

# The Effectiveness of Text Completion Technique Towards Students' Speaking Skill

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## ABSTRACT

This research paper aims to investigate the Effectiveness of text Completion Technique towards Students' Speaking Skill at Eleventh Grade of Madrasah Aliyah Mathla'ul Anwar Pusat Menes. The research paper employs the quantitative research, with the quasy experimental design. Then, the researcher uses observation and performance test in which students of both classes use procedural text as the specific speaking material. In the data collecting technique, it compares pre-test and post-test results of both experimental and control class. Therefore, to analyze the data, the researcher used statistical computation. It works to count scoring, the result of the test, calculating the mean of both experimental and control class. Besides that, it calculated the standard deviation of each group and then found out the significant difference by using t-test. Based on the result of data analysis and interpretation of the research, it is clear that there is a significant difference after teaching speaking by using text completion technique in experimental class and teaching speaking by using lecture technique in control class.



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## INTRODUCTION

As people who live in society, we need interaction each other in our society, and we use a tool in our interaction called language. Because language will make some deals for human life and wouldn't appear some misunderstandings each other, so they need language as communication tool. Language in this world is very varieties. Almost different parts of world and community has each different language. Indonesia is one of countries which has many local languages in every corner of its region. Each of it has different rules and pronunciation. Thus, Indonesian background languages are very varieties.

In different side, English become international language which used in most of the countries. Thus, English today is very popular and familiar language. Most of people in every parts of world use English in their activities. Moreover, almost all electronics and gadgets are operated by using English direction. Although Indonesian comes from different languages background, Indonesian

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could not avoid that English is very important language which should be known by them. Therefore, English becomes one of the lesson at schools in Indonesia since 1994 until now. At the school, students are introduced four skills in learning English. They are listening and reading as receptive skills whereas speaking and writing as productive skills. In real life, students are expected to compete with those skills taught at school. As Irawati (2015:45) stated that there are life skills that can be improved through education or teaching and learning process. One of them is speaking skill, this communication skill makes human succeed to compete in their social life.

Speaking as one of productive skill is not easy to capture. Some factors are the students' habit and background is in local Indonesian language. Therefore, they feel difficult when they must assimilate English as foreign language in their daily activities. The students must adapt English grammar even contrast different pronunciation of their local language. Those all make students believe that speaking is difficult to get.

Beside that, in teaching learning situation the students tell that they have no idea when their teacher asks them to speak up or express something. Generally, it because the students feel afraid to make some mistakes when they practice. Then, they are doubt to start speaking. Therefore, it becomes another factor why the students cannot express their idea by using English.

Actually, through teaching learning process students will get opportunity to build their self confident, it will be a moment where the students can practice more in speaking. But in the fact, the variety of teaching learning is still less for them. Some students tell that they get same experience in whole their speaking class, where teacher becomes the central of speaking. In this case, teacher should develop her or his speaking class in many creative methods to give the students different experience. So, the students will be attractive to follow it. If in the fact the teacher dominates speaking class often, it will reduce the students' opportunities even will not help students improve their speaking. In other side, the students should master this skill as an evidence that students can use English in their activities. By speaking, someone can communicate through sharing, asking and giving information each other.

Based on the problem mentioned previously, the researcher considers that mastering speaking English is very important for students, although the researcher still finds the problem in the process. Thus, the researcher considers that learning speaking English by using technique is very important to overcome the problem that happened in the class. The researcher finds the text completion as a technique from the expert, where in this occasion the researcher involved the students in procedural text as the speaking material. Here, it will be explained what the text completion technique is.

The text completion is a technique which is adapted from story completion. It works, how to initiate the students' interest and the students' want to speak up to explore their idea with the interesting style. Moreover, based on the expert research, text completion technique is very enjoyable, fun and attractive technique to stimulate the students' speaking, because through this technique the students feel more relax and enjoy to build their imagination in a text which should be completed by them. They will feel more free to speak up without any doubt and afraid. By using this technique, the researcher considers that those problems will be solved. So that, the students will be fun, enjoy and feel comfort in their speaking class. Even, they will build their self confident and try to speak actively how to express and explore their ideas.

In conclusion, the process of mastery speaking skill is not easy to do. The students who come from local language background feel difficult to assimilate whole rule and pronunciation of English as a foreign language. Therefore, in teaching learning process, the teacher should try to provide enjoyable speaking class to initiate the students' interesting. It will be succeed if the teacher uses some techniques to help the students in learning process. The technique here is the story completion which comes from expert and adapted by the researcher to be text completion, because it is implemented to text. Where the teacher has the same position with the students who should play kinds of speaking game. It will be appropriate if the teacher do the same way as students during

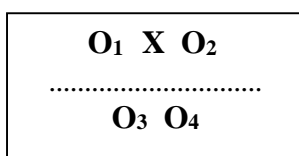
speaking activity in the classroom as (Wijaya, 2014) said that beginning the story by the teacher is interesting, students will be motivated to speak up even they will ignore the error they make later on. In line with this, Jeremy Harmer (2007: 132) stated that:

“There’s nothing wrong with teacher getting involved, of course, provided they don’t start to dominate. Although it’s probably better to stand back so that, you can watch and listen to what’s going on, student can also appreciate teacher participation at the appropriate level-in other words, not too much.”

Thus, by using this technique, it is hoped that speaking class will be more comfort and enjoy for the students and teacher as well. From all the statements above, the researcher formulates the problem as follow: is there any effect of Text Completion Technique towards students’ speaking skill?

## METHOD

The researcher has chosen one of research design, it is quasy experimental design specifically non-equivalent control group design. Sugiyono (2014: 116) stated that this design is almost similar with *pretest-posttest control group design* but in this design, either the population of experimental or control group are not chosen randomly. The design form of Sugiyono is as follow:



where **O<sub>1</sub>** and **O<sub>3</sub>** are students’ speaking skill before treatment; **O<sub>2</sub>** is students’ speaking skill after treatment (experimental class with story completion) and **O<sub>4</sub>** is students’ speaking skill after treatment (control class without story completion technique).

Then, the researcher does some processes on collecting the data. Singh (2006: 212) says that data means observations or evidences. So, collecting data means collecting all things needed in research by using observations. In this research, the researcher uses initial observation on both of the students and teacher at the school before the research was done. After that, the researcher gives a performance test to measure the students’ speaking ability where in this quantitative research the researcher has done two steps of test, they are pre-test and post-test. Pre-test is a test which is done before treatment, whereas post-test is a test which is done after treatment.

## RESULT AND DISCUSSION

The findings of this study are to answer the research question whether there is any effect or not to the students’ speaking who has been taught by text completion technique. Here, the followings are the steps in implementing text completion technique :

1. Set the students sit in a circle.
2. The teacher becomes a role-model as one of member.
3. The teacher announces the rule of text (what element which could be added by the student and how certain ending the text must be ended).
4. The teacher starts to tell the beginning of text and after few sentences, teacher stops it.
5. Then, each student stars to narrate from the point where the previous one stopped.
6. It works to all members.
7. The last students should end the text in the certain point which has announced by the teacher previously.

In gaining the data needed for this research, the researcher gave the tests to the students. The test was divided into two phases, they were pre-test and post-test.

The pre-test was held before the researcher implements the treatment by using text completion activity in the experimental class while the post-test was held after doing treatment. So that, the researcher can compare the differences in the data of both test result. The same test also held in the control class which has no text completion activity in the process of teaching and learning.

When the researcher compiles the data, the researcher uses an instrument, that is oral achievement test. The following table is the scale of oral testing criteria in assessing the students' speaking skill that was applied in this research, the researcher could assess the students speaking skill by using some criteria and elements aspect which be standardization on speaking assessment form (Brown, 2004: 172-173) as follow:

**Table 1. Speaking Assessment Form**

No	Criteria	Score
<b>1</b>	<b>Grammar</b>	
	Error in grammer are frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak his language	1
	Can usually handle elementry constructions quite accutrately but doesnot have through or confident control of the grammer	2
	Control of grammer is good. able to speak the language with sufficant sturctural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics	3
	Able to use the language accurately on all levels normally patient to professional needs. errors in grammar are quite rate	4
	Equivalent to that of an educated native speaker	5
<b>2</b>	<b>Vocabulary</b>	
	Speaking vocabular indequate to express anything but the most elemntry needs.	1
	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	2
	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3
	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	4
	Speech on all levels in fully accepted by educated native speakers in all features including breadth of vocabulary and idioms, colloquialisms, and patienrnt cultural references	5
<b>3</b>	<b>Fluency</b>	
	No specific fluency description. Refer to other four language areas for implied level of fluuency	1
	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, finaly, and autobiographical information	2

	Can discuss particular interest of competence with reasonable ease. Rarely has to group for words.	3
	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	4
	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	5
<b>4</b>	<b>Comprehension</b>	
	Within the scope of her very limited language experience, can understand simple questions and statement if delivered with slowed speech, repetition, or paraphrase.	1
	Can get the gist of most conversations of non- technical subject (e.g. topics that require no specialized knowledge).	2
	Comprehension is quite complete at a normal rate speech	3
	Can understand any conversation within the range of her experience	4
	Equivalent to that of an educated native speaker	5
<b>5</b>	<b>Pronunciation</b>	
	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
	Accent is intelligible though often quite faulty	2
	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	3
	Errors in pronunciation are quite rare	4
	Equivalent to and fully accepted by educated native speakers.	5

$$Score = \frac{\text{Number of Correct Answer}}{\text{Total Number of Score (10)}} \times 100$$

After calculating the scores of the test, the researcher analyzed the data by using statistical computation. Here, the result both of tests (pre-test and post-test):

**Table 2. The Mean of Experimental and Control Class**

Class	Mean
Experimental	14.5
Control	10.48

**Table 3. T-test Result of Experimental and Control Class**

T-test Result of Post-test	T-test	T-table
On Experimental and control class	-0.011<	1.710

After collecting the data and analyzing them by using two tail test or t-test formula, post-test result denotes t-test is -0.011 whereas t-table is 1.710. Thus, the researcher can compare both of them clearly, so the decision is t-test is lower than t-table where it means that there is difference between experimental class and control class after giving treatment. Where the mean of experimental class is higher than control class, they are 14.5 for experimental class and 10.48 for control class.

## **CONCLUSIN**

Finally, the researcher concludes that the data which has counted denotes that the story completion technique is effective towards the students' speaking skill. Based on the result, it concludes that, the null hypothesis ( $H_0$ ) is rejected. On the other hand, the alternative hypothesis ( $H_a$ ) is accepted.

After conducting the research, the researcher has some suggestions, especially for the students as learner and the teacher as practitioner.

- 1) Firstly, particularly for students, they should master vocabulary well in practicing text-completion technique so that the students can be more active in speaking.
- 2) Secondly, for the teacher as practitioners, text completion technique can be used and developed in speaking class because the students will be more interested and it can reduce their nervous. Moreover, this technique will be suitable if it's using Recount and Narrative Text, so that the student will free to explore their idea and it will improve their aspects of speaking.

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