaya Medan* in academic year 2018/2019. The total numbers of second grade students are 69 students which are divided into two classes.

**Table III.1**  
**The Total Population of the second grade students in AsuhanJaya junior high school Medan**

No	Class	Number of students
1	VIII A	25
2	VIII B	25
3	VIII C	25
	TOTAL	75

#### b. The Sample and Sampling Technique <sup>39</sup> Research



According to Sugiyono (2014:168), technique of sampling was divided into two group, they are Probability Sampling and Non Probability Sampling. Both of them each were still elaborated into some other kinds of sampling. Probability Sampling involves simple random sampling, stratified random sampling and cluster sampling. The writer uses a Simple Random sampling for the sampling taking technique a Simple Random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group. are available for study. The writer only took two classes as the sample of this study that are VIII A which consists of 25 students and VIII B which consists of 25 students each class, VIII B as the experimental class and VIII A as the controlled class

### **C. Method and Research Design**

This research used a quantitative method. According to Sugiyono (2015:172), quantitative method is a research method resting on positivism philosophy that is used to research population or particular sample, generally the technique to take the sample is taken randomly, the data collection uses research instrument, the data analysis has quantitative or statistics in order to test the hypothesis that has been made. In quantitative method, this research was designed as an experimental research.

Experimental research was applied in this research, which consisted of pre-test, treatment and post-test in order to know the effect of Story Completion

technique toward on the students' speaking ability for second grade junior high school. In conducting the experimental research, the sample was divided into two groups; they were experimental group and control group. The experimental group was taught by using Story Completion technique and the control group was taught by using Discussion Method.

Before giving the treatment to the experimental group, the researcher gave pre-test to both groups. Pre-test was given in order to know the students' achievement in speaking ability for second grade junior high school at SMP Asuhan Jaya Academic years ( 2018/2019 )

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experimental (X)</b>	√	<b>Story Completion Technique</b>	√
<b>Control (Y)</b>	√	<b>Discussion Method</b>	√

**X** : The experimental group was taught by using Story Completion Technique assisted by Wayang art media

**Y** : The control group was taught by using Discussion Method.

### **1. Pre Test**

A pre-test was administrated to the sample, both of the experimental group and control group .The pre test was used to find out the homogeneity of the samples and the mean score of each group. The test was choosing one of Story in narrative text for each student in pairs.

### **2. Treatment**

The treatment was conducted after the pre- test. The experimental and control groups were taught by using some Story in Narrative Text but different treatments. The experimental group was taught by using Story Completion Technique, while the control group was taught by using Discussion Method.

### **3. Post-Test**

After conducting the treatment, the post-test was given to the experimental and control group. The items of post-test were same as the pre-test.

### **D. The Instrument of the Research**

In this study, oral test was used as the instrument of the research. The test was taken from text book. The score of the students in speaking was based on the indicator of speaking. According to Brown (2001) in scoring students' speaking ability, there are five components to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency and grammar.

### **E. Technique of Collecting Data**

To collect the data of the research, some steps were used, they were (1) giving pre-test. (2) giving treatment to the experimental group by using Story Completion Technique (3) giving treatment to the control group by using Discussion Method. (4) giving post-test to both classes.(5) scoring the students' test.

## F. The Techniques for Analyzing Data

After collecting the data from the test, then, the data was analyzed by using the following procedures : (1) Correcting the students' answer ( 2) Scoring the students' answer (3) Listing their score in two table, first for experimental group scores and second for control group (4) Analyzing the data, the result of the data was analyzed by using statically procedure which consisted of mean, standard deviation (SD) and dependent t-test.(5)The calculating their score by using formula ( Sudjana : 2005 )

$$Y = a + b$$

$$a = \frac{(\sum y)(\sum (X^2)) - (\sum X)(\sum xy)}{N \sum X^2 - \sum X^2}$$

$$b = \left[ \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sum (X^2) - (\sum X)^2} \right]$$

a. Determining coefficient<sup>2</sup> by formulation (Sudjana 2005):

$$r^2 = \frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum Y^2) - (\sum Y)^2}$$

b. Testing the hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

5. Finding out the students' difficulties in speaking.

## G . The Statistical Hypothesis

After calculating the  $t_0$ , the writer compares  $t_0$  and  $t_{table}$ . Testing hypothesis uses criteria with significance degree 0.05. The calculation of

statistical measurement as follows: If  $t_0 > t_t$ , the  $H_a$  is accepted. If  $t_0 < t_t$ , the  $H_a$  is rejected or  $H_0$  is accepted.

$H_a$ : There is an the use of story completion technique with wayang art as a media

$H_0$  : There is no the use of story completion technique with wayang art as a media

**CHAPTER IV**  
**DATA COLLECTION AND DATA ANALYSIS**

**A. Data Collection**

The data were collected by giving the students oral test that consist of five story in narrative text .Each topic choosen by the Students.The teacher gave the score of the students in speaking based on the indicator of speaking. According Brown (2001) in scoring students' speaking ability, there are five components to evaluate speaking achievement namely vocabulary, pronunciation, fluency and grammar. Each components have 20 points, the total score is 100 points.

In this research, the sample was divided into two groups, the experimental group and control group. Twenty five students belong to experimental group and Twenty five students belong to control group. Each group was given pre-test and post-test.

The result of the pre-test and post-test in experimental group can be seen in table 4.1 and the result of the pre-test and post-test in control group can be seen in table 4.2.

**Table 4.1**

**The Scores of the Pre-Test and Post-Test in Experimental Group**

No.	Students' Initial	Score	
		Pre-Test( $T_1$ )	Post-Test( $T_2$ )
1.	SI	40	48
2.	WD	42	55
3.	MR	48	62
4.	TB	42	58
5.	RH	40	50
6.	RF	47	58

7.	RK	42	51
8.	FP	53	60
9.	WG	49	54
10.	OW	52	57
11.	SB	37	64
12.	MH	52	60
13.	WS	51	58
14.	RA	46	56
15.	RW	56	65
16.	PD	49	59
17.	RR	46	56
18.	SN	44	54
19.	RA	51	60
20.	WD	49	61
21.	NH	44	59
22.	RK	39	62
23.	RD	49	59
24.	TR	52	62
25.	WA	53	66
<b>Total</b>		<b><math>\Sigma T_1=1173</math></b>	<b><math>\Sigma T_2=1454</math></b>

The data in table 4.1 showed the result of pre-test and post-test in experimental group. Based on the table above, it can be showed that was the differences between pre-test and post-test scores in experimental group. The highest score of pre-test in experimental group was 56 and the lowest was 37, while the highest score of the post-test was 66 after giving treatment and the

lowest was 47. After calculated the data for the experimental group above the total score of pre-test was  $\sum T_1 = 1173$  and the total score of post-test was  $\sum T_2 = 1454$  means that the score for post-test is higher than pre-test.

**Table 4.2**

**The Scores of the Pre-Test and Post-Test in Control Group**

No.	Students' Initial	Score	
		Pre-Test( $T_1$ )	Post-Test( $T_2$ )
1.	FA	55	60
2.	DP	48	50
3.	AD	63	65
4.	AK	53	57
5.	GN	49	54
6.	AS	61	63
7.	AF	53	59
8.	DA	55	63
9.	DP	41	45
10.	AM	43	52
11.	AP	49	54
12.	AA	44	53
13.	FA	53	57
14.	AF	51	57
15.	AJ	47	51
16.	FS	49	53
17.	SA	50	53
18.	AA	53	56



19.	FR	58	61
20.	AH	55	61
21.	AN	45	51
22.	DA	44	47
23.	AF	48	54
24.	AP	39	41
25.	DS	47	50
<b>Total</b>		<b><math>\sum T_1=1258</math></b>	<b><math>\sum T_2= 1367</math></b>

The data in table 4.2 showed the result of pre-test and post-test in control group. Based on the table above, it can be showed that was the differences between pre-test and post-test scores in control group. The highest score of pre-test in control group was 65 and the lowest was 39, while the highest score of the post-test was 65 after giving treatment and the lowest was 41. After calculated the data for the control group above the total score of pre-test was  $\sum T_1= 1258$  and the total score of post-test was  $\sum T_2= 1367$ . It means that the score for post-test is higher than pre-test.

### **B. Data Analysis**

Based on the table above, the following table 4.3 and 4.4 shown that the differences scores between pre-test and post-test both of group, experimental and control group.

**Table 4.3****The Differences Scores of the Pre-Test and Post-Test in Experimental Group**

No.	Students' Initial	Scores				
		Pre-Test ( $T_1$ )	$T_1^2$	Post-Test ( $T_2$ )	$T_2^2$	$X = (T_1 - T_2)$
1.	SI	40	1600	48	2304	8
2.	WD	42	1764	55	3025	13
3.	MR	48	2304	62	3844	14
4.	TB	42	1764	58	3364	16
5.	RH	40	1600	50	2500	10
6.	RF	47	2209	58	3364	11
7.	RK	42	1764	51	2601	9
8.	FP	53	2809	60	3600	7
9.	WG	49	2401	54	2916	5
10.	OW	52	2704	57	3249	5
11.	SB	37	1369	64	4096	27
12.	MH	52	2704	60	3600	8
13.	WS	51	2601	58	3364	7
14.	RA	46	2116	56	3136	10
15.	RW	56	3136	65	4225	9
16.	PD	49	2401	59	3481	10
17.	RR	46	2116	56	3136	10
18.	SN	44	1936	54	2916	10
19.	RA	51	2601	60	3600	9
20.	WD	49	2401	61	3721	12

21.	NH	44	1936	59	3481	15
22.	RK	39	1521	62	3844	23
23.	RD	49	2401	59	3481	10
24.	TR	52	2704	62	3844	10
25.	WA	53	2809	66	4356	13
<b>Total</b>		$\sum T_1$ = 1173	$\sum (T_1)^2$ = 55671	$\sum T_2$ = 1454	$\sum (T_2)^2 =$ 85048	$\sum (T_1 - T_2)$ = 281

Table 4.3 above shown that the total score of pre-test in experimental group was 1173 while the total score of post-test was 1454.

### The Calculation in Experimental Group

a. The calculation for pre-test in experimental group

1. Mean

$$\begin{aligned}
 M(T_1 - T_2) &= \sum \frac{T_1}{N} \\
 &= \frac{1173}{25} \\
 &= 47
 \end{aligned}$$

2. Variances

$$\begin{aligned}
 S^2 &= \sum (T_1)^2 - \frac{(T_1)^2}{N} \\
 &= 55671 - \frac{(1173)^2}{25} \\
 &= 55671 - \frac{1375929}{25} \\
 &= 55671 - 55037 \\
 &= 634
 \end{aligned}$$

$$S^2 = \sqrt{634}$$

$$S = 25$$

### 3. Standard Deviation

$$SD = \sqrt{\frac{(\sum T_1)^2}{N}}$$

$$= \sqrt{\frac{(1173)^2}{25}}$$

$$= \sqrt{\frac{1375929}{25}}$$

$$= \sqrt{55037}$$

$$= 235$$

b. The calculation for post-test in experimental group

#### 1. Mean

$$M(T_2 - T_1) = \sum \frac{T_2}{N}$$

$$= \frac{281}{25}$$

$$= 11.24$$

#### 2. Variances

$$S^2 = \sum (T_2)^2 - \frac{(T_2)^2}{N}$$

$$= 85048 - \frac{(1454)^2}{25}$$

$$= 85048 - \frac{2114116}{25}$$

$$= 85048 - 84565$$

$$= 483$$

$$S^2 = \sqrt{483}$$

$$S = 22$$

### 3. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{(\sum T_2)^2}{N}} \\
 &= \sqrt{\frac{(1454)^2}{25}} \\
 &= \sqrt{\frac{2114116}{25}} \\
 &= \sqrt{84564.64} \\
 &= 290.8
 \end{aligned}$$

c. The calculation for total pre-test and post-test in experimental group

1. Mean

$$\begin{aligned}
 M(T_2 - T_1) &= \frac{\sum(T_2 - T_1)}{N} \\
 &= \frac{281}{25} \\
 &= 11.24
 \end{aligned}$$

2. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{(\sum T_{2-1})^2}{N}} \\
 &= \sqrt{\frac{(281)^2}{25}} \\
 &= \sqrt{\frac{78961}{25}} \\
 &= \sqrt{3158.44} \\
 &= 56.2
 \end{aligned}$$

**Table 4.4**

**The Differences Scores of the Pre-Test and Post-Test in Control Group**

No.	Students'	Scores				
		Pre-		Post-		

	Initial	Test ( $T_1$ )	$T_1^2$	Test ( $T_2$ )	$T_2^2$	$X = (T_1 - T_2)$
1.	FA	60	3600	60	3600	0
2.	DP	46	2116	50	2500	4
3.	AD	65	4225	65	4225	0
4.	AK	53	2809	57	3249	4
5.	GN	49	2401	54	2916	5
6.	AS	61	3721	63	3969	2
7.	AF	53	2809	59	3481	6
8.	DA	55	3025	63	3969	8
9.	DP	41	1681	45	2025	4
10.	AM	43	1849	52	2704	9
11.	AP	49	2401	54	2916	5
12.	AA	44	1936	53	2809	9
13.	FA	53	2809	57	3249	4
14.	AF	51	2601	57	3249	6
15.	AJ	47	2209	51	2601	4
16.	FS	49	2401	53	2809	4
17.	SA	50	2500	53	2809	3
18.	AA	53	2809	56	3136	3
19.	FR	58	3364	61	3721	3
20.	AH	55	3025	61	3721	6
21.	AN	45	2025	51	2601	6
22.	DA	44	1936	47	2209	3
23.	AF	48	2304	54	2916	6
24.	AP	39	1521	41	1681	2

25.	DS	47	2209	50	2500	3
<b>Total</b>		$\sum T_1$ = 1258	$\sum(T_1)^2$ = 64286	$\sum T_2$ = 1367	$\sum(T_2)^2$ = 75565	$\sum(T_1 - T_2)$ = 109

Table 4.3 above shown that the total score of pre-test in control group was 1278 while the total score of post-test was 1285.

### The Calculation in Control Group

a. The calculation for pre-test in control group

1. Mean

$$\begin{aligned}
 M(T_1 - T_2) &= \sum \frac{T_1}{N} \\
 &= \frac{1258}{25} \\
 &= 50.32
 \end{aligned}$$

2. Variances

$$\begin{aligned}
 S^2 &= \sum (T_1)^2 - \frac{(T_1)^2}{N} \\
 &= 64286 - \frac{(1258)^2}{25} \\
 &= 64286 - \frac{1582564}{25} \\
 &= 64286 - 63302.56 \\
 &= 983.44 \\
 S^2 &= \sqrt{983.44}
 \end{aligned}$$

$$S = 31.35$$

3. Standard Deviation

$$\begin{aligned}
 SD &= \sqrt{\frac{(\sum T_1)^2}{N}} \\
 &= \sqrt{\frac{(1258)^2}{25}}
 \end{aligned}$$

$$= \sqrt{\frac{1582564}{25}}$$

$$= \sqrt{63302.56}$$

$$= 251.6$$

b. The calculation for post-test in control group

1. Mean

$$M(T_2 - T_1) = \sum \frac{T_2}{N}$$

$$= \frac{1367}{25}$$

$$= 54.68$$

2. Variances

$$S^2 = \sum (T_2)^2 - \frac{(T_2)^2}{N}$$

$$= 75565 - \frac{(1367)^2}{25}$$

$$= 75565 - \frac{1868689}{25}$$

$$= 75565 - 74747.56$$

$$= 817.44$$

$$S^2 = \sqrt{817.44}$$

$$S = 28.59$$

3. Standard Deviation

$$SD = \sqrt{\frac{(\sum T_2)^2}{N}}$$

$$= \sqrt{\frac{(1367)^2}{25}}$$

$$= \sqrt{\frac{1868689}{25}}$$

$$= \sqrt{74747.56}$$



$$=273.4$$

c. The calculation for total pre-test and post-test in control group

1. Mean

$$M(T_2 - T_1) = \frac{\sum(T_2 - T_1)}{N}$$

$$= \frac{109}{25}$$

$$= 4.36$$

2. Standard Deviation

$$SD = \sqrt{\frac{(\sum T_{2-1})^2}{N}}$$

$$= \sqrt{\frac{(109)^2}{25}}$$

$$= \sqrt{\frac{11881}{25}}$$

$$= \sqrt{475.24}$$

$$=21.8$$

**Table 4.5**

**The Calculating Table**

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	48	60	2304	3600	2880
2.	55	50	3025	2500	2750
3.	62	65	3844	4225	4030
4.	58	57	3364	3249	3306
5.	50	54	2500	2916	2700
6.	58	63	3364	3969	3654
7.	51	59	2601	3481	3009

8.	60	63	3600	3969	3780
9.	54	45	2916	2025	2430
10.	57	52	3249	2704	2964
11.	64	54	4096	2916	3456
12.	60	53	3600	2809	3180
13.	58	57	3364	3249	3306
14.	56	57	3136	3249	3192
15.	65	51	4225	2601	3315
16.	59	53	3481	2809	3127
17.	56	53	3136	2809	2968
18.	54	56	2916	3136	3024
19.	60	61	3600	3721	3660
20.	61	61	3721	3721	3721
21.	59	51	3481	2601	3009
22.	62	47	3844	2209	2914
23.	59	54	3481	2916	3186
24.	62	41	3844	1681	2542
25.	66	50	4356	2500	3300
	<b>X</b> <b>= 1454</b>	<b>Y</b> <b>= 1367</b>	<b>X<sup>2</sup></b> <b>=85048</b>	<b>Y<sup>2</sup></b> <b>=75565</b>	<b>XY</b> <b>=79403</b>

### C. Testing Hypothesis

#### a. The equation of linear regression

$y = a + b$  where  $a$  and  $b$  were got by:

$$\begin{aligned} a &= \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2} \\ &= \frac{(1367)(85048) - (1454)(79403)}{25(85048) - (1454)^2} \\ &= \frac{116260616 - 115451962}{2126200 - 2114116} \\ &= \frac{808654}{12084} \\ &= 66.91 = 65 \end{aligned}$$

$$\begin{aligned} b &= \left( \frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \right) \\ &= \frac{50(79403) - (1454)(1367)}{50(85048) - (1454)^2} \\ &= \frac{3970150 - 1987618}{4252400 - 2114116} \\ &= \frac{1982532}{2138284} \\ &= 0.92 \end{aligned}$$

$$y = a + b$$

$$Y = 65 + 0.92$$

**b. Coefficient  $r^2$**

$$\begin{aligned} r^2 &= \frac{b\{N(\sum XY) - (\sum X)(\sum Y)\}}{N(\sum Y^2) - (\sum Y)^2} \\ &= \frac{0.92\{50(79403) - (1454)(1367)\}}{50(75565) - (1367)^2} \\ &= \frac{3652538 - 1987618}{3778250 - 1868689} \\ &= \frac{1664920}{1909561} \\ &= 0.87 \end{aligned}$$

$$r^2 = \sqrt{0.87}$$

$$r = 0.93$$

**c. Examination the statistic hypothesis**

$H_a : P \neq 0$       There is a significant effect of Story Completion technique assisted by wayang art media toward students' speaking ability

$H_o : P = 0$       There is no significant effect of Story Completion technique assisted by wayang art media toward students' speaking ability.

The statistical hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination  $\alpha$ ,  $H_o$  is accepted if  $t_{\text{observed}} > T_{\text{table}}$  with the degree

freedom or  $df = N-2 = 48$ ,  $\alpha = 5\% = 0,05$

$$T_{\text{observed}} = t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.93\sqrt{50-2}}{\sqrt{1-0.92^2}}$$

$$= \frac{0.93\sqrt{48}}{\sqrt{1-0.84}}$$

$$= \frac{0.93(6.9)}{\sqrt{0.16}}$$

$$= \frac{6.41}{0.4}$$

$$= 16.02$$

$$T_{\text{table}} = t = (1 - \frac{1}{2} 0.05)^{df}$$

$$= t (1 - \frac{1}{2} 0.05)^{48}$$

$$= t(0.925)^{48}$$

$$= 2.01$$

Based on the calculation above, where  $t_{\text{observed}} > T_{\text{table}} (16.02 > 2.01)$  it could be concluded that  $H_0$  was rejected. It means that  $H_a$  was accepted or “there is significant effect of Story Completion technique toward students’ speaking ability for second grade junior high school.

**d. The Students’ difficulties in speaking**

To Find out the Students’ difficulties the reaseacher taken scores of Post test in Experimental group.

The design figured as follows :

**Table 4.6**  
**Post test Scores In Experimental Group**

No.	Students’ Initial	Voc	Comp	Pron	Flu	Gram
1.	SI	10	10	10	10	8
2.	WD	12	12	10	9	12
3.	MR	12	12	14	12	12
4.	TB	12	11	14	11	10
5.	RH	10	10	10	10	10
6.	RF	12	11	13	12	10
7.	RK	9	9	12	11	10
8.	FP	12	12	13	12	11
9.	WG	12	11	12	10	9
10.	OW	11	11	12	13	10
11.	SB	14	13	13	13	11
12.	MH	13	12	13	11	11
13.	WS	14	10	13	11	10
14.	RA	12	11	12	11	10
15.	RW	14	14	14	14	12
16.	PD	12	11	12	13	11

17.	RR	10	10	13	13	10
18.	SN	10	10	10	12	12
19.	RA	13	13	13	11	10
20.	WD	15	13	11	11	11
21.	NH	11	12	12	11	10
22.	RK	15	12	13	12	10
23.	RD	11	11	11	13	13
24.	TR	13	12	14	13	10
25.	WA	17	14	12	12	11
<b>Total</b>		306	287	306	291	264

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

The Data in Table 4,6 Showed the result of Post.Test Scores For each Indicators of speaking , Based on the Table above , it showed that there was the differences scores between five indicators of speaking. The higher score was 306 in Vocabulary and Pronunciation, while the lowest score in score was 264 in grammar.

From the table above, it can be concluded that the students' difficulties in speaking English was grammar . Grammar was the biggest students' difficulties in

speaking because they less practice in tenses, so they got difficulties in Speaking English.

#### **D. Research Findings**

Based on the data analysis above, the findings of this research were described as follows; the students who were taught by using Story Completion Technique got higher score than those who were taught by Discussion Method.

It was proved from the result of t-test which was 16.02 and t-table which was 2.01 ( $t_{\text{observed}} > T_{\text{table}}, 16.02 > 2.01$ ). It means that Story Completion Technique gave a significant effect toward students' speaking ability.

The students were taught by using Story Completion technique got higher mean score than those who were taught by Discussion Method. The mean score of post-test in experimental group was 47 and the mean score of post-test in control group was 54. So, the fact showed that the students' speaking ability was more significant than those by without Story Completion Technique.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the finding and analysis of the data, eventually the researcher could draw some related conclusions, they are as follows;

1. the result of the t-test showed that  $T_{\text{observed}}$  was higher than  $T_{\text{table}}$  ( $16.02 > 2.01$ ).

It means that the alternative hypothesis  $H_a$  was acceptable.

2. the total score and mean score of experimental group was higher than the total score and mean score of control group. The total post test score of experimental group was 1454 and the mean score was 47 The total post test score of control group was 1367 and the mean score was 50.32
3. Story Completion technique gave a significant effect toward students' speaking ability. Taught by using Story Completion Technique is more significant than that the one taught by using Discussion Method.
4. the difficulties faced by students in by using Story Completion Technique expression of telling story in narrative text there were 5 items. 1 item for 1 pair in oral test.

#### B. Suggestion

7

In relation on the conclusions above, suggestions are put forward as follows;

1. The English teachers



They can try Story Completion Technique in teaching English to increase Students' speaking ability. Using Story Completion Technique can be enjoyable and make easier for students to learn English especially in speaking. The teacher should select a method that are not only interesting but also appropriate with the subject and students' need.

## 2. The Students

The students should be active in the classroom. By using Story Completion Technique, the students are supported to be active in learning process. They should improve their knowledge and ability in English especially in speaking. Practice to speak English with someone is very important, they can practice to make a conversation asking and giving opinion in their daily life.

## 3. Other Researchers

It is suggested to study this research in order to get information and a new knowledge which still has relation to their study. Then, to solve their problems in teaching speaking which has some problems.

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## APPENDIX 1

### LESSON PLAN EXPERIMENTAL GROUP

School : SMP ASUHAN JAYA MEDAN  
Grade/Semester : VIII/2  
Subject : English  
Time Allocation : 2x40 Minutes  
Topic : Tell a Story In Narrative Text

#### **A. Core Competency (KI)**

KI 1: Living and practicing the religious teachings it embraces.

KI 2: Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interests to solve the problem.

KI 4: Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

#### **B. BASIC COMPETENCE AND INDICATORS**

##### BASIC COMPETENCE

1.1 Be grateful for the opportunity to learn English as a language introduction to international communication embodied in the spirit of learning.

- 1.2 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
- 2.3 Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.
- 3.2 Analyze social functions, text structures, and linguistic elements to state and inquire about opinions and thoughts, according to the context of their use of opinions and thoughts, in the context of their use.
- 4.2 Prepare oral and written texts to express and respond to expressions express opinions and thoughts, with due regard to social functions, text structures, and linguistic elements that are true and contextual.

#### INDICATORS

##### Basic Competency Indicator 3.2

- Identify opinions.
- Explain the function of an opinion accordingly.

##### Basic Competence Indicator 4.2

- Ask other people's opinions appropriately.
- Provide opinions appropriately.

### **C. LEARNING OBJECTIVES**

After the learning is complete the students are able to:

- Students are able to identify opinions
- Students are able to explain the function of an opinion accordingly.

##### Basic Competence Indicator 4.2

- Students are able to ask others opinions accurately.
- Students are able to provide opinions appropriately.

### **D. Learning material**

#### **Telling Story in Narrative Text**

## **Why are Cicadas Silent in Winter ?**

**In the old days, ants and cicadas were friends. They were very different. The ants were hardworking, but the cicadas were lazy.**

**In the summer, the ant families were very busy. They knew that in the winter they would have to stay in their anthill. They wanted to have enough food for the whole winter.**

**While the ants worked hard, the cicadas didn't do anything. They sang and danced all day. When they were hungry, they could fly to the farm and get something to eat.**

**One day the cicadas were singing and dancing. They saw a long line of ants bringing food to their anthill. The cicadas said, 'Stop, my silly friends. It's a very nice day. Come and dance with us.' The ants said, 'Don't you know about winter? If you don't work now, you'll have trouble later.'**

**But the cicadas said, 'We have strong wings. We can fly anywhere we want. Stupid ants!' And they continued to sing and dance.**

**In the winter, it rained or snowed all the time, and it was very cold. In the anthill, there was singing and dancing. But the cicadas had nothing to eat. They asked the ants for some food. The ants said, 'We thought you could fly anywhere. Now who is stupid and silly?'**

**The cicadas cried and said that their wings were wet from the rain. The ants said, 'We're sorry, but now it's too late. If we help you, there won't be enough food for us. Sorry, very sorry.' And the ants closed their door.**

**The next day, when the ants opened their door, all the cicadas were dead! That's why we can hear cicadas sing in the summer, but in the winter they are**

### **E. LEARNING METHOD**

**APPROACH : Scientific Approach**

**Method : Discussion Method**

**Technique : Story Completion Technique**

### **F. MEDIA, TOOLS AND LEARNING SOURCE**

**Media ,Wayang art Media, Power point, video.**

Tools : Laptop, Whiteboard, Infocus.

Learning Source : English Text Book and [www.google.com](http://www.google.com)

### G. LEARNING ACTIVITIES STEPS

Activities	Description of Activities	Time Allocation
<b>Opening activities</b>	<ul style="list-style-type: none"><li>-The teacher greeting the students</li><li>-Pray together</li><li>-The teacher check attendances list</li><li>-The teacher gives the motivation for the students</li></ul>	10 minutes
<b>Core Activities</b>	<p>Observe</p> <ul style="list-style-type: none"><li>-The teacher introduces the class to the topic of Story In Narrative text.</li><li>-The teacher explore The Story In with the class</li><li>-Explain the Story by using Story Completion Technique</li><li>-The students will be listened the teacher's explain about the Story In text book</li></ul> <p>Questioning</p> <ul style="list-style-type: none"><li>-The teacher gives the students the opportunity to ask about the material that has been described.</li></ul> <p>Exploring</p> <ul style="list-style-type: none"><li>-The teacher gives the task to students in pairs related to the Story</li><li>- The students come to in front of the class for doing the dialogue in pairs</li><li>-The students take the topic by choosing one Story with Wayang art Media</li></ul> <p>-The students make the Circle group and Tell the story with Story Completion Technique Assisted by Wayang art Media</p>	60 minutes

	<p>Associate</p> <ul style="list-style-type: none"> <li>-The teacher ask the students which one the best story and practice in the class after few sentences teacher tell a story , the students continue to tell story in the circle group story completion with wayang art media.</li> <li>-The teacher correct the sentence or language that used by students in tell the story</li> <li>-The students paid attention to teacher's explanation about correcting the task</li> </ul> <p>Communicate</p> <ul style="list-style-type: none"> <li>-The teacher ask the students about their understanding about the topic</li> <li>-The students response the teacher about their understanding</li> </ul>	
<b>Closing Activities</b>	<ul style="list-style-type: none"> <li>-The teacher conclude the Material</li> <li>-The students listening the conclusion from the teacher</li> <li>-The teacher greeting the Students</li> <li>-The students greeting the Teacher</li> </ul>	10 minutes

## H. ASSESSMENT

<b>A. Vocabulary (20)</b>	
Level	Explanation
16-20	Very good: Rarely has trouble.
11-15	Good: Sometimes uses inappropriate terms about language.
6-10	Fair: Frequent uses wrong speech limited to simple vocabulary.
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.
<b>B. Comprehension (20)</b>	



Level	Explanation
16-20	Very good: Few noticeable errors.
11-15	Good: Occasionally grammatical errors which do not obscure meaning.
6-10	Fair: Errors of the basic structure meaning occasionally obscure by grammatical errors.
<b>C. Pronunciation (20)</b>	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Few noticeable errors.
6-10	Fair: Errors of basic pronunciation.
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties And incomprehensible .
<b>D. Fluency (20)</b>	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Speech in generally natural.
6-10	Fair: Some definite stumbling but manage to rephrase and continue.
1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal. Long, pause, utterance left unfinished.
<b>Grammar (20)</b>	
Level	Explanation
16-20	Very good: Errors in grammar are quite rare.
11-15	Good: Control of grammar is good.
6-10	Fair: Construction quite accurately but does not have through or confident control of the grammar.
1-5	Unsatisfactory: Errors in grammar frequent to speak language.

## I. ASSESSMENT

1. Completely the paragraph of this short story and practice in the class with wayang art :

Theater is a place where people entertain the audience well. The people who (1) ....., called actors and actresses , act in plays on a stage. A (2) ..... can be raised platform, or it can be part of the floor in a room, either in the center of the room or against the wall. The audience is very important part of a theater because it is for the audience that actors and actresses act (3) ....., and the playwright writes interestingly. Without an audience, they are only rehearsing or practicing.

- a. Pretend
- b. Work
- c. Perform**
- d. disguise

- a. Script
- b. Stage**
- c. Screen
- d. Show

- a. friendly
- b. Personally
- c. Spontaneously
- d. Perfectly**

2. Choose the best Answer form the question of the Story

### Why are Cicadas Silent in Winter ?

In the old days, ants and cicadas were friends. They were very different. The ants were hardworking, but the cicadas were lazy.

In the summer, the ant families were very busy. They knew that in the winter they would have to stay in their anthill. They wanted to have enough food for the whole winter.

While the ants worked hard, the cicadas didn't do anything. They sang and danced all day. When they were hungry, they could fly to the farm and get something to eat.

One day the cicadas were singing and dancing. They saw a long line of ants bringing food to their anthill. The cicadas said, 'Stop, my silly friends. It's a very nice day. Come and dance with us.' The ants said, 'Don't you know about winter? If you don't work now, you'll have trouble later.'

But the cicadas said, 'We have strong wings. We can fly anywhere we want. Stupid ants!' And they continued to sing and dance.

In the winter, it rained or snowed all the time, and it was very cold. In the anthill, there was singing and dancing. But the cicadas had nothing to eat. They asked the ants for some food. The ants said, 'We thought you could fly anywhere. Now who is stupid and silly?'

The cicadas cried and said that their wings were wet from the rain. The ants said, 'We're sorry, but now it's too late. If we help you, there won't be enough food for us. Sorry, very sorry.' And the ants closed their door.

The next day, when the ants opened their door, all the cicadas were dead! That's why we can hear cicadas sing in the summer, but in the winter they are silent.

1. Where did the cicadas eat in the summer?
  - a. In The Farm
  - b. In The House
  - c. In the Beautiful Place
  - d. In The Jungle
2. Who sang and danced in the summer?
  - a. The Cats
  - b. The Cicadas
  - c. The Ants
  - d. The Dogs
3. Who sang and danced in the winter?
  - a. The Bears
  - b. The ducks
  - c. The Monkey
  - d. The ants
4. What happened to the cicadas in the winter?
  - a. They died
  - b. They are Sleeping
  - c. They Run in the Florest
  - d. They fun
5. How did the ants get ready for the winter?
  - a. they brought the apple
  - b. they take the cup
  - c. eat something in the winter
  - d. They brought food to their anthill

## APPENDIX 2

### LESSON PLAN CONTROL GROUP

School : SMP ASUHAN JAYA MEDAN  
Grade/Semester : VIII/2  
Subject : English  
Time Allocation : 2x40 Minutes  
Topic : Tell a Story In Narrative Text

#### **A. Core Competency (KI)**

KI 1: Living and practicing the religious teachings it embraces.

KI 2: Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interests to solve the problem.

KI 4: Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

#### **B. BASIC COMPETENCE AND INDICATORS**

##### BASIC COMPETENCE

1.1 Be grateful for the opportunity to learn English as a language introduction to international communication embodied in the spirit of learning.

- 1.2 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
- 2.3 Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.
- 3.2 Analyze social functions, text structures, and linguistic elements to state and inquire about opinions and thoughts, according to the context of their use of opinions and thoughts, in the context of their use.
- 4.2 Prepare oral and written texts to express and respond to expressions express opinions and thoughts, with due regard to social functions, text structures, and linguistic elements that are true and contextual.

#### INDICATORS

##### Basic Competency Indicator 3.2

- Identify opinions.
- Explain the function of an opinion accordingly.

##### Basic Competence Indicator 4.2

- Ask other people's opinions appropriately.
- Provide opinions appropriately.

### **C. LEARNING OBJECTIVES**

After the learning is complete the students are able to:

- Students are able to identify opinions
- Students are able to explain the function of an opinion accordingly.

##### Basic Competence Indicator 4.2

- Students are able to ask others opinions accurately.
- Students are able to provide opinions appropriately.

### **D. Learning material**

#### **Telling Story in Narrative Text**

## The Ants and The Dove

One hot day , an ant was searching for some water after walking around for some time, she came to a spring. while making her way up, slipped and fell into the water. she could have drowned if a dove up a hear by tree had not helped her seeing that the ant was in trouble the dove quickly plucked a leaf an dropped it inti the water near the struggling ant. the ant moved towards the leaf and climbed up there soon it carried her safely to dry ground. just at that time, a hunter marby was throwing out his net towards the dove hoping to trap it. guissing what he was about to do, the ant quickly bit nim on the heel. feeling the pain , the hunter dropled his not quickly. the dove flied awat to safety.

### E. LEARNING METHOD

#### APPROACH : Scientific Approach

Method : Discussion Method

Technique : -

### F. MEDIA, TOOLS AND LEARNING SOURCE

Media ; Power point,.

Tools : Laptop, Whiteboard, Infocus.

Learning Source : English Text Book and [www.google.com](http://www.google.com)

### G. LEARNING ACTIVITIES STEPS

Activities	Description of Activities	Time
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		Alocation
<b>Opening activities</b>	<ul style="list-style-type: none"> <li>-The teacher greeting the students</li> <li>-Pray together</li> <li>-The teacher check attendances list</li> <li>-The teacher gives the motivation for the students</li> </ul>	10 minutes
<b>Core Activities</b>	<p>Observe</p> <ul style="list-style-type: none"> <li>-The teacher intoduces the class to the topic of Story In Narrative text.</li> <li>-The teacher explore The Story In with the class</li> <li>-Explain the Story by using Discussion Method</li> <li>-The students will be listened the teacher's explain about the Story In text book</li> </ul> <p>Questioning</p> <ul style="list-style-type: none"> <li>-The teacher gives the students the opportunity to ask about the material that has been described.</li> </ul> <p>Exploring</p> <ul style="list-style-type: none"> <li>-The teacher gives the task to students in pairs related to the Story</li> <li>- The students come to in front of the class for doing the dialogue in pairs</li> <li>-The students take the topic by choosing one Story</li> </ul> <p>-The students Discussion with teacher and Friend</p>	60 minutes

	<p>Associate</p> <ul style="list-style-type: none"> <li>-The teacher ask the students which one the best story</li> <li>-The teacher correct the sentence or language that used by students in tell the story</li> <li>-The students paid attention to teacher's explanation about correcting the task</li> </ul> <p>Communicate</p> <ul style="list-style-type: none"> <li>-The teacher ask the students about their understanding about the topic</li> <li>-The students response the teacher about their understanding</li> </ul>	
<b>Closing Activities</b>	<ul style="list-style-type: none"> <li>-The teacher conclude the Material</li> <li>-The students listening the conclusion from the teacher</li> <li>-The teacher greeting the Students</li> <li>-The students greeting the Teacher</li> </ul>	10 minutes

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Level	Explanation
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## I. ASSESMENT

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Theater is a place where people entertain the audience well. The people who (1) ....., called actors and actresses , act in plays on a stage. A (2) ..... can be raised platform, or it can be part of the floor in a room, either in the center of the room or against the wall. The audience is very important part of a theater because it is for the audience that actors and actresses act (3) ....., and the playwright writes interestingly. Without an audience, they are only rehearsing or practicing.

- a. Pretend
- b. Work
- c. Perform**
- d. disguise

- a. Script
- b. Stage**
- c. Screen
- d. Show

- a. friendly
- b. Personally
- c. Spontaneously
- d. Perfectly**

2. Choose the best Answer form the question of this Story

### **The Ants and The Dove**

One hot day , an ant was searching for some water after walking around for some time, she came to a spring. while making her way up, slipped and fell into the water. she could have drowned if a dove up a hear by tree had not helped her seeing that the ant was in trouble the dove quickly plucked a leaf an dropped it inti the water near the struggling ant. the ant moved towards the leaf and climbed up there soon it carried her safely to dry ground. just at that time, a hunter marby was throwing out his net towards the dove hoping to trap it. guissing what he was about to do, the ant quickly bit nim on the heel. feeling the pain , the hunter dropled his not quickly. the dove flied awat to safety.

1. what did the dove do to save the ant?

- a. it climbed the nearby tree
- b. it saw the ant struggling
- c. it dropped a leaf
- d. it carried the ant to dry ground

2. what did the hunter do to the dove?

- a. he was hoping to eat it
- b. he was trying to trap it
- c. he was trying to shoot it
- d. he was running towards it

3. which statement is true according to the text?

- a. the dove bit the hunter on the heel
- b. both animals were finally safe
- c. the hunter killed the dove
- d. the ant bit the dove

4. what is the purpose of the text?

- a. to inform the readers about an ant
- b. to describe the job of a hunter
- c. to entertain the readers
- d. to describe a dove

5. what can we learn from the story?

- a. one good turn deserves another
- b. don't be greedy  
, or you may lose
- c. when there is a will, there is a way
- d. it is wise to plan ahead for hard times

## **APPENDIX 3**

### **Student' Question Test**

#### **Oral Test**

The students choose one of Story in Narrative text and make a

Complete the sentences about the topics belows in pair

1. The Fox and The Graps
2. The Ants And The Cicadas
3. Srikandi Story
4. Sangkuryang Story
5. Cinderella Story
6. Wonderful place
7. Princess isabella
8. Wolf and Cat
9. Spiderman
10. Love Story

## APPENDIX 5

## STUDENTS' SCORES LIST

## Pre-test Scores of Experimental Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	SI	8	8	8	8	8
2.	WD	8	8	10	8	8
3.	MR	10	10	10	9	9
4.	TB	8	8	10	8	8
5.	RH	8	8	8	8	8
6.	RF	10	9	11	9	8
7.	RK	7	7	10	10	8
8.	FPI	11	11	11	10	10
9.	WG	11	10	10	9	9
10.	WN	10	10	11	11	10
11.	SB	7	8	7	8	7
12.	MH	11	10	11	10	10
13.	WS	13	9	10	10	9
14.	RA	11	10	10	8	7
15.	RW	12	11	12	10	11
16.	PD	10	9	10	11	9
17.	RR	7	8	11	11	9
18.	SN	9	8	8	11	8
19.	RA	11	12	10	9	9
20.	WD	11	10	10	9	9
21.	NH	9	9	10	9	7
22.	RK	8	9	8	7	7
23.	RD	10	9	9	12	9
24.	TR	12	11	12	9	8
25.	WA	12	11	11	10	9
<b>Total</b>		244	233	248	234	214

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

### Post-Test Scores of Experimental Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	SI	10	10	10	10	8
2.	WD	12	12	10	9	12
3.	MR	12	12	14	12	12
4.	TB	12	11	14	11	10
5.	RH	10	10	10	10	10
6.	RF	12	11	13	12	10
7.	RK	9	9	12	11	10
8.	FP	12	12	13	12	11
9.	WG	12	11	12	10	9
10.	OW	11	11	12	13	10
11.	SB	14	13	13	13	11
12.	MH	13	12	13	11	11
13.	WS	14	10	13	11	10
14.	RA	12	11	12	11	10
15.	RW	14	14	14	14	12
16.	PD	12	11	12	13	11
17.	RR	10	10	13	13	10
18.	SN	10	10	10	12	12
19.	RA	13	13	13	11	10
20.	WD	15	13	11	11	11
21.	NH	11	12	12	11	10
22.	RK	15	12	13	12	10
23.	RD	11	11	11	13	13
24.	TR	13	12	14	13	10
25.	WA	17	14	12	12	11
<b>Total</b>		306	287	306	291	264

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar



### Pre-test Scores of Control Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	FA	15	15	12	13	10
2.	DP	10	9	11	11	7
3.	AD	14	14	13	11	11
4.	AK	11	10	12	12	8
5.	GN	9	10	10	11	9
6.	AS	12	12	13	12	12
7.	AF	10	10	11	12	10
8.	DA	11	11	12	11	10
9.	DP	11	8	7	7	8
10.	AM	11	9	7	9	7
11.	AP	10	8	8	9	9
12.	AA	10	8	8	10	8
13.	FA	11	11	11	10	10
14.	AF	10	10	11	12	8
15.	AJ	9	10	9	9	10
16.	FS	9	10	10	11	9
17.	SA	10	11	10	10	9
18.	AA	11	10	12	10	10
19.	FR	11	12	13	12	10
20.	AH	12	11	11	11	10
21.	AN	9	9	10	9	8
22.	DA	10	9	8	9	8
23.	AF	10	8	11	10	9
24.	AP	10	8	7	7	7
25.	DS	11	10	9	9	8
<b>Total</b>		269	254	258	257	225

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

### Post-test Scores of Control Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	FA	15	15	12	13	10
2.	DP	11	10	11	12	8
3.	AD	14	14	13	11	11
4.	AK	12	11	13	12	9
5.	GN	10	10	12	11	11
6.	AS	14	12	13	12	12
7.	AF	12	11	13	12	11
8.	DA	14	12	13	12	12
9.	DP	12	9	8	8	8
10.	AM	12	10	10	11	9
11.	AP	12	10	9	9	9
12.	AA	12	9	11	12	9
13.	FA	11	12	12	12	10
14.	AF	12	12	12	12	9
15.	AJ	9	10	11	11	10
16.	FS	11	11	11	11	9
17.	SA	10	12	11	10	10
18.	AA	11	11	12	11	11
19.	FR	12	13	13	13	10
20.	AH	12	12	12	13	12
21.	AN	10	9	11	11	10
22.	DA	11	10	9	9	8
23.	AF	11	9	12	12	10
24.	AP	11	9	7	7	7
25.	DS	12	11	10	9	8

<b>Total</b>	293	274	281	276	243
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Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

3. The local (7) ..... of my town named Bersinar, contains news about facts of daily current important (8) ..... Big news, for example the news about the recent natural disasters, is usually on the front page. What kinds of news are printed on the inside pages ? They are less important news, such as opinions, features, sport news and some other information. There are also advertisements about houses for sale, job, vacancies news shops or restaurants in my town. Sometimes, some readers send letters to the (9) ..... Their letters will usually appear bellow the editorial section where both editors and readers give their opinions.

- A. Digest
- B. Magazine
- C. Tabloid
- D. Newspaper**

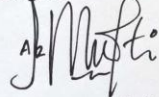
- A. Gossips
- B. Events**
- C. Programmes
- D. Stories

- A. Presenter
- B. Editor**
- C. Reporter
- D. Journalist

Medan, 29 July 2019

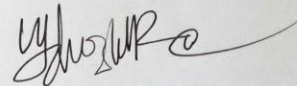
Approved by:

English Teacher



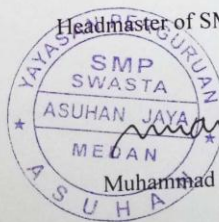
Nana Armayanti, S.Pd

Researcher



Yolanda Dwi Trisnawati

Headmaster of SMP Asuhan Jaya Medan



Muhammad Pratama Wirya, SE

3. The local (7) ..... of my town named Bersinar, contains news about facts of daily current important (8) ..... Big news, for example the news about the recent natural disasters, is usually on the front page. What kinds of news are printed on the inside pages ? They are less important news, such as opinions, features, sport news and some other information. There are also advertisements about houses for sale, job, vacancies news shops or restaurants in my town. Sometimes, some readers send letters to the (9) ..... Their letters will usually appear bellow the editorial section where both editors and readers give their opinions.

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- C. Tabloid
- D. Newspaper**

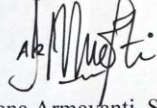
- A. Gossips
- B. Events**
- C. Programmes
- D. Stories

- A. Presenter
- B. Editor**
- C. Reporter
- D. Journalist

Medan, 29 July 2019

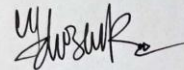
Approved by:

English Teacher



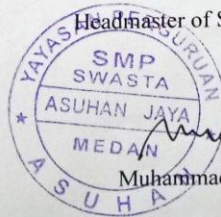
Nana Armayanti, S.Pd

Researcher



Yolanda Dwi Trisnawati

Headmaster of SMP Asuhan Jaya Medan



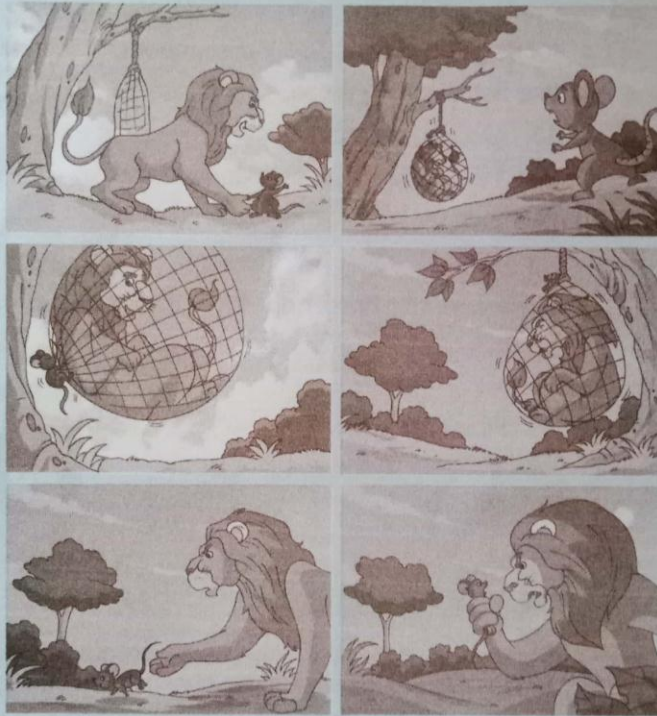
Muhammad Pratama Wirya, SE



## EXPLORING

**Activity 16** Look at the pictures. What can you imagine from these pictures?

## The Lion and the Mouse



**Activity 17** Listen to the story and complete the text.

## The Lion and the Mouse

One day a mouse 1. \_\_\_\_\_ out to find something to eat. He  
2. \_\_\_\_\_ through some tall grass. Suddenly, a lion 3. \_\_\_\_\_  
him. The lion 4. \_\_\_\_\_ him tightly. The mouse 5. \_\_\_\_\_ the

lion to let him go. He 6. \_\_\_\_\_ to help the lion someday. The lion 7. \_\_\_\_\_, "Ha, ha, ha! You are just a little animal. You cannot help me!" But the lion 8. \_\_\_\_\_ the mouse go. The mouse 9. \_\_\_\_\_ very happy. He 10. \_\_\_\_\_, "Thank you. You are very kind."

The next month, the mouse 11. \_\_\_\_\_ looking for some food again. He 12. \_\_\_\_\_ the lion under a tree. He 13. \_\_\_\_\_ in a net of strong ropes. The mouse 14. \_\_\_\_\_ the lion. He 15. \_\_\_\_\_ the ropes one by one. Soon the lion 16. \_\_\_\_\_ free. He 17. \_\_\_\_\_ very happy. He 18. \_\_\_\_\_, "Thank you very much."



**Activity 18** | Pretend to be the mouse or the lion. Retell the story orally. Make any changes if necessary.

I'll tell you what. One day, I went out to find something to eat. I...



He pretends to be a mouse.

Student A : Act as the mouse. Answer your partner's questions.

Student B : Ask the following questions.

1. Were you afraid?
2. Did the lion eat you?
3. Did the lion let you go?
4. Did you say 'thank you'?
5. When did you meet the lion again?
6. What happened to him?
7. What did you do to release the lion?
8. Was he very happy? What did he say?



ATTENDANCE RECAPITULATIONS

SMP ASUHAN JAYA MEDAN

CONTROL GROUP ( VIII- A )

NO	NAME OF STUDENTS	M/F	DATE				
			29/07-2019	30/07-2019			
1	Fenny Awwa	F	Eis	Eis			
2	Dinda Purnamas	F	Dnd	Dnd			
3	ALDINO	M	Aid	Aid			
4	ALVIN KHAIRI	M	Am	Am			
5	GINANTO	M	Ant	Ant			
6	ADITYA SYARUTRA	M	Aid	Aid			
7	AKBAR FADILAH	M	Aud	Aud			
8	Desy ayuda Sari	F	<del>Dnd</del>	<del>Dnd</del>			
9	dimas Pratama	M	<del>Dnd</del>	<del>Dnd</del>			
10	ANDINI MULIA -S.	F	Aid	Aid			
11	Anggi Parada HRP	M	Alud	Alud			
12	ANGGA ADHA	M	Ad	Ad			
13	FaiZ ANWAR	M	Fau	Fau			
14	ABDULLAH FAN SUR	M	Aud	Aud			
15	AHMAD JUDANE	M	Jud	Jud			
16	FADLY SURYA P	M	Fau	Fau			
17	Satria Prawira	M	Sau	Sau			

18	Andito Parata	M	All	All			
19	Fadhil Ramadhans	M	Fair	Fair			
20	acti Harianti	F	Asing	Asing			
21	Abiola Nurhita	F	At	At			
22	Dirada Canggih	F	Dhu	Dhu			
23	AS FAUZAN	M	Fauz	Fauz			
24	Andri Pratamb	M	Prat	Prat			
25	Dewi Sundari	F	Sut	Sut			

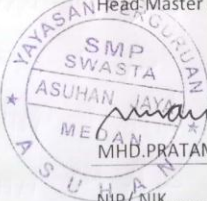
INFORMATION

MALE : 17

FEMALE : 8

Approved by

Head Master of SMP ASUHAN JAYA MEDAN



*MHD. PRATAMA WIRYA, SE*

MHD. PRATAMA WIRYA, SE

NIP/NIK .....

ATTENDANCE RECAPITULATIONS

SMP ASUHAN JAYA MEDAN

EXSPERIMENTAL GROUP ( VIII - B )

NO	NAME OF STUDENTS	M/F	DATE			
			31/07-2017	01/08-2017		
1	Suci Ismaili	F	Quet	Quet		
2	Winda	F	Winda	Winda		
3	M.RIZKY	M	Riz	Riz		
4	Tegar Bagus .S.	M	Tegar	Tegar		
5	Rizka Hasanah	F	Rizka	Rizka		
6	RIONALDO FEBRIANSYAH	M	Rionaldo	Rionaldo		
7	RIKA KHAIRANI	F	Rika	Rika		
8	FADHLAN PUTRA IRRAWAN	M	Fadlan	Fadlan		
9	WAGIMAN	M	Wag	Wag		
10	Octanti Marlina	F	Octanti	Octanti		
11	SALSYA BILA	F	Salsya	Salsya		
12	M.HARIS IRRAWAN	M	Haris	Haris		
13	Wendi Syahputra	M	Wendi	Wendi		
14	RIVALCA R-SAMPURA	M	Rivalca	Rivalca		
15	RISKI WIJAYA KESUMA	M	Riski	Riski		
16	Pangji Dirgantara	M	Pangji	Pangji		
17	RENDY RAMADHAN	M	Rendy	Rendy		

18	SYAF NALI	M	Saleh	Saleh			
19	RIFIKI AULIA	M	Rauf	Rauf			
20	WIRA DANU	F	Siti	Siti			
21	NURUL HIDAYAH	F	Nahid	Nahid			
22	Rizki	M	Wahid	Wahid			
23	Rafly Dwisyahputra	M	Rauf	Rauf			
24	TRI RAMAYANI	F	Triana	Triana			
25	Widya ayu. P.	F	Wahid	Wahid			

INFORMATION

MALE : 16

FEMALE : 10

Approved by

Head Master of SMP ASUHAN JAYA MEDAN

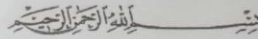


MHD PRATAMA WIRYA, SE

NIP/ NIK .....



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Yolanda Dwi Trisnawati  
N.P.M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Story Completion Technique Assisted by Wayang Art Media toward Students' Speaking Ability for Second Grade Junior High School

Pada hari Kamis, tanggal 09 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd, M.Pd)

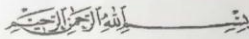
Diketahui oleh  
Ketua Program Studi,

(Mandra Saragih, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Yolanda Dwi Trisnawati  
N.P.M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Story Completion Technique Assisted by Wayang Art  
Media toward Students' Speaking Ability for Second Grade Junior  
High School

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 09, Bulan Mei,  
Tahun 2019

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua,

**Mandra Saragih, S.Pd, M.Hum**



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri, BA No.3 Medan Telp. (061) 661905 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada: Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Yolanda Dwi Trisnawati  
N.P.M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Use Story Completion Technique to Improve Speaking Skill of Second Grade  
Students' in Junior High School by Using Wayang Art as a Media

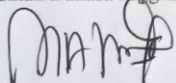
Menjadi:

The Effect of Story Completion Technique Assisted by Wayang Art Media toward  
Students' Speaking Ability for Second Grade Junior High School

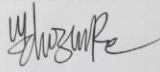
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.  
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi  
Pendidikan Bahasa Inggris


  
**Mandra Saragih, S.Pd., M.Hum**

Hormat Pemohon

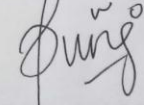
  
**Yolanda Dwi Trisnawati**

Diketahui Oleh :

Dosen Pembahas

  
**Pirman Ginting, S.Pd., M.Hum**

Dosen Pembimbing

  
**Ambar Wulan Sari, S.Pd., M.Pd**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Yolanda Dwi Trisnawati  
N.P.M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Use of Story Completion Technique to Improve Speaking Skill of Second Grade Students in Junior High School by Using Wayang Art as a Media

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
27/3-2019	- Table of content - Bab I - Bab II - Bab III	
14/4-2019	- Bab III - RPP, soal, dan kunci jawaban	
29/4-2019	- References	
30/4-2019	Acc gran table	

Medan, April 2019

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd, M.Pd)





FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 847 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Yolanda Dwi Trisnawati  
N P M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Use Story Completion Technique to Improve Speaking Skill of Second Grade Students in Junior High School by Using Wayang Art as a Medan.

Pembimbing : Ambar Wulan Sari, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 12 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 07 Sya'ban 1440 H  
12 April 2019 M

Dekan

  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 015057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Yolanda Dwi Trisnawati  
NPM : 1502050309  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Use of Story Completion Technique to Improve Speaking Skill  
of Second Grade Students in Junior High School  
by Using Wayang Art as a Media

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Ambar Wulan Sari, S.Pd, M.Pd

ACC 12/4-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 12 April 2019  
Hormat Pemohon,

Yolanda Dwi Trisnawati

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Yolanda Dwi Trisnawati  
NPM : 1502050309  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS

IPK= 3,54

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
06/03-2019	The Use of Story Completion Technique to Improve Speaking Skills of 2 <sup>nd</sup> Grade Students' in Junior High School by Using Wayang Art as Media	27/1/19
	Elipsis in the Text of Frozen Movie	
	An Analysis Teaching Speaking by Recording Conversation between Teacher and Students' Using The Moana Movie Dialogue	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 27 Februari 2019  
Hormat Pemohon,

Yolanda Dwi Trisnawati

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan ini saya:

Nama Mahasiswa : Yolanda Dwi Trisnawati  
NPM : 1502050309  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Use of Story Completion Technique to Improve Speaking Skills of 2 <sup>nd</sup> Grade Students' in Junior High School by Using Wayang Art as Media	Acc 27/ -2019 Jung

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

**Ambar Wulan Sari, S.Pd, M.Pd**

Medan, 27 Februari 2019  
Hormat Pemohon,

**Yolanda Dwi Trisnawati**



YAYASAN PERGURUAN ASUHAN  
**SMP ASUHAN JAYA**

JL. KAYU PUTIH TG. MULIA HILIR KEC. MEDAN DELI  
KODE POS 20241 TEL. (061) 6626084

**SURAT KETERANGAN**

Nomor :560 /SMP.AJ/2019

Dengan Hormat,

Yang bertanda tangan di bawah ini, Kepala Sekolah SMP Asuhan Jaya Medan menerangkan bahwa :

Nama : Yolanda Dwi Trisnawati  
NPM : 1502050309  
Fakultas/Jurusan : Ilmu Pendidikan /Pendidikan Bahasa Inggris  
Instansi : Universitas Muhammadiyah Sumatera Utara

Yang terdaftar di atas benar-benar telah melakukan **Riset Di Smp Asuhan Jaya dengan judul skripsi “the effect of story completion technique assisted by wayang art media toward students speaking ability for second grade junior high school ”**, terhitung dari tanggal 28 Juli s/d 20 Agustus 2019 .

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebenar-benarnya.

Medan, 20 Agustus 2019

Kepala Sekolah SMP Asuhan Jaya



*Muhammad Pratama Wirya*  
MUHAMMAD PRATAMA WIRYA, SE



UMSU

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 4689/II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 15 Dzulqaidah 1440 H  
18 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMP Asuhan Jaya Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Yolanda Dwi Trisnawati  
N P M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The effect of Story Completion Technique Assisted by Wayang Art Media Toward Students' Speaking Ability For Second Grade Junior High School.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
Dr. H. Elfrianto Nst, S.Pd, M.Pd. *[Signature]*  
NIDN : 0115057302

\*\* Penting! \*\*

Friday  
26<sup>th</sup> July 2019

Nama = Suci Ismaili

Kelas = VIII

Tanggal = Friday July 26<sup>th</sup> 2019

In the old day ① \_\_\_\_\_ were friends. They were <sup>very</sup> different. The ants were hardworking, but the cicadas <sup>very</sup> lazy. In ② \_\_\_\_\_, the ants and famius were very busy. They knew that in the winter they would have to stay in their ant hill. They wanted to have enough food for the whole winter.

But the cicadas said "③ \_\_\_\_\_ wings we can fly anywhere we want. Stupid ants" and they continued to sing and dance in the winter. ④ \_\_\_\_\_ snowed all the time and it was ⑤ \_\_\_\_\_

answer

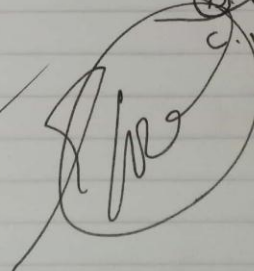
1. a. ants and cicadas  
b. cat and mouse  
c. rabbit and dog

4. a. It's cool  
b. It's most cloudy  
c. It rained

2. a. in the morning  
b. in the summer  
c. in the evening

5. a. very hot  
b. ~~very cold~~  
c. very dencou

3. a. high wings  
b. strong wings  
c. low wings



Nama: Widya Ayu P.

Kelas: VIII<sup>C</sup>

Tanggal: 26-07-2019

in the old days, 1) \_\_\_\_\_ were friends. they were very different. The ants were hardworking, but the cicadas very lazy in 2) \_\_\_\_\_, the ant families were very busy. they knew that in the winter they would have to stay in their anthill. they wanted to have enough food for the whole winter. but the cicadas said "3) \_\_\_\_\_ wings we can fly anymore we want. Stupid ants" and they continued to sing and dance in the winter 4) \_\_\_\_\_ snowed all time and it was 5) \_\_\_\_\_.

answer

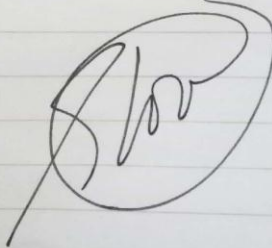
- 1 a. ants and cicadas  
b. cat and mouse  
c. Rabbit and dog

- 4) a. it's cool  
b. it most cloudy  
c. it rained

- 2 a. in the morning  
b. in the summer  
c. in the evening

- 5) a. ~~very~~ very hot  
b. very ~~cool~~ cool  
c. very dance

- 3 a. high wings  
b. strong wings  
c. low wings





Nama: Octanti xuri Nastiti  
Kelas: VIII<sup>c</sup>  
Tanggal: Friday July 26<sup>th</sup> 2019

### Why are Cicadas Silent in Winter

In the old days ① \_\_\_\_\_ Where friends. They were very different. The ants were hardworking, but the Cicadas very lazy in ② \_\_\_\_\_, the ants families were very busy. They knew that in the winter they would have to stay in their anthill. They wanted to have enough food for the whole winter.

But the Cicadas said, ③ \_\_\_\_\_ wings? we can fly anywhere we want stupid ants" and they continued to sing and dance in the winter ④ \_\_\_\_\_ snowed all the time and it was ⑤ \_\_\_\_\_

Answer

1. ~~a. ants and cicadas~~  
b. Cat and mouse  
c. Rabbit and dog

2. A. in the morning  
~~B. in the summer~~  
c. in the evening

3. a. High wings  
~~b. Strong wings~~  
c. low wings

4. a. it's cool  
b. it most cloudy  
~~c. it rained~~

5. a. very hot  
~~b. very cold~~  
c. very dangerous

slow



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 09 Bulan Mei Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Yolanda Dwi Trisnawati  
N.P.M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Use Story Completion Technique to Improve Speaking Skill of Second Grade Students' in Junior High School by Using Wayang Art as a Media

No	Masukan dan Saran
Judul	Diganti menjadi the effect of story completion technique to improve speaking assisted by wayang art media toward student's speaking
Bab I	- The identification of the problems - The scope and limitation - The formulation of the problem
Bab II	- theoretical framework
Bab III	
Lainnya	references
Kesimpulan	[ ] Disetujui [ ] Ditolak [x] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd, M.Pd)

Ketua

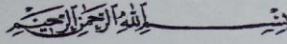
(Mandra Saragih, S.Pd., M.Hum.)

Panitia Pelaksana

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Yolanda Dwi Trisnawati  
N.P.M : 1502050309  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Story Completion Technique Assisted by Wayang Art Media toward Students' Speaking Ability for Second Grade Junior High School

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019  
Hormat saya  
Yang membuat pernyataan,



Yolanda Dwi Trisnawati

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



## Activity 2 | Enjoy the story.

### Why are Cicadas Silent in Winter?

In the old days, ants and cicadas were friends. They were very different. The ants were hardworking, but the cicadas were lazy.

In the summer, the ant families were very busy. They knew that in the winter they would have to stay in their anthill. They wanted to have enough food for the whole winter. While the ants worked hard, the cicadas didn't do anything. They sang and danced all day. When they were hungry, they could fly to the farm and get something to eat.



One day, the cicadas were singing and dancing. They saw a long line of ants bring food to their anthill. The cicadas said, "Stop, my silly friends. It's a very nice day. Come and dance with us." The ants said, "Don't you know about winter? If you don't work now, you'll have trouble later."

But the cicadas said, "We have strong wings. We can fly anywhere we want. Stupid ants." And they continued to sing and dance.

In the winter, it rained or snowed all the time and it was very cold. In the anthill, there was singing and dancing. But the cicadas had nothing to eat. They asked the ants for some food. The ants said, "We thought you could fly anywhere. Now who is stupid and silly?"

The cicadas cried and said that their wings were wet from the rain. The ants said, "We're sorry, but now it's too late. If we help you, there won't be enough food for us. Sorry, very sorry." And the ants closed their door.

The next day, when the ants opened their door, all the cicadas were dead! That's why we can hear cicadas in the summer, but in the winter they are silent.

*(Adapted from Story We Brought With Us)*

**DOCUMENTATION OF CONTROL CLASS ( Discussion Methode )**





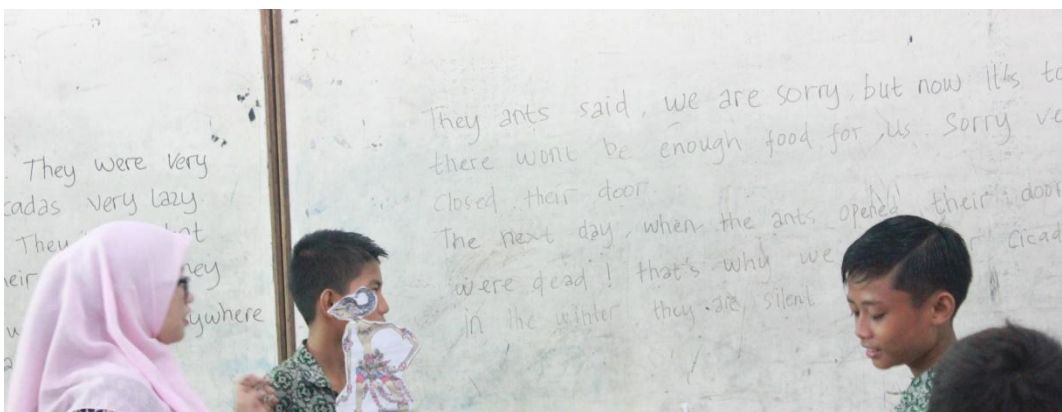
**DOCUMENTATION OF EXPERIMENTAL CLASS  
( USING STORY COMPLETION TECHNIQUE ASSISTED BY WAYANG ART MEDIA )**













## **CURRICULUM VITAE**

Name : Yolanda Dwi Trisnawati  
Npm : 1502050309  
Sex : Female  
Religion : Islam  
Place, Date of Birth : Pematang Siantar, 23 September 1997  
Address : Jln.Marelan Raya Psr IV Barat  
Hobby : Swimming and Photography  
No. Phone : 081265104539

### **Education**

1. Elementary School : SDN 124407 Pematang Siantar
2. Junior High School : SMPN 2 Sunggal
3. Senior High School : SMK Akuntansi Harapan Mekar Marelan
4. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) 2015-2019

### **Family**

1. Father's Name : Rudi Mustika
2. Mother's Name : Yani Asrial
3. Sisters's Name : Dini Adela Vita Sani
3. Address : Jln.Marelan Raya Psr IV Barat

Medan, 2019  
The Researcher

Yolanda Dwi Trisnawati