ENHANCING STUDENTS' WRITING SKILL THROUGH STORY COMPLETION TASKS STRATEGY AT SMPN 1 CAMPALAGIAN

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ABSTRACT

This research investigates the enhancing students' writing skill through story completion tasks strategy of nineth grade students at SMPN 1 Campalagian. This research used quantitative research with Classroom Action Research (CAR) design. The research used random sampling technique and chose the IX A class of SMPN 1 Campalagian consisted of 30 students. Data was collected through diagnostic test and writing test conducted before and after treatment using story completion tasks strategy.

The results demonstrate a significant upward trend in students' writing development. An improvement of 10.93% was observed from the D Test to Cycle I, followed by a substantial increase of 40.5% from Cycle I to Cycle II. Overall, the total enhancement from the D Test to Cycle II reached 55.90%. These findings highlight the effectiveness of the implemented actions, particularly the application of story completion tasks as a teaching strategy. The notable improvement in Cycle II indicates that interactive and context-based instructional methods can substantially improve students' writing skill.

Keywords: Story completion, Writing skill, CAR, Teaching strategy

ABSTRAK

Penelitian ini menyelidiki peningkatan keterampilan menulis siswa melalui strategi tugas melengkapi cerita pada siswa kelas sembilan di SMPN 1 Campalagian. Penelitian ini menggunakan penelitian kuantitatif dengan desain Penelitian Tindakan Kelas (PTK). Penelitian ini menggunakan teknik pengambilan sampel acak dan memilih kelas IX A SMPN 1 Campalagian yang terdiri dari 30 siswa. Data dikumpulkan melalui tes diagnostik dan tes menulis yang dilakukan sebelum dan sesudah perlakuan menggunakan strategi tugas melengkapi cerita. Hasilnya menunjukkan tren peningkatan yang signifikan dalam perkembangan menulis siswa. Peningkatan sebesar 10,93% diamati dari Tes D ke Siklus I, diikuti oleh peningkatan substansial sebesar 40,5% dari Siklus I ke Siklus II. Secara keseluruhan, peningkatan total dari Tes D hingga Siklus II mencapai 55,90%. Temuan ini menyoroti efektivitas tindakan yang dilaksanakan, khususnya penerapan tugas melengkapi cerita sebagai strategi pengajaran. Peningkatan

yang signifikan pada Siklus II menunjukkan bahwa metode pengajaran yang interaktif dan berbasis konteks dapat meningkatkan keterampilan menulis siswa secara substansial.

Kata Kunci: Menyelesaikan cerita, Keterampilan menulis, PTK, Strategi pengajaran

A. Introduction

Writing skill is one of the important aspects of language learning that must be taught at all levels of education. As part of the four basic language skills (listening, speaking, reading, and writing), the to write involves not only composing grammatically correct sentences but also conveying ideas in a coherent, structured, and logical manner. Suprayogi et al. (2021) define writing skill as the skill to convey thoughts, ideas, and opinions in writing to others. Meanwhile, Hatmo (2021) adds that writing is a medium to express one's ideas, feelings, and views in writing and plays an important role in improving students' critical thinking skills.

Writing is also considered as one of the complex skills that requires mastery of vocabulary, understanding of grammar, and the skill to organize ideas systematically. In education, writing skills need to be developed because they not only improve students' language skills but also train them to think critically, creatively, and analytically (Rohmiyati et al, 2023). These skills become important capital for students to face academic challenges and life outside school.

Moreover, writing skills play a crucial role in developing students' thinking skills (Amhar et al 2022). Through writing, students are not only encouraged to express their ideas but

also to analyze and evaluate the information they possess . This process enables students to view a problem from various perspectives, thereby training them to think critically. In the context of education, this skill is essential to tackling increasingly complex academic challenges, such as completing essays, research reports, and theses.

Despite the importance of writing skills, many students still face significant challenges in mastering this skill. Based on an interview with the ninth-grade English teacher at SMPN 1 Campalagian, students face various difficulties in writing short stories, including limited vocabulary, difficulty in organizing ideas, and low motivation to write. Students also feel less confident in expressing ideas for fear of making mistakes. As a result, learning writing skills, especially writing short stories, has not been optimally implemented.

Pre-observation was conducted to further examine students' writing skill before implementing the story completion tasks strategy. The researcher observed students' engagement, writing fluency, and common difficulties they encountered in composing narrative texts. The findings from this observation supported the interview results, confirming that students faced challenges in vocabulary mastery, idea organization, and confidence in writing.

Achieving a high level of writing proficiency requires support from a conducive learning environment. Teachers play a central role in creating this environment by providing guidance, constructive feedback, and motivation to students.

One form of support that teachers can offer is by providing examples of good writing. By offering quality writing models, students can learn about structure, style, and ways to develop ideas in their own writing.

On the other hand, students' motivation must also be considered in writing instruction. Intrinsic motivation, such as an interest in writing or an awareness of its importance, can be a strong driving force for students to continue practicing and improving their skills. However, when intrinsic motivation has not been strongly formed, teachers can use extrinsic motivation, such as rewards, praise, or positive evaluations, to encourage students to engage more actively in writing.

In language learning, the application of effective strategies is one of the keys to success to help students overcome these obstacles. One of the innovative and applicable strategies is story completion tasks. Gazali (2022) explains that story completion tasks is a learning strategy designed to engage students in creative writing activities by continuing or completing a story that has been prepared at the beginning. This strategy allows students to express their ideas freely within the confines of a predetermined story framework so that they can think creatively, imagine, and organize ideas systematically.

In implementing the story completion tasks strategy, teachers should also consider the students' skills and needs. This strategy allows teachers to adjust the difficulty level of the task to match the students' skills so that all students can actively participate. Furthermore, teachers should provide students with the

freedom to explore their ideas without excessively restricting their creativity. This approach can help students feel more confident and motivated to complete their writing tasks.

According to Lenette et al (2022) this strategy encourages collaboration among students in the learning process. For example, students can be asked to provide feedback to each other or discuss the stories they have written. This process not only enhances writing skills but also teaches students to appreciate the ideas and opinions of others. In the long term, such collaboration can help students develop social skills that are highly valuable in daily life.

It is also important to conduct a comprehensive evaluation of students' writing. Evaluation should not only focus on technical aspects, such as grammar and vocabulary, but also on how students develop their ideas in writing. Teachers can provide specific and constructive feedback so that students are aware of their strengths and weaknesses in writing. This feedback can serve as a guide for students to continuously improve and enhance their writing skills.

Based on this explanation, this study aims to implement the story completion tasks strategy to improve the writing skills of grade IX students at SMPN 1 Campalagian. This strategy is expected to be a solution to overcome various obstacles that have been faced by students in writing. In addition, this research also seeks to evaluate the effectiveness of this strategy in creating more innovative, applicable, and fun writing lessons.

One form of writing skill taught at the secondary education level is creative writing, including writing short stories. Writing short stories provides a space for students to creatively express their ideas, opinions, and experiences in the form of written literature. This process involves the use of students' emotions, imagination, and knowledge, all of which contribute to the formation of interesting and meaningful literary works. However, the skill to write short stories does not appear instantly but requires a consistent practice process and the right learning strategy to help students hone these skills.

Thus, writing is not merely a language skill but also a means for personal development and problem-solving. With proper support, students can develop strong writing skills that are not only beneficial in education but also in their professional and personal lives. Innovative strategies like story completion tasks, when implemented effectively, can be a practical solution to address challenges in writing instruction and help students reach their full potential.

B. Research Methods

This research employed a classroom action research (CAR) design, integrating quantitative methods to assess the effectiveness of the story completion tasks strategy in enhancing students' writing skills. Quantitative research involved the collection and analysis of numerical data to identify patterns, test hypotheses, and make predictions. According to Mohajan (2020), it was used to quantify attitudes, opinions, behaviors, and other defined variables and to generalize results from a larger sample population by generating numerical data. The purpose of that study was to provide some important fundamental concepts of

quantitative research to general readers for the development of their future projects, articles, and/or theses.

CAR was a reflective process where educators systematically examined their teaching practices to improve the learning environment. As stated by Pandey (2023), the goal was to bring about positive change and improvement in the participants' social situation. It began with identifying a specific problem or question related to classroom experiences. Educators then planned an intervention, implemented it, observed the outcomes, and reflected on the results. This cyclical process allowed for continuous improvement in teaching strategies.

C.Research Findings

The research findings indicate that the use of story completion tasks strategy effectively enhances students' skill to write narrative texts. The detailed data analysis is presented as follows:

1. The Students' Writing Improvement on Grammar

The use of story completion tasks in teaching English writing has been proven to improve students' grammar development in narrative texts. This is supported by the writing test results, which show a notable improvement from the diagnostic test to Cycle I and further in Cycle II. The score differences presented in the table below clearly demonstrate this progress.

Indicator	Diagnostic Test	Cycle I	Cycle II	Improvement (%)		
				DT - CI	CI - CII	DT - CII
Grammar	47,83	53,58	76,67	12,02 %	43,09 %	60,30 %

Table 4.1. The Students' Improvement of Grammar in Writing Narrative Text

Based on the data presented in the table above, there is a clear

improvement in students' writing skills, particularly in the aspect of grammar. This improvement is demonstrated through the comparison of scores obtained from the diagnostic test, Cycle I, and Cycle II, following the implementation of the story completion tasks strategy. The average score on the diagnostic test was 47.83, which increased to 53.58 in Cycle I and significantly rose to 76.67 in Cycle II. These results indicate that the assessment outcome in Cycle II was notably higher than those in Cycle I and the diagnostic test (76.67 > 53.58 > 47.83), which is considered a very good achievement.

Furthermore, the percentage of improvement from the diagnostic test to Cycle II reached 60,30%, while the increase from the diagnostic test to Cycle I was only 12.02%. This suggests that the progress made between Cycle I and Cycle II was

more substantial, indicating that the revisions and refinements implemented in Cycle II were effective in enhancing students' writing performance.

Based on these quantitative findings, it can be concluded that the use of the story completion tasks strategy has significantly improved students' narrative writing skills, particularly in terms of grammar development. This strategy has proven to create a more engaging and effective learning environment for students. A more detailed explanation regarding the improvement in students' grammar skills is presented
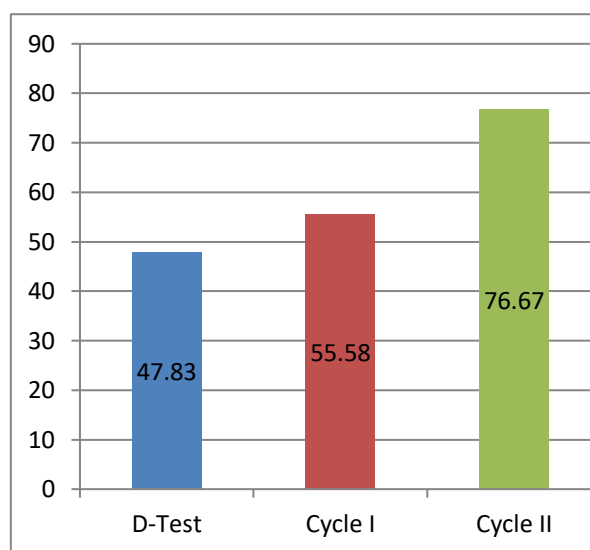
in the following section.

Figure. 4.1 The chart of Indicator of Grammar in cycle I and cycle II

The results indicate that the students' average score on the diagnostic test was 47.83, while the average score in Cycle I increased to 53.58. Although this reflects an improvement in students' writing performance, the achievement was still categorized as average and did not meet the expected target set for Cycle I. Consequently, the researcher continued the implementation to Cycle II, where the students' average score significantly increased to 76.67.

This considerable improvement in Cycle II suggests that the revision of the teaching strategy, particularly through the application of the story completion tasks strategy, was effective in enhancing students' writing skills. The significant upward illustrated in the chart reinforces the conclusion that the action taken in Cycle II led to more meaningful learning outcomes, especially in terms of grammar and coherence of students' narrative writing.

2. The Students' Writing Improvement on Coherence

The implementation of the story completion task strategy in teaching English writing has proven to be an effective approach in evaluating students' progress, particularly in improving the coherence. This

evaluation was conducted through a series of writing tests, which a significant difference in the mean scores between the diagnostic test, Cycle I, and Cycle II. The steady increase in scores indicates that students' ability to produce coherent and logically connected texts improved, as presented in the following table:

Indicator	Diagnostic Test	Cycle I	Cycle II	Impeovement (%)		
				DT - CI	CI – CII	DT - CII
Coherence	50,83	55,83	77.00	9,84%	37,91%	51,49%

Table 4.2 The Students' Improvement of Coherence in Writing Narrative Text

The data presented in the table above illustrates the students' writing performance in terms of coherence. This was assessed through writing tests conducted during the diagnostic stage, Cycle I, and Cycle II, using the story completion tasks strategy as the instructional intervention. The results show a progressive increase in the students' mean scores—from 50.83 in the diagnostic test, to 55.83 in Cycle I, and then significantly improving to 77.00 in Cycle II. This pattern of improvement (77.00 > 55.83 > 50.83) reflects a consistent enhancement in students' ability to produce coherent written texts. The data also reveals that the percentage of improvement from the diagnostic test to Cycle II (51.49%) is substantially higher than that from the diagnostic test to Cycle I (9.84%), indicating a more pronounced development after the second cycle of action.

Based on these percentages, it can be concluded that the implementation of the story

completion tasks strategy contributed significantly to improving the coherence aspect of students' writing. A clearer depiction of this improvement is presented in the following section:
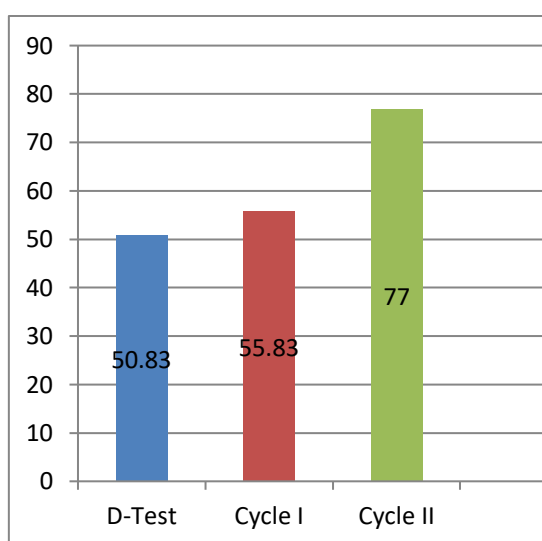

Figure. 4.2 The chart of Indicator of Coherence in cycle I and cycle II

The results indicate that the students' average score on the diagnostic test was 50.83, while the score in Cycle I increased to 55.83. Although this reflects a positive progression in students' writing performance, the result was still categorized as fair and did not meet

the expected target for Cycle I. As a result, the researcher proceeded with Cycle II, focusing on improving the coherence aspect of students' writing. In this cycle, the students' average score significantly increased to 77.00.

This considerable improvement suggests that the actions taken in Cycle II specifically the continued use of the story completion tasks strategy were effective in enhancing students' coherence in writing. The data also supports that the intervention brought meaningful progress, as clearly illustrated in the chart, where the upward trend in scores demonstrates the strategy's impact on students' ability to produce logically connected and coherent narrative texts.

3. The Improvement of Students' Writing Skill

The implementation of story completion tasks as a strategy in teaching English writing has been proven effective in assessing students' progress in achieving better writing competence. This assessment was conducted through a story completion writing test, especially short stories, which served as a tool to measure the development of students' writing skills over time. The findings indicated that the strategy facilitated significant improvements in students' writing performance, particularly in producing more structured, coherent, and meaningful texts. The results showed significant differences in mean scores between the diagnostic test, Cycle I, and Cycle II, as presented in the following table:

		I	II	I (%)	II (%)	II (%)
Grammar	47,83	53,58	76,67	12,02%	43,09%	60,30%
Coherence	50,83	55,83	77,00	9,84%	37,91%	51,49%
$\sum x$	98,66	109,41	153,67	21,86%	81,00%	111,79%
$\overline{X}$	49,33	54,71	76,83	10,93%	40,5%	55,90%

Table 4.3 The Students' Improvement in Writing Skill

Indicator	Students' Score			Improvement		
	D.Test	Cycle	Cycle	D.T →C.	C.I →C.	D.T →C.

Based on the data presented in the table above, it is evident that there was a significant improvement in students' writing skills from the Diagnostic Test (D Test) to Cycle I and then to Cycle II. In the D Test, the average score of the students was 49.33, which is categorized as poor. After implementing the learning actions in Cycle I, the students' average score increased to 54.71, which falls under the category of fairly good. In Cycle II, the average score

improved substantially to 76.83, which is classified as very good.

This upward trend indicates a meaningful progression. From the D Test to Cycle I, the improvement was 10.93%. From Cycle I to Cycle II, there was a further increase of 40.5%. When comparing the D Test directly to Cycle II, the total improvement reached 55.90%.

These results clearly show that the actions taken in Cycle I and Cycle II, particularly the use of story completion tasks as a teaching strategy, effectively enhanced students' writing skills. The highest improvement observed in Cycle II suggests that engaging and contextual teaching strategies can positively impact students' learning outcomes, especially in writing.

Therefore, to understand the improvement in students' writing performance, it is important to acknowledge the role of appropriate instructional strategies in stimulating students' interest and gradually developing their writing competence in a structured and measurable way.
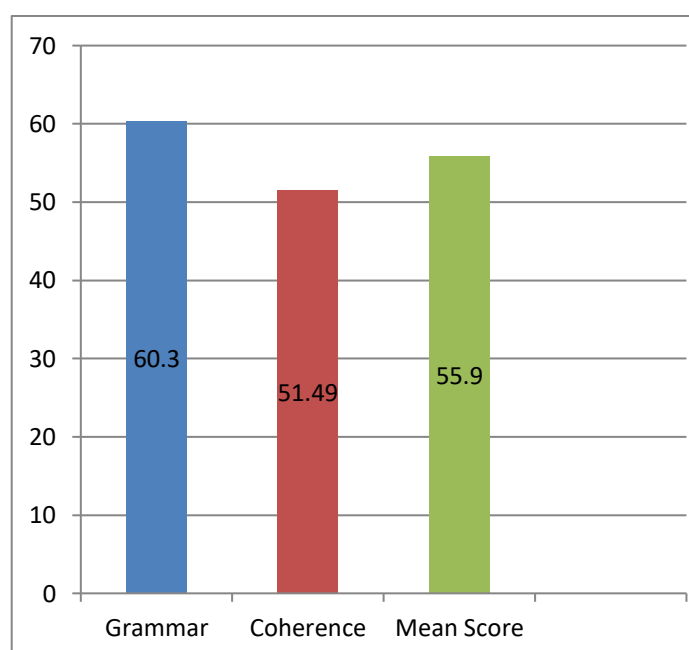

Figure. 4.3 The Chart of Improvement of The Studemts' Writing Skill

The chart above indicates that students' grammar improvement rate increased from the diagnostic test to Cycle II, reaching 60.30%. In addition, the coherence aspect showed an improvement of 51.49%

over the same period. Furthermore, the average test score improved to 55.90% from the diagnostic test to Cycle II.

4. Implementation of Story Completion Tasks Strategy during Cycle I and Cycle II.

Cycle I

a. Planning

1. The researcher analysed the syllabus to identify the basic writing skill students need to enhance through the implementation of the story completion tasks strategy.

2. The researcher created a lesson plan

3. The researcher developed assessment instruments to evaluate students' writing progress in the classroom.

b. Implementation

In cycle I, the implementation of learning was carried out by implementing the plan that had been prepared, namely the story completion tasks strategy to improve student learning outcomes. At the beginning of learning, the researcher created a comfortable and friendly classroom atmosphere by introducing herself and building positive relationships with students, so that they felt more motivated and confident to be involved in the learning process. After that, the researcher began learning activities by introducing story completion tasks. This strategy begins by giving students an initial part of an unfinished story, then students are asked to continue and complete the story according to their imagination, understanding, and abilities. Students are invited to develop storylines, characters, and conflict resolution

based on their creativity and knowledge. This strategy encourages active involvement, improves critical thinking skills, and strengthens writing skills and reading comprehension through contexts that are interesting and meaningful to students.

c. Observation

In this research, students were given a diagnostic test and a writing test (formative test). Each test was followed by 30 students who were part of the research sample. In the D-Test cycle I, the story completion tasks strategy applied was not optimal, especially in terms of students' understanding of the storyline, imagination development, and their ability to complete the story coherently. Some of the obstacles that emerged included the lack of effective time management, story material that was not fully in accordance with students' ability

levels, and low student active involvement in compiling the continuation of the story.

The impact was seen in the test results, where there was a gap between student expectations and achievements. Many students had difficulty in arranging ideas and connecting them to the beginning of the story that had been provided. However, the results of this D-Test provide important insights into aspects that need to be improved in implementing this strategy.

These findings became basis for researchers to design more appropriate improvement steps, in order to increase the effectiveness of learning through the story completion tasks strategy in the next learning cycle.

d. Reflection

Based on the results of observations in cycle I, it was known that the results achieved have not met expectations. In other words, cycle I still shows several shortcomings and weaknesses. The weaknesses that occurred in cycle I are:

1) The story completion tasks strategy was not been implemented optimally, especially in terms of understanding the storyline, developing imagination, and students' ability to construct a coherent continuation of the story.

2) The lack of effective time management in carrying out tasks makes it difficult for students to complete the story well.

3) The story material used was not fully in accordance with the students' skill level, making it difficult for them to understand and develop the story.

4) The low level of active involvement of students in compiling the continuation of the story causes a lack of utilization of their creative potential.

Based on these weaknesses, more mature planning and improvements were needed in cycle II, so that learning strategies could be implemented more effectively and are able to improve student learning outcomes as a whole.

Cycle II

   a. Planning

In the planning stage of Cycle II, the researcher made improvements based on the weaknesses found in Cycle I. The steps taken include:

1) Compiling story materials that are more appropriate to the level of students' skill and interests.

2) Designing supporting activities that encourage active student involvement, such as group discussions or brainstorming story ideas together.

3) Arranging the implementation time better so that students can complete the task optimally.

b. Implementation

After the researcher fixed the deficiencies and obstacles that emerged in the implementation of the actions in cycle I, the learning atmosphere in cycle II appeared more active and conducive through the implementation of the refined story completion tasks strategy. Students appeared more enthusiastic and actively involved in writing activities, especially because they received a more in-depth explanation of the objectives and benefits of the activity.

The researcher also provided clearer task instructions and included concrete examples in compiling the continuation of the story, so that students could more easily understand what they had to do. In addition, before starting writing, students were facilitated with igniting activities such as light discussions and brainstorming ideas that helped develop their imagination. This created a more enjoyable and creative learning atmosphere.

During the process, the researcher actively monitored and guided students, providing direction and support when students experienced difficulties. This involvement had a positive impact on student participation, who became more confident and brave in conveying ideas. Overall, cycle II showed a significant improvement, both in terms of the quality of student

writing and in terms of active participation in the learning process.

c. Observation

In cycle II, the implementation of the refined story completion tasks strategy showed significant improvement compared to the results in the cycle I. This progress can be seen from the increasing enthusiasm of students during the activity. Students became more active in participating in learning, especially when compiling the continuation of the story.

In addition, students' skill to develop stories coherently also developed. They were better able to organize ideas sequentially and relate them to the beginning of the story that had been provided. This shows an increase in mastery of narrative text structure

and more appropriate use of language.

This strategy also contributed to improving students' critical and imaginative thinking skills, because they were challenged to develop a storyline logically and creatively. However, there were still some obstacles that emerged, such as differences in speed in completing tasks and some students who needed additional guidance to organize their ideas. However, overall, learning in the second cycle showed better results in terms of grammar and coherence of students' writing.

d. Reflection

The successes achieved during cycle II are:

1) Student activity and participation in the learning process showed a significant increase. Students began to be more actively involved in

composing stories and were able to understand the tasks given better. They showed higher enthusiasm and responsibility, and were able to complete tasks in a timely and directed manner.

2) The improvement of students' skills in developing story ideas coherently was supported by the active role of researchers in creating a conducive learning atmosphere through the refined Story Completion Tasks strategy. Researchers provided intensive guidance when students had difficulty in composing the storyline, so that students could organize their ideas better. This can be seen from the evaluation results, where students' ability to write structured stories and use proper grammar has clearly increased.

D. Discussion

Based on the analysis of the learning process and the results of the writing test, it can be concluded that students' narrative writing skills increased significantly through the implementation of the Story Completion Tasks (SCT) strategy. This improvement was consistently observed throughout both Cycle I and Cycle II. The main focus of this study is the application of story completion tasks in teaching narrative writing, particularly targeting two key aspects: grammar and coherence. In terms of grammar, students were trained to use appropriate sentence structures and language forms, while in coherence, they were guided to organize their ideas logically, maintaining a clear and sequential flow from beginning to end.

The implementation of the SCT strategy was proven to be effective in improving students' narrative writing. Students developed greater confidence in expressing their

ideas and were able to structure their stories more clearly and cohesively. They improved not only in generating content but also in maintaining consistency in their storylines and using correct grammar. This progress was also supported by the positive shift in classroom dynamics. The learning environment became more interactive and engaging, encouraging students to use their creativity and imagination more freely during the writing process.

These findings are aligned with previous studies that have highlighted the effectiveness of the story completion technique, particularly in developing students' speaking skills. For instance, Hayarna (2022) found that the SCT technique significantly improved students' speaking performance, especially in terms of fluency, accuracy, and comprehensibility. Similarly, Salmon

J. Hukom (2021) emphasized that SCT is an effective and engaging method for teaching speaking, as it promotes active student participation. In another study, Jimly Rafi'i Masrul (2023) showed a positive impact of SCT on students' speaking abilities, while Wulan Fitriani (2021) highlighted its interactive and imaginative nature, which allows students to explore and express ideas more freely. Moreover, Shofiyah and Fitri (2020) reported that the use of SCT in teaching narrative texts made learning more enjoyable and contributed to students' fluency in speaking.

Although most of the previous studies primarily focused on speaking skills, the present research contributes a new dimension by applying the story completion tasks strategy to writing instruction, specifically narrative writing. This is a

notable distinction, as writing requires more attention to structure, grammar, and coherence. In this study, students were not only challenged to continue stories but also trained to revise and refine their written texts collaboratively. Working in small groups provided them with the opportunity to discuss, share, and correct each other's ideas, which supports Diniah's (2024) findings that small group discussions can enhance writing outcomes. Through this process, students developed a clearer understanding of narrative structure and language use, which significantly supported their writing development.

In addition to the skill focus, there is also a difference in the participant group. While most previous studies were conducted with eighth-grade junior high school students, this study involved ninth-grade students. Despite this difference, the results suggest that

SCT remains effective and adaptable for different levels within the junior high school context. Thus, the findings of this research not only reinforce the existing literature but also expand the scope of SCT by demonstrating its potential to improve writing skills, particularly in terms of grammatical accuracy and logical coherence.

E. Conclusion

Based on the findings and discussions presented in Chapter IV, it can be concluded that the implementation of the story completion tasks strategy has significantly improved students' writing skills in narrative texts at SMPN 1 Campalagian. The research was conducted in two cycles, with a focus on enhancing students' grammar and coherence in writing. The data analysis revealed notable improvements in students' writing performance, as evidenced by the increase in average scores from the

diagnostic test to Cycle I and further to Cycle II.

In terms of grammar, the average score improved from 47.83 in the diagnostic test to 53.58 in Cycle I, and significantly rose to 76.67 in Cycle II, resulting in an overall improvement of 60.30% from the diagnostic test to Cycle II. Similarly, the coherence aspect showed a marked enhancement, with scores increasing from 50.83 in the diagnostic test to 55.83 in Cycle I, and reaching 77.00 in Cycle II, indicating a 51.49% improvement overall.

These findings suggest that the story completion tasks strategy not only fosters students' grammatical accuracy but also enhances their ability to produce coherent and logically structured narratives. The active involvement of students in the learning process, coupled with the supportive learning environment created by the researcher, played a crucial role in achieving these positive outcomes.

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