

**PLEASE COMPLETE THE STORY: STORY COMPLETION  
TECHNIQUE IN TEACHING SPEAKING TO NON-ENGLISH MAJOR  
STUDENTS**

**By:**

**Abdul Aziz Rifa'at**

*Nursing Science Study Program at STIK Siti Khadijah Palembang, South Sumatera*  
aziz\_lie2@yahoo.co.id

**Nyayu Yuyu Suryani**

*Nursing Science Study Program at STIK Siti Khadijah Palembang, South Sumatera*  
nyayuyayusuryani@gmail.com

**Abstract:** The aim of this study was to find out the significant difference in speaking achievement before and after the implementation of story completion technique to the 6th-semester students at STIK Siti Khadijah Palembang. The method of the study was a pre-experimental method with one group pre and posttest design approach. The population of the study was the 6th-semester students of S1 Nursing Program. The total number of the population was 90 students in the academic year 2018-2019. The sample of the study was taken by using a systematic random sampling method. The total number of the sample was 30 students. The test was given twice as a pretest and a posttest. The result of the test was analyzed by using t-test through the SPSS program. The result of the study showed that there was a significant difference in speaking achievement before and after the implementation of story completion technique to the 6th-semester students at STIK Siti Khadijah Palembang. It can be concluded that the story completion technique could be an alternative technique in teaching speaking to the students at STIK Siti Khadijah Palembang.

**Keywords:** speaking, story completion

**INTRODUCTION**

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994). Speaking is a tool for communication between two or more people. People need to

speak to deliver the information to the listener.

Speaking should be understood to make the listener understands what is delivered by the speaker. Unfortunately, speaking is considered a difficult skill to be learned by some

students, especially at STIK Siti Khadijah.

Among the four skills in English, Speaking seems to be the most important skill to be learned. Sarosdy, Bencze, Poor and Vadnay (2006) state that of all the four simplex skills (listening, reading, speaking, writing) speaking seems to be the most important as people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing a language. In Indonesia English is known as a foreign language. There are a few people speak English as their daily language. This is the main point; people sometimes avoid speaking in English because it has not become accustomed to being spoken as long as it is a foreign language.

Many countries in southern Asia such as Philippine, Singapore, and

Malaysia use English as a second language, not a foreign language so that the people are accustomed to speak in English. In Indonesia especially in Palembang city, English is taught in the classroom from junior high school to senior high school and continued to university level. However, the language of instruction is still Bahasa except in English major.

STIK Siti Khadijah as one of the high schools in Palembang city also has English subject that is given at least 2 credit hours for every major. Especially in S1 Keperawatan, English is taught 8 credit hours. The skill that hardly paid attention is speaking skill. Students in this institution will be produced as a professional nurse that might work in many clinics and hospitals. It is not impossible that they are required to be

able to communicate in English because Indonesian President has been launched the ASEAN Economic Community or AEC and also Industrial Revolution 4.0. This condition indirectly forces the people including students in Indonesia to be able to speak in English.

Students at STIK Siti Khadijah have a big problem in exploring their ability in English especially in speaking skill. Feeling shy, afraid of having mistakes, and lacking vocabularies are the reason why this problem appears. Some factors could possibly affect the students' difficulties in exploring their speaking ability. There are two possible factors as external and internal factors. The external factors such as students' environment, students' learning habit, and family support play an important role in the students' speaking ability.

On the other hand, the internal factor such as students' confidence, students' eagerness, and students' motivation also play an important role in the students' speaking ability.

Brown (2001) states that teachers have to give more opportunities to their students to express themselves by providing speaking activities which enable them to speak English. Moreover, Krish (2001) asserts that the emphasis of language teaching is not only on the linguistic competence of the language learners but also the development of their communicative ability. Story completion is one alternative technique in teaching speaking. This technique offers the students to be more active in speaking and also give the solution to break the above problem. The teacher as a facilitator in the classroom could use

this technique as an alternative technique.

Story completion is an interesting technique. This technique makes the students very happy in learning English. The teacher makes a circle that consists of some students to start this technique. He/she starts the story or narration for some sentences and then the story will be continued by the students. The students possibly add the characters or settings because the focus is not on the story but the practice of speaking. In this case, the story could be the difference to the original story. The more sentences the students make the better practices the students get.

In its implementation, the story completion technique offers some benefits for the students. According to Ghiabi (2014), story completion can

enhance the students in some ways.

Stories can:

1. Allow students to explore their own cultural roots
2. Allow students to experience diverse cultures
3. Enable students to empathize with unfamiliar people/ places/situation
4. Offer insights into different traditions and values
5. Help students understand how wisdom is common to all peoples/all cultures
6. Offer insights into universal life experiences
7. Help students consider new ideas
8. Reveal differences and commonalities of cultures around the world

Moreover, O'Malley and Pierce (1996) cited in Ghiabi (2014) state that story completion has many

advantages such as (1) Students produce an oral report; (2) Can be stored on content or language components; (3) Scored with rubric or rating scale; (4) Can determine reading comprehension, and speaking development.

There are two related studies that have been conducted related to this study. The first study was done by Putri, Raja, and Supriadi (2015). The aim of their study was to find out whether there was an increase of students' speaking achievement after being taught through story completion technique and to find out the aspect of speaking of the students that increase more after being taught through story completion technique. The result of the data analysis showed in this quantitative study that there was an increase of students' speaking achievement after being taught

through story completion technique and comprehensibility increased the most of the other aspects of speaking. The conclusion of this study is the story completion technique could increase the students' speaking in all aspect especially incomprehensibility.

The second study was done by Ghiabi (2014). This paper discusses a learning medium, especially for English language teaching to EFL students through retelling stories and story completion tasks. By using these methods, they can be one of the exciting activities for bringing students interested in learning English with confidence. In these activities, students are able to convey their ideas and all students obtain the same opportunities to speak at every meeting. The activities are oral activities that make student relax, happy and fun. These techniques are

expected to be useful for English teachers so that they will enrich the teaching of speaking techniques. They are also for the students are expected to be able to improve English language skills, motivation and self-confident, and adoring the English language in school and outside of school. The study first examines the story retelling technique; then it discusses the story completion technique. The discussion ends with a conclusion in which the similarities and differences between the two methods are mentioned.

Based on the description above, the problems of the study is formulated in the following questions: Is there any significant difference in speaking achievement between the sixth semester of S1 Nursing students at STIK Siti Khadijah Palembang who will be taught by story

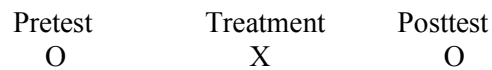
completion technique and that of those who are not?

The objectives of the study were to find out whether or not there was a significant difference in speaking achievement between the sixth semester of S1 nursing students at STIK Siti Khadijah Palembang who were taught by story completion technique and that of those who were not.

## **METHODOLOGY**

This study was a pre-experimental design through one group pretest posttest design approach. The writer used one class as the experimental group. The group was administered a test as a pretest before giving them the treatment. After giving the treatment, the group was given a test as posttest. Both the pre and post test have the same content of the test. The

illustration of one group pretest and posttest design as below (Fraenkel and Wallen, 2008):



**Figure 1. One Group Pretest-Posttest Design**

Note: X is the treatment that given to the sample study through strip story

The population of the study was all the fourth-semester students of S1 Nursing students at STIK Siti Khadijah Palembang in the academic year 2018-2019. The total number of students is 90 students. The total number of the sample was 30 students which were taken by using systematic sampling from the population. The writer took the third number from the students' attendant list and continued to the sixth number, ninth number, twelfth number, and so on. Since the total number of the population is 90, the writer will stop taking the sample at the number of thirtieth. It means that the total number of the sample

will be 30 students. The pretest was given to the experimental group at the first meeting. Then, the writer implements the story completion technique as the treatment in this study. At the end of the 10 meetings, the writer gave the posttest to this group. The content of the test was the same as in the pretest. Here, the students completed the story that was started by the writer as the teacher at that group. After giving the test, the writer scored the test based on the rubric for speaking and then the score was analyzed by using SPSS (Statistical Package for Social Science). Finally, the result was

compared to know whether the story completion technique influences the students' speaking achievement or not.

## RESULTS AND DISCUSSIONS

The pretest was given before the treatment and the posttest was given after the treatment in this study.

Those tests were given to the experimental group. The pretest was given at the first meeting before the writer conducted the treatment. The posttest was given at the final meeting after the writer conducted the treatment. The result of the test was presented in form of Table 1 and Table 2.

**Table 1**  
**The score of pretest**

No	Aspect scored						TS
	V	EC	FE	BL	VD	C	
1	2	2	1	2	2	2	11
2	2	2	2	2	2	1	11
3	2	1	1	2	2	2	10
4	1	2	2	2	1	2	10
5	1	2	2	2	2	2	11
6	2	3	2	2	3	2	14
7	2	2	2	2	2	2	12
8	2	2	2	2	1	2	11
9	2	2	2	2	2	2	12
10	2	1	1	1	2	2	9
11	2	2	2	2	2	2	12
12	3	2	2	2	2	3	14
13	1	2	2	2	2	1	10
14	2	2	2	2	2	3	13
15	2	2	2	2	2	2	12
16	3	2	2	2	2	2	13
17	2	1	2	2	1	2	10
18	1	2	2	2	2	2	11
19	1	2	2	2	2	2	11
20	2	2	2	2	2	3	13
21	3	1	2	2	1	2	11
22	2	2	2	2	2	2	12
23	3	2	2	2	2	1	12
24	2	2	2	2	2	1	11
25	1	2	1	2	1	2	9
26	2	2	2	2	2	3	13
27	2	2	2	2	2	2	12
28	1	2	2	2	2	1	10
29	3	2	2	3	2	3	15
30	2	2	2	2	2	2	12



**Table 2**  
**The score of posttest**

No	Aspect scored						TS
	V	EC	FE	BL	VD	C	
1	3	2	2	2	2	3	14
2	3	3	2	2	3	3	16
3	2	3	2	2	2	2	12
4	3	2	2	2	2	2	13
5	3	3	3	2	2	3	16
6	2	2	2	2	2	2	12
7	3	3	2	2	2	3	15
8	4	2	2	2	2	2	14
9	4	3	3	2	2	3	17
10	2	1	1	1	2	2	9
11	4	2	2	2	2	4	16
12	2	2	2	2	2	3	13
13	1	2	2	2	2	2	11
14	3	3	2	2	2	3	15
15	3	3	3	3	3	3	18
16	3	3	3	3	3	2	17
17	3	1	2	2	1	3	12
18	3	2	3	2	2	3	15
19	2	2	2	2	1	2	11
20	3	3	3	3	3	3	18
21	2	2	3	2	2	2	13
22	3	2	2	2	3	3	15
23	3	3	3	3	3	3	18
24	2	2	2	2	2	2	12
25	2	2	2	2	2	1	11
26	3	2	2	2	2	3	14
27	3	2	2	2	2	2	13
28	2	2	2	2	3	2	13
29	4	3	4	3	4	4	22
30	3	3	3	2	3	3	17

Notes:

SI : students' initial

V : Volume

EC : eye contact

FE : facial expression

BL : body language

VD : voice and delivery

C : content

TS : total score

The students' score then categorized as below:

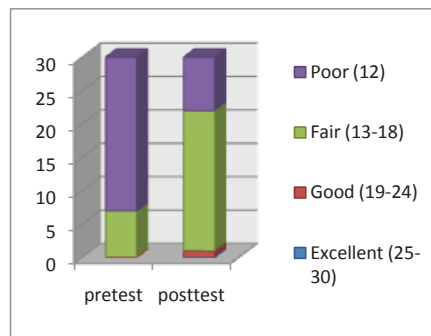
**Table 3**  
**Students' Range Score and Category**

<b>Score Range</b>	<b>Category</b>
25-30	Excellent
19-24	Good
13-18	Fair
0-12	Poor

The result of pretest in the experimental group showed that the lowest score was 9 and the highest score was 15. The mean score was 11.5 and the standard deviation was 1.45. The result of the posttest in the experimental group showed that the lowest score was 9 and the highest score was 22. The mean score was 14.4 with standard deviation was 2.77. Moreover, the output showed that the correlation between pretest and posttest in the experimental group was 0.634 and the significant level was 0.00. The value of sig (2 tailed)

was 0.00. Since 0.00 was lower than alpha value 0.05, it was inferred that the story completion technique that was given to the experimental group was effective. The results of both pretest and posttest in the experimental group were analyzed by using paired sample t-test. The analysis was done by using SPSS (Statistical Package for Social Science) program.

The data showed that there was progress from the total scores of pretest to posttest in the experimental group. The progress can be seen from the diagram below:



**Figure 2. The Diagram of Students' Progress from Pretest to Posttest**

The data from the pretest showed that there were 23 students in the poor category, 11 students in the fair category, and no student in good category nor excellent. After the students were given treatment through story completion technique, the posttest was given. The data showed that there were 8 students at the poor category, there were 21 students at the fair category, there was 1 student at the good category, and there was no student at the excellent category.

There were some factors that possibly influence this progress. The

factors could be from external factors or internal factors. For example, there were some students' who participated to join English course out of the institution. Additionally, as the students of the S1 Nursing program, the students need to continue their study to the higher level as Nursing profession program. One of the requirements to take this program is that they have to pass English Test Proficiency that held by institution otherwise they cannot pass the program. One of the tests is an oral presentation test. this information also

could be another factor to let the students really paid attention to practice speaking. The practice of story completion could be the practice event to speak in front of many people.

## CONCLUSION

There were some conclusions in this study. First, there was a significant difference in speaking achievement of fourth semester S1 Nursing program students at Siti Khadijah Palembang after implementing storytelling approach. The students got a better score after implementing storytelling approach. It can be seen from the students score before taking this program and their score after taking this program. Second, the story completion technique can be used as an

alternative technique to improve speaking skill.

In relation to these conclusions, the factors above might influence student's speaking scores or in another way, it could be said that there could be some external variables that influence students' progress.

## REFERENCES

- Brown, H. D. (1994). *Principles of language learning and teaching*. London: Longman.
- Brown, H. D. (2001). *Characteristic of successful speaking activities*. New York: Cambridge University Press.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education Inc.
- Fraenkel, J R. & Norman, E. W. (2008). *How to design and evaluate research in education*. New York: McGraw-Hill.

- Ghiabi, S. (2014). Investigating the Effects of Story Retelling Technique as a Closed Task vs Story Completion as an open task on EFL Learners' Speaking. *International Journal of English and Education*, vol. 3(3), 17-25.
- Krish, P. (2001). A Role Play Activity with Distance Learners in an English Language Classroom. *The Internet TESL Journal*, 7( 7)
- Putri, R. U, Raja, J. & Supriadi, D. (2015). Students' Speaking Achievement through Story Completion Technique. *UNILA Journal of English and Teaching*, 4(6), 1-14.
- Sarosdy, J., Bencze, T. F., Poor, Z., & Vadnay, M. (2006). *Applied Linguistics I for BA Students in English*. Budapest, Hungary: BölcsészKöszorű.
- Widiati, U., & Cahyono, B. Y. (2006). The Teaching of EFL Speaking in the Indonesian Context: The state of the art. *BAHASA DAN SENI*, 34(2), 269-292.