

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL
THROUGH STORY COMPLETION TECHNIQUE
AT THE EIGHTH GRADE OF SMPN 1 KUNIR
IN ACADEMIC YEAR 2022-2023**

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq
Jember in Partial Fulfillment of the Requirements for Bachelor Degree
of Education (S.Pd)

English Education Department
Faculty of Tarbiyah Teacher Training



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
By:
J E M B E R

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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English Education Department


Day : Thursday

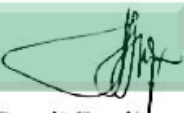
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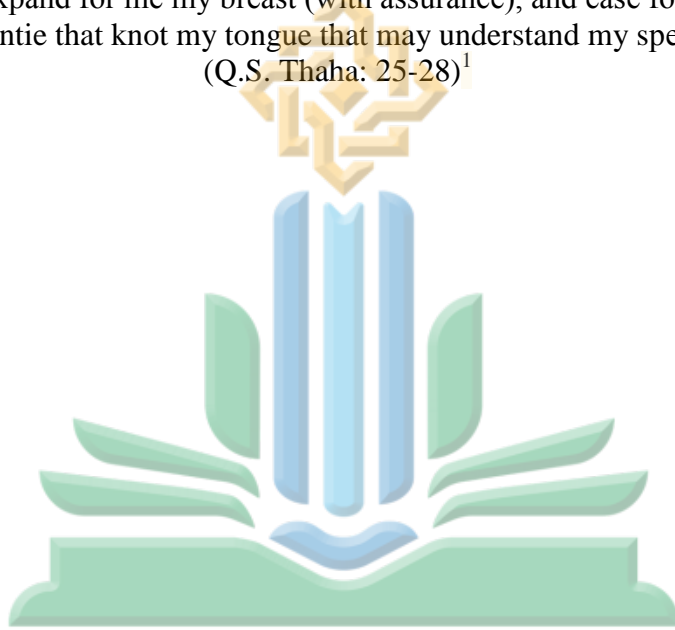
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةَ مِنِّ لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

“My Lord, expand for me my breast (with assurance), and ease for me my task, and untie that knot my tongue that may understand my speech.”

(Q.S. Thaha: 25-28)¹



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¹ Quran Kemenag in Word application, QS. Thaha 25-28, 19 May 2023.

DEDICATION

I dedicate this thesis to:

1. My beloved parents. Nonol Mudiarto and Sumiasih, who always love and support me, who always take good care of me, who always motivates me when I was down to finish my thesis, who became best friend to me, who as my inspirations, Thanks a lot and I love you so much both.
2. Silfia Dwi A. S.Pd, my best friend and my senior, who always shares her knowledge, motivates me when I was down, supports me to finish my thesis. Thanks a lot for your time.
3. Hafifah Qori' Maulani, my friend, who always support and help me to finish my thesis. Thank you.
4. All those who have helped me to complete the thesis which may not be mentioned one by one.



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1. Prof. Dr. H. Babun Soeharto, S.E.MM, the Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has given me the chance to study at this university.
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Hopefully, Allah will reward all of the wonderful actions that people did help me in completing this thesis.

Jember, 8 June 2023

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ABSTRACT

Resa Indah Safitri, 2023: The Implementation of Teaching Speaking Skill through Story Completion Technique at the Eighth Grade of SMPN 1 Kunir – Lumajang In Academic Year 2022-2023

Keywords: Teaching Speaking Skill, Story Completion Technique

This research investigated the use of story completion techniques for teaching speaking abilities. Pursuant to the preliminary study, the researchers found that students' vocabulary and pronunciation were still low, lacked confidence and were confused in speaking English. Thus, the teacher uses the story completion technique to help students be more confident, students do not feel bored and are active in learning. Therefore, researchers are interested in conducting research related to the techniques applied by teachers

This research will examine how story completion techniques are used to teach speaking skills. Therefore, the research questions are formulated: 1) how is the purpose of teaching speaking skills through story completion technique? 2) How is the material of teaching speaking skills through story completion technique? 3) How are steps of teaching speaking skills through story completion technique? 4) How is the evaluation of teaching speaking skills through story completion technique?

The researcher employed qualitative methodology and phenomenology as a research design. This research was conducted at SMPN 1 Kunir – Lumajang. The subject in this research was an English teacher and 32 students of eighth grade (VIII B). The data collected was gathered from observation, interview, and document review. To analyze the data, the researcher used Miles Huberman and Saldana's theory, which consist of data condensation, data display, and drawing conclusion.

The finding of these research were: 1) the purpose of teaching speaking skill through story completion technique at eighth grade of SMPN 1 Kunir include: a) students more active response, b) students more creative making stories, c) students more wise in discussing, and d) students more confident to presentation. 2) The material of teaching speaking skill through story completion technique at eighth grade of SMPN 1 Kunir about recount text with the topic of personal experience in the past which includes social functions, text structure, and language feature, 3) The steps of teaching speaking skill through story completion technique at eighth grade of SMPN 1 Kunir include: a) the teacher instructs students to sit in a circle, b) the teacher distributes worksheets and envelopes, c) the teacher tells stories according to the theme, d) students must continue the story from the teacher, e) students carry out discussions to make stories, f) Each student makes stories of their personal experiences around 4 to 5 sentences, g) The results of student discussions are presented in front of the class. 4) The evaluation of teaching speaking skill through story completion technique at eighth grade of SMPN 1 Kunir were used formative assessments with two types; written tests, namely making recount texts and practice tests that refer to scoring rubrics for assessing pronunciation, fluency, and accuracy.

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CHAPTER 1

INTRODUCTION

A. Research Background

Language is an expression that intends to convey an idea or information to other people that listeners can understand through the language expressed. Philosophically, language is a communication tool used in everyday life so everyone can easily interact orally and in writing. Kefer and Michelle mention that language is a primary aspect that bridges the knowledge of students and teachers. Students' mother tongue embodies their knowledge as a reflection of familial socialization and as the primary linguistic tool for communicating needs, ideas, and worldviews.² Besides that, language allows students to participate actively in many communities of learners inside and outside the classroom. In the education system in Indonesia, the foreign language taught in schools is English.

In Indonesian context, English is a foreign language that is taught at all levels, starting from elementary school, junior high school, senior high school and university. According to Republic law Number 20 in 2003, stated that "*A foreign language can be used as the language of instruction in certain educational units to support students' foreign language skills.*"³ In addition, English is crucial for students because it broadens their ideas, encourages emotional development, and improves their quality of life by giving them work options.

² Nathalie Kefer and Michelle Haj-Broussard, "Language in Educational Context" *Journal of Culture and Values in Education* (December, 2020) Vol. 3(2): 1-2 DOI:10.46303/jcve.2020.9

³ Law of Republic of Indonesia number 20 of 2003. National Education System.

In teaching and learning English, there are four major, namely listening, speaking, reading, and writing. One of the most important skills that must be taught in teaching English is speaking. Speaking means creating and communicating meaning through verbal and nonverbal symbols in various contexts. Speaking is a way of transferring knowledge and expressing ideas.⁴ In Islamic religion, the way to speak well emphasized in a social relationship. Therefore Allah SWT says in the Holy Qur'an Surah Al Ahzab verse 70 that says:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

Meaning: "O you who have believed, fear Allah and speak words of appropriate justice."

Verse 70 of Surah Al Ahzab explains how Allah directly commands us to be pious, and Allah commands those who believe to be honest and truthful. Do not lie, do not deceive, or deviate from the truth. Therefore, it can be concluded from Surah Al Ahzab that humans must speak according to facts so that humans can interact with other people starting with good speaking skills.

Additionally, Teaching speaking that teacher can apply to help their students develop communication and the ability to produce grammatically correct, logically connected sentences that suit a specific context. To support this, teaching speaking includes activities for students with teacher guidance or assistance to

⁴David, Nunan, "Language Teaching Methodology: A Textbook for Teachers," (New York: Prentice Hall, 1991). 40. ISBN: 0-13-521469-6

enhance their spoken language skills.⁵ Thus, the teacher can design activities to help enhance students' speaking skills.

Nevertheless, English Foreign Language students generally need help with speaking in English. In teaching and learning process, there are some problems in learning speaking: (1) restricted speaking opportunities for students in class, (2) lack of variation in teaching techniques used by the teachers in the classroom, (3) teaching technique implemented used by teachers made students not interested in studying English.⁶ Therefore, teachers are expected to teach speaking using various techniques for provide students in teaching material and create interacting classroom. Hence, students received the opportunity to practice speaking in English.

Moreover, the researcher observations and interviewed the English teacher previous to conducting the research. The researcher found that: (1) students' vocabulary and pronunciation in speaking practice are still low (2) teachers proceed in using limited techniques to teach students speaking skill (3) teachers often use imitation techniques "listen and imitate" in teaching.⁷ Therefore, teachers are expected to teach speaking using various techniques for provide students in teaching material and create interacting classroom. Hence, students received the opportunity to practice speaking in English.

⁵C. A. Korompot, *Integrating CEFR, Thematic Contents, and Intensive Instruction in Developing Speaking Materials for First-year English Language Teacher Trainees*, *ELT in Asia in the Digital Era: Global Citizenship and Identity* (London: Rutledge, 2018), 119-127.

⁶Buzanni, "The Use of Guessing Games in Improving Students' Speaking Ability at the Second Year Students of MTS Ikhtiyarul Ummah Pamekasan," (Malang: Institute of Teacher Training and Education Budi Utomo, 2008)

⁷Mrs. Aristianah, Interviewed by researcher, Lumajang, 29 October 2022.

Nowadays, there are several techniques in teaching speaking have been used by English teachers to support the practice of students speaking skills. For examples dialogue, picture description, picture differences, information gap, storytelling, and story completion.⁸ Additionally, in dialogue activity, the text script has been given by teachers, who then remembered it and practiced in pairs. In picture description activities, each group receives several pictures from teachers, and then each student has a chance to explain in one or more sentences. Next, in picture differences, students create recognize, compare, and distinguish two pictures with another picture differences so it results in a question-and-answer session. Then, the information gap encouraged students to communicate because they were partnered and given the same text with various missing parts. After that, in storytelling, students recreate stories in their own languages to enhance their vocabulary and pronunciation. Also, they can acquire communication each other, writing, and listening abilities through this activity. Finally, the teacher can consider story completion as an alternative technique to increase the students speaking skills that focus not on vocabulary, pronunciation, grammar, fluency, and accuracy but also on their social relationships such as their team's work.

Story completion defined as free-speaking groups encouraging students to interact as they followed the teacher's narration of the story, and then they shared

⁸Theodorus Sulon Suban, "Teaching Speaking: Activities to Promote Speaking Skills in EFL Classrooms," *Lectio: Journal of Language and Language Teaching* (May 2021), Vol. 1(1), ISSN 2775-507X

their story using their vocabulary in the group⁹. The teachers use this technique to help students develop logical thinking and sentence sense. Conversely, it might encourage students to be more receptive to explaining the story and enjoy the learning process. In addition, this technique provides several benefits for students such as: (1) students can contribute to promoting story ideas, (2) increasing students interaction in groups, (3) encouraging students to learn actively, (4) students can use their imagination and creativity in completing stories, (5) students can building their listening skills.¹⁰ Therefore, story completion technique can build logical thinking, imagination, and creativity use their own vocabulary through free speaking in the group.

Furthermore, in implementing story completion, the teacher become controlling on students' discussion. Teacher can start to narrate the story. After a few sentences, teacher stops narrating. Then, each student in group continues the story adds four to ten sentences. In composing stories, student must concentrate on parts of story.¹¹ Besides, the teacher gives some keywords to help students compile sentences to facilitate speaking learning practice. Student can add new characters, events, and description to complete it.¹²

⁹ Salmon J. Hukom, "Story Completion: A Technique in Teaching Speaking." *Jurnal Tahuri* (October 2019), Vol. 16(2), DOI: 10.30598/tahurivol16issue2page1-9.

¹⁰ Shima Ghiabi, M.A., "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* (July, 2014), Vol. 3(3), ISSN: 2278-4012.

¹¹ Syaprizal & Gita Priska, "Teaching Speaking By Using Story Completion Technique," *Jurnal Perspektif Pendidikan* (Desember, 2018), Vol. 12(2), DOI: <https://doi.org/10.31540/jpp>.

¹² Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal* (November, 2006), Vol. 12(11), <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>.

Grounded from the arguments, it can be seen that the story completion technique can be used to teach speaking students which focuses on enriching their speaking skill. Although many studies conducted to explore story completion techniques to improve students' speaking abilities, several studies have focused on how story completion technique can build student's speaking English. Against this circumstance, this research involved students in speaking classroom through story completion technique. In addition, it looked at the implementation of story completion to build junior high school students to enrich vocabulary and build students' pronunciation. Based on the above explanation, the researcher attempt to conduct the research entitled: **“The Implementation of Teaching Speaking Skill through Story Completion Technique at The Eighth Grade of SMPN 1 Kunir in Academic Year 2022-2023.”**

B. Research Questions

Following the previous statement, this research examines how story completion techniques are used to teach speaking skills. To help this, the research questions are formulated as follows:

- a. What is the purpose of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?
- b. What is the material of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?
- c. How are steps of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?

- d. How is the evaluation of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?

C. Research Objectives

Based on the previous research focus, the objectives of this research as follows:

- a. To describe the purpose of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023.
- b. To describe the material of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023.
- c. To describe the steps of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023.
- d. To describe the evaluation of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023.

D. Research Significances

The result of this research is expected to be beneficial both theoretically and practically. The significances of the research are explained as follows:

1. Theoretically

The results of this research to support previous theories related to the use of story completion in teaching speaking for junior high school students. Particularly, this research is expected to increase knowledge about English teaching and learning techniques.

2. Practically

a. English teachers

The results of this research hopefully can be beneficial for English teachers as an alternative technique for teaching speaking through story completion. It is expected that students can practice their English speaking in the learning process.

b. Further researchers

The result of this research is expected to serve as a reference for further researchers interested in conducting research dealing with story completion in building students' speaking. Likewise, the result from this research may be used as a comparison in conducting similar research.

E. Definition of Key Terms

1. Teaching Speaking Skill

Teaching speaking skill is the process by which a teacher assists and facilitates students in achieving learning objectives, particularly in enhancing student performance in speaking skills. Additionally, teaching speaking includes activities for students with the guidance and assistance of the teacher during the teaching speaking process.

2. Story completion technique

Story completion is interactive technique in teaching speaking which students can free speaking in group increase student's speaking skill. The teacher become controlling on students' discussion. Teacher can start to narrate the

story. After a few sentences, teacher stops narrating. Then, each student in group continues the story adds four to ten sentences. In composing stories, student must concentrate on parts of story. Story completion technique can build logical thinking, imagination, and creativity use their own vocabulary.

F. Systematic of Discussion

The flow of thesis discussion from the introductory chapter to the closing chapter is described as systematic discussion. The format of systematic writing is a descriptive narrative rather than a table of contents. Systematic of discussion in this research as follows:

Chapter I demonstrates the introduction of the thesis, such as research context, research focus, research objective, research significant, definition of key term, and systematic discussion.

Chapter II demonstrates a review of related literature that consists of the previous research and the theoretical framework.

Chapter III demonstrates the research method of this current research that consists of research design, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV demonstrates the description of the research object, data presentation and discussion.

Chapter V demonstrates the conclusion and suggestion of this research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In the previous research, several research topics related to the current research as follows:

First, Andi, Mawardin and Zarkiani wrote an article, "Development of Speaking Skills of Class X Students through Story Completion Techniques," stating that using story completion techniques in learning English can develop students' speaking skills.¹³ Besides that, the researcher also showed the right way to achieve the research objectives using pretest and posttest. For research design, this research uses quasi-experimental study. Adding, the participants in this research were tenth grades of students at MAN 2 Palu covering X IBB as the experimental class and X MIA 4 as the control class. Finally, data analysis shows that the t-counted value (9,817) is higher than the t-table value (2,012) by applying a significant level of 0.05 with 48 degrees of freedom. It can be concluded that the research hypothesis is accepted. Thus, the story completion technique is proven to develop the speaking skills of tenth grade students at MAN 2 Palu.

Second, an article journal is written by Yunita "Using Story Completion in Teaching Speaking to The Eleventh Grade Students of Sman 2 Tenggara Seberang in Academic Year 2018/2019" reported that the researcher points out that

¹³ Andi Nursyamsiah, Mawardin M. Said, & Zarkiani Hasyim, "Developing Speaking Skill of Grade X Students Through Story Completion Technique," E-Journal of English Language Teaching Society| (ELTS) (December, 2018), Vol. 6(3), <http://jurnal.untad.ac.id/jurnal/index.php/>.

through story completion activity has positive effects in help students opened their mind to explain the story and improving for students' speaking ability.¹⁴ This study uses quasi-experimental design exactly nonequivalent control group. Furthermore, the researcher also ensures to achieve the purpose of that study; it uses two instruments including the pre-test and post-test in the experimental class and control class. Therefore, this study concludes that uses a story completion is effective in improving the students' speaking ability because the t-test was higher than t-table.

Third, Ida wrote "The Effectiveness of Story Completion toward Students' Speaking Ability" reported that uses story completion can improve students speaking ability in narrating legend story.¹⁵ For research methodology, this study uses quantitative approach exactly experimental method. Additionally, the research participants on this study were sixty-six students at tenth grade from SMAN Krangkeng. Last, the results of this study indicate that story completion technique was successfully improved the students' speaking ability.

Fourth, Pungky wrote an article journal "The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students" state that story completion help students to find a new vocabulary, improve classroom situation, and students' motivation in speaking classroom.¹⁶

¹⁴ Yunita Sinaga, "Using Story Completion in Teaching Speaking to The Eleventh Grade Students of Sman 2 Tenggarong Seberang in Academic Year 2018/2019," *Jurnal Intelegensi* (September 2019), Vol. 4 (2).

¹⁵ Ida Yulianawati, "The Effectiveness Of Story Completion Toward Students' Speaking Ability," *English Journal of Indragiri (EJI)* (July, 2019), Vol. 3(2), DOI: <https://doi.org/10.32520/eji.v3i2.551>

¹⁶ Pungky Purwasih, "The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students," *English Research Journal* (October, 2019), Vol. 4(2), <https://ejournal.unisri.ac.id/index.php/engj/article/view/446>.

Additionally, the participants gathered nineteen students from students of SMK Wijaya Kusuma Surakarta in the Academic Year of 2017/2018. This study uses classroom action research. Therefore, this study concludes that using story completion techniques in teaching speaking skills can help increase students' speaking scores, practice speaking, and can make the situation of the class becomes enjoyable and more conducive.

The last one, an article journal written by Cris, Rizki and Shopiah “The Effect of Story Completion Technique to Improve Students’ Speaking Ability in Descriptive Text at Tenth Grade of SMAN 1 Rantau Utara on Academic Year 2020/2021” described that uses story completion technique has positive effect to enhancing students speaking ability in descriptive text.¹⁷ The researcher also mentions that using descriptive text in story completion support students in getting new knowledge about describing the picture through answering the question. Furthermore, this research adopted a quasi-experimental design. The results of this study concluded that there was significant effect of using story completion on students’ speaking ability.

¹⁷ Cris Novita Sari, Rizki Lestari, and Shopiah Anggraini Rambe, “The Effect Of Story Completion Technique To Improve Students’ Speaking Ability In Descriptive Text At Tenth Grade of SMA N 1 Rantau Utara On Academic Year 2020/202,” *Revolution of English Department Journal* (Maret, 2022), Vol. 6(1), <https://ejurnal.univalabuhanbatu.ac.id/index.php/red/article/view/514>.

Table 2.1
The similarities and differences between
Previous research and researcher's study

No	Researcher's name and title	Similarities	Differences
1	An article journal written by Andi, Mawardin and Zarkiani (2018) "Development of Speaking Skills of Class X Students through Story Completion Techniques"	Both of the research investigated the student speaking practice through story completion	<p>a. Research participant The previous study conducted tent grade of students in MAN 2 Palu and the current study conducted eight grade in SMPN 1 Kunir</p> <p>b. Research design The previous study use quasi experimental design (posttest and pretest) and the current study use a phenomenology</p> <p>c. Research focus The previous study focus on increasing students' speaking ability in group discussions and the current research focuses on learning activities, which emphasizes the purpose, the material, the steps, and the evaluation of teaching speaking</p>
2	An article journal written by Yunita Sinaga (2019) "Using Story Completion in Teaching Speaking to The Eleventh Grade Students of Sman 2 Tenggarong Seberang in Academic Year 2018/2019"	Both of the research investigated the use story completion in teaching speaking	<p>a. Research participant The previous research conducted eleventh grade students and the current research conducted eight grade students</p> <p>b. Research design The previous study use quasi-experimental design and the current research use a</p>

			<p>phenomenology</p> <p>c. Research focus</p> <p>The previous study focus on help students open mind and improving for students' speaking ability and the current research focuses on learning activities, which emphasizes the purpose, the material, the steps, and the evaluation of teaching speaking</p>
3	<p>An article journal written by Ida Yulianawati (2019) "The Effectiveness of Story Completion toward Students' Speaking Ability"</p>	<p>Both of the research investigated the implementation of story completion in speaking skill</p>	<p>a. Research design</p> <p>The previous study use quantitative experimental design and the current study use phenomenology</p> <p>b. Research participant</p> <p>The previous study conducted tenth grade students of SMAN Krangkeng and the current study conducted eight grade students of SMPN 1 Kunir</p> <p>c. Research focus</p> <p>The previous study focus on improving for students' speaking ability in narrating legend story and the current research focuses on learning activities, which emphasizes the purpose, the material, the steps, and the evaluation of teaching speaking</p>
4	<p>An article journal written by Pungky Puwarsih (2019) "The Implementation of Story</p>	<p>Both of the research investigated use</p>	<p>a. Research participant</p> <p>The previous study conducted students</p>

	<p>Completion Technique to Improve Speaking Skill of Vocational High School Students”</p>	<p>story completion technique in speaking skill</p>	<p>SMK Wijaya Kusuma and the current study conducted students SMPN 1 Kunir</p> <p>b. Research design The previous study use classroom action research and the current study use phenomenology</p> <p>c. Research focus The previous study focus on helping students to find a new vocabulary, improving classroom situation, and students’ motivation in speaking classroom and the current study focuses on learning activities, which emphasizes the purpose, the material, the steps, and the evaluation of teaching speaking</p>
5	<p>An article journal written by “The Effect of Story Completion Technique to Improve Students’ Speaking Ability in Descriptive Text at Tenth Grade of SMAN 1 Rantau Utara On Academic Year 2020/2021</p>	<p>Both of the research investigated the use story completion technique in speaking skill</p>	<p>a. Research design The previous study use quasi-experimental design and the current research use a phenomenology</p> <p>b. Research participant The previous study conducted tent grade students of SMAN 1 Rantau Utara and the current study conducted eight grade students of SMPN 1 Kunir</p> <p>c. Research focus The previous study focus on enhancing students speaking</p>

			ability in descriptive text and the current study focuses on learning activities, which emphasizes the purpose, the material, the steps, and the evaluation of teaching speaking
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Based on explanations provided by previous research have been examined in table 2.1, it showed certain similarities and distinctions between the researches that would be conducted. From the previous study, the similarities with this research focus on students' speaking skills and using Story Completion Techniques. While the difference in this research is on several design research focuses such as quantitative approach, action research classroom, quasi-experimental and educational level. Meanwhile this current research uses a phenomenology as research design and focus on learning activities, which emphasizes the purpose, the material, the steps, and the evaluation of teaching speaking through story completion technique at the eighth grade of SMPN 1 Kunir as the uniqueness of this research.

B. Theoretical Framework

1. Teaching Speaking Skill

a. Definition of Speaking Skill

Speaking is one of the four language skills (reading, writing, listening, and speaking). Speaking facilitates students to communicate specific goals with others or express their opinions, intentions, and points of

view. Speaking pertains to an individual capability to use vocabulary in conveying, articulating, and communicating ideas and emotions to others orally. In addition, Brown mention that speaking is an interactive activity that incorporates the speakers, aims, collective experiences, and physical surroundings in generating and receiving information connected to meaning in the specific context.¹⁸ Speaking can be interpreted as expressing one intention (ideas, thoughts, and contents) to another using spoken language so that others can understand those intentions. Speaking can also support two significant functions: transactional information transfer or maintenance of social relationships. By that means, language instruction may allow learners to participate in meaningful communicative behavior about essential themes.

Furthermore, Johnson and Morrow emphasize that speaking as activity involving two (or more) persons, consisting of listeners and speakers, in which both should respond through they hear and participate with a response.¹⁹ In learning context, speaking becomes a way of interacting between teachers and students in the classroom to fulfill learning objectives. According to the statement above, speaking is a productive activity that creates words to communicate and transmit thoughts or ideas to listeners in building communication.

¹⁸ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy Second Edition* (San Francisco: Longman, 2000). <http://octavany.files.wordpress.com>.

¹⁹ Keith Johnsonn & Marrow, *Communication in the Classroom*, (New York: Longman, 2000), 70.

b. Components of Speaking Skill

In learning speaking, the teacher recognizes several aspects that influence the students' speaking learning process. Brown pinpoints several aspects: pronunciation, vocabulary, accuracy, and fluency.²⁰ This aspect can be requirement for the teacher that desires to construct speaking activities. Therefore, the speaking activity must encompass all four of the following aspects:

- 1) **Pronunciation:** the act or consequence of producing speech sounds, including articulation, stress, and intonation, typically concerning some standard of accuracy. At the beginning, the goal of teaching pronunciation to focus on easy-to-understand pronunciation. Furthermore, at the advanced, the pronunciation goal can concentrate on elements that engage communication, such as stress patterns, intonation, voice quality, etc.
- 2) **Vocabulary:** the collection words or phrases usually organized alphabetically and defined. In addition, Thornbury emphasize that learning vocabulary connected to the form and meaning of each word to build communication.²¹ Vocabulary assists learners in comprehending sentence and communicating effectively and accurately.
- 3) **Accuracy:** emerges when students' utterances match the actual words uttered. Additionally, Nunan mention that accuracy is associated

²⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* (San Francisco: Longman, 2000), 268-269, <https://octovany.files.wordpress.com/2013/12>.

²¹ Scott Thornbury, *How to teach Speaking* (San Francisco: Pearson Education Ltd, 2005).

with grammatical structure, which contains various features such as parts of speech, tense, phrases, sentences, etc.²² to achieve the required level of correctness, students must apply the proper grammatical structure in their remarks.

- 4) Fluency: using language efficiently and confidently without pausing when expressing information. Some grammatical errors may occur in speaking. Meanwhile, the person considered fluent if produces groupings of words that constitute a meaningful unit while speaking instead of individual words.

c. Types of Speaking Performance in Classroom

In designing speaking activities, the teacher or educator must know the several speaking parts used in consistent interactions for various goals. There are several types of speaking in classroom, as follows:²³

- 1) Imitative speaking is speaking to imitate words or phrases, or even sentences. Students' attempts to repeat have been mentioned by following the pronunciation determined by the teacher. The goal of producing words or sentences in speaking. One typical example of this "repeat when me" expertise in classroom.
- 2) Intensive speaking involves practicing some phonological and grammatical features of language, which entails producing a constrained

²² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 55.

²³ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Longman, 2000), 271-274 <https://octovany.files.wordpress.com/2013/12>.

amount of language in a tightly controlled setting. Giving direct answers to straightforward inquiries or reading a text.

- 3) Responsive speaking is interaction to an unlimited extent, from brief conversations, standard greetings, and simple talking with comments and requests.
- 4) Interactive speaking is complex engagement that occasionally involves several exchanges or multiple participants. Interpersonal interaction and transactional behavior are two features of interaction. In details, Interpersonal communication can define the process of interacting to uphold bonds and transactional communication involves sharing information.
- 5) Extensive speaking can be described as spoken producing, which includes speeches, oral presentations, and story-telling that necessitate significant planning and are generally not spontaneous communications. Because of this extensive communication, students can speak in a manner that can be comprehended without requiring criticism.

Grounded in the previous literature, several types of speaking perform such as imitate, intensive, responsive, interactive, and extensive can help teacher to design classroom activities in speaking.

d. Definition of Teaching in Speaking Skill

In learning context, teaching can be regarded an interaction between teachers and students that can grow and encourage students to implement the

learning process. In addition, Brown state that teaching is assisting someone in learning how to do something, providing directions, directing someone in learning something, and giving knowledge and understanding.²⁴ Teaching speaking becomes process in which teacher provides and assists students in achieving learning objectives, specifically the requirement to enhance their speaking skills. Teachers can promote students' desire to develop speaking abilities during the teaching and learning process. Therefore, teachers can conduct interventions such as making students practice speaking English and providing feedback to assist students in learning certain items relevant to their performance in speaking skills. Additionally, Riddle highlights that exercises and feedback can be prioritized for students appropriately, ensuring the students can participate in making the teaching-learning process more effective and efficient in achieving learning objectives.²⁵ Finally, Teaching speaking define process of interaction between teachers and students in the learning process that involves how to do something, offering and understanding material, learning something, and providing assignments and feedback to enhance the learning and teaching speaking process.

e. Principle of Teaching in Speaking

Nowadays, teaching speaking has been a significant aspect with objectives and principles for implementing in learning English. Brown and

²⁴ H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition* (USA: San Francisco State University, 2000), 8, ISBN: 0-13-199128-0, <http://angol.uni-miskolc.hu/wpcontent/media>.

²⁵ David Riddell, *Teach EFL* (London: Hodder Education, 2014), 152, Mexico Documents.

Yule mention that teaching speaking objective to enable the students to demonstrate their thoughts, opinions, and ideas in the target language (English), including greeting, introducing, apologizing, and so on.²⁶ Meanwhile, Nunan also recommend the principle for designing teaching speaking technique, as follows:²⁷

First, recognize the distinctions between learning second language and learning foreign language. In Indonesian schools, learning English is taught as learning foreign language. Consequently, teachers must provide more attention and be able to create materials becomes interesting for teaching and learning English.

Second, providing schedule room for students to practice their fluency and accuracy. In teaching speaking, teachers must ensure students receive appropriate experience in increasing fluency and accuracy. The teacher may refrain from interrupting the student, although the goal is to repair the student's speaking error.

Third, implement group activities or pair works to provide students prospects of speaking. In fact, students are constantly anxious to speak for fear of making an error. Students participating in group speaking exercises are freer to express themselves. Preferably, the teacher should only begin speaking exercises by asking students to perform them individually rather

²⁶ Gillian Brown and George Yule, *Discourse Analysis* (Cambridge University Press, 1983).

²⁷ David Nunan, *The Impact of English as a Global Language on Educational Policy and Practice in the Asia-Pacific Region*. Quarterly TESOL (January, 2012), 54-56, DOI: <https://doi.org/10.2307/3588214>.

than in groups. Further, in speaking class, the teacher allows correcting student shortcomings and providing feedback on student performance.

Fourth, preparing a speaking assignment that entails negotiating for meaning and comprehension of individuals. Hence, teachers must design speaking assignments that include negotiating meaning in connection to speaking activities. This design contains asking for clarification, repetition, and explanation. As a result, students can identify their understanding and ensure that what they communicated during learning has been understood.

Last, teacher can design classroom activities that provide guidance and practice in transactional and interactional of speaking. Interactional and transactional speaking are efficient techniques for developing spoken language in the classroom. In details, Interactional speaking is interpersonal communication used to establish and maintain social relationships. While transactional speaking is communication to accomplish a specific goal, such as calling taxi. Both of these capabilities have been implemented to provide students with speaking practice in teaching speaking.

f. Components of Teaching Speaking

1) Teaching purpose

Purpose related to activities expected in specific teaching processes to provide evaluations for students. Each teaching must have a goal that can expedite the teaching process. Thus, the purpose of teaching is to achieve various other benefits for student activities in the

classroom. Malin pinpoint that teaching purpose are the primary driver of student engagement with the school.²⁸ In teaching speaking, speaking activities subconsciously make direct teachers and students to several goals. In addition, Hughes stated that the teacher's goal in teaching speaking is to train some aspects of linguistic knowledge, such as grammatical rules, or to develop productive skills involving rhythm, intonation, and vocals, or to increase sociolinguistic awareness and pragmatic points, such as how to interrupt politely, respond to praise correctly, or show that someone has understood something.²⁹ Thus, teaching purpose refers to an action the teacher expects, including knowledge, skills and attitudes in the learning process.

In teaching speaking, the teacher aims to enhance students' speaking skills. Furthermore, Goh and Burn emphasize that the aim of teaching speaking depends on the factors and requirements of the students.³⁰ It includes improving their speaking abilities, correcting grammatical errors, eliminating shyness and weaknesses, and assisting students in becoming more confident in speaking class. So, the purpose of teaching speaking refers to student activities and teacher involvement in helping students to understand how communicated English functions,

²⁸ Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning* (Harvard Education Press, 2021), 5 ISBN-13: 978-1682532577

²⁹ Rebecca Hughes, *Teaching and Researching Speaking: 2nd Edition*, (Edinburgh Gate, Pearson Education Limited, 2011), 6

³⁰ Christiane Cuen Meng Goh, and Anne Burns, "Teaching Speaking: A Holistic Approach" *Cambridge University State* (January, 2012), 1-2, ISBN-101107648335

convincing them to be more confident and providing opportunities to express their speech.

2) Teaching materials

In learning, the teacher delivers teaching by employing teaching materials. Thomlinson highlights that the term "materials" allude to anything teachers or students use to facilitate language learning.³¹ Teaching materials can be either written or unwritten. It helps students to acquire essential competencies or competencies coherently and systematically so that they can master all competencies in an integrated manner. The key to generating appropriate materials must be provided, explained, and organized efficiently and correctly. So the teacher can teach it with preparation and less time. Additionally, teaching material is anything from material that supports and facilitates students' acquisition of language learning competency.

Materials are an essential instrument in the teaching and learning process. The teacher distributes resources to students during the teaching-learning process to expand students' knowledge, train students in communication, and govern the learning process. Materials must be enjoyable and intriguing so students do not become bored while learning. Thomlinson emphasizes that materials can be instructional by providing learners with knowledge about language, experiential by

³¹ Brian Tomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press, 2011), 2

exposing learners to the language used, elicitation by promoting language usage, or exploratory by facilitating language discovery.³² Furthermore, teaching material is any form that is there that is linked to the language to be learned.

3) Teaching step

Every teacher should establish a classroom learning environment by creating a lesson plan in the educational system. Enama stated that the lesson plan is required for effective teaching since it serves as the teacher's guide or action plan in the classroom.³³ To prepare a good lesson, the teacher must pay attention to the conditions of the students (such as age, level of language development, and learning style), lesson objectives, and material for various activities, timing, and assessment.

Additionally, some essential things must be included while creating a lesson plan. Brown mention that the elements of the lesson plan are as follows:³⁴

a) Goals

Goals are generalized but deal with unifying themes identifying the lesson topic. For example, for the lesson plan,

³² Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, (Cambridge: Cambridge University Press, 2011), 2

³³ Patrick Roudrige Belibi Enama, "Student Teachers' Competence in Lesson Planning During Microteaching," *Journal of Teacher Education and Educators* (December, 2021), Vol. 10(3), <https://dergipark.org.tr/tr/pub/jtee/issue/67769/981261>

³⁴ .Douglas Brown, "Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy," *New York: Pearson* (ESL. 2000), 149-151

“understanding and identifying recount text,” means it is placed with the lesson. The topic is about recount text.

b) Objective

The teacher should be concerned with the explicit statement while creating the learning aim. The explicit statement are the teacher is confident of the objective that must be reached, maintain the coherence of the lesson, predict the accomplishment, and evaluate the student's progress at the conclusion or afterward.

In setting objectives, teachers must understand the distinction between terminal objectives and enabling objectives.. Terminal objectives are the last learning results that must be measured and evaluated. For example students will successfully request information about airplane arrivals and departures. While enabling objectives is an intern step that creates each other and lead to terminal objectives. For example students will comprehend and produce the following ten new vocabulary items and etc.

c) Material and equipment

As a teacher making teaching materials and knowing what equipment needs to be brought must be considered. When the teaching process, the teacher brings teaching material books as a reference and the students brings a handouts. In addition, the teacher also has the equipment to meet the needs in teaching speaking skills,

such as pens, board markers, media involving paper, blackboards, videos, tape recorders, etc.

d) Procedure

The general plan for organizing an RPP is divided into three agendas; the first is the opening, which involves arranging induction activities as a habituate, such as greetings, praying together, confirming the attendance list, and so on. The second is the core, a set of activities with different proportions spanning whole-class work, work groups or pairs, teacher talks, and student discussions. The final closing activity is the conclusion of class activities, which may involve evaluation, feedback, homework, and a class prayer.

e) Evaluation

Evaluation cannot always be considered an element of a lesson plan. However, evaluation can be used when learning has been carried out in several meetings to determine whether the learning objectives have been achieved. Evaluation is also used for the assessment of students. Besides that, the teacher can provide opportunities for students to learn so teacher can assess student success and make adjustments

f) Extra class work

The teachers only give extra class work only to students when they want to expand class activities, such as learning outside

class hours. The teacher must plan the assignment carefully and communicate it to students. The function of the task is to keep students focused outside of class hours.

4) Teaching evaluation

In teaching and learning activities, students can achieve learning outcomes determined through evaluation. Teaching evaluation is the last component in teaching speaking skills. Teaching evaluation is assessing after learning to determine how far the aims have been achieved. In evaluating students after teaching and learning, assessment is often used to achieve it.³⁵ It consists of comments, feedback, and suggestions. In addition, the evaluation of the part of the lesson plan that is used to assess students can be carried out in several types of assessment as follows:³⁶

a) Informal assessment

Informal assessment can take several forms, starting with incidental, unplanned comments, responses, coaching, and other impromptu feedback to the students. Examples include saying, “Nice job!” “Good work!” informal assessment does not stop there. A good deal of teachers’ informal assessment is embedded in classroom tasks designed to elicit performance without recording

³⁵ Jaap Scheerens, Cees Glas, and Sally M. Thomas, *Education Evaluation, Assessment, and Monitoring: Contexts of Learning*, (Netherlands: Taylor and Francis e-Library, Master e-Book, 2005), 2, ISBN: ISBN 0-203-97105-1),

³⁶ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408.

results and making fixed judgments about a student's competence. Example at this end of the continuum is marginal comments on papers, responding to a draft of an essay, advice about how to pronounce a word better, a suggestion for the strategy for compensating for reading difficulty, and showing how to modify a student's note-taking to remember the content from teachers better.

b) Formal assessment

Formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. They are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement. To extend the tennis analogy, formal assessments are the tournament games that occur periodically in the course of a regimen of practice.

c) Summative assessment

Summative assessment is an assessment of learning at the end of an instructional unit or at a specific point in time. It compares students' knowledge or skills with standards or benchmarks. Summative assessment measures how a particular population responds to an intervention rather than focusing on individuals. It often aggregates data across students to act as an independent benchmark that allows teachers, administrators, and parents to assess the effectiveness of materials, curriculum, and instruction

used to meet national, state, or local standards. Summative assessments include midterms, final assignments, term papers, teacher-designed tests, standardized tests, and high-stakes tests. As part of the summative assessment, standardized tests are essential in ensuring that schools are conducted to the same standards and that all students, regardless of socioeconomic background, perform as expected. Summative assessments give teachers metrics for knowing what is working and what is not. This approach aims to measure or evaluate the level of success a student has shown with his learning. This information is typically used for assessment and reporting purposes.

d) Formative assessment

Formative assessment is a process that provides feedback and support during instruction, such that teachers and students can adjust ongoing instruction and learning to improve students' achievement of planned instructional outcomes. In-class teaching is a form of assessment integrated into the interaction between teachers and students to offer feedback to them. In addition, assessment can be considered formative only if it results in action by the teacher and students to enhance student learning. Through teacher and student interactions during learning activities, formative assessment is done, and students receive feedback on what they

know, understand, and can do. This way, teaching, learning, and assessment are integrated into the curriculum. Therefore, the process of formative assessment always includes students.

Students can reflect on their learning, or they may receive feedback from their peers or the teacher. Formative assessment is also the component of teaching in which teachers find out about the effectiveness of the learning activities they provide. It can be viewed as the process by which teachers gather assessment information about the students' learning. For example quizzes, check-in questions, written feedback, conversations with student

e) Norm- referenced assessment

Norm-referenced assessment is a standardized test that compares students' performance against each other. Norm-referenced assessments compare student performance to the course median. "Normal generation process" refers to the calculation of scores. Norm-referenced assessments rank students on a "bell curve" to determine the highest and lowest-performing students. This method is used to understand how students score against other students with similar experiences. For example, student assessment scores can be compared with those of students who took the same subject in previous years.

f) Criterion-referenced assessment

Criterion-referenced assessment is an approach of assessing students according to the extent to which a particular student has achieved the intended outcomes of a subject or program. Students' performance is assessed based on pre-determined criteria and performance standards, which are clearly defined and explicitly communicated to the students before teaching and assessment take place. Student's performance is assessed by reference to the achievements of students. Where a grade is assigned, it will be assigned following the student's relative achievement on a pre-set grading distribution, generally determined by the institution. This assessment approach is commonly known as "grading on the curve", and only a fixed proportion (within a specific limit) of students can be awarded a particular grade.

Additionally, Nunan presented those there six things that must be asses on evaluating teaching speaking skills as follows:³⁷

- a) Grammar, which assesses how to govern language usage effectively and to avoid grammatical mistakes.
- b) Vocabulary, which assesses how vocabulary features are used. It also demonstrates students' level of proficiency.

³⁷ Nunan in Yenny Rahmawati and Ertin, "Developing Assessment for Speaking," *Journal of IJEE* (2014), Vol 1(2), 202.

- c) Comprehension, which assesses understanding the context of the conversation and provides the response.
- d) Fluency indicates that the conversation output of speech is well presented. It may be determined with certainty that the speech was delivered and responded to a specific subject without the requirement for explanation in the choice of words.
- e) Pronunciation, which assesses the error of pronunciation occurs and the aspect of its pronunciation that interferes with its communication.
- f) Task dealing with completing the instruction given during the speaking test.

Therefore, evaluation is an assessment after implementing the teaching and learning process. Assessments that are usually given by teachers to students are summative and formative. In addition, several things also need to be assessed in teaching speaking skills.

g. Goals in Technique Speaking Skill

The goal of teaching speaking skills is to help students communicate effectively and make them understood. Students are required to avoid speaking confusion caused by pronunciation, grammar, or vocabulary problems and observe the social and cultural conventions implemented throughout communication situations. To help students communicate

effectively, teachers can incorporate a balanced activity approach that combines language input, structured output, and communicative output.³⁸

- 1) Language input into discussions, listening activities, reading passages, and language heard and read outside the classroom gives students the materials they need to produce language on their own language. Language input includes content-oriented or form-oriented. Content-oriented input contains descriptions of learning strategies and also examples of their use. Meanwhile, form-oriented input focuses on how to use language; guidance from teachers or other sources on vocabulary, pronunciation, and grammar (linguistic competence), discourse competence, sociolinguistic competence, and strategy competence.
- 2) Structured output emphasizes correct technique. Students have many alternatives in structured output, but all possibilities require them to utilize the specific structure presented by the teacher. Structured output is designed to let students be comfortable in producing language-specific. Teachers frequently use structured output exercises to transition between the presentation and the lesson plan practicing stage.
- 3) Communicative output, students' main goal is to complete assignments, such as gathering information or making a video project. To complete assignments, students may use language the teacher presented, but they may also use vocabulary, grammar, and other communication strategies.

³⁸ Kalayo Hasibuan, "Teaching Speaking As A Productive Skill," *Journal of English and Arabic Language Teaching* (2012) Vol. 2(1), 10-12, <https://ejournal.uin-suska.ac.id/index.php/jealt>.

The success of conveying messages or information is a criterion benchmark in communicative output activities.

Teachers can use a variety of activities from various input and output categories in a balanced activity approach. This variation benefits students of all levels, including beginners, because it is more motivating and can result in efficient language learning.

2. Story Completion Technique

a. Definition of Story Completion

Story completion is interactive technique in teaching speaking which students can free speaking in group increase student's speaking skill. In addition, Kayi define story completion is students sit in a circle to finish the story as a free-speaking exercise. In this activity, the teacher begins to tell a story but stops after a few sentences. Each student starts telling stories from where the one before them left off. Each student should add four to ten sentences. Students can add new characters, scenarios, and narratives.³⁹ In group activities, this technique is delightful and aids in the development of students' speaking skills. This technique of teaching speaking encourages students' creativity because they can put stories together by adding characters and events to make them complete. Additionally, Lansky mention that story completion is a helpful technique for exploring students' ideas and encouraging oral communication in the classroom. A story's completion

³⁹ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal* (November, 2006), Vol. 12(11), <http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>.

plays a crucial part in describing it.⁴⁰ Therefore, using this technique can aid students in finishing the story through students' ideas.

In story completion activity, each student must have an idea to compile and produce an interesting story. With the teacher's guide, the teacher starts telling a story, but after a few sentences, the teacher stops telling the story. Then, each student discusses in the group to exchange ideas and use their imagination. After that, students tell from the point where they stopped before. Students can tell characters, events, descriptions, and so on. Therefore, students will enjoy learning because they have to express story ideas in groups.

b. Advantage and Disadvantage of story completion technique

Each learning model or technique that will be implemented must have advantages and disadvantages. O'Malley emphasizes that story completion technique has several advantages as follows:⁴¹

- 1) Students are capable of producing an oral project. The project's contents can be evaluated using the rubric. Additionally, the project's ability to determine reading comprehension and speaking development.

⁴⁰ Leonard M. Lansky, *Projective Techniques in Personality Assessment* (New York: Springer Science + Business Media, 1968).

⁴¹ J. Michael Omalley, *Authentic assessment for English language learners* (New York: Addison Wesley Publishing, 1996), 12.

- 2) Stories promote the imagination of students
- 3) Increase students' willingness to communicate their thoughts and feelings.
- 4) Encourage students to be active during learning.
- 5) Increasing students' speaking skills.
- 6) Encourage the use of imagination and creativity to form interesting stories.
- 7) Encourage collaboration between students to complete stories and build listening skills.

Drawing from the arguments, it can be concluded that the Story Completion Technique is an appropriate technique in improving students' speaking competence because each student is prepared to report the results of oral project in front of the class. In addition, Harris mentions that Story Completion technique has disadvantage as follows:⁴²

- 1) Students need a lot of vocabulary to complete the story given by the teacher. In Indonesia, junior high school students still lack vocabulary.
- 2) The teacher must prepare appropriate stories for junior high school students' criteria such as age, ability, and knowledge.

Finally, it can be concluded that the teacher must establish a relaxed environment in the classroom by following the instructions for using story completion technique. Students can pursue learning comfortably.

⁴² David P. Harris, *Testing English as a Second Language* (New Delhi: McGraw-Hill, 1974), Book Company.

c. Procedure of story completion technique

A procedure is an attempted way of accomplishing a task, typically with steps to be performed in a prescribed order. Hence, Kayi mention that procedure of story completion technique in implementing speaking class as follows:

- 1) Students sit in a circle with their respective groups.
- 2) The teacher starts telling stories about a topic determined. After a few sentences, the teacher stopped telling the story.
- 3) The student's task is to continue by discussing it with their group. This first step makes students focus on building listening skill from the teachers' stories. In group discussion, students exchange ideas and imagine creating exciting stories.
- 4) The teacher provides several vocabularies or keywords for students to help create stories suitable a topic.
- 5) In group, each student can make four until ten sentences. The sentences will be revealed in oral test by students. Therefore, they have a responsibility to compile sentences as stories. Students can create new characters, events, and descriptions in their story. In details, the character could be persons, animals, creatures, or things in the story. An Event is changing an atmosphere (conflict, climax until resolution in future lives of character that appears during story. And then, description is written statement or speech gives details about something or someone.

CHAPTER III

RESEARCH METHOD

A. Research Design

The current research was informed by qualitative approach with phenomenology as research design. Creswell state that qualitative research was an approach to investigating and comprehending the meaning individuals or groups attach to a social or human situation. The research process includes developing questions and procedures, data collection in the participant's environment, data analysis inductively building from particulars to general themes, and the researcher providing interpretations of the data's significance.⁴³ The research findings emphasize meaning rather than generalization. To add, Creswell argues that qualitative research is a method that aims to explore and understand the meaning ascribed to individuals or groups of people from social or human problems.⁴⁴ Outside that, the researcher did not quantify the qualitative data obtained with statistics. Hence, qualitative methodology is conducted naturally to analyze data without numeric.

Additionally, Creswell mention that phenomenology is a type of qualitative research that focuses on the study of individual experiences related to a

⁴³ John W. Creswell and J. David Creswell, *Research Design Quantitative, Qualitative, and Mixed Methods Approaches Fifth Editions* (Sage Publications Inc, 2018), 51

⁴⁴ John W. Creswell, *Qualitative Inquiry Research Design Choosing Among Fives Approaches* (Lincoln, University of Nebraska, 2013), 44,

phenomenon.⁴⁵ It means researcher does not administer treatment or manipulate the examined variables but reports the condition entirety. Phenomenology also emphasizes subjectivity with the aim of maximizing the depth of the information collected.

Grounded in the previous statement, this research aims to investigate how the story completion technique can build students' speaking skills by taking consideration of the teaching purposes, the material provided, the steps applied, and the evaluation of learning for the eighth grade students of SMPN 1 Kunir.

B. Research location

This research was conducted at one of the junior high schools in Kunir; SMP Negeri 1 Kunir, Lumajang, East Java. The school was purposively chosen for several reasons including, first, the school has good accreditation. Second, the school has specific facilities to support the learning activities such as lab computers, lab science, library, and LCD projector. Third, the school not only has achievements in the arts and sciences but also in the language field such as speech and storytelling contests. Forth, this school has problems, especially in learning English namely students speaking skill. Last, the teacher has implemented the story completion technique which is an alternative in teaching speaking. Thus, the researcher conducts the research at this school because it wants to find the phenomenon in the learning process through story completion technique.

⁴⁵ John W. Creswell, *Qualitative Inquiry Research Design Choosing Among Fives Approaches* (Lincoln, University of Nebraska, 2013), 76,

C. Research Subject

In qualitative research, this research used purposive technique to choose the informants. Creswell postulate that purposive technique is a technique of determining with specific goals and considerations.⁴⁶ Therefore, the researcher must pay attention to whom, how many informants and locations will be used as data sources.

The researcher conducted the English teacher and eighth-grade students as key informants who gave information about the implementation of teaching speaking skills through the story completion technique. Beforehand, the researcher informed the English teacher about the research that the researcher conducts at the school, which is related to using the story completion technique in teaching speaking to students. In response, the English teacher agreed with her research topic and permitted her to research at the school. Likewise, the English teacher advises the researcher to do research in ninth grade, but the researcher negotiates to conduct the research in eighth grade. In the researcher's opinion, ninth grade is the class that has most of the exam activities at the end semester. Following negotiations with the English teacher, we agreed to conduct the research in eighth grade.

Therefore, this research was conducted in the eighth grade B with 32 students as research subjects in conducting observations. Then, the researcher took three students from the eighth grade (VIII) B as research subjects to answer interviews. The researcher determined three students who were interviewed based

⁴⁶ John W. Creswell, *Qualitative Inquiry Research Design Choosing Among Fives Approaches* (Lincoln, University of Nebraska, 2013), 156,

on recommendations from the English teacher, namely, one student who could speak English at the advanced level, one student who could speak English at the intermediate level, and one student who could speak English at the basic level so that the interview results obtained were more effective.

D. Data collection

To conduct empirical studies, researcher needs to collect the data using several stages. These data were collected through three stages including observations, interviews, and document review.

1. Observation

Observation is operating as a data collection technique in qualitative research by noticing phenomena that include students' activities and the learning process in class. Creswell highlights that observation is open-ended, firsthand information by observing people and places at a research site.⁴⁷ In this research, the researcher chose observation of the nonparticipant to conduct research. A nonparticipant observer is an observer who visits the location, field note, and takes a picture of students' activities without becoming involved in the activities of the participants.⁴⁸ Hence, the researcher focused on observing, field notes and taking pictures during observation activities in the classroom. In addition, On the grounds of this, the researcher observed students' participation directly while the teacher was implementing the story completion technique in the learning process.

⁴⁷John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research, Research 4th Edition* (Boston: Pearson, 2012), 213.

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif & RND* (Bandung: Alfabeta, 2020). 299

In this study, the researcher chose a non-participant observer because the researcher only focused on class observations, field notes, and taking pictures during observation activities. Researchers made observations during two meetings in learning. In observation activities, the researcher made observations when the teacher entered the class starting with greetings, praying, checking student attendance, and giving apperceptions regarding the material to be explained. Then, the researcher observed how the teacher applied the story completion technique, which focused on students' speaking skills, such as forming groups, discussion sessions between groups, to presentations for each group. At the end of the presentation, the teacher provides feedback and comments on student presentations. The researcher saw that the teacher also gave small notes on student worksheets.

From this observation process, the researcher knows the learning objectives in teaching speaking skills, the material taught by the teacher, the steps related to the story completion technique, and the evaluation given to students directly.

2. Interview

The researcher use interview the English teacher and students to collect data. Interview defined as a primary technique of data collection. To add Creswell state that interview actually happen whenever a researcher asks one or more open-ended questions, then records and replicates the responses for

analysis.⁴⁹ Through interview, researcher gets information from open-ended questions for English teacher and students with recording and replicates the responses. In the present study, researcher used in-depth interview in the form of the semi-structured interviews. In-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular situation.⁵⁰ Before starting the semi-structured interviews, researcher determines the topic and made a list of questions to get information from the English teacher and students.

In this research, researchers used in-depth interviews in the form of semi-structured interviews. The researcher uses a semi-structured interview because the researcher wants to distribute questions without disturbing the students' convenience. On this wise, the students feel comfortable when asked questions by researcher. In addition, in-depth interviews were conducted with English teachers and eighth grade students at SMPN 1 Kunir. The data obtained from this interview included the purpose, the material, the steps, and the evaluation of teaching speaking skills through story completion technique

3. Document review

The researcher needs document review to collect data. Bowen mentions that document review involves the examination and interpretation of data in

⁴⁹John W Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, Research 4th Edition, 218.

⁵⁰ Carolyn Boyce and Palena Neale, *Conducting In-Depth Interviews: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input*, Pathfinder International, 2006, 3. <https://nyhealthfoundation.org/wp-content/uploads/2019/02/>

order to extract meaning, gain understanding, and develop empirical knowledge.⁵¹ The forms of data document were journals, handbook, lesson plan, syllabus, and etc. Based on the previous statement, in the current research, researcher analyzed the lesson plan as a document review. Lesson plan that contains basic competencies, core competencies, learning objectives, learning materials, learning media, learning techniques, learning activities, and assessment.

In this research, the researcher used lesson plan as document review because the researcher wants to reassure the data collected regarding whether the teaching purposes, the material being taught, the learning steps applied, and the assessment given to students follow the lesson plan made by the teacher so that the data obtained by the researcher can be stated as data forceful.

E. Data analysis

After getting the data through observation, interview, and document review in the research, the next step is analyzing the data. In the qualitative research context, data analysis is the processing of systematically searching for and gathering data into categories, classifying them into units, and arranging them into patterns, choosing what is significant and drawing finding that the researcher and others easily understand.⁵² Besides the previous statement, analysis activity allows researchers to acquire a detailed understanding of research topics and also learn to enlarge theory and knowledge. Therefore, to analyze the data, researcher would try to use an

⁵¹ Glenn Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* (August, 2009), 9(2): 27-40, DOI: 10.3316/QRJ0902027.

⁵² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif & RND* (Bandung: Alfabeta, 2020). 320

interactive model. Miles, Huberman, and Saldana emphasize interactive models including data condensation, data display, and drawing conclusions.⁵³

The first step is data condensation, the process of selecting, focusing, simplifying, abstracting, and transforming data that emerges in the entirety of written-up field notes, interview transcripts, and documents. In this step, the researcher gathered data from observation and interviews about the process of teaching speaking during the implementation of the story completion technique. Then, the data will be reduced, summarized, and classified into different categories based on the formulation of the topic to be investigated. The second step, data display can be defined as an organized and compressed collection of information data that allows concluding. In addition, data will be presented in the form of narrative text. Grounded in the previous statement, data will be presented in narrative form to incorporate organized information logically and understandably. Last, drawing conclusion occurs during the research process after adequate data has been acquired; temporary conclusions will be drawn, and conclusions are drawn after the data is finished. Thus, with the reduced and presented data, researchers will make conclusions supported by concrete evidence during the data collection.

F. Validity of data

Researchers can use checking procedures based on specific criteria to validate data. In this research, researchers used triangulation to validate the data. Sugiyono postulates that triangulation is data collection techniques that combine various data

⁵³ Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis, A Methods Sourcebook, Edition 3* (USA: Sage Publications, 2014), 14. terj Tjetjep Rohindi Rohidi, UI-Press.

collection techniques and existing data sources.⁵⁴ Triangulation is a data analysis approach that synthesizes data from several sources. The researcher uses observations, interviews, and document review as data source. Thus, in this research, the researcher employed triangulation in two ways: source triangulation and technical triangulation, as follows;

1. Source triangulation

Source triangulation is data collection techniques carried out by researchers from different sources with the same technique with the aim of strengthening existing data.⁵⁵ In this research, data obtained from English teachers were compared with data obtained from students through interview techniques.

As an example, the researcher conducted interviews regarding the material taught in teaching speaking through the story completion technique. The teacher said that the material was recount text with the topic of personal experience consisting of social functions, the structure of the text, and language features. Then, students supported the teacher's statement that the teacher gives recount text material that discusses personal experiences by paying attention to social functions, the structure of the text, and language features.

2. Technical triangulation

Technical triangulation means that the researcher checks the data obtained from the same source using different techniques to test the credibility of

⁵⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif & RND* (Bandung: Alfabeta, 2020). 315

⁵⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif & RND* (Bandung: Alfabeta, 2020). 315

the data.⁵⁶ In this research, the researcher used non-participant observation, in-depth interviews, and document reviews for the same data source simultaneously.

As an example, after obtaining interview conclusions from the English teacher and students regarding the material taught in teaching speaking through the story completion technique, the researcher made observations by paying attention to the teacher explaining the material in class. The researcher observed that the teacher explained the recount text material from personal experience, including text structure, social function, and language features. To strengthen the results of the interviews and observations, the researcher analyzed the lesson plan made by the teacher. The researcher sees in point D that the written material is personal recount text, including social functions, text structure, and language features. Therefore, the data has been confirmed genuine by triangulation providing researchers with confidence in the data's validity.

G. Research procedure

This research procedure describes the study implementation plan which will be conducted forward by researcher, from preliminary research, design development, actual research until report writing.⁵⁷ The research procedure will be conducted in three stage; pre-field stage, fieldwork stage, and data analysis stage, as follows:⁵⁸

⁵⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif & RND* (Bandung: Alfabeta, 2020). 315

⁵⁷ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: UIN KHAS Press, 2021), 96.

⁵⁸ Lexy J. Meleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2011), 126.

1. Pre-field stage

In this stage, the researcher begins with a field assessment to define the problems or focus of the research. Before going to the research location, the researcher creates a field design, chooses a research field, obtains licenses, and prepares letters such as observation letters, research letters etc. Then, the researcher will investigate and evaluate the research location while also picking and employing the knowledge. In addition, researcher also prepares the research equipment including paper, notebooks, stationery, cellphone, voice recorders, and other items.

2. Fieldwork stage

Researcher collect data depending on the research focus and research objective through observation, interviews, and document analysis. Researchers prepared the necessary items, including interviews transcript, cellphones, notebooks and audio recorders. The researcher interviewed the participant, including English teachers and eighth-grade students. The researcher processes the research data by collecting and applying the gathered data and information to this research study, particularly describing the learning process, specifically using the story completion technique in teaching speaking.

3. Data analysis stage

Following the collection of certain data, every data gathered will be double-checked and traced back to the source. Furthermore, the data examined will be processed and analyzed. The data will be organized systematically.

Thus, the results will be readily communicated to others. Researchers guarantee the confidentiality of any information supplied by research participants. Data submitted by participants is not made available to other responders. The confidentiality alluded to in this study is more personal, which means that the researcher will only know the personal difficulties of the respondents reported in this research.

After completing the three stages, the overall results were examined and organized systematically until written in the form of a thesis beginning with the introduction, literature review, research method, presentation of research results, and closing.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Description of Research Object

SMPN 1 Kunir is an educational unit with a junior high school level in Kunir Lor, Kunir, Lumajang, and East Java. SMPN 1 Kunir is under the auspices of the central government. SMPN 1 Kunir was founded on July 30, 1980. This was confirmed in the Decree Number Establishment Number 420/4946/427.41/2021. SMPN 1 Kunir is located on Jalan Pb. Sudirman No. 01 Kunir, Kebonan, RT. 22 RW.04 with zip code 67383. This Public Middle School level has an organizational structure with the principles of Zainal Arifin, M.Pd, committee namely Arji Ridwan, M.Pd, head of administration namely Supriyono, S.Kom, curriculum team namely Edy Suwarno, S.Pd., Anis Hidayati, S.Pd., and Pinggir Mulatsih, S.Pd., the student team namely Diana Nur Mufida, S.Sc., and Khusnul Urbaidah, M.M., the public relations and sarpras team namely Eko Rudiyanto, S.Pd., Sugiyono, S.Pd., and Drs. Nasrikin. SMPN 1 Kunir implements the 2013 curriculum and has accreditation A. SMPN 1 Kunir has 36 teachers consisting of 16 boys and 20 girls. In addition, this school has 235 class VIII students for the 2022-2023 school years.

This school has a facilitate and infrastructure including security post, large parking area, a mosque, bathrooms for teachers and students, a library, teachers' room, and 25 classrooms. In class VII there are 8 classes, in class VIII there are 8 classes, in class IX there are 8 classes, and there is 1 class that is not used. Each class facilitates blackboards, erasers, blackboard markers, student attendance,

picket schedules, lesson schedules and student products and projects. The geographical location of Ratu Ibnu Sina Middle School based on observations on 7 February 2022 is:

North side : Citizen Settlements

South side : Supermarket

West side : Farming Area

East side : Supermarket

As a clear illustration of its geographical location, to the north of SMPN 1 Kunir is a residential area. Then SMPN 1 Kunir to the south is a supermarket (Indomaret), to the west of SMPN 1 Kunir is an agricultural area, and to the east of SMPN 1 Kunir is a supermarket (Basmalah)

B. Research Findings

The present study aims to investigate students' learning experience through story-completion techniques to engage them in learning speaking skills. The findings of this research are presented and organized contextually based on the information collected from classroom observation, semi-structured interviews, and document review. The interview transcripts were used as evidence to illustrate the implementation of the story completion technique.

1. The purpose of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023

The teaching process highlights observable student activity. Teaching speaking refers to student activities and teacher involvement in helping students to understand how spoken English functions, convincing them to be more confident and providing opportunities to express their speech.

The researcher conducts interview with informants. According Mrs. Aristianah as English teacher at eight grade, said that⁵⁹

“Actually, the purpose of teaching speaking skills through the story completion technique is connected to the material I teach in class I want students to be able to give information related to their personal experiences, mention differences in several examples of texts, compile the recount text according to structure of the text, make story creatively, discuss well and wisely and present the results of discussions with confidence. Students can be more active and creative. Moreover, the purpose of the story completion technique is part of the learning objectives in my lesson plan.”

The results of the interview above show that the teacher to make students respond actively by providing information about their stories, to make students more creative in making stories, to make students wiser in discussions, and to make students more confident in presenting the results of their discussions.

It was supported by the in-depth interview result with Merynda, one the students of eight grade, she confirmed that⁶⁰

“When Mrs Aris teaches English using teaching techniques focus on speaking, there is more emphasis on how we can actively respond to questions from Mrs. Aris. She often gives short questions that make us remember our personal experiences. Mrs. Aris also allowed us to share personal experiences. I think that trains our confidence.”

⁵⁹ Mrs. Aristianah, S.Pd, interviewed by researcher, Kunir, 16th of February 2023.

⁶⁰ Merynda Aruma Dewi, interviewed by researcher, Kunir, 12th of February 2023.

In the same way, the interview was gathered from Devita as an informant. She mention that⁶¹

“I like Mrs. Aris to use this technique in learning English because we are given the flexibility to make creative stories in groups. We can exchange stories about our personal experiences in the discussion forum. It allows us to discuss wisely. This learning has become a fun learning experience for me.”

Seen from the statements of class VIII B students, it can be concluded that Mrs. Aris often gives questions to students to find out their active response in responding to these questions. They are given the opportunity to share their experiences so that they are confident in speaking in front of the class. In addition, Mrs. Aris also gave assignments to students, namely to make creative stories in groups so they could discuss wisely.

Interviews with English teachers and students were reinforced by classroom observations. In observation, the researcher found that when the teacher gave materials and questions to students, they actively answered the questions. The questions given to students are related to their personal experiences in the past. In group discussions, the teacher instructs students to make stories in groups, all students are enthusiastic about doing the assignments given, and they makes creative stories according to personal experiences in the past. At the same time, the teacher monitors their progress by approaching each group in turn. When they do the group assignments, they helps each other, and are wiser and more serious in their work. When the time for doing the task is up, all groups present the results of their discussion in turn in front of the class.

⁶¹ Devita Julia Sari, interviewed by researcher, Kunir, 12th of February 2023.

The researcher saw that the students looked confident in conveying their work even though some things needed to be corrected in pronouncing the vocabulary.⁶²

Additionally, interviews and observations were supported by the lesson plan made by Mrs. Aristianah as the eighth-grade English teacher. It was indicated that the objectives of teaching speaking skills through story completion techniques include:⁶³ (1) students are able to show an active response in mentioning information related to personal experiences in the past, (2) students are able to mention the differences in several examples of personal recount text related to social functions, text structure, and linguistic elements of the text. (3) students are able to compile the recount text according to structure text, (4) students are able to make the recount text with the topic of personal experience, (5) students are able to carry out group discussions in making recount texts with the topic of personal experiences related to social functions, text structures, and linguistic elements of texts, and (6) students are able to present recount texts orally related to personal experiences in the past.

Based on the observations, interviews, and document review on the purpose of teaching speaking skills through story completion technique at the eighth grade students was: (1) students more active response in mentioning information related to personal experiences in the past, (2) students more creative making stories about their experiences, (3) students more wise in

⁶² Observation in the SMPN 1 Kunir, 10th and 12th of February 2023.

⁶³ Document review of lesson plan, appendix 3, 6th February 2023.

discussing, and (4) students more confident to present the result of their discussion.

2. The material of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023

Teaching materials may assist student learning and increase student's achievement. The learning resources include textbooks, teacher-created materials providing supplementary tasks and exercises, handouts, etc. So, the teaching materials have function to manage the instruction in teaching learning process.

Based on an interview the English teacher, Mrs Aristianah said that⁶⁴

“Currently, the material for eight grades is recount text according to the syllabus. The material is recount text with the topic of personal experience. This material includes the social function, structure of text and linguistic elements. Several examples of recount text are found in the student's handbook. Besides that, students can search for examples of recount text in various sources such as Google, YouTube, and etc. This material relates to the learning objectives, namely the focus of speaking skills. In this material, I gave opportunities for students to present their personal experiences orally. It can enhance their speaking abilities.”

The teacher's statement shows that the material follows the syllabus for the eighth grade of semester two. The material is recount text with the topic of personal experience related to social functions, text structure and language features. In addition to giving direct explanations, the teacher instructs students to search for information from several sources, such as Google or YouTube. So that students have more knowledge about recount text.

⁶⁴ Mrs. Aristianah, S.Pd, interviewed by researcher, Kunir, 16th of February 2023.

It was strengthened by one of the students namely Isma in depth-interview, she said that⁶⁵

“The material presented by Mrs. Aris is a recount text with the topic of personal experience. We were given instructions to observe examples of recount text in the book. Then we learn about social function, text structure and linguistic elements. In addition, Mrs. Aris told us to search for information via Google or YouTube using our mobile phones.”

In the same way, the interview was gathered from another student as informant. She mention that⁶⁶

“Mrs. Aris taught us the parts of the text structure and language elements of personal recount text using examples of text in the book. For easier understanding, Mrs. Aris usually uses a whiteboard to explain in more detail the material.”

Seen from the student’s statement, it shows that the teacher explained recount text with the topic of personal experience. The teacher explained the material includes social function, structure of text, and language feature. The teacher also asks the students to search for more information about the material via Google or YouTube using mobile phone. Besides that, the teacher explains more detail by giving notes on the whiteboard and being noticed by them.



Figure 1.

The teacher explained the material

⁶⁵ Nur Ismaillah Masrurah, interviewed by researcher, Kunir, 12th of February 2023.

⁶⁶ Devita Julia Sari, interviewed by researcher, Kunir, 12th of February 2023.

Interviews with English teachers and students were reinforced by classroom observations. In observation activities, the researcher observed that the teacher taught material about recount text with the topic of personal experience. The recount text consists of social functions, text structure and language features. In addition, teachers not only use primary sources as references for teaching but also obtain references from the internet such as ebooks. Teachers also free students to use their mobile phones because all students are allowed to bring mobile phones during the learning process. Therefore, the teacher instructs students to find information related to recount text on the topic of personal experience on the internet. Besides that, the researcher witnessed the teacher make simple notes on the blackboard to explain the material in more detail.⁶⁷

In addition, interviews and observations were reinforced by the lesson plan on learning materials at point D, and also point E consists of media, technique, and sources. Point D presents a summary of the recount text, which includes social functions, text structure, and linguistic elements with the topic of personal experience. Whereas at point E, the media used are whiteboards, board markers, student worksheets, and using story completion techniques. In comparison, the sources are adapted from the internet, e-books, students'

⁶⁷ Observation in the SMPN 1 Kunir, 10th and 12th of February 2023.

handbooks (When English Rings a Bell Book), and the surrounding environment, dictionary or vocabulary applications.⁶⁸

Based on the observations, interviews, and document review, the results of the review show that the material of teaching speaking skills through the story completion technique for class VIII students of SMP Negeri 1 Kunir for the 2022-2023 academic year was about recount text with the topic of personal experience in the past which includes social functions, text structure, and language feature by using additional media in the form of whiteboards. The source material used is the book "When English Rings a Bell Book" class VIII and relevant sources from the internet.

3. The steps of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023

The teacher determines the structure and sequence of teaching and learning activities planned during that period in the learning process. In the same way, the interviewed was gathered from teacher as an informant. She expressed⁶⁹

“Well, the steps I took to teach speaking skills were through story completion techniques based on lesson plans which consisted of opening, main, and closing. I start with greetings, checking student attendance, conveying learning objectives, and making interpretations to attract students' attention so that it runs effectively. Second, I asked students to sit in a circle according to their groups. Then, I share worksheet, pictures and vocabulary to stimulate students to make stories. Next, I started telling stories to each group in turn. After that, I asked them to discuss how their experiences could be combined into a creative story. In the

⁶⁸ Document review of lesson plan, appendix 3, 6th February 2023.

⁶⁹ Mrs. Aristianah, S.Pd, interviewed by researcher, Kunir, 16th of February 2023.

discussion process, I always monitor the progress of student work. They presented the discussion results orally in front of the class. When students present, I give them attention to improve their work and provide feedback when needed.””

Seen from the statement of the teacher, it shows that the teacher divides the learning stage into three sessions. First, the opening begins with greetings, checking student’s attendance, and giving apperception. Second, at the learning core, the teacher asks students to form groups accompanied by sitting in a circle. Then, the teacher distributes worksheets, pictures and vocabulary for students. After that, the teacher starts telling stories to each group in turn. Next, students discuss it with their ability to make stories based on personal experiences creatively in discussion forums. When finished, the teacher asked them to present it. Third, the teacher provides feedback on the results of student presentations.

This was also supported by eighth grade (VIII B) students namely Devita, she stated that⁷⁰

“My friends and I were given worksheets and envelopes with pictures and vocabulary. Then, Mrs. Aris tells about the themes that had been divided, and we listened to the story. After that, we discussed to continue the story according to our personal experiences. Within the group, each student is assigned to contribute a story of their experience in 4 to 5 sentences. After we were done, Mrs Aris told us to present the results of our discussion in front of the class.”

Those above was strengthened in another students, she confirmed that⁷¹

“Mrs Aris always opened the class with the greeting, prayed, checked the attendance and explained the material. After explaining the material, Mrs. Aris asked us to sit in a circle to form a group. I feel happy and

⁷⁰ Devita Julia Sari, interviewed by researcher, Kunir, 12th of February 2023.

⁷¹ Merynda Aruma Dewi, interviewed by researcher, Kunir, 12th of February 2023.

enjoy this learning because I can tell my personal experiences while crafting creative stories. After the discussion, Mrs. Aris asked us to present the results of the discussion in front of the class.”

The student's statement shows that the steps for teaching speaking skills through the story completion technique begin with greetings, praying together, checking attendance and explaining the material. Students form groups and sit in a circle. Then, students receive blank sheets and envelopes as material for making stories. After listening to the story from the teacher, students began to discuss to continue and make stories about personal recount text. Each member should make 4 until 5 sentences. Finally we presented in front of the class. In this activity, students enjoy the learning process. Students can share their personal experiences with their group mates.

Interviews with English teachers and students were supported by classroom observations. In observation activities, the researcher observed that the teacher asked students to read a prayer before starting the learning process. After praying, the teacher greets and checks attendance. Then the teacher gives an apperception about the material to be studied. After that, the teacher instructs students to observe examples of recount text in their books. In addition, the next step is the teacher asking students to form groups, and each group consists of 4 to 5 students. Then, the teacher distributes worksheets and envelopes containing pictures and some vocabulary to each group. Next, the teacher tells each group in turn. Each group must continue the story from the teacher. Then, students hold group discussions to discuss and make stories related to the recount text. In

making stories, each student in a group makes a story of 4 to 5 sentences. After that, all students presented the results of their discussions in front of the class.⁷²



Figure 2

The students presented their result in front of class

Furthermore, it was strengthened by lesson plan at point F about recount text material with the topic personal experience that contained the step of teaching speaking skills through story completion technique were:⁷³ a) the teacher instructs students to form groups, b) each group makes a simple personal recount, c) each group presents the results of the discussion in front of the class confidently, and d) students receive feedback from the teacher on the results of their discussions.

Based on the observations, interviews, and document review on the steps of learning speaking skills, story completion techniques are: (1) the teacher instructs students to form groups and sit in a circle, (2) the teacher distributes worksheets and envelopes containing pictures and vocabulary, (3) the teacher

⁷² Observation in the SMPN 1 Kunir, 10th and 12th of February 2023.

⁷³ Document review of lesson plan, appendix 3, 6th February 2023

tell stories according to the theme of the stories that have been shared (4) students must continue the story from the teacher, (5) students carry out discussions to make stories according to their themes, (6) each student makes stories of their personal experiences around 4 to 5 sentences, and finally (7) the results of student discussions are presented in front of the class.

4. The evaluation of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023

The most important aspect of learning is evaluation. Evaluation is carried out by integrating various activities, project work, and final exams that can assist teachers in knowing and assessing student performance.

In addition, the researcher conducts interview with Mrs. Aristianah as teacher English at eighth grade. She responds that⁷⁴

“After the presentation activity is completed, I usually give an evaluation to the students. It relates to how they understand the recount text material and practice the discussion results. During the evaluation, I specifically provide treatment to help students who need my feedback, comments, and corrections to the results of their discussions. In speaking skills, evaluation related to pronunciation, fluency, accuracy, grammatical errors, and some vocabulary outside their pocketbook. However, I prefer their vocabulary and how they pronounce it. So, for reflection before closing class, I gave them some questions to teach speaking class. It is easy for students to forget spoken English vocabulary, so during the evaluation, I remind students to practice it in their daily life and when learning English. This makes students aware that evaluation makes them know what is right consciously in speaking English well.”

⁷⁴ Mrs. Aristianah, S.Pd, interviewed by researcher, Kunir, 16th of February 2023.

Seen from the statement of teacher, it shows that the teacher gives an evaluation at the end of the lesson. The evaluation relates to understanding recount text with the topic of personal experience and students' performance such as vocabulary, grammar, pronunciation, fluency and accuracy. However, the teacher focuses more on fluency, pronunciation, accuracy during presentations. Before closing the lesson, the teacher encouraged the students to keep learning and practicing English.

It was also supported by student from in-depth interview. She added that⁷⁵

“In our presentation, Mrs. Aris always corrects our pronunciation, vocabulary, and fluency. She always gives examples of how to pronounce it. In our written test or discussion results, Mrs. Aris made small notes on our worksheets. Mrs. Aris also gave a clear explanation of our worksheet had an error.”
Moreover, another student's statement confirmed that⁷⁶

“Mrs. Aris always gives comments on the results of our discussions. She also usually asks questions concerning the text, such as definition, text structure, and language futures. She suggested that we answer questions orally. Mrs. Aris often encourages us to practice speaking our vocabulary and practicing what we learn so that we don't forget.”

Seen from the students' statement shows that teacher gives feedback on worksheets and student performance. The teacher gives a small note and an explanation of grammatical errors and vocabulary in each worksheet to make the story. While for our performance, the teacher focuses on the pronunciation, fluency and accuracy of students. Besides that the teacher always reminds students to always learn how to speak English and practice it.

⁷⁵ Nur Ismaillah Masrurroh, interviewed by researcher, Kunir, 12th of February 2023

⁷⁶ Merynda Aruma Dewi, interviewed by researcher, Kunir, 12th of February 2023.

The interviews with English teachers and students were reinforced by observations in the classroom. In observations activities, the researcher found that the teacher uses two assessment forms to achieve goals in the learning process. The first is a written test where students make creative stories in groups related to recounting text with the topic of personal experience. Students' written assignments are checked by the teacher when students have finished making presentations. The researcher saw that the teacher commented on the group work results by giving small notes on the worksheet. Then, the teacher also conducts practical assessments, namely presenting group work results in front of the class. Afterwards, the teacher gave them feedback and commented on pronouncing the correct vocabulary. All students pay attention to input from the teacher when the teacher gives them an assessment. From the assessment results, it can be seen whether the student's work is complete and achieves Minimum Learning Mastery.⁷⁷



Figure 3
The teacher gave feedback about student's written test

⁷⁷ Observation in the SMPN 1 Kunir, 10th and 12th of February 2023.



Figure 4

The teacher gave feedback about student's written test

Moreover, it was amplified by lesson plans; the evaluation of teaching speaking skills through story completion technique is in the assessment section. The evaluation conducted was two type assessment; written test and practice test.⁷⁸ The written test refers to student worksheets in making recount text stories by paying attention to the vocabulary and grammar used. In contrast, the practice test refers to how students present the results of discussions related to recount stories made in front of the class by paying attention to the aspects of pronunciation, fluency, and accuracy. Besides that, in the learning activities, especially the closing stage, the teacher provides feedback and reflects on the teaching and learning process.

Based on the observations, interview, and document review on the evaluation of teaching speaking skills through story completion technique at eighth grade used formative assessments with two types; written test and practice test. The written test refers to student worksheets in making recount text

⁷⁸ Document review of lesson plan, appendix 3, 6th of February 2023.

stories with scoring rubric vocabulary and grammar used. While the practice tests refer to how students show the results of discussions related to recount texts that are presented in front of the class with scoring rubric pronunciation, fluency, and accuracy. After discussing the presentation of data and analysis through data from interviews, observations, and document review, it can be seen in Table 4.1, which is adjusted to the research focus.

Table 4.1
Data Presentation and Analysis

No	Focus	Findings
1	2	3
1	How is the purpose of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?	The purpose of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023 was: (1) students more active response in mentioning information related to personal experiences in the past, (2) students more creative making stories about their experiences, (3) students more wise in discussing, and (4) students more confident to present the result of their discussion.
2	How is the material of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?	The material of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023 was about recount text with the topic of personal experience in the past which includes social functions, text structure, and language feature by using additional media in the form of whiteboards. The source material used is the book "When English Rings a Bell Book" class VIII and relevant sources from the internet.
3	How are steps of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?	The step of teaching speaking skills story completion technique at the eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023 were: (1) the teacher instructs students to form groups and sit in a circle, (2) the teacher distributes worksheets and envelopes containing pictures and vocabulary, (3) the

		teacher tell stories according to the theme of the stories that have been shared (4) students must continue the story from the teacher, (5) students carry out discussions to make stories according to their themes, (6) each student makes stories of their personal experiences around 4 to 5 sentences, and finally (7) the results of student discussions are presented in front of the class.
4	How is the evaluation of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?	The evaluation of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023 were used formative assessments with two types; written test and practice test. The written test refers to student worksheets in making recount text stories with scoring rubric vocabulary and grammar used. While the practice test refers to how students present the results of discussions related to recount stories made in front of the class with scoring rubric pronunciation, fluency, and accuracy.

C. Discussion

The current qualitative descriptive research design examines the experiences of teachers and eighth-grade students at SMPN 1 Kunir participating in teaching speaking skills through story completion techniques. In addition, this study also looked at how students mastered vocabulary and students' speaking skills through the story completion technique. Based on these findings, the researcher found four things discussed in this theme; purpose, materials, steps and evaluation of teaching speaking skills through story completion technique in eighth grade students of SMPN 1 Kunir.

1. The purpose of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023

Teaching purpose are an essential part of the teaching and learning process, commonly referred to as learning objectives in lesson plans. The teacher has the same goal in teaching speaking skills: to develop students' speaking skills. To support this, the teacher needs to carry out several activities. Language activities that are spoken unconsciously make teachers direct students to several goals that encourage student involvement with the school.⁷⁹

The findings of the purpose of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023 are: (1) students more active response in mentioning information related to personal experiences in the past, (2) students more creative making stories about their experiences, (3) students more wise in discussing, and (4) students more confident to present the result of their discussion.

Based on the findings above, the four objectives of teaching speaking skills through story completion techniques in the classroom are showing an active response, making a recount text with the topic of personal experience creatively, discussing assignments in making personal recount text well and wisely, and presenting the discussion results in front of the class confidently. This activity is related to Malin's theory that spoken language activities unconsciously help the teacher lead students to several purposes. Therefore,

⁷⁹ Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, 2021, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 5.

teaching speaking skills in a class by responding, discussing, and presenting encourages students to develop speaking skills.

Conclusions about the findings related to teaching purposes of speaking skills through the story completion technique at the eighth grade students of SMPN 1 Kunir - Lumajang following the theory conveyed on the teaching purposes. The purpose of teaching speaking skills unconsciously creates the circumstance of spoken language activities in the classroom by showing active response giving information about personal experience, making the recount text creatively, discussing well and wisely, and presenting recount text confidently.

2. The material of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 in academic year 2022-2023

Materials have an essential role and position in the teaching of English. It provide anything a teacher or students may utilize to facilitate and support language learning in every teaching process. Richards highlights that teaching materials generally serve as the basis for most of the language input learners receive and language practices in class.⁸⁰ In addition, Tomlinson emphasizes that the characteristics of suitable materials should help students feel comfortable, help develop self-confidence, provide opportunities for learners to use the target language through interaction, pay attention to differences in student learning styles, materials should not rely too much on controlled practice; The material

⁸⁰ Richards in Shameem Ahmed, "Authentic ELT Materials in the Language Classroom: An Overview" *Journal of Applied Linguistic and Language Research* (April, 2017), Vol. 4(2) 182, ISSN: 2376-760X

should provide an opportunity for feedback.⁸¹ In other words, teaching materials are items utilized by teachers or students in the teaching and learning process to give students chances to enhance their skills and knowledge.

Additionally, Tomlinson state that the materials makes students interested through: (a) different topics or activities, (b) using many different types of text taken from different types of sources, (c) attractive presentation (d) engaging content (e.g., topics of interest to target learners; engaging stories; universal themes; local references), (e) achievable challenges (e.g., tasks that challenge students to think).⁸² Therefore, the material must be considered to make students interested in the teaching and learning process in the classroom.

The findings of material for teaching speaking skills through the story completion technique for SMPN 1 Kunir - Lumajang at the eighth grade students are about personal recount text with the topic of personal experience in the past that presents social functions, text structures and linguistic features by using whiteboards. The sources adapted from book (When English Rings a Bell Book), the internet related to recount text and vocabulary pocketbooks are used. Materials for teaching speaking skills should be expanded in form and purpose for eighth graders in the teaching process. Hence, the teacher must be selective and cautious in selecting acceptable materials for students.

⁸¹ Brian Tomlinson in Shameem Ahmed, "Authentic ELT Materials in the Language Classroom: An Overview" *Journal of Applied Linguistic and Language Research* (April, 2017), Vol. 4(2) 183, ISSN: 2376-760X

⁸² Brian Tomlinson, *Materials Development in Language Teaching Second Edition* (Cambridge University Press 1998, 2011), 8

According to the finding and theory, the materials for teaching speaking skills through the story completion technique at the eighth grade students are related to Tomlinson's theory on the appropriate material applied in the classroom. The material of personal recount text designed with different activities, providing examples of text from several sources, choosing topics of interest to students, and giving assignments that make students think about solving it, as mentioned by Tomlinson.

In details, personal recount text with the topic of personal experience discusses social functions, text structure, language features and how to capture meaning contextually through story completion technique. The sources used to provide sample text include handouts, the internet, and YouTube so that students know different text examples and can identification of text in each source. The assignment was given as creating a short text through group work which was arranged into a simple recount text and presented in turns. Hence, it can help students develop self-confidence, trigger students to interact and be comfortable and help teachers achieve the learning objective.

3. The steps of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023

The teacher must create a learning activity design for the teaching and learning process to succeed. Therefore, teaching speaking skills must be structured as lesson plans. According to Brown, lesson plans are learning

activities that last between forty and ninety minutes.⁸³ Lesson plans help teachers be more productive by outlining each class session in detail. Alanazi emphasized that lesson plans can increase the quality of materials, students' abilities, social attitudes, adapt different learning methods or strategies to students' requirements, and manage courses during the learning process so that students can learn successfully and achieve their purposes.⁸⁴ Thus, the lesson plan has an important role in the learning process in the classroom.

Besides making lesson plans, the teacher implements the story completion technique to teach speaking skills. According to Kayi, the story completion technique is an enjoyable free-speaking activity where students sit in a circle. For this activity, a teacher starts telling a story, but after a few sentences, the teacher stops telling it. Then, each student begins to tell from where the previous one stopped. Each student should add from four to ten sentences. Students can add new characters, events, descriptions and so on.⁸⁵ Therefore, it is concluded that story completion is a beneficial technique in teaching mainly in English; story completion can make students more open to explaining stories, enjoying the process, and not feeling bored during the learning process.

⁸³ Douglas Brown, "Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy," *New York: Pearson* (ESL. 2000), 149

⁸⁴ Maryumah H. Alanazi, "A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans," *Arab World English Journal* (2019), Vol. 10(1) DOI: 10.24093/awej/vol10no1.15

⁸⁵ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," *The Internet TESL Journal* (November, 2006), Vol. 12(11), <http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>.

The finding related to the steps of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir – Lumajang are divided into three main activities including opening, core, and closing. First, the opening includes greetings, praying together, checking the attendance list, giving apperceptions regarding the material to be explained, and conveying the topic and learning objectives. Second, the core activity included the steps for teaching speaking skills through the story completion technique, as follows (1) the teacher instructs students to form groups and sit in a circle, (2) the teacher distributes worksheets and envelopes containing pictures and vocabulary, (3) the teacher tell stories according to the theme of the stories that have been shared (4) students must continue the story from the teacher, (5) students carry out discussions to make stories according to their themes, (6) each student makes stories of their personal experiences around 4 to 5 sentences, and finally (7) the results of student discussions are presented in front of the class. Moreover, closing includes giving feedback to students, making summaries, reflecting with students, and closing the meeting by praying together.

Additionally, there are differences between the findings and Kayi's theory about the steps related to implementing story completion techniques in teaching speaking skills, including providing students with worksheets, pictures, and vocabulary. It has the purpose of helping to re-remember students' personal experiences in the past. So that students can make recount text of their personal experiences easily.

In addition, Brown mention that the elements of the lesson plan.⁸⁶ There are objectives, material and equipment, steps, and evaluation. In detail, the steps for teaching speaking skills through the story completion technique are in accordance with Brown's theory in formatting lesson plans which have the main elements that must be included. The goals are adjusted to the syllabus in the statement "learning objectives" in lesson plans. Materials and tools are following the statement "explaining the material" and tools that support explaining the material. These steps are following the learning activities, namely (1) the teacher instructs students to form groups and sit in a circle, (2) the teacher distributes worksheets and envelopes containing pictures and vocabulary, (3) the teacher tell stories according to the theme of the stories that have been shared (4) students must continue the story from the teacher, (5) students carry out discussions to make stories according to their themes, (6) each student makes stories of their personal experiences around 4 to 5 sentences, and finally (7) the results of student discussions are presented in front of the class. Evaluation is in the closing section.

Finally, the implementation of teaching speaking skills through story completion techniques has helped students at eight grades understand the material well, helped students be more active and creative, and also made students practice their speaking skills confidently.

⁸⁶ Douglas Brown, "Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy," *New York: Pearson* (ESL. 2000), 149-151

4. The evaluation of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023

Teaching evaluation is the last component in teaching speaking skills. Teaching evaluation means assessing after learning how far the goals have been achieved.⁸⁷ In evaluating students after teaching and learning, assessment is often used to achieve it. The consisted of suggestions, giving feedback, and comments. In addition, Harmer pinpoint that two types of assessment are used to assess students in the learning process, including formative assessment and summative assessment.⁸⁸ In details, formative assessment monitors student learning and provides ongoing descriptive feedback to enhance learning. While summative assessments are used at the end of a learning period (term, semester) to collect evidence of student achievement.

The evaluation of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir in academic year 2022-2023 were used formative assessments with two types; written test and practice test. The written test refers to student worksheets in making recount text stories with scoring rubric vocabulary and grammar used. While the practice test refers to how students present the results of discussions related to recount stories made in front of the class with scoring rubric pronunciation, fluency, and accuracy.

⁸⁷ Jaap Scheerens, Cees Glas, and Sally M. Thomas, *Education Evaluation, Assessment, and Monitoring: Contexts of Learning*, (Netherlands: Taylor and Francis e-Library, Master e-Book, 2005), 2. ISBN: ISBN 0-203-97105-1

⁸⁸ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408.

Furthermore, Nunan pinpoint that there are several things to be assessed in evaluating the teaching of speaking skills, including grammar, vocabulary, fluency, pronunciation.⁸⁹ First, is grammar which asses on how to control the language used appropriately and to avoid grammatical errors. Next, vocabulary, use appropriate vocabulary features in conversations or sentences used by students to demonstrate their level of proficiency. Then, fluency which indicates speech production in a speech delivered well. And last, pronunciation which asses with the error of pronunciation occur and the aspect of its pronunciation that interfere to communication

The findings and theories show that Harmer's theory and Nunan's theory follows the findings that the evaluation of teaching speaking skills through the story completion technique uses formative assessment. Formative assessments with two types; written test and practice test. The written test refers to student worksheets in making recount text stories with scoring rubric vocabulary and grammar used. While the practice test refers to how students present the results of discussions related to recount stories made in front of the class with scoring rubric pronunciation, fluency, and accuracy. In addition, reflection was carried out on students before class ended by providing several questions related to personal recount text regarding definitions, text structures, social functions, and language features, and also, students had to answer them orally.

⁸⁹ Nunan in Yenny Rahmawati and Ertin, "Developing Assessment for Speaking," *Journal of IJEE*, 2014, Vol 1(2), 202.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion with several theories can be concluded as follows: first, the purpose of teaching speaking skills through story completion technique at the eighth grade was students more active response in mentioning information related to personal experiences in the past, students more creative making stories about their experiences, students more wise in discussing, and students more confident to present the result of their discussion.

Second, the material of teaching speaking skills through story completion technique at the eighth grade was about recount text with the topic of personal experience in the past which includes social functions, text structure, and language feature using additional media. The source material used is the book "When English Rings a Bell Book" class VIII and relevant sources from the internet.

Third, the steps of teaching speaking skills story completion technique at the eighth grade were: (1) the teacher instructs students to form groups and sit in a circle. (2) The teacher distributes worksheets and envelopes containing pictures and vocabulary. (3) The teacher tells stories according to the theme of the stories that have been shared. (4) Students must continue the story from the teacher. (5) Students carry out discussions to make stories according to their themes. (6) Each student makes stories of their personal experiences around 4 to 5 sentences. (7) The results of student discussions are presented in front of the class

Last, the evaluation of teaching speaking skills through story completion technique at the eighth grade was used formative assessments with two types; written test and practice test. The written test refers to student worksheets in making recount text stories with scoring rubric vocabulary and grammar used. While the practice test refers to how students present the results of discussions related to recount stories made in front of the class with scoring rubric pronunciation, fluency, and accuracy.

B. Suggestion

In the last part, the researcher will offer the following suggestion for using the story completion technique to teach speaking skill below.

1. For English Teachers

Learning techniques can be one way to achieve the learning objectives in the learning process. Hence, the researcher hopes that using the story completion technique can be an alternative to teaching speaking to get a new circumstance in the learning and teaching process. Likewise, it is expected to facilitate English teachers if they want to teach speaking through the story completion technique.

2. For Further researcher

The researcher hopes this result of the research was received to serve as a resource for further researchers who are dealing with the topic of using story completion techniques in teaching speaking. Added to this, the findings of this research could be used as a comparison in composing the research. Latest, it is

suggested that further researchers dig deeper into this problem with a similar theme to complete another gap in this research.



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Appendix 1

MATRIX OF RESEARCH

Title	Variable	Indicators	Source of Data	Research Method	General Question
<p>The Implementation of Teaching Speaking Skill Through Story Completion Technique at Eighth Grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023</p>	Teaching Speaking Skill	<p>Teaching Speaking Skill</p> <ol style="list-style-type: none"> Definition of speaking skill Component of speaking Types of speaking perform Definition of teaching speaking skill Principle of teaching in speaking Component of teaching speaking Goals and technique speaking skill 	<p>Primary Data</p> <ol style="list-style-type: none"> Observation <ul style="list-style-type: none"> Objective condition of SMPN 1 Kunir – Lumajang The implementation of story completion technique Interview <ul style="list-style-type: none"> English Teacher Students <p>Secondary Data</p> <ol style="list-style-type: none"> Document review <ul style="list-style-type: none"> The profile of SMPN 1 Kunir – Lumajang The vision and mission of SMPN 1 Kunir The data of students at eight grade Lesson plan 	<ol style="list-style-type: none"> Approach and type of the research; <ul style="list-style-type: none"> Qualitative Descriptive qualitative Data collection; <ul style="list-style-type: none"> Observation Interview Document analysis Data analysis; <ul style="list-style-type: none"> Data condensation Data display Conclusion Validity of data; <ul style="list-style-type: none"> Triangulation data 	<ol style="list-style-type: none"> How is the purpose of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023? How is the material of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023? How are steps of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023? How is the evaluation of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir – Lumajang in academic year 2022-2023?
	Story completion technique	<p>Story Completion Technique</p> <ol style="list-style-type: none"> Definition of story completion Advantage and disadvantage of story completion technique Procedure of story completion technique 			

Appendix 2

SILABUS

Satuan Pendidikan : SMP NEGERI 1 KUNIR
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/ 2 (Ganjil-Genap)
Tahun Pelajaran : 2022/2023

Kompetensi Inti:

KI-1 dan KI-2: Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

KI-3: Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> • Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya 	<ul style="list-style-type: none"> • Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada 	12JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio

<p>keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i> - Adverbia: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi • Menyebutkan tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar • Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) 	<p>diri</p> <ul style="list-style-type: none"> ○ Kerja sama 	<p>saat diucapkan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi • Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka • Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) • Membuat teks pendek berdasarkan tampilan visual lainnya 		<p>Bahasa Inggris</p> <p>When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	
<p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang</p>	<ul style="list-style-type: none"> • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan 	<ul style="list-style-type: none"> • Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya 				<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio

sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	perilaku yang termuat di KI	keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	diri ○ Kerja sama	<ul style="list-style-type: none"> • Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya 			
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif, 	<ul style="list-style-type: none"> • Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar • Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan. • Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerja sama 	<ul style="list-style-type: none"> • Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar • Menjawab pertanyaan dengan menggunakan informasi yang 	12JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio

	<p>komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i></p> <ul style="list-style-type: none"> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang 	<p>tampak dalam dua gambar yang berbeda</p> <ul style="list-style-type: none"> • Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya • Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui • Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerja sama 	<p>terdapat dalam teks, secara lisan.</p> <ul style="list-style-type: none"> • Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda • Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya • Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui • Saling menyimak dan bertanya jawab tentang teks masing- 	<p>VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio
<p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>						

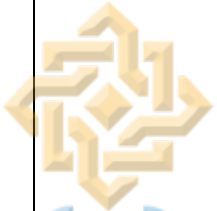
	termuat di KI			masing dengan teman-temannya			
				<ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya 			
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	<ul style="list-style-type: none"> Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. Struktur teks <ul style="list-style-type: none"> Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> Nomina singular dan 	<ul style="list-style-type: none"> Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya 	12JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Kamus Bahasa Inggris 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjukkerja Portofolio

<p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> • Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami • Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerja sama 	<p>alami</p> <ul style="list-style-type: none"> • Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya 		<ul style="list-style-type: none"> ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio
<p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, 	<ul style="list-style-type: none"> • Mengidentifikasi teks recount tentang pengalaman pribadi seseorang 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong 	<ul style="list-style-type: none"> • Menyimak guru membaca beberapa teks <i>recount</i> tentang 	<p>20JP</p>	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikul 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja

<p>teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>membanggakan</p> <ul style="list-style-type: none"> • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, 	<ul style="list-style-type: none"> • Menceritakan kejadian, kegiatan yang dialami secara kronologis • Menggunakan bagan alir untuk mempelajari alur cerita • Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar 	<ul style="list-style-type: none"> ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerja sama 	<p>pengalaman pribadi seseorang</p> <ul style="list-style-type: none"> • Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis • Menggunakan bagan alir untuk mempelajari alur cerita • Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. • Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar • Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk 		<p>um 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> ○ Portofolio
<p>4.11. Teks recount 4.11.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks</p>	<p>membanggakan</p> <ul style="list-style-type: none"> • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, 	<ul style="list-style-type: none"> • Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru • Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau • Mempresentasikan teks masing-masing 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerja sama 	<p>pengalaman pribadi seseorang</p> <ul style="list-style-type: none"> • Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis • Menggunakan bagan alir untuk mempelajari alur cerita • Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. • Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar • Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk 		<p>um 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio

<p>recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dan sebagainya.</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p>		<p>membuat teks-teks pendek dan sederhana</p> <ul style="list-style-type: none"> • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/</p>	<ul style="list-style-type: none"> • Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. 	<ul style="list-style-type: none"> • Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata yang benar 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja 	<ul style="list-style-type: none"> • Membaca dengan suara lantang setiap pengumuman/pemberitahuan, dengan ucapan dan tekanan kata 	12JP	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio

<p>pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Struktur text Dapat mencakup: <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur 	<ul style="list-style-type: none"> • Menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis 	<p>keras</p> <ul style="list-style-type: none"> ○ Percaya diri ○ Kerja sama 	<p>yang benar</p> <ul style="list-style-type: none"> • Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis 		<p>Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p>	
<p>4.12 Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>) 4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan</p>	<ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan 	<ul style="list-style-type: none"> • Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar • Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerja sama 	<ul style="list-style-type: none"> • Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar • Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian 		<ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio

<p>pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>tangan</p> <ul style="list-style-type: none"> • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 			<p>ditempel di dinding kelas</p> <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajarnya 			
<p>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik 	<ul style="list-style-type: none"> • Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan • Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerjasama 	<ul style="list-style-type: none"> • Membaca, menyimak, dan menirukan lirik lagu secara lisan • Menanyakan hal-hal yang tidak diketahui atau berbeda • Menyebutkan pesan yang terkait dengan bagian- 	<p>8JP</p>	<ul style="list-style-type: none"> ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio

<p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	<p>• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> ○ Religius ○ Mandiri ○ Gotong royong ○ Kejujuran ○ Kerja keras ○ Percaya diri ○ Kerja sama 	<p>bagian tertentu</p> <ul style="list-style-type: none"> • Melakukan refleksi tentang proses dan hasil belajarnya 		<p>English Rings The Bell, Kelas VIII, Kemendikbud, Revisi</p> <ul style="list-style-type: none"> ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> ○ Lisan ○ Tertulis ○ Penugasan ○ Unjukkerja ○ Portofolio
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Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 1 Kunir
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 2
Pokok Bahasan	: Personal Experience
Tema	: Recount text
Skill	: Speaking
Alokasi Waktu	: 2 pertemuan (4JP)

A. KOMPETENSI INTI (KI)

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), sopan santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaannya

KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. KOMPETENSI DASAR (KD)

KOMPETENSI DASAR	INDIKATOR
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Menunjukkan respon aktif dalam menyebutkan informasi terkait pengalaman pribadi di waktu lampau 3.11.2 Menyebutkan perbedaan personal recount text yang berbeda terkait fungsi sosial, struktur teks, dan unsur kebahasaan.
4.11 Teks recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan	4.11.1 Menyusun teks recount lisan dan tulis sangat pendek dan sederhana terkait dengan struktur teks 4.11.2 Melakukan diskusi dalam membuat teks recount lisan dan tulis, sangat pendek dan sederhana dengan topik pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.3 Mempresentasikan teks recount secara lisan dan sederhana terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)

C. TUJUAN PEMBELAJARAN

- 3.11.1 Peserta didik mampu menunjukkan respon aktif dalam menyebutkan informasi terkait pengalaman pribadi di waktu lampau
- 3.11.2 Peserta didik mampu menyebutkan perbedaan personal recount text yang berbeda terkait fungsi sosial, struktur teks, dan unsur kebahasaan secara lisan terkait pengalaman pribadi
- 4.11.1 Peserta didik mampu menyusun teks recount lisan dan tulis sangat pendek dan sederhana terkait dengan struktur teks terkait pengalaman pribadi di waktu lampau
- 4.11.2 Peserta didik mampu melakukan diskusi dalam membuat teks recount lisan dan tulis, sangat pendek dan sederhana dengan topik pengalaman pribadi di waktu lampau (*personal recount*)
- 4.11.3 Peserta didik mampu mempresentasikan teks recount secara lisan dan sederhana terkait pengalaman pribadi di waktu lampau (*personal recount*)

D. MATERI PEMBELAJARAN

Recoun text (personal)

1. Definition

A recount is a piece of writing that tells events in a chronological sequence. A recount text is similar to a narrative text. The story may be an event or a situation that place on a particular day. A recount can entertain and/or inform. A recount retells past events or experiences in the order they happened. Communicative Purpose: to retell something happen in the past; to reconstruct past experiences by retelling events in the order in which they have occurred

2. Characteristic

- a. A title that summarizes the text. For example 'My Vacation to Bali.
- b. Tells about events that happened in the past. For example 'Last month, I went to Bali with my family.
- c. All events that are told must be in sequence. So, you have to use

conjunctions such as 'when', 'later', 'then', 'after', 'before', and so on.

3. Generic structure

Structure	Defintion	Example
Orientation (pengenalan)	Bagian ini merupakan bagian pembuka teks atau pendahuluan yang berisi latar belakang dari suatu kejadian, seperti siapa yang terlibat, atau kapan dandi mana kejadian tersebut terjadi.	<i>I spent my last summer holiday in Seoul, SouthKorea. I went there with my friends.</i>
Events (peristiwa)	Bagian ini merupakan bagian isi teks yang berisi serangkaian kejadian berurutan yang dialami penulis.	<i>On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I wentback to the hotel at 10 PM and immediately went to sleep.</i>

Re-orientation (kesimpulan)	Bagian ini merupakan penutup teks yang berisi kesimpulan, pesan, kesan, atau perasaan penulis atas kejadian yang dialami.	<i>I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip</i>
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4. Language Features

- a. Kalimatnya menggunakan Simple Past tense.

Formula verbal = S + Verb 2 + Object/Complement (kata keterangan)

Formula nominal = S + to be (was/were) + complement

- b. Menggunakan action verb, contoh: went, stayed, did
- c. Fokus pada specific participant, contoh: I, my group, my friends, my family
- d. Menggunakan kata keterangan waktu (adverb of time): yesterday, last month, an hour ago, a month ago, last year, last holiday, dan sebagainya.
- e. Menggunakan kata penghubung (conjunction): first, then, after that, before, at last, finally, dan sebagainya.
- f. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- g. Ejaan, tanda baca, dan tulisan tangan

E. MEDIA / ALAT, TEKNIK DAN PEMBELAJARAN

1. Media / Alat:
 - a. Spidol
 - b. Papan Tulis
 - c. Lembar Kerja Siswa
2. Teknik : Story completion technique
Pendekatan : Scientific learning (mengamati, menanya, mengumpulkan informasi, mengasosialisasi, mengkomunikasikan).
3. Sumber belajar:
 - a. Buku wajib siswa atau modul pembelajaran Bahasa Inggris Kelas VIII SMP/MTs
 - b. Lingkungan sekitar
 - c. Sumber dari Internet:
 - <https://attn.cc/rEPxTj>
 - <https://www.scribd.com/doc/86719732/Recount-Text>
 - https://cendikia.kemenag.go.id/storage/uploads/file_path/file_03-12-2022_638b06db32f69.pdf
 - <https://www.ruangguru.com/blog/aspects-of-recount-text>
 - d. Dictionary
 - e. Vocabulary application such as Google translate or U-dictionary

F. LANGKAH –LANGKAH PEMBELAJARAN

Pertemuan 1

1. Kegiatan Pendahuluan

- Memulai pelajaran dengan didahului berdoa
- Memberi sapaan kepada siswa
- Memeriksa kehadiran peserta didik
- Guru memberikan apersepsi terkait materi yang akan diberikan
- Guru menyampaikan secara singkat tentang materi yang akan disajikan

selama pembelajaran

2. Kegiatan Inti

Mengamati

- Peserta didik mengamati contoh teks recount yang ada di buku wajib siswa

Menanya

- Dengan arahan dan bimbingan guru, peserta didik merumuskan pertanyaan terkait dengan fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam recount text yang telah diamati.
- Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang ada pada recount text.

Mengeskplorasi

- Secara bersama-sama peserta didik memberikan respon aktif ketika menyebutkan informasi pengalaman pribadi
- Guru meminta siswa menyebutkan perbedaan personal recount text yang berbeda

Mengasosiasi

- Guru membentuk kelompok masing-masing terdiri dari 4 sampai 5 siswa
- Setiap kelompok membuat personal recount text sederhana sesuai dengan pengalaman pribadi
- Setiap siswa membuat 4 – 5 kalimat yang berkaitan dengan topic yang telah dibagikan oleh guru
- Peserta didik meminta bantuan guru bila ada kesulitan

Mengkomunikasikan

- Setiap kelompok mempresentasikan hasil diskusi didepan kelas dengan percaya diri.
- Peserta didik menerima umpan balik dari guru berupa cara

pengucapan (pronunciation) pada setiap kata.

3. Kegiatan Penutup

- Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang berlangsung
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan penugasan berupa tugas mandiri
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran pada pertemuan berikutnya
- Menutup pelajaran dengan berdoa dan salam

Pertemuan 2

1. Kegiatan Pendahuluan

- Memulai pelajaran dengan didahului berdoa
- Memberi sapaan kepada siswa
- Memeriksa kehadiran peserta didik
- Guru melakukan apersepsi terkait materi yang akan diberikan
- Menyampaikan secara singkat tentang materi yang akan disajikan selama pembelajaran
- Menyampaikan tujuan yang akan dicapai selama pembelajaran.

2. Kegiatan Inti

Menanya

- Dengan arahan dan bimbingan guru, peserta didik merumuskan pertanyaan terkait dengan fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam recount text
- Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang ada pada recount text.

Mengasosiasi

- Dengan arahan dan bimbingan, guru memerintahkan peserta didik untuk menyusun personal recount text sederhana sesuai dengan struktur text
- Siswa membagikan jawaban kepada guru secara lisan terkait dengan tugas yang telah diberikan

Mengkomunikasikan

- Setiap kelompok mempresentasikan hasil diskusi didepan kelas dengan percaya diri.
- Peserta didik menerima umpan balik dari guru berupa cara pengucapan (pronunciation) pada setiap kata

3. Kegiatan Penutup

- Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang berlangsung
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran pada pertemuan berikutnya
- Menutup pelajaran dengan berdoa dan salam

G. PENILAIAN

1. Penilaian Sikap

Kriteria Sopan	Poin
Selalu bertindak sopan saat mengikuti materi pembelajaran ini	4
Sering bertindak sopan saat mengikuti materi pembelajaran ini	3
Kadang-kadang bertindak sopan saat mengikuti materi pembelajaran ini	2
Tidak pernah bertindak sopan saat mengikuti materi pembelajaran ini	1

Kriteria Percaya Diri	Poin
Selalu percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	4
Sering percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	3
Kadang-kadang percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	2
Tidak pernah percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	1

Kriteria Tanggung Jawab	Poin
Selalu melaksanakan tugas individu atau tugas kelompok dengan baik	4
Sering melaksanakan tugas individu atau tugas kelompok dengan baik	3
Kadang-kadang melaksanakan tugas individu atau tugas kelompok dengan baik	2
Tidak pernah melaksanakan tugas individu atau tugas kelompok dengan baik	1

Pedoman penilaian sikap:

$$\frac{\text{Jumlah skor yang diperoleh}}{\text{Skor maksimal}} \times 4$$

Catatan:

Kode nilai / predikat

- 4 = Sangat baik (A)
- 3 = Baik (B)
- 2 = Cukup (C)
- 1 = Kurang (D)

2. Penilaian Keterampilan

Teknik penilaian : tes tulis dan praktik

Tes tertulis : worksheet (written test)

ASPEK	KETERANGAN	SKOR
Vocabulary	Sangat tepat dalam menggunakan kosa kata	5
	Tepat dalam menggunakan kosa kata	4
	Kadang-kadang menggunakan kosa kata yang tidak tepat dan mempengaruhi makna	3
	Banyak kesalahan dalam menggunakan kosa kata dan mempengaruhi makna	2
	Terlalu banyak kesalahan dan mempengaruhi makna	1
Grammar	Hampir sempurna	5
	Ada beberapa kesalahan namun tidak mempengaruhi makna	4
	Ada beberapa kesalahan dan mempengaruhi makna	3
	Banyak kesalahan dan mempengaruhi makna	2
	Terlalu banyak kesalahan dan mempengaruhi makna	1

Tes praktik : presentation (oral test)

ASPEK	KETERANGAN	SKOR
Pronunciation	Sangat tepat dalam menggunakan kosa kata	5
	Ada beberapa kesalahan namun tidak mempengaruhi makna	4
	Ada beberapa kesalahan dan mempengaruhi makna	3
	Banyak kesalahan dan mempengaruhi makna	2
	Terlalu banyak kesalahan dan mempengaruhi makna	1
Fluency	Sangat lancar tanpa mengalami kesulitan	5
	Lancar	4
	Cukup Lancar	3
	Kurang Lancar	2
	Tidak lancar dan kesulitan dalam melafalkan kata	1
Accuracy	Sangat teliti	5
	Lancar	4

	Cukup lancar	3
	Kurang lancar	2
	Tidak lancar	1

Pedoman penilaian sikap

$$\frac{\text{Jumlah skor yang diperoleh}}{\text{Skor maksimal}} \times 100$$

Skor penilaian

No	Huruf	Angka
1	Sangat Baik (A)	86-100
2	Baik (B)	71 – 85
3	Cukup (C)	56 – 70
4	Kurang (D)	< 55

Mengetahui,

Lumajang, 6 Februari 2023

Kepala Sekolah

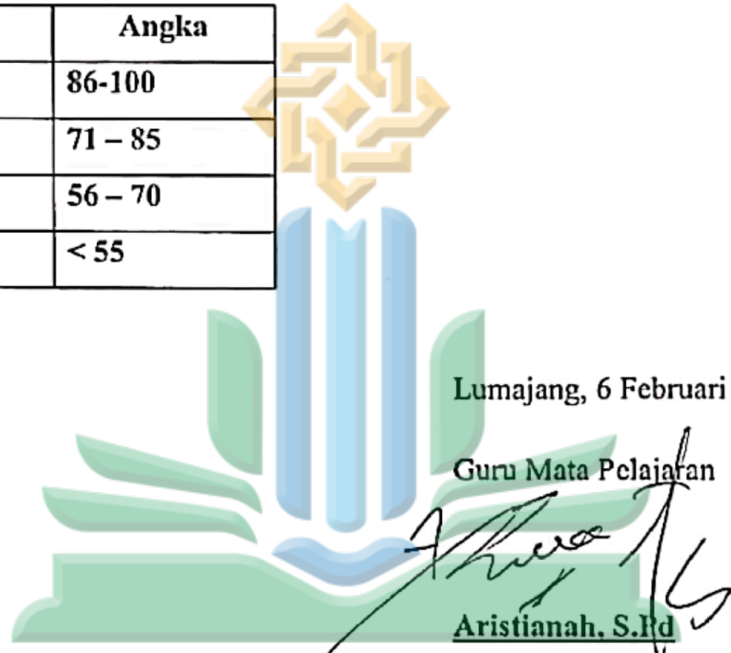
Guru Mata Pelajaran

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Appendix 4

Research Instrument

A. Observation instrument

1. Geographic condition of SMPN 1 Kunir
2. The implementation of teaching speaking skills through story completion technique at eighth grade of SMPN 1 Kunir in academic year 2022-2023

B. Interview instrument

1. How is the purpose of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?
2. How is the material of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?
3. How are steps of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?
4. How is the evaluation of teaching speaking skills through story completion technique at the eighth grade of SMPN 1 Kunir in academic year 2022-2023?

C. Document review instrument

1. Profile of SMPN 1 Kunir
2. Vision and mission of SMPN 1 Kunir
3. The data of students at eighth grade of SMPN 1 Kunir
4. The lesson plans

Appendix 5

INTERVIEW

Interview 1: Mrs. Aristianah, S.Pd as the English teacher at eight grades

- R : Assalamualaikum wr. wb.
- T : Waalaikumsalam wr. Wb
- R : Excuse me, ma'am; may you to introduce yourself first ma'am?
- T : Okay, my name is Aristianah, usually call me Bu Aris and now I am teaching at SMPN 1 Kunir
- R : What time for the time allocation in each meeting ma'am?
- T : In each meeting, the time allocation was 40 minutes
- R : Then, I have some question for you related to teaching speaking skills through story completion technique in purpose of my thesis. So, can I start it, ma'am?
- T : Yes, pleasure
- R : Well, my first question is related to the purpose of teaching speaking skills on your technique that you conduct to the classroom. Thus, how is the purpose of teaching speaking skills through story completion technique, ma'am?
- T : Actually, the goal of studying English at this school, especially in class, is to focus on speaking skills. As an English teacher, I provide basic information before allowing students to speak English. As a result, seventh-grade students focus more on learning and collecting vocabulary, such as asking for repeat and translating. Then, in eighth grade, I provided students with more opportunities to practice speaking, such as through conversations or discussions. Actually, the purpose of teaching speaking skills through the story completion technique is connected to the material I teach in class I want students to be able to give information related to their personal experiences, mention differences in several examples of texts, compile the recount text according to structure of the text, make story creatively, discuss well and wisely and present the results of discussions with confidence. Students can be more active and creative. Moreover, the purpose of the story completion technique is part of the learning objectives in my lesson plan.
- R : Next question how is the material of teaching speaking skills through story completion technique?
- T : Currently, the material for eight grade is recount text according to the syllabus. This recount text focuses on personal experience. Several examples of recount text are found in the student's handbook. Besides that, students can search for examples of recount text in various sources such as Google, YouTube, and so on. This material relates to the learning objectives, namely, speaking skills. In

this material, I provide opportunities for students to present their personal experiences orally. It can enhance their vocabulary and speaking abilities. In this material, I gave opportunities for students to present their personal experiences orally. It can enhance their speaking abilities. Students get new knowledge and experience and practice it, enabling them to use it to develop their ideas and actions toward something.

R : Okay ma'am, next question is how the steps of teaching speaking skills through story completion technique?

T : Well, the steps I took to teach speaking skills through the story completion technique are based on lesson plans consisting of an opening, main, and closing. I started by greeting, checking student attendance learning objectives, and doing interpretation first to attract students' attention so that it runs effectively. Then I gave an order to the students to sit in a circle according to their respective groups. Next, I share worksheet, picture and vocabulary to stimulate students to make a story. Next, I started telling stories to each group in turn. After that, I asked them to discuss how their experiences could be combined into a creative story. In the discussion process. I always monitor the progress of student work. Third, they presented the discussion results orally in front of the class. When students present, I give them attention to improve their work and provide feedback when needed.

R : Alright, the last question is how about the evaluation of teaching speaking skills through story completion technique?

T : After the presentation activity is completed, I usually give an evaluation to the students. It relates to how they understand the recount text material and practice the discussion results. During the evaluation, I specifically provide treatment to help students who need my feedback, comments, and corrections to the results of their discussions. In speaking skills, evaluation related to pronunciation, fluency, grammatical errors, and some vocabulary outside their pocketbook. However, I prefer their vocabulary and how they pronounce it. So, for reflection before closing class, I gave them some questions to teach speaking class. It is easy for students to forget spoken English vocabulary, so during the evaluation, I remind students to practice it in their daily lives and when learning English. This makes students aware that evaluation makes them know what is right consciously in speaking English well.

R : Well, it enough ma'am, so I think that all my questions. Thank you for your available time.

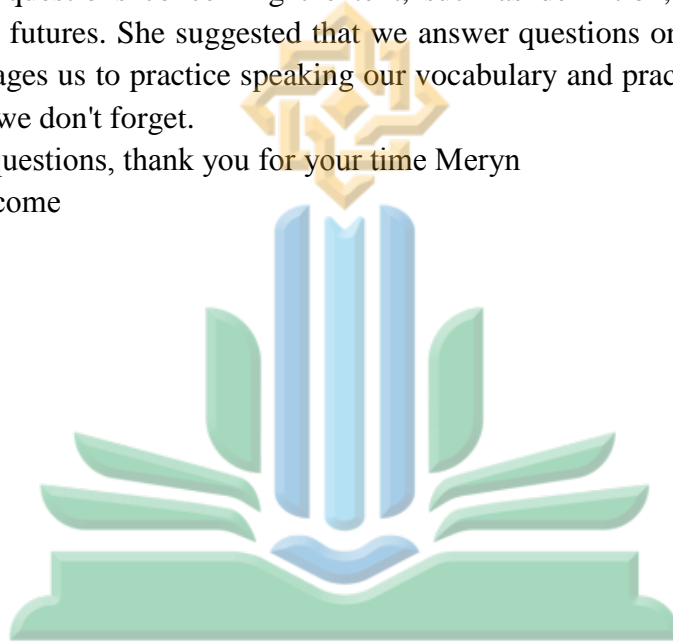
T : With pleasure for helping you.

INTERVIEW

Interview 2: Merynda Aruma Dewi as One of the students of class VIII-B

- R : Assalamualaikum
- S : Waalaikumsalam
- R : How are you today?
- S : Alhamdulillah, I am fine and you?
- R : I am fine too, thank you. First, may I know your full name?
- S : My name is Merynda Aruma Dewi also known as Meryn
- R : Well, what do you think about learning today, Mey?
- S : In my opinion, learning today is very different from previous learning, namely being able to collaborate with group mates in carrying out assignments from the teacher
- R : You know this learning used story completion technique? And after practicing it, what do you think is the purpose of the story completion technique in learning English?
- S : Yes, I know miss. In my opinion, when Mrs Aris teaches English using teaching techniques, there is more emphasis on how we can actively respond to questions from Mrs. Aris. She often gives short questions that make us remember our personal experiences. Mrs. Aris also allowed us to share personal experiences. I think that trains our confidence.
- R : Next, is learning using this technique build your English speaking skills?
- S : Yes, this technique can build speaking skills because we are required to learn how to pronounce every word we use.
- R : What material is taught by the teacher in teaching speaking through this story completion technique?
- S : At that time, the material was recount text which focused on telling personal experiences. Besides that, the teacher provides explanations related to social functions, text structure and linguistic elements.
- R : You just said that doing assignments in groups, what is the next step you take?
- S : Mrs Aris always opened the class with the greeting, prayed, checked the attendance and explained the material. After explaining the material, Mrs. Aris asked us to sit in a circle to form a group. I feel happy and enjoy this learning because I can tell my personal experiences while crafting creative stories. After the discussion, Mrs. Aris asked us to present the results of the discussion in front of the class.
- R : How did you feel during the story completion activity?

- S : I feel happy and enjoy the discussion and presentation part because I can tell personal experiences that can be woven into creative stories. The stories we made were passed on orally and I could find out the stories of other groups.
- R : Last questions, after practicing speaking, what evaluation did you receive from the teacher regarding the results of your discussion?
- S : Mrs. Aris always gives comments on the results of our discussions. She also usually asks questions concerning the text, such as definition, text structure, and language features. She suggested that we answer questions orally. Mrs. Aris often encourages us to practice speaking our vocabulary and practicing what we learn so that we don't forget.
- R : It's all my questions, thank you for your time Meryn
- S : You're welcome



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Interview 3: Nur Ismaillah Masruroh as One of the students of class VIII-B

R : Assalamulaikum

S : Waalaikumsalam

R : How are you today?

S : I am fine and you?

R : I am fine too, thank you. First, may I know your full name?

S : My name is Nur Ismaillah Masruroh. I always called Isma

R : Okay Isma, what do you think about learning today, Isma?

S : In my opinion, learning today was more exciting than before because the activity increased our opportunities to memorize and exchange ideas among the group.

R : You know this learning used story completion technique? And after practicing it, what do you think is the purpose of the story completion technique in learning English?

S : Yes, the purpose of this story completion technique is to increase vocabulary, of course, and also how to pronounce it so that it is better understood and better

R : Next, is learning using this technique build your English speaking skills?

S : Yes, because the assignments given by the teacher require us to speak and we will automatically get used to speaking English

R : What material is taught by the teacher in teaching speaking through this story completion technique?

S : The material presented by Mrs. Aris is a recount text with the topic of personal experience. We were given instructions to observe examples of recount text in the book. Then we learn about social function, text structure and linguistic elements. In addition, Mrs. Aris told us to search for information via Google or YouTube using our mobile phones

R : Next, what is the next step you take?

S : After that, my friends and I were given blank sheets and envelopes containing pictures and vocabulary. Our task is to first listen to the teacher tell a story for a while and then we continue the story according to our personal experience. Then, we were asked to present the results of the discussion.

R : How did you feel during the story completion activity?

S : A little difficult but actually fun because it depends on group mates too as long as they can work together to do the task.

R : Last questions, after practicing speaking, what evaluation did you receive from the teacher regarding the results of your discussion?

S : In our presentation, Mrs. Aris always corrects our pronunciation, vocabulary, and fluency. She always gives examples of how to pronounce it. In our written

test or discussion results, Mrs. Aris made small notes on our worksheets. Mrs. Aris also gave a clear explanation of our worksheet had an error

R : It's all my questions, thank you for your time Isma

S : My pleasure miss



Interview 4: Devita Julia Sari as One of the students of class VIII-B

R : Assalamualaikum

S : Waalaikumsalam

R : How are you today, Devita?

S : I am fine and you miss?

R : Alhamdulillah, I am fine too, thank you. First, may I know your full name?

S : My name is Devita Julia Sari. My nickname Devita

R : Okay, what do you think about learning today, Dev?

S : In my opinion, today's learning was more exciting because I could share material and assignments from the teacher with my friends

R : You know this learning used story completion technique? And after practicing it, what do you think is the purpose of the story completion technique in learning English?

S : Yes, I like Mrs. Aris to use this technique in learning English because we are given the flexibility to make creative stories in groups. We can exchange stories about our personal experiences in the discussion forum. It allows us to discuss wisely. This learning has become a fun learning experience for me.

R : Is learning using this technique build your English speaking skills?

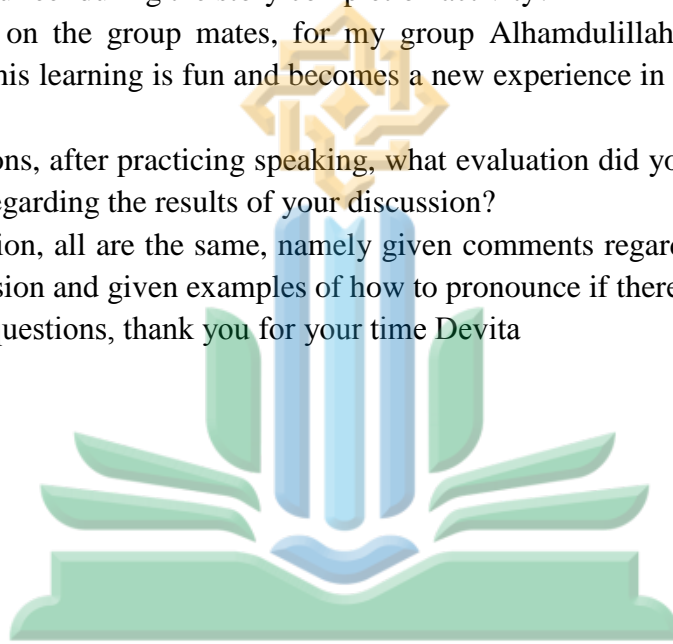
S : Yes, because the assignments given by the teacher require us to present the results of discussions and practice speaking English

R : Next question, what material is taught by the teacher in teaching speaking through this story completion technique?

S : Mrs. Aris taught us the parts of the text structure and language elements of personal recount text using examples of text in the book. For easier understanding, Mrs. Aris usually uses a whiteboard to explain in more detail the material.

R : Next, what is the next step you take?

- S : My friends and I were given worksheets and envelopes with pictures and vocabulary. Then, Mrs. Aris tells about the themes that had been divided, and we listened to the story. After that, we discussed to continue the story according to our personal experiences. Within the group, each student is assigned to contribute a story of their experience in 4 to 5 sentences. After we were done, Mrs Aris told us to present the results of our discussion in front of the class
- R : How did you feel during the story completion activity?
- S : It depends on the group mates, for my group Alhamdulillah they are very compact so this learning is fun and becomes a new experience in a special group for me.
- R : Last questions, after practicing speaking, what evaluation did you receive from the teacher regarding the results of your discussion?
- S : For evaluation, all are the same, namely given comments regarding the results of the discussion and given examples of how to pronounce if there are errors.
- R : It's all my questions, thank you for your time Devita
- S : Yes miss



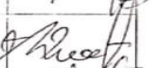

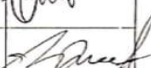
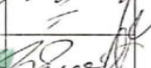



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Appendix 6

RESEARCH JOURNAL

The Implementation of Teaching Speaking Skills through Story Completion Technique
At Eighth Grade Of Smpn 1 Kunir – Lumajang in Academic Year 2022-2023

No	Day / Date	Activity	Signature
1	7 th of February 2023	The researcher confirm the research permission	
2	10 th of February 2023	Observe the implementation of teaching speaking skills through story completion technique at eighth grade of smpn 1 kunir – lumajang	
3	12 th of February 2023	Observe the implementation of teaching speaking skills through story completion technique at eighth grade of smpn 1 kunir – lumajang	
4	12 th of February 2023	Interview with the students at eighth grade of smpn 1 kunir – lumajang	
5	16 th of February 2023	Interview with the English teacher at eighth grade of smpn 1 kunir – lumajang	
6	23 th of February 2023	Complete the research data and document review	
7	25 th of February 2023	The researcher ask a letter of research finishing	

Lumajang, 25 Februari 2023

Peneliti

Resa Indah Safitri
NIM T20196082

Kepala Sekolah

Zainul Arifin M.Pd
NIM 196812051998021004

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SYAFIQ
JEMBER
REPUBLIC OF INDONESIA

PEMERINTAH KABUPATEN LUMAJANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN 1 KUNIR

Appendix 7



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://fik.uinkhas-jember.ac.id Email. tarbiyah.iainjember@gmail.com

Nomor : B-0506/In.20/3.a/PP.009/02/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 1 KUNIR
Jl. Pb. Sudirman Rt/Rw. 022/004 Dusun Kebonan, Desa Kunir Lor, Kec. Kunir, Kab. Lumajang,

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196082
Nama : RESA INDAH SAFITRI
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF TEACHING SPEAKING SKILLS THROUGH STORY COMPLETION TECHNIQUE AT EIGHTH GRADE OF SMPN 1 KUNIR - LUMAJANG IN ACADEMIC YEAR 2022-2023" selama 20 (dua puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Zainul Arifin, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 Februari 2023

Dekan,
Wakil Dekan Bidang Akademik,



MASHUDI

UNIVERSITAS ISLAM NEGERI

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JEMBER

Cat:
- Di unduh tanggal 10/2/23
Seperti hr. Kain & Subst.

Appendix 8



PEMERINTAH KABUPATEN LUMAJANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KUNIR
JL. PB. Sudirman No. 01 Kunir – Lumajang Telp. (0334) 520064
Kode Pos : 67383 Email : smpn1kunir@yahoo.co.id

NSS : 201052106001

NPSN : 20521416

SURAT KETERANGAN
Nomor: 425.13 / 255 / 427.41.06.25 / 2023

Yang bertanda tangan dibawah ini :

Nama : ZAINUL ARIFIN, M.Pd
NIP : 19681205 199802 1 004
Pangkat/Gol. Ruang : Pembina Tingkat I / IV b
Jabatan : Kepala SMP Negeri 1 Kunir
Unit Kerja : SMP Negeri 1 Kunir


Dengan ini menerangkan bahwa

- Nama : RESA INDAH SAFITRI
Nim : T20196082
Fakultas/Prodi : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Perguruan Tinggi : UIN KHAS JEMBER
Judul Penelitian : "The Implementation of Teaching Speaking Skills Trough Story Completion Technique At Eighth Grade Of SMP Negeri 1 Kunir-Lumajang in Academic Year 2022-2023"

Mahasiswa tersebut di atas telah melakukan Penelitian di Instansi kami pada tanggal 07 s.d 25 Februari 2023

Demikian Surat Keterangan telah melakukan penelitian ini kami buat dengan sebenarnya untuk diketahui dan dapat dipergunakan sebagaimana mestinya

Pembina


Aristianah, S.Pd
NIP. 19681205 199802 1 004

Kunir, 25 Februari 2023
Kepala SMP Negeri 1 Kunir



Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Resa Indah Safitri
NIM : T20196082
Program Studi : Tadris Bahasa Inggris

telah lolos cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 16,6%

1. BAB 1 : 24%
2. BAB 2 : 27%
3. BAB 3 : 16%
4. BAB 4 : 16%
5. BAB 5 : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 30 Mei 2023

Petugas Ruang Baca

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JEMBER
(Ulfa Dina Novienda S.Sos.I.M.Pd)

Appendix 10

Document Review

A. Profile of SMPN 1 Kunir



Kontak Utama:

Alamat: Jl. Pb. Sudirman 01 Kunir

RT / RW: 22 / 4

Dusun: Kebonan

Desa / Kelurahan: Kunir Lor

Kecamatan: Kec. Kunir

Kabupaten: Kab. Lumajang

Provinsi: Prov. Jawa Timur

Kode Pos: 67383

Lintang: -8

Bujur: 113

Source: <https://dapo.kemdikbud.go.id/sekolah/7ABBF232BB760069767C>

NPSN: 20521416

Status: Negeri

Bentuk Pendidikan: SMP

Status Kepemilikan: Pemerintah Pusat

SK Sekolah: 420/4945/427.41/2021

Tanggal SK Pendirian: 1980-07-30

SK Operasional: 420/4946/427.41/2021

Tanggal SK Operasional: 1980-07-30

Data PTK dan PD

Uraian	Guru	Tendik	PTK	PD
Laki-laki	16	8	24	395
Perempuan	20	6	26	348
Total	36	14	50	743

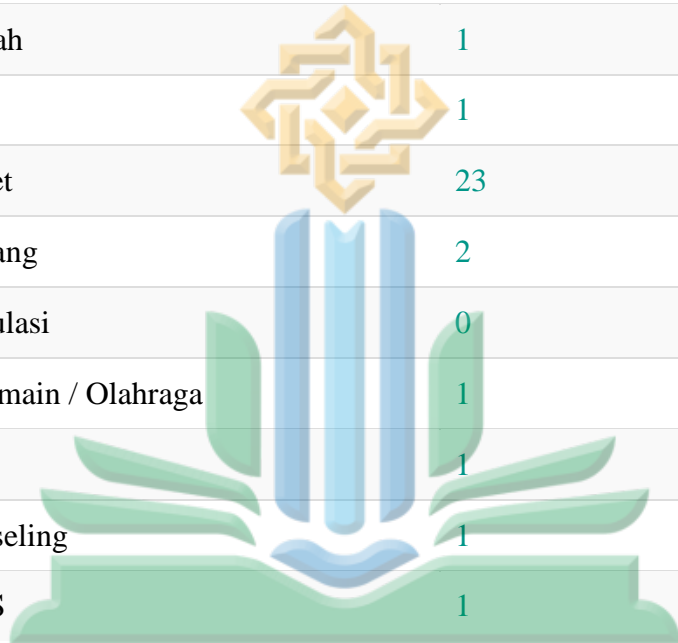
Keterangan :

- Data Rekap Per Tanggal **8 Juni 2023**
- Penghitungan PTK adalah yang sudah mendapat penugasan, berstatus aktif dan terdaftar di sekolah induk.
- Singkatan :
 1. PTK = Guru ditambah Tendik
 2. PD = Peserta Didik

Data Sarpras

No	Jenis Sarpras	Jml 2022 Ganjil	Jml 2022 Genap
1	Ruang Kelas	25	25
2	Ruang Perpustakaan	1	1
3	Ruang Laboratorium	3	3

No	Jenis Sarpras	Jml 2022 Ganjil	Jml 2022 Genap
4	Ruang Praktik	0	0
5	Ruang Pimpinan	1	1
6	Ruang Guru	1	1
7	Ruang Ibadah	1	1
8	Ruang UKS	1	1
9	Ruang Toilet	23	23
10	Ruang Gudang	2	2
11	Ruang Sirkulasi	0	0
12	Tempat Bermain / Olahraga	1	1
13	Ruang TU	1	1
14	Ruang Konseling	1	1
15	Ruang OSIS	1	1



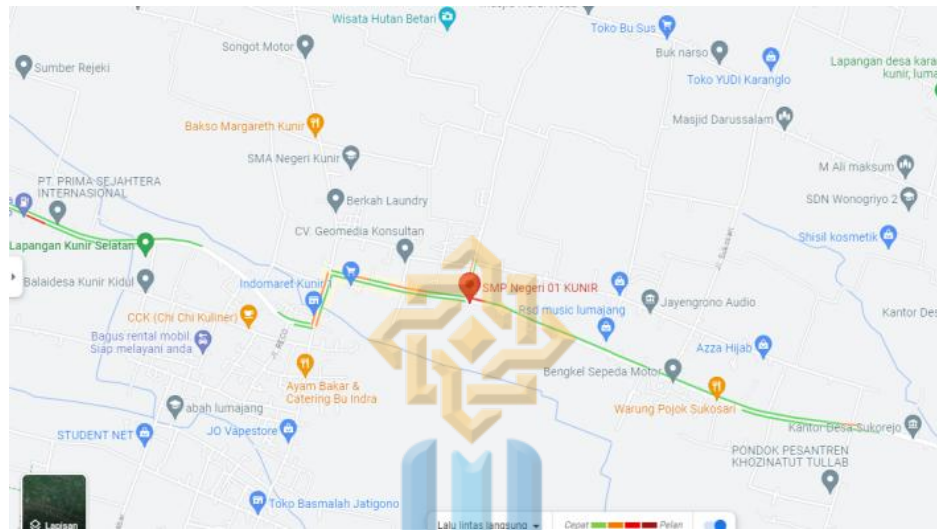
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No	Jenis Sarpras	Jml 2022 Ganjil	Jml 2022 Genap
16	Ruang Bangunan	19	20
Total		81	82



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B. Geographic condition of SMPN 1 Kunir – Lumajang



C. Vision and mission of SMPN 1 Kunir

VISI:

“Terwujudnya insan cerdas, berkarakter Profil Pelajar Pancasila”

MISI:

- Membangun kebiasaan tertib beribadah, kajian keagamaan rutin dan 5S (Senyum, Sapa, Salam, Santun dan Sopan) pada pelajar.
- Mengembangkan rasa kepedulian, nasionalisme, patriotisme, dan bangga atas budaya lokal melalui aktivitas sosial, lingkungan, kebangsaan dan eksplorasi.
- Membekali pelajar dengan pengalaman lintas budaya baik nasional maupun internasional.
- Mengidentifikasi, mengembangkan, dan memfasilitasi pencapaian prestasi minat dan bakat pelajar.
- Mengembangkan dan menerapkan pembelajaran berbasis HOTS dan membangun 6 kemampuan literasi dasar (literasi baca dan tulis, literasi numerasi, literasi sains, literasi digital, literasi budaya kewarganegaraan dan literasi finansial) dengan berlandaskan prinsip kejujuran dan kemandirian dengan memperhatikan bakat dan minat pelajar.

- f. Memfasilitasi terlampauinya capaian kompetensi minimal tingkat SMP oleh peserta pelajar melalui matrikulasi, pemantauan perkembangan belajar, identifikasi permasalahan belajar, perbaikan, pendampingan, pengembangan dan kerjasama dengan orang tua.
- g. Membimbing pelajar menghasilkan suatu karya yang orisinal, dapat dipertanggungjawabkan dan tepat guna.

D. The data of students at eighth grade (VIII B) of SMPN 1 Kunir – Lumajang

No	NAMA	L/P	NIS	NISN
1.	Ahmad Nabil Sugarawa Alfaqih	L	10367	3099140727
2.	Adinda Ramadani	P	10272	3099817694
3.	Aditya Jovan Pratama	L	10208	0084359697
4.	Ahmad Alfarisi	L	10400	0093016277
5.	Aldo Dwi Januarta	L	10338	0079362649
6.	Aldo Dwi Putra	L	10369	0087464638
7.	Apriliya Lutfiana Ayu Lestari	P	10372	0092937945
8.	Ayu Melinda	P	10490	0085224269
9.	Chelsea Nafisha Adistie	P	10339	0089952459
10.	Clarissa Revalda Ramadhani	P	10430	0089427103
11.	Devita Julia Sari	P	10315	0084700438
12.	Dicky Irwansyah	L	10278	0082190864
13.	Ferdi Raxy Ramadhani	L	10493	0086900864
14.	Maiadina Lestari Dwi Sawitri	P	10494	0084227912
15.	Marta Dwi Cahya	P	10463	0097083506
16.	Maylani Rahmawati	P mutasi		
17.	Mayzahra Dwy Nur Aurora	P	10352	0091086544
18.	Merynda Aruma Dewi	P	10384	0097056616
19.	Moch. Bahrul Ardiansyah	L	10441	0094718132
20.	Muhammad Farid Bagus Junianto	L	10353	0089919626
21.	Mohammad Radiyansyah Al-Farizi	L	10325	3090361273
22.	Muhammad Taufik Apriliano S.	L	10471	0097382778
23.	Muhammad Fahriz Sidiq	L	10285	0084489325
24.	Muhammad Rian Ardiansyah P.	L	10496	0099182404
25.	Muhammad Syaifudin Zuhri	L	10413	3095246851
26.	Mukhammad Nur Ferdiah	L	10448	0088967201
27.	Nadien Salsabila Maulida	P	10476	0087270387
28.	Nur Ismaillah Masruroh	P	10291	0099963843

29.	Renita Lintang Yunita Sari	P	10419	0096879671
30.	Reyvan Andhika Saputra	L	10483	0088778903
31.	Viera Vriciella Agustin	P	10303	0086102779
32.	Zakiyah Ayu Fitroti	P	10335	3084297044



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Appendix 11

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Resa Indah Safitri
Place, date of birth : Lumajang, 29 December 2000
Address : Ds. Kunir Lor, Kec. Kunir, Kab. Lumajang
Faculty : Education and Teaching Training
Program : English Education

State that thesis entitled "The Implementation of Teaching Speaking Skills Through Story Completion Technique at The Eighth Grade of SMPN 1 Kunir – Lumajang in Academic Year 2022-2023" is truly my authentic work. Except for those cited in the quotation and references, it does not include any writings or publications that have previously been authored or published by another person. Due the fact, I am responsible for the thesis, if there is any objection or claim from other.

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JEMBER
Jember, 4 June 2023
Author



Resa Indah Safitri
SRN. T20196082

Appendix 12

CURRICULUM VITAE



Personal information

- Full name : Resa Indah Safitri
- NIM : T20196082
- Gender : Female
- Place, date of birth : Lumajang, 29 December 2000
- Address : Ds. Kunir Lor, Kec Kunir, Kab. Lumajang
- Religion : Islam
- Faculty : Tarbiyah and Teacher Training Faculty
- Major course : English Department
- Email address : safitriresa56@gmail.com

Educational background

- 2005 – 2007 RA Muslimat NU 13
- 2007 – 2013 SDN Kunir Lor 1
- 2013 – 2016 SMP Negeri 1 Kunir
- 2016 – 2019 SMA Negeri 1 Kunir.