

ABSTRACT

Jamil, I. 2018. *The Effect of Story Completion Using Dice in Teaching Speaking at SMAN 1 Bangorejo Banyuwangi*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Khoirul Anwar, M.Pd., (II) Candra Hadi Asmara, M.Pd.

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Speaking is the basic function of language. There are some problems in learning speaking encountered by the students of Junior High School. For instance, the students feel shy and not confidence to speak in public and also lack opportunity to speak English. Therefore, many students fail to reach the goal of English teaching and they still do not able to communicate with the language either orally or written form although they have learnt English for many years. To solve the problems, interesting activities for students are needed to invite them in teaching learning process. The researcher considered dice-story completion technique as the strategy for teaching speaking.

This study was to investigate the significant effect of using dice-story completion technique on student's speaking skill. The researcher chooses eleventh grade of social studies at SMAN 1 Bangorejo Banyuwangi to conduct this study. The researcher used cluster sampling because the researcher did not have authority to set the class using random sampling. The researcher decided to use XI IPS 1 as the experimental group and XI IPS 2 as the control group. Both of the class consisted of 25 students. So, the numbers of the participant of this study 50 students.

The research finding showed that there was a significant difference between experimental group who were taught by using dice-story completion technique and control group who were taught by story completion technique. It is proven by the result of sig. (2-tailed) is 0.028. The sig. (2-tailed) is lower than 0.05 ($0.028 < 0.05$). So, null hypothesis (H_0) can be rejected. It means that dice story completion technique significantly effects on students' speaking ability. The researcher concluded that dice-story completion technique gave positive effect on student speaking ability. Students were more confident in learning speaking.

Therefore, researcher suggests to the English teacher for implementing of story completion technique using dice as an alternative method in English teaching learning process. For a further researcher, the researcher hopes that can use dice-story completion technique in other skills, aspects and level to make different with the previous study.