

**THE EFFECTIVENESS OF STORY COMPLETION
STRATEGY TO TEACH SPEAKING TO THE TENTH
GRADER OF SMAN 6 KEDIRI**

THESIS

**Presented to
State College for Islamic Studies (STAIN) Kediri
In Partial Fulfillment of the Requirements
For the Degree of *Sarjana* in English Language Education**



Written By:

**ALDIAH ROSMALINA PRATARI
NIM : 9322.004.13**

**ENGLISH DEPARTMENT
FACULTY OF EDUCATION
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) KEDIRI
2017**

APPROVAL PAGE

**THE EFFECTIVENESS OF STORY COMPLETION
STRATEGY TO TEACH SPEAKING TO THE TENTH
GRADER OF SMAN 6 KEDIRI**

ALDIAH ROSMALINA PRATARI
NIM. 9322.004.13

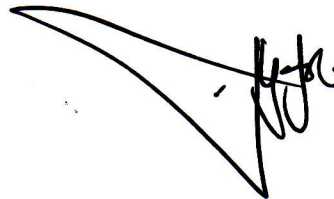
Approved by:

Advisor I,



(Dr. Sri Wahyuni M.Pd.)
NIP. 198409092011012018

Advisor II,



(Dr. Ary Setya Budhi Ningrum, M.Pd)
NIP.198204302008012011

RATIFICATION SHEET


**THE EFFECTIVENESS OF STORY COMPLETION
STRATEGY TO TEACH SPEAKING TO THE TENTH
GRADER OF SMAN 6 KEDIRI**

ALDIAH ROSMALINA PRATARI
9322.004.13

Has been examined by the Board of Examiners of State College for Islamic
Studies (STAIN) Kediri on June 19th, 2017

1. Main Examiner

(Dr. H. Fathor Rasyid, M.Pd)
NIP. 196908312000031001



(.....)

2. Examiner I

(Dr. Sri Wahyuni M.Pd.)
NIP. 198409092011012018



(.....)

3. Examiner II

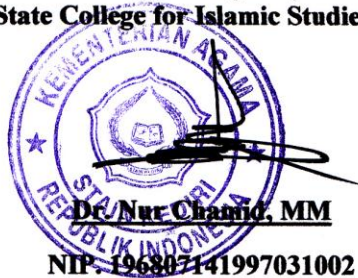
(Dr. Ary Setya Budhi Ningrum, M.Pd)
NIP.198204302008012011



(.....)

Kediri, June 2017

**Acknowledged by
Principal of State College for Islamic Studies(STAIN) Kediri**



Dr. Nur Chamid, MM
NIP. 196807141997031002

MOTTO

Do what makes you **HAPPY**

LOVE as long as you live

Be with who makes you **SMILE**

LAUGHT as much as you breaths

DEDICATION

Thanks to Allah SWT for his mercies and blessings that has been given me to finish my thesis

This thesis is dedicated to:

My beloved parents, Pracoyo and Dwi Untari who always pray for me and always give me full of support, and many attention and also motivate me

My beloved sister and brother Anis Khoirunnisa, Synda and Subhan who always give me spirit to do my thesis

My beloved Grandma Samini who always give me some food when I to do my thesis

My sincerely advisor Dr. Sri Wahyuni M.Pd and Dr. Ary Setya Budhi Ningrum, M.Pd, a million thanks I appreciate for all your nice and pleasant suggestion to make my thesis better.

All of my friends and beloved NANDA CS (cresita, febli, endah, nanda, Iya, nikmah, ifa) thanks you for all the moments, I'm happy with you guys

ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah SWT, whose guidance and blessing have made it possible for me to finish this thesis. Peace and salutation always be given to the last prophet Muhammad SAW.

Subsequently, I express my great appreciation and thank to those who have a big contribution in helping me to finish this thesis. Therefore, the writer would like to express appreciation and sincerest gratitude to:

1. Dr. Nur Chamid, M.M. as the principle of state college for Islamic studies (STAIN) Kediri.
2. Ali Anwar, M.Ag. as the chief of Faculty of education at STAIN Kediri.
3. Dr. Sri Wahyuni M.Pd, Dr. Ary Setya Budhi Ningrum, M.Pd. as my respected advisors who always give me guidance, help, constructive, and suggestion in writing the thesis.
4. All my lecturers in STAIN Kediri in academic year 2013-2017.
5. All the staffs in Major office, Akademic office, SLC, and library of STAIN Kediri who help me in the process of finishing my thesis. Finally, I hope this thesis gives advantages and great contribution to the readers.

Kediri, June 2017

The writer

ABSTRACT

Pratari, Aldiah Rosmalina. 2017. *The Effectiveness of Story Completion Strategy to Teach Speaking to the Tenth Grader of SMAN 6 Kediri*, English Department, Faculty of Education, State College for Islamic Studies (STAIN) Kediri. Advisor: 1). Dr. Sri Wahyuni M.Pd, 2) Dr. Ary Setya Budhi Ningrum, M.Pd.

Key Words: Speaking Skill, Teaching Speaking, Story Completion Strategy.

Teaching the spoken language is the most difficult problem much more than the other skill. The problem is not only found in the beginner but also the higher level students. They can understand English well, but when they are asked to speak they cannot perform well. Therefore the teacher should pay more attention on those features that reflect the students' speaking ability such as factors of pronunciation, intonation, fluency, choice of words and effectiveness of communication should be taken into consideration. To reach the success in teaching and learning process, teacher need teaching strategies to solve the problems it is an alternative strategy to teach speaking, this research proposed Story completion strategy to teach speaking. The aim of this study is to know whether the students who are taught by using Story Completion strategy have better achievement than the students who are taught with conventional method.

The research design of this study is a quasi experimental. The subject of this research is the tenth grader of SMAN 6 Kediri. The researcher takes X1 and X3 as the sample of this research. This research is done by comparing two groups, experimental and control group, which is consist of 30 students in each group. The experimental group is conducted at class X1 that are taught by using story completion and control group at X3 that are taught without using story completion. In this research, the researcher give pre-test and post-test both of the groups. Then the result is calculated by using ANCOVA.

The result of pre-test shows that the mean score of experimental group is 56.17 while in control group is 52.50. In the result of post-test, the mean score of experimental group is 70.50, while control group is 59.83. It can be seen that the result of post test from the experimental group shows higher performance than the control group. The result of statistic computation of ANCOVA reveals that the significant value is $0.000 < 0.05$. Since the significant value is lower than 0.05, statistically there is enough evidence to reject the null hypothesis, it means that teaching speaking using story completion is effective to develop students' speaking skill of the tenth grade of SMAN 6 Kediri

TABLE OF CONTENTS

THE TITLE PAGE	i
DECLARATION OF AUTHENTICITY	ii
APPROVAL PAGE	iii
RATIFICATION SHEET	iv
<i>NOTA KONSULTAN</i>	v
<i>NOTA PEMBIMBING</i>	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENTS	ix
ABSTRACT	x
CHAPTER I: INTRODUCTION	1
A. Background of the Research	1
B. Statements of the Problem	3
C. The Objective of the Research	3
D. Hypothesis	4
E. The significance of the Research	4
F. The Scope and Limitation	5
G. Definition and Limitation	5
CHAPTER II: REVIEW OF RELATED LITERATURE	7
A. The Nature of Teaching Speaking	7
B. Aspect of Teaching Speaking	10
1. The type of Classroom Speaking Performance	10
2. The Principle of Teaching Speaking	12
C. Assessment of Speaking Skill	13
1. Type of spoken Test	14
2. The scoring Procedures of Speaking Test	16
D. Story Completion	19
1. The Definition of Story Completion	19

2. Rules of Story Completion	20
3. The Benefit of Story Completion	20
CHAPTER III: RESEARCH METHOD	23
A. Research Design	23
B. Variable	24
C. Population and Sample	24
D. Instrument of the Research	25
E. Treatment Procedure	28
F. Data Collection	33
G. Technique Data Analysis	33
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	35
A. Research Finding	35
1. The Result of Pre-test	35
2. The Result of Post-test	36
3. Inter Rater Reliability	37
B. Requirements of ANCOVA	40
1. Assumption of Normality	41
2. Assumption of Homogeneity Variance	41
3. Assumption of Homogeneity Regression	42
4. Assumption of Linier Relationship Between Covariate and Dependent Variable	43
C. ANCOVA Result	44
D. Discussion	45
CHAPTER V: CONCLUSION AND SUGGESTION	49
A. Conclusion	49
B. Suggestion	50
REFERENCES	52
APPENDICES	54
CURICULUM VITAI	65

LIST OF TABLES

Table 2.1 an Analytic Rubric Example for Speaking Task	18
Table 2.2 a Holistic Rubric Example for a Speaking	19
Table 3.1 Research Design	23
Table 3.2 Scoring Rubric for Speaking	26
Table 3.3 The Treatment Procedure	32
Table 4.1 Pre-Test Descriptive Statistics	36
Table 4.2 Post-Test Descriptive Statistics	36
Table 4.3 The Correlation Number	37
Table 4.4 Inter-Raters Pre-Test at Experimental Group	38
Table 4.5 Inter-Raters Pre-Test at Control Group.....	38
Table 4.6 Inter-Raters Post-Test of Experimental Group	39
Table 4.7 Inter-Raters Post-Test of Control Group	39
Table 4.8 one Sample Kolmogorov-Smirnov Test of Normality	41
Table 4.9 Leven's Test of Equality of Error Variances	41
Table 4.10 Tests of Between Subjects Effects	42
Table 4.11 Tests of Between Subjects Effects	43
Table 4.12 Tests of Between Subjects Effects	44
Table 4.13 Parameter Estimate	45

LIST OF APPENDIXES

Appendix I Pre-Test	54
Appendix II Post-Test	55
Appendix III Table Data of Pre-Test	56
Appendix IV Table Data of Post-Test.....	60
Appendix V Documentation activities of Experimental Group	64