EXPLORING THE IMPLEMENTATION OF STORY COMPLETION TECHNIQUE TOWARDS SPEAKING SKILL OF EIGHTH GRADE STUDENTS

UNDERGRADUATE THESIS

Written by:

LOVELYNA MELATI
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OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Has been examined and approved in partial
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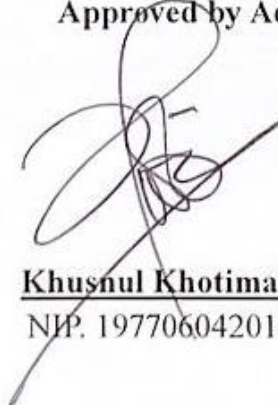English Education Program

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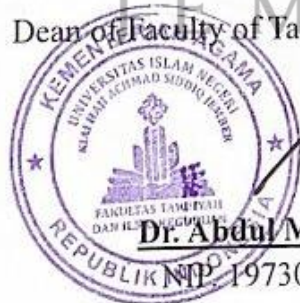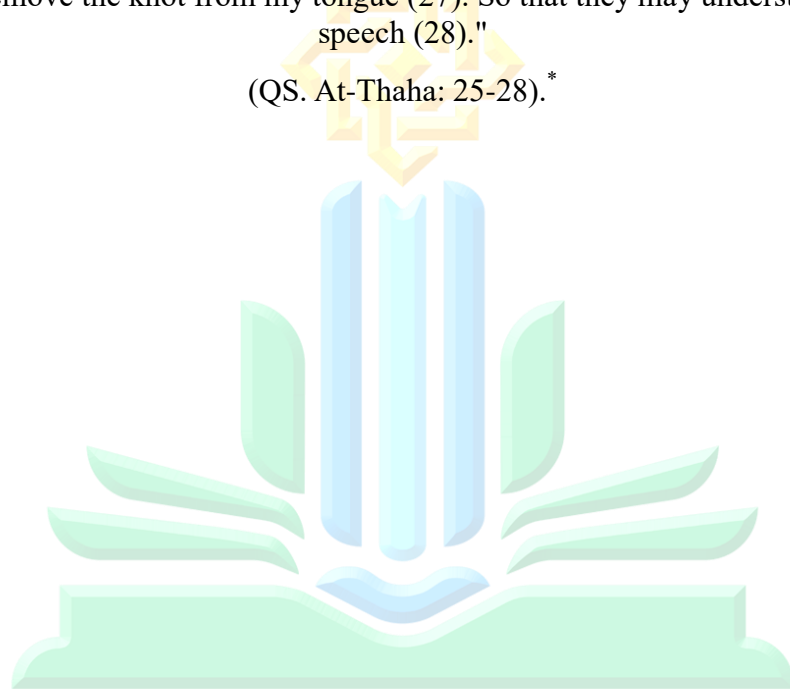
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MOTTO

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قَالَ رَبِّ ٱشْرَحْ لِى صَدْرِى ۝ وَيَسِّرْ لِىٓ أَمْرِى ۝ وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِى ۝ يَفْقَهُوا۟ قَوْلِى ۝

</div>

"My Lord, broaden my chest for me (25). And make my task easy for me (26). And remove the knot from my tongue (27). So that they may understand my speech (28)."

(QS. At-Thaha: 25-28).[*]

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DEDICATION

1. My beloved parents, Sriyati and Suhartono, who always love me, support me, take good care of me, always motivates me when I was down to finish my thesis, who always patient and never forced me to do anything, who always supported and prayed for me unconditionally. There are no words to express the sacrifices you have made for me. Without them I would never reach this point.

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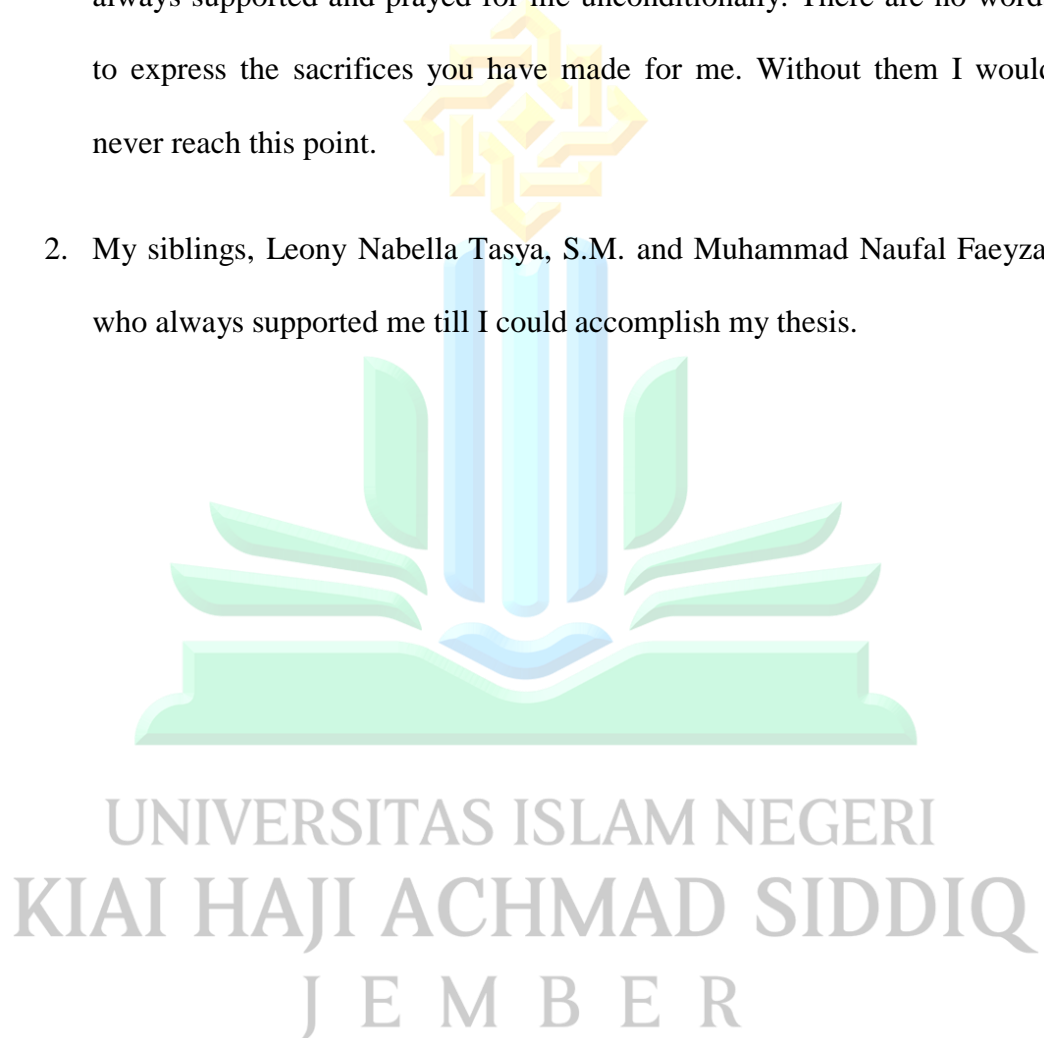
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Praise and gratitude are always due to Allah SWT, who has given His grace and gifts so that the author can complete the thesis entitled "Exploring the Implementation of Story Completion Technique toward Students' Speaking Skill of Eighth Grade at SMP Negeri 6 Jember". Shalawat and greetings are given to the Prophet Muhammad SAW who has brought from darkness to a brightly lit path, especially from a bright future to world civilization.

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Jember, May 28th, 2025

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ABSTRACT

Lovelyna Melati, 2025: *Exploring the Implementasion of Story Completion Technique toward Students' Speaking Skill of Eighth Grade at SMP Negeri 6 Jember.*

Keywords: Story Completion Technique, Speaking Skill, Qualitative Approach.

Speaking Skill play a vital role in fostering students' active engagement in communication, which is essential for language learning as it enables to express their thoughts effectively. However, several studies have found that students often face difficulties in speaking, particularly in aspects such as pronunciation, vocabulary, accuracy, fluency, and grammar. Therefore, the teacher's role becomes crucial in facilitating every aspect of the teaching and learning process, exactly in speaking. To address these challenges, teaching technique is needed. One such technique is the Story Completion Technique, which an interactive activity that allows students to engage in group-based communication, providing them with opportunities to freely practice and develop their speaking skills.

The reseach question were: 1) What material are use in the implementation of Story Completion Technique to promote students' Speaking Skill? 2) How is the Story Completion Technique implemented to promote students' Speaking Skill? This research has two research objectives, namely: 1) To understand the materials used in the implementation Story Completion Technique to promote Students' Speaking Skill. 2) To understand the implementation of Story Completion Technique to promote Students' Speaking Skill.

This research used qualitative with phenomenology as research design. This research has been conducted at SMP Negeri 6 Jember, which has been purposively selected as the research location. The researcher chose 34 students of VIII E as the participants of this research. To collect the data the researcher used observation, interview, and document review. In analyzing the data used Miles, Huberman, and Saldana which divided into three primary stages: data condensation, data display, and drawing and verifying conclusions. In this research, the researcher used triangulation as a method to validate the data. The researcher applied triangulation in two ways: source triangulation and technique triangulation.

The result of this research were: 1) The material used in the implementation of the Story Completion Technique to promote students' speaking skills focuses on recount texts with the topic of personal experiences in the past. It includes language features, the definition and characteristics of recount texts, the use of the past tense as the writing pattern, and the general structure of recount texts. 2) The implementation of the Story Completion Technique to promote students' speaking skills involves several steps, beginning with the teacher explaining the concept of recount text and the use of the simple past tense. Then, students are given exercises related to the past tense to strengthen their understanding. After that, the teacher divides the students into groups and asks them to sit together. The teacher tells a story to each group in turn, and the students are required to continue the story collaboratively. Following this, each group discusses and creates a recount text based on the story. Each student is also asked to write a short story of about four to five sentences based on their personal experience. Finally, the results of the group discussions are presented in front of the class, allowing students to practice and improve their speaking skills in a supportive environment.
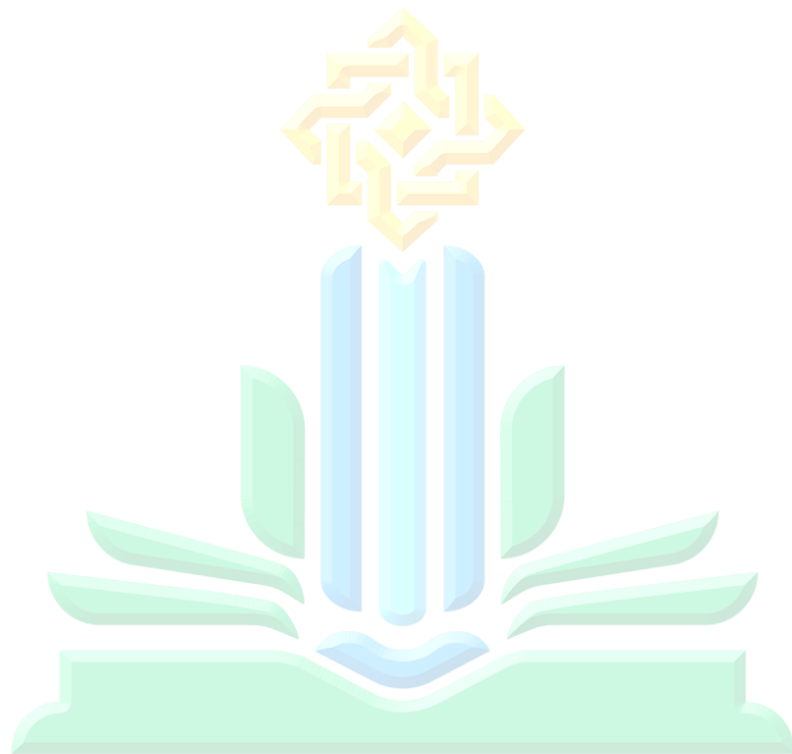
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CHAPTER I

INTRODUCTION

A. Research Background

English holds a pivotal role, particularly in the field of education. Proficiency in English can positively impact students' academic and professional development. It is very important to be mastered English Skill. One of which is in mastering Speaking Skill. According to Ur speaking is one of the skill considered to be the most important skill.[1] In line with Hamsia's statement that Speaking Skill seem to be the most important.[2] This emphasizes the importance of teachers teaching Speaking Skill to students during the language learning process. Setiyowati stated that speaking or the ability to converse in English, is considered a fundamental competency.[3] Yulianawati and Sulastri said speaking is seen as a key skill in language learning. The desire to communicate with others, often face-to-face and in person, drives us to strive to speak fluently and correctly. [4] This has a significant

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[1] Ur in Elva Lesda et al., "Students' Difficulties in Speaking Skill at the Seventh Grade of MTs Negeri 2 Hulu Sungai Utara," Lisan: Jurnal Bahasa Dan Linguistik 13, no. 1 (2023): 9–19, https://doi.org/10.33506/jbl.v13.

[2] Waode Hamsia, "Developing Students' Ability Through Story Completion," *Journal of English Language Teaching* 5 (1), no. 1 (2018), https://doi.org/http://ojs.ikipmataram.ac.id/index.php/joelt.

[3] Luluk Setiyowati, "Penggunaan Procedur Text Pada Pembuatan Briket Kelapa Sawit Untuk Meningkatkan Kemampuan Berbahasa Inggris," *E-Dimas: Jurnal Pengabdian Kepada Masyarakat* 11, no. 1 (2020): 43–47, https://doi.org/https://doi.org/10.26877/e-dimas.v11i1.4374.

[4] Ida Yulianawati, "The Effectiveness of Story Completion Toward Students' Speaking Ability," *English Journal of Indragiri (EJI)* 3(2), no. 2 (July 2019), https://doi.org/https://doi.org/10.32520/eji.v3i2.551.

positive impact on students, particularly in their ability to communicate. This directly involves students in the process of good communication.

The development of speaking skills is essential for promoting students' active participation in meaningful communication, which is crucial for language learning as it enables them to express their thoughts effectively. This idea aligns with Akhter which that communication skills are essential for effective interaction, as communication is a fundamental need in today's world.[5] Students must be able to express their thoughts, views, and opinions, and this need can be fulfilled through the mastery of language. Besides that, Maulana et.al. stated that need to communicate with others in order to carry their ideas, feelings and ideology to them, whether verbally or in writing.[6] Having Speaking Skill also has a positive impact on students' higher-order thinking. Leonita et.al stated that students can only build their high order thinking skill if they can speak.[7] With this strong reason, students must be instilled with Speaking Skill. By having Speaking Skill, it will allow the message to be conveyed and enable them to speak correctly.

Basically, the ability to speak is also mentioned in the Quran Surah Al-Ahzab verse 70

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[5] Shamim Akhter, "Exploring the Significance of Speaking Skill for EFL Learners," *Sir Syed Journal of Education & Social Research* 4, no. 3 (2021).

[6] Asep Maulana, Izzuddin Musthafa, and Titin Nur Hayati, "The Efficiency of Teaching Listening and Speaking Skills to Develop Students' Communicative Competences," *Universal Journal of Educational Research* 8, no. 3 (2020): 802–8, https://doi.org/DOI:10.13189/ujer.2020.080310.

[7] Ni Nyoman Saka Nimas Ajeng Leonita et al., "Speaking Skill in 21st-Century: Studens' Perceptions and Challenges in English Language Teaching," *Premise : Journal of English Education and Applied Linguistics* 12, no. 2 (2023): 614–28.

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَقُولُواْ قَوْلاً سَدِيدًا ۝

"Believers! Be mindful of Allah, and say what is right"[8]

Moreover, the correct speech mentioned in Surah Al-Ahzab, verse 70, can be defined as speech that is honest, where what is intended and what is spoken must be in harmony. Of course, in order speak correctly, we must also possess the ability to speak properly so that the message we intend to convey can reach the listener.

The ability to speak English opens up a wide range of opportunities for academic and professional advancement in today's globalized era. In this context, effective communication skill is essential in education. Thus, improving Speaking Skill in English education is crucial for student success. Therefore, mastering Speaking Skill is therefore essential, as it not only facilitates effective interaction, but also builds confidence in using the language. However, as noted by Rezeki and Dalimunte, the use of English in daily communication in Indonesia is limited, making it a challenge for students.[9] As English is a foreign language in Indonesia, the lack of practice using English in routie interactions makes it difficult for students to practice and master English proficiency.

Generally, students tend to actively participate challenges. However, when the students are given the opportunity to speak, express opinions, or present in class, they still lack confidence for fear of making mistakes. Based

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[8] Qur'an.com, https://quran.com/al-ahzab/70-71

[9] Putri Rezeki and Muhammad Dalimunte, "Exploring English Teachers' Difficulties in Teaching Speaking," *Inspiring: English Education Journal* 7, no. 1 (March 14, 2024): 34–48, https://doi.org/10.35905/inspiring.v7i1.8793.

on an article by Gidion, et al, it is known that students' problems in English are caused by two main factors, namely language factors and psychological factors. Language factors that affect students' difficulties in English include: 1) difficulty in pronunciation, 2) lack of understanding of English grammar, and 3) limited vocabulary. Meanwhile, psychological factors also contribute, such as lack of confidence, shyness, anxiety, and low motivation.[10] This means that both language and psychological factors significantly affect students' challenges in speaking English.

A more additional piece of information is that students face various challenges and difficulties in pronunciation, vocabulary, accuracy, fluency, and grammar for several reasons. Firstly, their mother tongue can make it difficult for them to pronounce English sounds that do not exist in their language, leading to pronunciation errors. Luthfianda et.al found participants' problems in pronouncing English fricatives were mainly attributed to native language interference, the absence of the target sound in the sound system of their native language.[11] This happen when students rarely practice English, especially in speaking, so their native language is still audible. Secondly, many students do not hear enough English spoken in real life, which limits their practice and exposure. In terms of vocabulary, students may not read or listen to a wide range of English materials, making it difficult for them to learn and remember

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[10] Gidion, Indri Astuti, and Eny Enawaty, "Analisis Kesulitan Siswa Berbicara Menggunakan Bahasa Inggris Di SMKS Kristen Torsina Sanggau," *JURNAL EDUCATION AND DEVELOPMENT* 11, no. 2 (April 18, 2023): 139–44, https://doi.org/10.37081/ed.v11i2.4665.

[11] Sahira Nurul Luthfianda et al., "Exploring Pronunciation Challenges: Indonesian University Students' Production of English Fricative Sounds.," *Journal of English Education* 12, no. 1 (2024), https://doi.org/https://doi.org/10.25134/erjee.v12i1.7606.

new words. Afidah & Machfudi found that students have difficulties in understanding the meaning of words, pronunciation, misspelling, and remembering ormemorizing English vocabulary. [12] Lastly, grammar can be confusing as it is often taught through memorisation and not in real-life situations. Dzimar et.al. found that grammar often pose significant challenges for undergraduate students.[13] When students don't practice using grammar in speaking and writing, they can struggle to apply what they've learnt, which can leave them frustrated and less confident in their English skill. This cycle of difficulties can slow down their overall language learning. Therefore, teaching methods that can build confidence is needed.

Hukom states that teachers play a pivotal role in all aspects of the teaching and learning process.[14] Therefore, the quality of teaching depends largely on the commitment and Skill of the teacher. In an effort to teach Speaking Skill, teachers have an important role in helping students develop the ability. Currently, there are various techniques employed by English teachers to support the development of students' Speaking Skill. Some of these techniques include role plays, presentations, group discussions, information filling, and story completion techniques. In the story completion technique, students are invited to develop and complete their own stories, which not only improves

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[12] Anissa'ul Afidah and Moch. Imam Machfudi, "Students' Difficulties in Vocabulary Mastery," *Critical Review of English-Arabic World Journal* 1, no. 1 (2022), https://doi.org/DOI:https://doi.org/10.35719/crewjournal.v1i1.1359.

[13] Muhammad Dzimar, Dewi Puspitasari, and Ocid Abdul Rosyid, "Navigating Grammar Challenges: Students' Struggles and Paths to Success" 9, no. 1 (2025), https://doi.org/DOI:10.31943/wej.v9i1.373.

[14] Salmon J Hukom, "Story Completion: A Technique in Teaching Speaking," October 2019, https://doi.org/10.30598/tahurivol16issue2page1-9.

vocabulary, pronunciation, and writing and Speaking Skill, but also helps students build social relationships, such as teamwork. The teacher can consider Story Completion Technique as an alternative technique in teaching Speaking Skill.

According to Kayi, the Story Completion Technique is an effective method that offers several benefits to promote students' speaking skills. It is a fun and engaging classroom activity where all students participate actively.[15] In this activity, students sit in a circle, and the teacher begins by telling the opening lines of a story. After a few sentences, the teacher stops, and the story is continued by each student in turn. Each student adds between four to ten sentences, continuing from where the previous one left off. They are encouraged to introduce new characters, events, or descriptions, which makes the story more dynamic and imaginative. This collaborative storytelling not only stimulates creativity but also fosters a relaxed and enjoyable environment for practicing speaking skills. Therefore, it can be concluded that the story completion technique is a creative and interactive method that effectively engages students in speaking practice.

In addition, previous research conducted by Ghiabi highlights that the Story Completion Technique offers multifaceted benefits that significantly contribute to students' personal and cultural development. Through this technique, students are encouraged to explore their own cultural roots, which

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[15] Hayriye Kayi, "Activities to Promote Speaking in a Second Language," *The Internet TESL Journal* 12, no. 11 (November 2006): 1–6, https://doi.org/http://iteslj.org/Articles/Kayi-TeachingSpeaking.html.

fosters a deeper understanding of their identity.[16] At the same time, it provides meaningful opportunities to engage with diverse cultures, thereby broadening their worldview. By imagining and completing stories that involve unfamiliar people, places, or situations, students enhance their empathy and emotional intelligence. Furthermore, the technique allows students to gain insights into various traditions and values, helping them recognize that wisdom exists across all cultures. It also emphasizes universal human experiences, encourages open-mindedness toward new and diverse perspectives, and reveals both the differences and shared values among people around the world.

The theory of Story Completion Technique from Kayi as the technique for teaching speaking are supported by Hamsia, who stated that the use of Story Completion Techniques in speaking activities showed that these techniques significantly improved the confidence and Speaking Skill of university students, including those who did not come from English programmes. [17] Students felt more comfortable and braver to actively participate in discussions, creating an interactive and spontaneous learning situation. In addition, the stories used not only support verbal ability but also promote well-being and creativity. Guidance from the teacher also played an important role in facilitating participation, so the overall implementation of this technique proved successful and had a positive impact on the speaking learning process.

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[16] Shima Ghiabi, "International Journal of English and Education Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story-Completion as an Open Task on EFL Learners' Speaking" 3(3) (July 2014), www.ijee.org.

[17] Waode Hamsia, "Developing Students' Ability Through Story Completion," Journal of English Language Teaching 5 (1), no. 1 (2018).

Based on Hukom's explanation, Story Completion Technique offers several advantages for students, including:[18] 1) supporting students to express their thoughts and feelings, 2) practising speaking fluency, 3) training the use of imagination and creativity, 4) encouraging active co-operative engagement between students, and 5) strengthening listening Skill. Overall, these benefits contribute to the creation of a more dynamic and effective learning environment.

In this research, the researcher conducts observations and interviews with English teachers before carrying out the research. The results show that teachers often face various difficulties in the English learning process. Firstly, teachers find that students struggle to maintain focus, as they perceive English as a difficult subject. Secondly, more than 50% of the students experienced problems in pronunciation, limited vocabulary, adequate understanding of English grammar, accuracy, and fluency. Thirdly, teachers also face challenges in boosting students' confidence, mainly due to the less supportive classroom environment, such as students dare to speak in front of the class or answer questions but make mistakes in pronunciation, the reaction of friends is often laughter, which can make students feel depressed and lose confidence. According on the researcher's first observation, the story completion method has been implemented in the school however, there is no research that reveals the material used and the implementation of Story Completion Technique.

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[18] Hukom, "Story Completion: A Technique in Teaching Speaking."

After carefully reviewing several previous studies, it was found that most studies related to the Story Completion Technique focused on the effectiveness of the technique on students' speaking skills.[19][20][21][22] While the present study focuses on exploring the implementation of the Story Completion Technique as a teaching technique to promote students' speaking skills. In addition, several previous studies employed a quasi-experimental design to examine the implementation of the Story Completion Technique in speaking instruction,[23][24][25] whereas the current study adopts a qualitative approach with a phenomenology design. Based on the explanation before, the researcher expressed interest to conduct research entitled, **"Exploring the Implementation of Story Completion Technique towards Speaking Skill of Eighth Grade Students"**.

B. Research Questions

Based on the background above, the researcher formulated research focus on this research as follows:

1. What material are used in the implementation of Story Completion Technique to promote students' Speaking Skill?

[19] Vina Alfiyah, "The Effect of Story Completion Technique on Students' Speaking Ability," *Prosiding Seminar Nasional Pendidikan Universitas Subang (SENDINUSA)* 3, no. 1 (December 2021), http://ejournal.unsub.ac.id/index.php/sendinusa/article/view/1329.

[20] Warahma Nuralia, Abdollah, and Hadijah, "The Effectiveness of Story Completion Techniques on Students' Speaking Skill at SMA Negeri 1 Aralle," *Agustus*, vol. 2, 2023, https://jurnal.fs.umi.ac.id/index.php/KIMA/issue/view/12.

[21] Yulianawati, "The Effectiveness of Story Completion Toward Students' Speaking Ability."

[22] Jimly Rafi'i Masrul, "The Effect of Story Completion to Students' Speaking Ability In English Learning At Second Grade of Kecamatan Payakumbuh," *Journal of Educational Management and Strategy* 2, no. 1 (June 30, 2023): 71–85, https://doi.org/10.57255/jemast.v2i1.222.

[23] Alfiyah, "The Effect of Story Completion Technique on Students' Speaking Ability."

[24] Yulianawati, "The Effectiveness of Story Completion Toward Students' Speaking Ability."

[25] Masrul, "The Effect of Story Completion to Students' Speaking Ability In English Learning At Second Grade of Kecamatan Payakumbuh."

2. How is the Story Completion Technique implemented to promote students' Speaking Skill?

C. Research Objectives

Based on the research focus above, the researcher presents the research focus as follows:

1. To understand the material used in the implementation Story Completion Technique towards Students' Speaking Skill.

2. To understand the implementation of Story Completion Technique to promote Students' Speaking Skill.

D. Significant of Research

1. Theoretically

The findings of this research support existing theories from Kayi about the use of Story Completion Technique in teaching speaking to junior high school students. The researcher expected to explore the implementation of Story Completion Technique specifically, this research aims to expand knowledge about techniques for teaching and learning English.

2. Practically

a. For teachers

This study offers practical benefits for English teacher, particularly those teaching speaking skills. It provides insights into how Story Completion Technique can be effectively integrated into speedy courses Speaking Skills.

b. For students

The results of this research are also expected to provide benefits for students in learning English Speaking Skill using Story Completion Technique.

c. For other researchers.

The results of this research can be used as literature and source of information regarding the use of Story Completion Technique in teaching Speaking Skill.

E. Definition of Key Terms

1. Teaching Speaking Skill

Teaching Speaking Skill is a process in which the teacher helps and facilitates students in achieving learning objectives, particularly in speaking abilities. Teaching speaking also involves student activities under the guidance and support of the teacher throughout the learning process.

2. Story Completion Technique

Story completion is an interactive technique in teaching speaking where students can speak freely in groups to practice their speaking skills. The teacher acts as a controller of the students' discussion. The teacher begins by telling a story, then stops after a few sentences. After that, each student in the group continues the story by adding four to ten sentences. In composing the story, students should focus on the parts of the story. This story completion technique can develop students' logic, imagination, and creativity by using their own vocabulary.

F. Structure of Thesis

The structure of the thesis discussion from the introductory chapter to the concluding chapter is explained descriptively narrative, not in the form of a table of contents. The systematic discussion in this research is as follows:

Chapter One discuss the introduction of the thesis, including the research context, research questions, research objective, research significances, definitions of key terms, and discussion structures.

Chapter Two discuss the review of related literature that consists of the previous research and the theoretical framework.

Chapter Three discuss the research methodology in this research, which included the research design, research subject, data source, data collection and analysis, and data validity.

Chapter Four discuss about the research object description, research finding and discussion.

Chapter Five discuss the conclusions and suggestions of this research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this chapter, previous research is presented, some topics related to Story Completion Technique in teaching Speaking Skill as follows:

Firstly, an article was conducted by Purwasih.[26] The aim of this research was to find out whether the Story Completion Technique could improve speaking skill and how it could be effectively implemented to enhance the speaking ability of tenth grade students at SMK Wijaya Kusuma Surakarta in the academic year of 2017/2018.The study used a Classroom Action Research design and involved nineteen tenth grade students from class X.B at SMK Wijaya Kusuma Surakarta in the academic year of 2017/2018. The research was carried out in two cycles, and each cycle consisted of two meetings and one test. The researcher collected both qualitative and quantitative data through interviews, observations, documentation, pre-test, and post-tests. The data were analysed using both qualitative descriptive analysis and quantitative statistical analysis. The findings of this study show that the use of the story completion technique led to significant improvement in students' speaking skill, as reflected in the increase of their average scores from the pre-test (52.84) to the first post-test (64.21), and finally to the second post-test (73.68). It can be concluded that the use of Story Completion Technique can improve

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[26] Pungky Purwasih, "The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students," *English Research Journal* 4 (2) (October 20, 2019), https://doi.org/https://doi.org/10.33061/erj.v4i2.4465.

students' Speaking Skill and improve classroom situation become more enjoyable.

Secondly, an article was written by Masrul. [27] This study was conducted to determine whether the Story Completion Technique had an effect on students' speaking ability at SMPN 01 Kecamatan Payakumbuh in the academic year of 2021/2022. The study was motivated by the students' low speaking skills, which were caused by the limited techniques used by teachers, resulting in low motivation and poor speaking performance. The study used a quantitative approach with an experimental design and involved 58 second-grade students as the research sample, selected through purposive sampling. The researcher used a speaking test to collect the data, consisting of a pre-test and a post-test. The data were analyzed quantitatively by calculating the students' speaking scores. The findings of the study show that the students' average speaking score improved from the pre-test (55.83) to the post-test (63.17), indicating a positive effect of the Story Completion Technique. Furthermore, the statistical analysis showed that the t-count value (2.284) was greater than the t-table value (2.002), confirming the significance of the improvement. It can be concluded that the Story Completion Technique is effective in improving students' speaking skill and was positively received by the students.

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[27] Masrul, "The Effect of Story Completion to Students' Speaking Ability In English Learning At Second Grade of Kecamatan Payakumbuh."

Thirdly, an article was conducted by Yulianawati.[28] The study used a quantitative approach with an experimental method, involving sixty-six tenth grade students at SMAN Krangkeng. The participants were divided into two groups: an experimental group consisting of 32 students from class X MIPA 2 who applied the story completion technique, and a control group consisting of 34 students from class X MIPA 1 which did not receive the same treatment. The findings of this study show that students who followed the story completion technique showed significant improvement in their Speaking Skill, which is reflected in the comparison of pre-test and post-test scores.

Fourth, Warahma Nuralia..[29] The aim this study to determine the effectiveness of the Story Completion Technique in improving the speaking skills of second grade students at SMAN 1 Aralle. The independent variable of the study was the Story Completion Technique, while the dependent variable was the students' speaking skill. The study used a pre-experimental design involving 38 students from class X, and data were collected through a pre-test and a post-test. In the pre-test, students were given an oral speaking test before the treatment. After receiving the treatment—where students were taught using story completion techniques—they took a post-test similar to the pre-test to measure the improvement. The findings of the study revealed that students' average speaking score increased from 44.37 (categorized as poor) in the pre-test to 61.95 (categorized as good) in the post-test. Furthermore, the result of

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[28] H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy Second Edition*, Second (San Francisco : Longman, 2000).

[29] Nuralia, Abdollah, and Hadijah, "The Effectiveness of Story Completion Techniques on Students' Speaking Skill at SMA Negeri 1 Aralle."

the paired sample test showed a significance value of 0.00, which is lower than 0.05, indicating that the improvement was statistically significant. It can be concluded that the use of the Story Completion Technique is effective in enhancing students' speaking skills at SMAN 1 Aralle..

The last one, an article was conducted by Alfiyah.[30] The study employed a quasi-experimental design using a Nonequivalent Control Group. The participants consisted of 50 tenth grade students, with 25 students from class X TKJ as the experimental group and 25 students from class X TKR as the control group. The sample was selected using purposive sampling. Data were collected through a pre-test and a post-test administered to both groups. During the treatment, the experimental group was taught using the Story Completion Technique, where students sat in a circle and continued a story started by the teacher. Meanwhile, the control group was taught using conventional teaching methods. After the treatment, a post-test was given to evaluate the students' improvement. The data were analyzed using SPSS. The findings of the study indicate that there was a significant difference between the pre-test and post-test scores of the experimental group compared to the control group, suggesting that the Story Completion Technique is effective in improving students' speaking ability.

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[30] Alfiyah, "The Effect of Story Completion Technique on Students' Speaking Ability."

Table 2. 1

The Similarities and Differences between Previous Research and This Research

No	Name and Title	Similarities	Differences
1.	Pungky Purwasih, "The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students,"	Both studies examine the use of the Story Completion Technique as a method to improve students' speaking skills in English language learning.	The previous study uses Classroom Action Research (CAR), while the current study employs a qualitative method.
2.	Jimly Rafi'i Masrul, "The Effect of Story Completion to Students' Speaking Skill in English Learning at Second Grade of Kecamatan Payakumbuh"	Both studies examine the use of the Story Completion Technique as a method for learning students' Speaking Skill in English language learning.	The previous study uses a quasi-experimental method, whereas this study employs a qualitative method.
3.	Ida Yulianawati, "The Effectiveness of Story Completion Toward Students' Speaking Skill"	Both studies employ the Story Completion Technique as a central method for teaching Speaking Skill.	This previous study employs a quasi-experimental method to quantitatively assess effectiveness, while this study uses a qualitative method.
4.	Warahma Nuralia, "The Effectiveness of Story Completion Techniques on Students' Speaking Skill at SMA Negeri 1 Aralle"	Both studies examine the use of the Story Completion Technique as a method for learning students' Speaking Skill in English language learning.	This previous study uses a pre-experimental method with pre-test and post-test to measure students' speaking skill, while this study employs a qualitative approach involving observation, interviews, and document analysis.
5.	Vina Alfiyah, "The Effect of Story Completion Technique on Students' Speaking	Both studies investigate the use of the Story Completion	This previous study applies a quasi-experimental design with two groups (experimental and control),

	Skill"	Technique as a method for learning students' Speaking Skill in English language learning.	while this study uses a qualitative approach. .

Based on the summary of previous research, this study has some similarities and differences with previous research. The similarities are found in the focus on students' speaking skills and the use of the Story Completion Technique. However, it differs in several aspects, such as the participants' educational grade, the type of research design, the type of data collection, and techniques employed. This research adopts a phenomenological approach, emphasizing the learning activities such as the materials and implementation of teaching speaking through the Story Completion Technique to eighth-grade students at SMP Negeri 6 Jember.

This research was classified as empirical novelty, which was derived from new data or empirical findings. This research was conducted on junior high school students in the Jember, a population that had not been previously studied in relation to the use of the Story Completion Technique. Therefore, this study provided a new contribution by expanding the scope of research on the effectiveness of the technique in a different context.

B. Theoretical Frameworks

1. Story Completion Technique

a. Definition of Story Completion Technique

The story completion technique is an interactive method of teaching speaking that aims to help students in learning Speaking Skill.

Kayi emphasized the importance of learning process by using Communicative Language Teaching (CLT). By using communicative language teaching, students will have the opportunity of communicating with each other in the target language. In brief, the teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. In this technique, students engage into learning experiences by emphasizing communicative. sit in a circle to create an atmosphere that favours active participation. The teacher starts the story with a few sentences, then stops to give the students a chance to continue with their imagination. Each student takes turns continuing from the last point told, adding between four to ten sentences.[31] The freedom to add characters and change the storyline makes this process interesting, as well as reflecting the collective ideas of the group.

According to O'Malley and Pierce, the story completion technique gives students the opportunity to speak in depth in an informal setting, without interference from the teacher.[32] In this context, students can develop their Speaking Skill naturally, so that they can express their ideas and thoughts without pressure. In addition, storytelling can also help measure other important Skill, such as

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[31] Kayi, "Activities to Promote Speaking in a Second Language."
[32] J. Michael O'Malley and Lorraine Valdez Pierce, Authentic Assessment for English Language Learners (USA: Addison-Wesley Publishing Company., 1996). 11.

reading comprehension, memory, and organisational ability. This process not only trains Speaking Skill, but also helps students develop listening Skill and collaborate with their peers.

b. **Procedure of Story Completion Technique**

Story Completion Technique is an interactive technique in teaching Speaking Skill that allows students to speak freely in groups while honing their Speaking Skill. The technique begins with the teacher controlling the discussion by starting a story and stopping after a few sentences. Next, each student in the group is expected to continue the story by adding between four to ten sentences. Each student should continue the story from the point where the previous story stopped, and they can introduce new characters, events, descriptions, and other elements. A procedure is a method for achieving a task, usually involving specific steps to follow in order. Kayi explains how to use the story completion technique in a speaking class:[33]

1) Students arrange themselves in a circle within their groups.

2) The teacher starts telling a story on a chosen topic and stops after a few sentences.

3) The students then discuss in their groups to continue the story. This step helps them to explore their listening and Speaking Skill. While

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[33] Hayriye Kayi, "Activities to Promote Speaking in a Second Language," November 2006, https://doi.org/http://iteslj.org/Articles/Kayi-TeachingSpeaking.html.

discussing, they share ideas and work together to create interesting stories.

4) The teacher gives a list of vocabulary words or key phrases to assist students in crafting stories relevant to the topic.

5) In their groups, each student is expected to write between four and ten sentences. They will present these sentences in an oral test, so it's important to organize them into a clear story. Students can create new characters, events, and details. Characters might be people, animals, creatures, or objects. An event involves changes in the story, such as conflicts, climaxes, and resolutions that affect the characters' futures. Descriptions give detailed information about people or things.

c. **Advantages and Disadvantages of Story Completion Technique**

In their book on authentic assessment, O'Malley and Pierce mention several advantages of story and text completion techniques, there are:[34]

1) Student produces oral report, which fosters verbal expression and communication Skill.

2) Can be scored on content or language components, allowing for a comprehensive evaluation of student performance.

3) Scored with rubric or rating scale, ensuring consistency and clarity in grading.

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[34] O'Malley and Pierce, Authentic Assessment for English Language Learners. 12.

4) Can determine reading comprehension, reading strategies, and language development.

By integrating these various aspects, story and text completion techniques offer a multifaceted assessment tool that enhances the learning experience.

In addition, Harris mentions that Story Completion technique has disadvantages as follows:[35]

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.

d. **Indicators of Story Completion Technique**

According to Kayi there are several indicator of story completion technique. Kayi stated that this technique emphasized speaking activities. The indicator as follows:[36]

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[35] David P Harris, *Testing English as a Second Language* (New Delhi: McGraw-Hill, 1974).
[36] Kayi, "Activities to Promote Speaking in a Second Language."

1) Information Gap

   In the Story Completion activity, there is an information gap because each student does not know what the next person will say. This creates a natural communicative tension where students listen carefully and continue the story based on incomplete information. It helps them think critically and creatively.

2) Authentic Communication

   This technique encourages authentic communication. Students use the language in a natural way to continue the story. They do not memorize or repeat prepared sentences but speak based on their own ideas and imagination.

3) Fluency Over Accuracy

   The focus of this activity is fluency, not grammatical accuracy. Students speak freely and express their ideas without worrying too much about making mistakes. This helps them build confidence and improve their speaking fluency.

4) Real Life Language

   The language used in this activity reflects real-life situations. Students describe events, express feelings, and share opinions as they develop the story, which helps them practice useful and natural expressions.

5) Students Centerness

The activity is student centered. The teacher only starts the story, and the rest is continued by the students. They take control of the storytelling, which gives them the chance to express their ideas and creativity freely.

6) Interaction and Negotiation Meaning

Students interact actively during the activity. They need to understand what the previous speaker says and continue the story in a logical way. This process helps them negotiate meaning and use the language in a meaningful context.

2. **Speaking Skills**

a. **Definition of Speaking Skill**

Language skills are divided into four, namely listening, speaking, reading, and writing. These Skill are then categorized into productive and receptive skill.[37] Productive skill includes speaking and writing, while receptive skill include reading and listening. As a productive skill, speaking involves an active process where speakers must be able to choose the right words, organize sentence structure, and manage intonation and expression. Speaking Skill is one of the important aspects of language acquisition, which enables individuals to express thoughts, feelings, and ideas orally. This skill reflects not only

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[37] Nuraeningsih, "Assesing Receptive Skills," *Journal of Applied Linguistics Indonesia (Aplinesia)* 6 (1), no. 1 (2022): 49–56, https://doi.org/10.30595/aplinesia.v6i1.14215.

a person's language ability, but also broader social and communication Skill.

According to Brown, Speaking is a productive skill that can be observed directly, but the reliability and validity of speaking tests are often affected by how well a person listens, as inaccurate listening Skill can affect the results.[38] This suggests that although speaking can be assessed directly, factors such as listening Skill are instrumental in determining the accuracy of speaking test results. Inability to listen well can interfere with comprehension and appropriate responses, thus affecting the assessment of Speaking Skill.

Speaking is a communication skill that involves interaction to create meaning. This process is not only about saying words, but also about receiving and processing information from others. According to Burns & Joice, cited by Hasibuan, et al, Speaking is an interactive process of creating meaning involving the production, reception, and processing of information.[39] This shows that speaking is not just getting the words out but also involves understanding and responding to what the interlocutor is saying. In language learning, Speaking Skill are very important as they demonstrate one's ability to interact with others. This interactive process allows speakers to adjust the way they speak based on the listener's reaction and understanding.

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[38] H. Douglas Brown, Language Assessment Principles and Classroom Practices. (San Francisco : Longman, 2004). 140.

[39] Yanti Hidayani Hasibuan, Balqis Wandira, and Rafika Dewi Nasution, "The Using of English Songs to Activate Student's Speaking Skills," *LingPoet: Journal of Linguistics and Literary Research* 4 (1), no. 1 (2023): 11–21, https://doi.org/DOI:10.32734/lingpoet.v4i1.10500.

b. Types of Classrooms Speaking Performance

In designing speaking activities, teachers or educators should understand the different elements of speaking used in interaction for various purposes. According to Brown, identifies the types of listening performance consisting of:[40]

1) Imitative Speaking is skill involves imitating words, phrases or sentences spoken by the teacher. The goal is to produce words or sentences with proper pronunciation.

2) Intensive Speaking is skill focused on practising phonological or grammatical aspects of the language. Intensive speaking can be done independently or in paired activities.

3) Responsive Speaking involves short answers to questions or comments from teachers or friends. These answers are usually sufficient and do not develop into longer dialogues.

4) Transactional (Dialogue) is used to convey or exchange specific information. These conversations have a negotiated nature and are longer than responsive speaking.

5) Interpersonal (Dialogue) is aims to maintain social relationships and often uses casual language. It can involve emotions and colloquial language, which makes it more challenging for learners.

6) Extensive (Monologue) intermediate to advanced students is expected to give long monologues such as oral reports or speeches.

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[40] H. Douglas Brown, Teaching by Principle An Interactive Approach to Language Pedagogy Second Edition, Second (San Francisco : Longman, 2000). 171-174

The speaking style is more formal and can be planned or spontaneous.

Referring to the previous literature, the different types of Speaking Skill above can help teachers in designing speaking activities in the classroom.

c. **Component of Speaking Skill**

In learning speaking, there are several components that teachers and students should know. Brown pointed out some aspects such as: pronunciation, vocabulary, accuracy, and fluency. Speaking activities should include the following four aspects there are:[41]

1) Pronunciation

Pronunciation is the act of producing speech sounds that include aspects such as articulation, emphasis, and intonation. In a teaching context, the initial goal of teaching pronunciation is to achieve comprehensible pronunciation. As skill develop, the focus can shift to elements that support effective communication, such as emphasis patterns and voice quality. This is important to ensure that the message conveyed can be clearly understood by the listener.

2) Vocabulary

Vocabulary refers to the collection of words and phrases that a person has in a language. In teaching, vocabulary includes not only the introduction of new words, but also the understanding of

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[41] H. Douglas Brown, Teaching by Principle An Interactive Approach to Language Pedagogy Second Edition, Second (San Francisco : Longman, 2000). 267-269.

the form and meaning of each word to build effective communication. A rich vocabulary enables learners to understand sentences better and communicate accurately and helps in achieving pragmatic goals in conversation.

3) Accuracy

Accuracy in the context of teaching spoken language refers to how precisely a student's utterance conforms to the correct words and language structures. This includes the use of appropriate grammar, sentence structure and vocabulary. Accuracy is key to preventing misunderstandings in communication. Successful teaching must balance the need to speak fluently and maintain accuracy in language use.

4) Fluency

Fluency is the ability to use language efficiently and confidently without interruption when conveying information. In the learning process, fluency is achieved by allowing the 'flow' of speech to flow, even though there may be grammatical errors. A speaker is considered fluent if he or she can organise words into coherent units of meaning, not just individual words. Learning fluency should include developing confidence in speaking as well as the ability to adapt to different communication situations.

d. Teaching Speaking

Teaching in the context of learning is an interaction between teachers and students that helps students learn. According to Brown, teaching means helping people learn to do something, providing direction, and imparting knowledge. [42] In teaching Speaking Skill, teachers play an important role in supporting students to achieve learning goals, especially in improving their Speaking Skill. Teachers can motivate students to practice speaking in English and provide useful feedback, so that students not only understand the theory but also gain hands-on experience. By creating a comfortable environment, teachers can help students feel more confident and develop their Speaking Skill well.

Teaching speaking is a dynamic process that involves guiding students to develop their verbal communication skill. It focuses on helping learners express their thoughts and ideas clearly and confidently in spoken language. Good teaching of speaking creates a friendly environment where students feel safe to practice. The goal is to help students' fluency, pronunciation, and overall communication skill, enabling them to interact successfully in real-life situations.

1. Material in Teaching Speaking Skill

Materials play an important role in the teaching and learning process, especially in language learning. According to Tomlinson,

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[42] Douglas H. Brown, Principles of Language Learning and Teaching Fifth Edition (USA: San Francisco State University, 2000). 8.

materials can be instructional by informing learners about language, experiential by providing exposure to language use, elicitative by stimulating language use, or exploratory by facilitating discovery about language use. [43] By providing relevant and engaging content, materials can not only improve students' Skill and knowledge but also make the learning experience more enjoyable and effective.

Additionally, Tomlinson also emphasizes that the characteristics of suitable materials should help the students feel comfortable, increased confidence, the materials should draw attention to linguistic features, provide opportunities for students to interact using the target language, pay attention differences in students' learning styles, material should not relying too heavily on controlled practice, the material should provide opportunities for feedback. In other words, the selection and use of appropriate materials is crucial to achieving effective learning goals and supporting students' success in language acquisition.

2. Teaching Implementation

Every teacher must prepare a lesson plan before starting the teaching process. Enama mentioned that a lesson plan is essential for effective teaching because it serves as the teacher's action plan in the classroom. [44] According to Brown, there are several important aspects

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[43] Brian Tomlinson, *Materials Development in Language Teaching*, Second Edition (Cambridge: Cambridge University Press, 2011). 2.

[44] Patrick Roudrige Belibi Enama, "Student Teachers' Competence in Lesson Planning During Microteaching," *Journal of Teacher Education and Educators* 10, no. 3 (2012).

that must be included when creating a lesson plan by incorporating the following elements:[45]

a) Goals

Goals are broad statements that reflect the central theme of the lesson and help define its main topic. For instance, in a lesson plan, a goal like "understanding and identifying recount text" shows that the focus of the lesson is on recount texts.

b) Objectives

The teacher should pay attention to explicit statements when formulating learning objectives. These explicit statements show that the teacher is confident in the objectives to be achieved, maintains the coherence of the lesson, predicts outcomes, and evaluates students' progress at the end or afterward.

In setting objectives, teachers must understand the difference between terminal objectives and enabling objectives. Terminal objectives are the final learning outcomes that must be measured and evaluated. For example, students will successfully request information about airplane arrivals and departures.

Meanwhile, enabling objectives are intermediate steps that are interconnected and lead to achieving terminal objectives. For example, students will understand and be able to use the following ten new vocabulary items, and so on.

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[45] Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy Second Edition*. 149-151

c) Material and Equipment

As a teacher, it is important to plan teaching materials and determine what tools are needed for the lesson. During the learning process, teachers typically use books as reference sources, while students use handouts. In addition, teachers also prepare supporting tools for teaching Speaking Skill, such as pens, whiteboard markers, printed media, blackboards, videos, tape recorders, and other relevant equipment.

d) Procedures

The overall structure of an lesson plan is typically divided into three main parts. The first part is pre activity, which includes routine introductory activities such as greeting students, praying together, checking attendance, and similar tasks. The second part is the core activity, which consists of various learning activities involving different formats such as whole-class instruction, group or pair work, teacher explanations, and student discussions. The final part is post activity, which wraps up the lesson and may include activities like giving evaluations, providing feedback, assigning homework, and ending with a class prayer.

e) Evaluation

Evaluation is not always included as a part of a lesson plan. However, it can be used after several learning sessions to check if the learning goals have been met. Evaluation also helps in measuring

students' performance. In addition, teachers can give students chances to learn and then use evaluations to see how well they are doing and make changes if needed.

f) Extra Class Work

Teachers give extra classwork to students only when they want to extend learning beyond regular class time. The teacher should plan the assignment well and explain it clearly to the students. The purpose of the task is to help students stay focused and continue learning outside the classroom.

e. **Problems in Speaking**

In the process of learning to speak, many students face challenges or errors when trying to pronounce words, phrases or sentences. This problem cannot be solved by itself and requires proper explanation. According to Ur, there are several obstacles that students face when speaking, there are inhibition, nothing to say, low or uneven participation, and mother tongue use;[46]

a) Inhibition

Different from reading, writing and listening activities, speaking requires direct interaction with an audience. Students often feel inhibited from attempting to speak in a foreign language in class due to fear of mistakes, fear of being criticised or losing face, or feeling awkward about the attention their speech draws.

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[46] Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1991).

b) Nothing to say

Despite not feeling inhibited, many students often complain that they don't know what to say: they have no motivation to express themselves, except to feel the pressure that they should speak.

c) Low or uneven participant

Only one participant can speak at a time if they want to be heard; in large groups, this means each individual has little time to speak. This problem is further complicated by the tendency of some students to dominate the conversation, while others speak very little or not at all.

d) Mother tongue use

Students tend to choose their mother tongue because it is more comfortable, it feels unnatural to speak in a foreign language with friends, and they feel less 'exposed' when speaking in their mother tongue. When speaking in small groups, it can be very difficult to encourage some classes, especially those who are less disciplined or motivated - to stick to the target language.

Moreover, based on the researchers' findings related to Ur's theory, the problems in speaking are interconnected. For example, students who feel inhibition may avoid participating in discussions, which reduces their chances to practice speaking. This can make other students feel more comfortable dominating the conversation, while shy students speak very little. Additionally, using their mother tongue can

make students feel at ease, but it also hinders their progress in using

the foreign language.
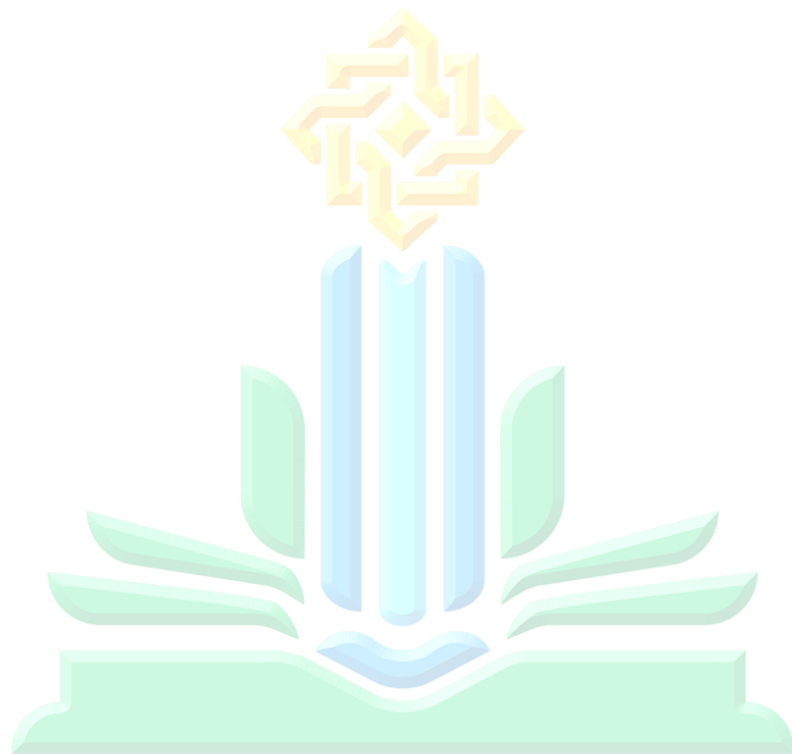
CHAPTER III

METHODOLOGY

This chapter include the research methodology, design, participants, setting, data collection technique, data analysis, data validity and research procedures.

A. Research Approach and Design

The approach chosen for this research was qualitative, utilizing phenomenology as the research design. This research specifically focused on exploring and understanding the lived experiences of individuals regarding a particular phenomenon. According to Creswell, qualitative research investigated the meanings that individuals or groups attached to social or human issues. The research process involved formulating questions and procedures, collecting data in the participants' natural settings, analyzing the data inductively to identify general themes from specific details, and interpreting the significance of the data.[47] The research findings emphasized meaning rather than generalization..

Additionally, Creswell stated that qualitative research began with certain beliefs and perspectives about the world. This type of research often involved the use of theoretical frameworks to explore questions that focused on understanding the meanings individuals or groups attached to social or

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[47] John W Creswell and J. David Creswell, Research Design Quantitative, Qualitative, and Mixed Methods Approaches Fifth Editions (Sage Publication, 2018). 51.

humanissues.[48] By doing so, the researcher was able to gain deeper insights into the complexities of human experiences, further enriching the understanding of the phenomenon being studied.

Furthermore, Creswell mentioned that phenomenology was a qualitative research method that focused on understanding the shared experiences and commonalities among participants when they encountered a phenomenon.[49] This approach allowed the researcher to gain the participants' perspectives in their natural context, providing a comprehensive view of the experiences being studied. It did not involve any treatment or manipulation of variables; instead, it offered a full account of what was observed. Additionally, phenomenology emphasized personal viewpoints to gather rich and meaningful information, aiming to capture the true essence of the participants' lived experiences.

B. Research Setting

This research was conducted at SMP Negeri 6 Jember, which was purposively selected as the research site. The choice of research location played a crucial role in ensuring the success of data collection and understanding the learning context. Firstly, SMP Negeri 6 Jember had good accreditation, which demonstrated the school's commitment to high educational standards and adequate teaching quality. This was one of the main reasons for selecting the site, as a quality educational environment tended to

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[48] John W. Creswell, *Qualitative Inquiry Research Design Choosing Among Fives Approaches University of Nebraska, Lincoln* (Sage Publication, 2007).

[49] John W. Creswell, Qualitative Inquiry Research Design Choosing Among Fives Approaches University of Nebraska, Lincoln (Sage Publication, 2007). 76.

facilitate a more effective teaching and learning process. Secondly, the Story Completion Technique had already been implemented in teaching speaking skills. Therefore, this research aimed to explore how the Story Completion Technique could be used in English language learning, particularly in improving students' speaking skills. For these reasons, the researcher chose SMP Negeri 6 Jember to explore the phenomenon of using the Story Completion Technique in the learning process.

C. Research Participants

In n this qualitative research, the researcher applied purposive sampling to select informants who aligned with the research focus. According to Creswell, purposive sampling was a selection method based on specific goals and considerations. [50] In selecting participants, the researcher used purposive sampling by applying certain categories, namely characteristics, criteria, or factors that supported the objectives of the study. In the context of this research, the researcher involved the English teacher and the eighth-grade students as the main informants. Based on the established criteria, the sample was selected from class VIII E. The selection of this sample was also based on the teacher's recommendation. The participants consisted of students from one class, totaling 34 individuals. The reason for choosing these participants was to explore the implementation of the Story Completion Technique in relation to students' speaking skills.

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[50] John W. Creswell and Cheryl N. Poth, Qualitative Inquiry Research Design Choosing Among Fives Approaches Fourth Edition (SAGE Publications, Inc., 2018). 266.

D. Data Collection

To carry out the empirical study, the researcher gathered data through several stages. In this case, the data were obtained using three methods: observation, interviews, and document review.

1. Observation

Observation served as one of the techniques for collecting data in qualitative research, focusing on student activities and the learning process in the classroom. According to Creswell, observation was an open-ended method of obtaining firsthand information by observing people and places at the research site.[51] This approach allowed the researcher to collect relevant and detailed data to gain a better understanding of the dynamics of the learning process. There were two types of observation: participant and non-participant. The type used depended on the level of the researcher's involvement in the situation being studied. In participant observation, the researcher took part as a member of the group being observed, whereas in non-participant observation, the researcher remained outside the group and only observed their activities and behaviors.

In this research, the researcher employed the non-participant observation method. This allowed the researcher to focus entirely on observing and recording without interrupting the participants' activities. The researcher observed the classroom, took field notes, and captured photos during the sessions. The observation covered the objective

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[51] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Research 4th Edition (Boston: Pearson Education Inc., 2012). 213.

conditions at SMP Negeri 6 Jember, as well as the implementation of speaking skills through the Story Completion Technique. First, the researcher noted the general conditions at SMP Negeri 6 Jember, which was a crucial part of the observation. Second, the researcher observed the teacher entering the classroom, which included greeting the students, leading a prayer, checking attendance, and introducing the material to be taught. Third, the researcher observed how the teacher applied the Story Completion Technique, focusing on the students' speaking skills. This included forming groups, facilitating discussions among the groups, and having each group present their work. At the end of the presentations, the teacher provided feedback and comments on the students' performances, while the researcher also noted how the teacher evaluated the students during the speaking activities using this technique.

From the observation activities conducted at SMP Negeri 6 Jember during the implementation of the Story Completion Technique in relation to students' speaking skills, the researcher observed several important elements concerning both the teaching material and its implementation. Based on the results of the observation, the researcher gained a clear understanding of how the material was delivered by the teacher and how the Story Completion Technique was applied in the teaching process..

2. Interview

The researcher conducted interviews with the English teacher and students to collect data. The interview served as a primary technique for

gathering information. According to Creswell, an interview occurred when a researcher asked one or more open-ended questions and then recorded and replicated the responses for analysis.[52] Through these interviews, the researcher obtained information from the open-ended questions posed to the teacher and students by noting their answers. In this research, the researcher used in-depth interviews in the form of semi-structured interviews. Boyce and Neale explained that an in-depth interview was a qualitative research technique involving intensive individual interviews with a small number of respondents to explore their perspectives on a particular situation.[53] Before starting the semi-structured interviews, the researcher decided on the topic and prepared a list of questions to gather information from the teacher and students.

The researcher chose semi-structured interviews to allow flexibility in asking questions while ensuring that the students felt comfortable. This approach helped the students feel more relaxed when responding. In-depth interviews were conducted with the English teacher and eighth-grade students at SMP Negeri 6 Jember. The data collected from these interviews included information about the purpose, materials, steps, and evaluation of teaching speaking skills using the Story Completion Technique.

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[52] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Research 4th Edition (Boston: Pearson Education Inc., 2012). 217.

[53] Carolyn Boyce and Palena Neale, Conducting In-Depth Interviews: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input, Pathfinder International (Pathfinder International, 2006). 3.

3. Document Review

In qualitative research, the researcher analyzed public and private records to better understand the research site and the participants involved. The documents examined included newspapers, meeting minutes, personal journals, and letters, all of which provided valuable information to support the understanding of key phenomena.

Collecting documents was an important step in obtaining data that supported the research findings. The first step in reviewing documents was to identify the types of documents relevant to the research topic. The researcher considered both public documents, such as annual reports and accessible newspaper articles, and private documents, such as diaries and personal letters, which often required special permission to access and use.

After identifying the required documents, the researcher sought permission from the owners or custodians of the documents, particularly for personal or private materials. If the research involved participants in creating documents, such as journals, the researcher provided clear instructions regarding the content and the expected format. Once obtained, the researcher evaluated the relevance of each document in relation to the research questions. After acquiring the documents, the data were recorded and stored for further analysis:

1. Profile of SMP Negeri 6 Jember.

2. Vision and mission of the school.

3. Data of eighth grade students of SMP Negeri 6 Jember

4. Lesson plan

E. Data Analysis

In this section, the researcher used an interactive data analysis methodology for analyzing the data. According to Miles, Huberman, and Saldana, the analysis of qualitative data was divided into three primary stages: data condensation, data display, and drawing and verifying conclusions.[54]

1. Data Condensation

Data condensation was an essential process in the research, involving the selection, focusing, simplification, abstraction, and transformation of data that emerged from written field notes, interview transcripts, and documents. This process occurred continuously throughout the analysis stage, during which the researcher needed to distinguish between relevant and irrelevant information and focus on the data most pertinent to the study. In the context of this research, the researcher collected data from observations and interviews related to the teaching of speaking using the Story Completion Technique. The collected data were then reduced, summarized, and classified into various categories based on the formulation of the research topic.

2. Data Display

Data display was an important process in the research that involved presenting information in an organized and structured manner to facilitate the drawing of conclusions. In this study, the data were presented in

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[54] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014).

narrative form, which allowed the researcher to combine and arrange the information logically and comprehensibly. This method of presentation not only provided a clear overview of the research findings but also supported further analysis, making it easier for readers to follow the flow of the research and understand the results obtained.

3. Drawing and Verifying Conclusions

Drawing conclusions and verifying data were crucial steps in the research process. After collecting sufficient data, the researcher began to formulate provisional conclusions, which were later refined into final conclusions based on a thorough analysis of the data. To ensure the accuracy and credibility of these conclusions, the researcher applied the triangulation technique to cross-check the data from multiple sources. This process strengthened the validity of the findings and provided more robust evidence to support the conclusions. Ultimately, it contributed to a deeper understanding of the implementation of the Story Completion Technique in teaching speaking skills.

F. **Data Validity**

The researcher applied checking procedures based on specific criteria to ensure data validity. In this study, triangulation was used by combining data from observations, interviews, and document reviews. Triangulation is an analytical approach that strengthens findings by cross-verifying information. It was applied in two forms: source triangulation and technique triangulation.

1. Source Triangulation

   The purpose of source triangulation was to assess data reliability. Source triangulation involved examining identical data from multiple sources to ensure consistent findings.

2. Technique Triangulation

   This technique was applied to ensure data validity by verifying the same information using various methods. The researcher used the results from observations, interviews, and document reviews to compare with the findings from previous stages of the study. Through this approach, the researcher was able to evaluate whether the information obtained was consistent and supported one another. When the results from the different techniques were aligned, the research findings were considered stronger and more credible. In this research the data obtained from observation was compared with the data taken from interview and document review.

G. Research Procedures

The trustworthiness of the data was ensured through triangulation by comparing data from various sources, such as individuals, settings, and timeframes. Technical triangulation was applied by using multiple methods—interviews, observations, and document reviews—to examine the same information. This process strengthened the consistency and credibility of the findings. The research process included the following stages:

1. Pre-Field Stage

This stage involved preparation before the researcher entered the research area.

a. Developing Research Design

In this stage, the researcher created a research design, including the title, research questions, objectives, and the methods or strategies used in the study.

b. Choosing research field

The researcher selected a specific area of research. In this study, the English class at SMP Negeri 6 Jember was chosen.

c. Processing of permit

The researcher, in this process, requested permission in the form of an official letter from the university, which was used to proceed to the next stage of the research.

d. Assessing the state of the field

After receiving permission, the researcher conducted an evaluation to understand the background of the research area, which facilitated the data collection process.

e. Preparing research equipment

Before going to the field, the researcher gathered necessary materials such as notebooks and paper.

2. Field Work Stage

In this stage, the researcher conducted the actual research. Data were collected using various methods such as observation, interviews, and document review. Key activities included:

a. Data Collection

At this stage, the researcher collected data through interviews, observations, and document reviews..

b. Data Processing

This stage involved organizing the collected data to make it easier to analyze.

c. Data Analysis

After gathering all the data, the researcher analyzed it using data condensation, data display, and data verification. The results were then summarized in the research findings.

d. Data Analysis Stage

After collecting data from observations, interviews, and document reviews, the researcher used the Miles, Huberman, and Saldana model for analysis. The findings were compiled into a report and discussed with the supervisor. At KH Achmad Siddiq State Islamic University (UIN KHAS) Jember, this stage included writing the research results in the form of a thesis that met the required academic standards. After the examination, the research was revised and finalized.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Research Findings

The data presentation and analysis contain a comprehensive description of the data and the conclusions drawn from the techniques and processes outlined in Chapter III. These descriptions consist of data summaries that address the research *questions* posed to the subjects. The results of the data analysis are used to present the research findings. Moreover, the discoveries may take the form of a typology, classification system, or category.

1. What material are use in the implementation of Story Completion Technique to promote students' Speaking Skill?

Materials provided by teachers to students serve to provide knowledge, train skill, and monitor the learning process. Thus, teaching materials can help students in understanding the material and improving their achievement. These learning resources include textbooks, as well as teacher-created materials that provide additional tasks and exercises to support learning. Based on the interview with English teacher, Mrs. Novita said that[55]

> *"Materi yang digunakan untuk pembelajaran Keterampilan Berbicara di kelas delapan adalah teks recount, yaitu jenis teks yang menceritakan pengalaman seseorang yang mana sangat relevan dengan tujuan pembelajaran Keterampilan Berbicara. Dengan menerapkan Teknik Penyelesaian Cerita, keterlibatan*

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[55] Novita Fajar Widiyananti, S.Pd, interviewed by researcher, Jember, February 11th 2025.

siswa dalam pembelajaran dapat meningkat, karena teknik ini memungkinkan mereka tidak hanya membagikan pengalaman mereka, tetapi juga melatih kreativitas dan kepercayaan diri saat berbicara. Teks recount yang digunakan memberikan kesempatan bagi siswa untuk merefleksikan pengalaman mereka secara lisan, sehingga proses pembelajaran menjadi lebih interaktif."

Translated by researcher:

"The material used for learning Speaking Skill in eighth grade is recount text, which is a type of text that tells a person's experience which is very relevant to the learning objectives of Speaking Skill. By applying the Story Completion Technique, students' engagement in learning can increase, as this technique allows them not only to share their experiences, but also to exercise creativity and confidence when speaking. The recount text used provides an opportunity for students to reflect on their experiences orally, making the learning process more interactive."

Based on the interview with the English teacher (Mrs. Novita) the researcher concluded that the material used for learning speaking skills in the eighth grade was recount text, which was a type of text that told someone's experience and was highly relevant to the learning objectives of speaking skills. Mrs. Novita, in teaching recount text material, explained that by applying the Story Completion Technique, students' engagement in learning could increase, as the technique allowed them not only to share their experiences but also to exercise creativity and build confidence in speaking. The recount text used provided students with the opportunity to reflect on their experiences orally, thus making the learning process more interactive.

It was supported by one of the students namely Kamelia, one the student of eighth grade.[56]

> *"Bu Novita mengajarkan materi teks recount, termasuk pengertian, ciri-ciri kebahasaan, penggunaan past tense, karakteristik teks recount, dan struktur umum teks recount. Kami diminta untuk berdiskusi dan berbagi pengalaman pribadi, seperti liburan, momen menyenangkan, dan pengalaman memalukan."*

Translated by researcher:

> "Mrs. Novita teaches recount text material, including the definition, language features, the past tense, characteristics of recount text, and the general structure of recount text. We are asked to discuss and share personal experiences, such as holidays, enjoyable moments, and embarrassing experiences."

It was added by the other student of eighth grade namely Dewi.[57]

> *"Bu Novita mengajarkan tentang teks recount, dan kami juga diajarkan untuk menggunakan past tense saat menulis teks recount. Kami ditugaskan untuk berdiskusi dan berbagi pengalaman pribadi, seperti cerita liburan dan momen memalukan, secara lisan di depan kelas dengan kelompok."*

Translated by researcher:

> "Mrs. Novita teaches about recount text, and we are also taught to use the past tense when writing recount texts. We are assigned to discuss and share personal experiences, such as holiday stories and embarrassing moments, orally in front of the class in groups."

From the results of the interviews with the eighth-grade students, it could be concluded that Mrs. Novita taught recount text material to the eighth-grade students, which included structure, social functions, and the use of the past tense. Students, such as Kamelia and Dewi, stated that they had been asked to discuss, share personal experiences, and create a recount

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[56] Kameliatul Najuwa Agata, interviewed by researcher, Jember, February 12th 2025.
[57] Dewi Achyunita Tri Zahrana, interviewed by researcher, Jember, February 12th 2025.

text with their group about personal experiences, such as holidays or embarrassing moments.

Figure 4.1
The teacher explains recount text

Relateted with the observation activity as seen in figure 4.1, the researcher observed that the teacher taught material about recount text with the topic of personal experience. The recount text material consists of language features, definition of recount text, characteristics of recount text, past tense for writing patterns, and general structure. The teacher used the main source by student worksheets book (LKS) as a teaching reference and also provided materials from the internet. The teacher instructed the students to create a recount text with the topic of personal experience in groups. The researcher also saw the teacher making simple notes on the blackboard to explain the material in more detail.
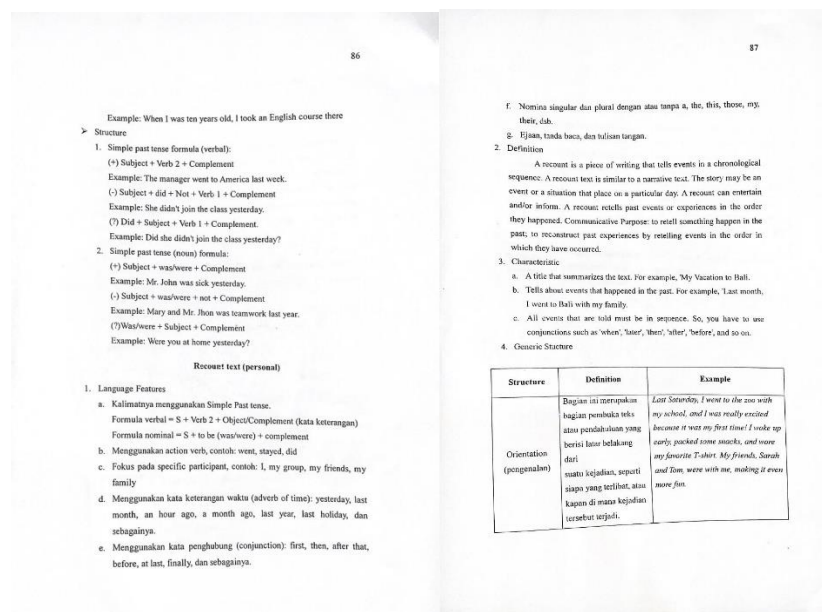
Figure 4.2

Material recount text on lesson plan

In addition, the interviews and observations were reinforced with documents review the lesson plan made by Mrs. Novita as seen in figure 4.2. The lesson plan presents recount text material with language features, definition of recount text, characteristics of recount text, past tense for writing patterns, and general structure. While the media used are blackboard, markers, student worksheets book, and the learning method using Story Completion Technique. The source comes from students' books and internet websites sources, and dictionary.

Data work obtained the observation, interviews, and document reviews showed that the material of the Story Completion Technique towards students' Speaking Skill in class VIII SMP Negeri 6 Jember in the 2024-2025 school year is recount text with the topic of personal experience in the past which includes language features, definition of

recount text, characteristics of recount text, past tense for writing patterns, and general structure. The source materials used are student worksheet books (LKS) and relevant sources from the internet.

2. **How is the implementation of the Story Completion Technique towards students' Speaking Skill of eighth grade students at SMP Negeri 6 Jember?**

The implementation of procedures using the Story Completion Technique in eighth grade students' Speaking Skill was discussed in an interview with Mrs. Novita.[58]

> *"Saat mengajarkan Keterampilan Berbicara menggunakan teknik penyelesaian cerita, kegiatan pembelajaran terdiri dari tiga bagian, yaitu kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Pada kegiatan pendahuluan, saya menyapa siswa, mengecek kehadiran, dan menyampaikan tujuan pembelajaran untuk menarik perhatian siswa. Selanjutnya, saya menjelaskan bahwa teks recount menceritakan kembali peristiwa yang telah terjadi dengan menggunakan rumus simple past tense. Setelah mengajarkan rumus past tense, saya memberikan beberapa latihan soal past tense. Setelah itu, saya membagi siswa ke dalam kelompok dan meminta mereka duduk bersama kelompoknya. Saya mulai menceritakan cerita kepada masing-masing kelompok secara bergiliran dan meminta mereka mendiskusikan bagaimana pengalaman mereka bisa digabungkan menjadi sebuah cerita yang kreatif. Selama proses diskusi, saya selalu memantau perkembangan kerja siswa. Kemudian, setiap kelompok mempresentasikan hasil diskusinya secara lisan di depan kelas, di mana saya memberikan perhatian dan umpan balik untuk memperbaiki hasil kerja mereka."*

Translated by researcher:

> "While teaching Speaking Skill using the story completion technique, the structure consists of pre activity, core activity, and post activity. In the pre activity, I greeted students, checked students' attendance, and conveyed the learning objectives to

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[58] Novita Fajar Widiyananti, S.Pd, interviewed by researcher, Jember, February 11th 2025.

attract students' attention. Next, I explained that recount text retells events that have already happened using the simple past tense formula. After teaching the past tense formula, I gave some excercise about past tense. After that, I divided the students into groups and asked them to sit with their groups. I started telling stories to each group in turn and asked them to discuss how their experiences could be combined into a creative story. During the discussion process, I always monitored the progress of students' work. Then each group presented the results of the discussion orally in front of the class, where I gave attention and feedback to improve their work."

From the results of interviews with teachers regarding the implementation of teaching Speaking Skill, teacher divided the process into three main steps: opening, main activities, and closing. In the opening activity: the teacher greets students, takes attendance, and provides an introduction to engage students' attention and prepare them to learn. During the main activity: the teacher explains the structure of a recount text and the use of the simple past tense, which establishes a strong foundation for students to comprehend the material. The teacher also assigns exercises that involve converting sentences from the present tense to the past tense, and combining sentences into paragraphs, enabling students to apply the theory directly. Following this, the teacher organizes the students into groups and instructs them to sit together. The teacher then proceeds to narrate stories to each group in sequence. Subsequently, students discuss the stories and utilize their creativity to generate a narrative based on personal experiences in the discussion forum. Upon completion, the teacher instructs the students to present their discussion outcomes in front of the class. In the closing segment, the teacher provides feedback on the students' presentation performance.

The implementation of Story Completion Technique was supported by Dewi on of eighth grade (VIII E) students.[59]

> *"Bu Novita menjelaskan materi kepada kami. Selanjutnya, kami dibagi ke dalam kelompok untuk mendiskusikan dan melanjutkan cerita dari ibu guru berdasarkan pengalaman pribadi kami. Setiap siswa diberi tugas untuk membuat satu cerita pengalaman dalam 4 hingga 5 kalimat. Setelah diskusi selesai, setiap kelompok mempresentasikan hasilnya di depan kelas, sehingga kami bisa saling berbagi dan belajar dari pengalaman satu sama lain."*

Translated by researcher:

> "Mrs. Novita explained the material to us. Next, we were divided into groups to discuss and continue the story from teacher based on our personal experiences. Each student was assigned to contribute an experience story in 4 to 5 sentences. After finishing the discussion, each group presented their results to the class, allowing us to share and learn from each other's experiences."

Another student namely Kamelia confirmed that,[60]

> *"Pertama, Bu Novita membuka pelajaran dengan salam dan mengecek kehadiran. Setelah itu, beliau menjelaskan materi yang akan dipelajari. Setelah penjelasan selesai, Bu Novita meminta kami untuk membentuk kelompok dan mendiskusikan tugas membuat kelanjutan cerita berdasarkan pengalaman pribadi seperti cerita yang telah ibu guru ceritakan. Setiap kelompok kemudian maju ke depan kelas untuk mempresentasikan hasil kerja mereka."*

Translated by researcher:

> "First, Mrs. Novita opened the lesson with greetings and checked attendance. After that, she explained the material to be learned. After the explanation was finished, Ms. Novita asked us to form groups and discuss the task of making a follow-up story based on personal experience like the story she told. Each group then went to the front of the class to present their work."

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[59] Dewi Achyunita Tri Zahrana, interviewed by researcher, Jember, February 12th 2025.
[60] Kamelia Najwa Agata, interviewed by researcher, Jember, February 12th 2025.

From the interviews with students (VIII E) show that the implementation of teaching Speaking Skill through story completion techniques begin with the teacher giving greetings, praying together, checking attendance, and explaining the material. Then, students are divided into groups and sit together. After that, they listen to the story from the teacher, then start discussing to continue and create a story with recount text based on personal experience. Each student in the group is expected to compose 4 to 5 sentences. Finally, the results of their work were presented in front of the class. In this activity, students enjoy the learning process and can share their personal experiences with their groupmates.

Figure 4.3
Students presented in front of class

The interviews with English teachers and students complemented by classroom observations as seen in figure 4.3. During the observation activity, the researcher observed the teacher greets the students, followed by asking the students to recite a prayer before starting the lesson, then the teacher checks the attendance of the students, and explains the topic and learning objectives. Subsequently, the teacher explains the material and

divided the students into groups of 4 to 5 individuals. The teacher then tells a story to each group in turn, where each group is expected to continue the story given. Following this, the students engaged in group discussions to develop a recount text story rooted in personal experiences, with each student contributing a story comprising 5 to 10 sentences. After finished, each group presented the outcomes of their discussions in front of the class.

Figure 4.4
Learning activity on lesson plan

The interviews and observations were supported with document reviews by the lesson plan on point D the learning activities, which includes the step of implementation recount text material by using Story Completion Technique towards students' Speaking Skill as seen in figure 4.4. The steps consist of: a) the teacher divided students into groups, b) each group creates a simple recount text about personal experience, c) each group confidently presents the results of its discussion in front of the

class, and d) the teacher provides feedback on the results of each group's discussion.

Data work obtained observations, interviews, and document reviews regarding the implementation of learning Speaking Skill using Story Completion Technique has procedure consists of three stages: pre activity, core activity, and post activity. In pre activity the teacher greets the students, checks the attendance list, and explaining the topic and learning objectives. In core activity, in this stage the learning process begins: 1) the teacher explains material about the recount text and simple past tense, which helped students understand the structure needed for the next activity. 2) the teacher gives excercise questions about past tense 3) the teacher divides the students into groups and asks them to sit together. 4) the teacher tells a story to each group in turn. 5) students have to continue the story given by the teacher. 6) students have a discussion to make a recount text with their group. 7) each student creates a story based on their personal experience, consisting of about 4 to 5 sentences. 8) finally, the results of student discussions are presented in front of the class.

In post activity, in this part the teacher giving feedback to students, making a summary, reflecting with students, Furthermore, the teacher reviewed the related material which has studied in that meeting. Besides, providing the motivation is given before closing and praying.

Table 4. 1

Data Presentation and Analysis

No.	Focus	Findings
1.	2	3
1.	What material are use in the implementation of Story Completion Technique to promote students' Speaking Skill?	Data from the observation, interviews, and document reviews showed that the material of the Story Completion Technique towards students' Speaking Skill in class VIII SMP Negeri 6 Jember in the 2024-2025 school year is recount text with the topic of personal experience in the past which includes language features, definition of recount text, characteristics of recount text, past tense for writing patterns, and general structure. The source materials used are student worksheet books (LKS) and relevant sources from the internet.
2.	How is the Story Completion Technique implemented to promote students' Speaking Skill?	Data work obtained observations, interviews, and document reviews regarding the implementation of learning Speaking Skill consists of: 1) the teacher explains material about the recount text and simple past tense, which helped students understand the structure needed for the next activity. 2) the teacher gives excercise questions about past tense 3) the teacher divides the students into groups and asks them to sit together. 4) the teacher tells a story to each group in turn. 5) students have to continue the story given by the teacher. 6) students have a discussion to make a recount text with their group. 7) each student creates a story based on their personal experience, consisting of about 4 to 5 sentences. 8) finally, the resultsof student discussions are presented in front of the class.

B. Discussion

In this section, the researcher focused on discussing the two main research focuses as follows:

1. **To understand the material used in the implementation Story Completion Technique towards Students' Speaking Skill.**

The finding of material in teaching students' Speaking Skill used Story Completion Technique at Eighth grade showed that the material used in teaching Speaking Skill relevant and facilitated students. The teacher said that the material used in learning process engaged students in giving learning process more interactive. It is line with Tomlinson' theory stated that materials can be instructional by informing learners exploratory by facilitating discovery about language use. Materials play an important role in the teaching and learning process, especially in language learning. According to Tomlinson, materials can be instructional by informing learners about language, experiential by providing exposure to language use, elicitative by stimulating language use, or exploratory by facilitating discovery about language use. [61] By providing relevant and engaging content, materials can not only improve students' Skill and knowledge but also make the learning experience more enjoyable and effective.

Additionally, Tomlinson also emphasizes that the characteristics of suitable materials should help the students feel comfortable, increased confidence, the materials should draw attention to linguistic features,

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[61] Brian Tomlinson, Materials Development in Language Teaching, Second Edition (Cambridge: Cambridge University Press, 2011). 2.

provide opportunities for students to interact using the target language, pay attention differences in students' learning styles, material should not relying too heavily on controlled practice, the material should provide opportunities for feedback.[62] In other words, the selection and use of appropriate materials is crucial to achieving effective learning goals and supporting students' success in language acquisition.

The research findings showed that the material used in the implementation of Story Completion Technique toward students' Speaking Skill of Eighth Grade at SMP Negeri 6 Jember in the 2024-2025 academic year is a recount text with the topic of personal experience in the past. This material includes important aspects such as language features, definition of recount text, characteristics of recount text, past tense for writing patterns, and general structure. The sources of materials used include student books (LKS) and relevant material sources from the internet. This approach encourages students to be more active in interacting and speaking.

According to the finding and theory, the materials for teaching Speaking Skill using Story Completion Technique in class VIII are related to Tomlinson's theory of appropriate materials used in the classroom for teaching and learning process. The personal recount text materials are designed to include various activities, provide examples of texts from several sources, choose topics that are interesting to students, and provide

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[62] Tomlinson in Shameem Ahmed, "Authentic ELT Materials in the Language Classroom: An Overview," Journal of Applied Linguistic and Language Research 4, no. 2 (April 2017): 182–83.

tasks that make students think about completing them, as mentioned by Tomlinson.

Specifically, the recount text with the topic of personal experience discussed language features, definition of recount text, characteristics of recount text, past tense for writing patterns, and general structure as the material for teaching english using Story Completion Technique towards students' Speaking Skill. The text of recount from students' worksheet and internet sources to introduce text variations to students. The task given is to create a simple text through group work which is organized into a recount text to be presented. This step aims to encourage students to practice speaking with group discussion and help teacher achieve learning objectives.

2. **To understand the implementation of Story Completion Technique to promote Students' Speaking Skill.**

The teacher needs to plan learning activities before bringing the material to the class to ensure that the teaching process goes smoothly as a lesson plan, also known as a teaching module which is a series of learning activities that typically last between forty to ninety minutes. This plan helps the teacher stay organized by outlining each classroom session clearly. Additionally, it allows the teacher to review and prepare for the next session by outlining steps before and after.

In the lesson plan, the teacher applies the story completion technique to teach students' Speaking Skill. According to Kayi, the story completion technique is a fun free speech activity where students sit in a

circle. It begins with the teacher telling a story as context; after a few sentences, the teacher stops. Students then take turns continuing the story from the previous one, adding between four and ten sentences. Students can add new characters, events, descriptions, and so on.[63] Therefore, it 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.

In addition, there are differences between the findings and Kayi's theory relating to the implementation of the Story Completion Technique in students' Speaking Skill, in this research there are specific steps such as the teacher explaining the recount text and giving practice questions about changes in tenses. It aims for students to have a clear understanding of the structure and function of recount texts, so that they can more confidently compose recount texts of their personal experiences. This study also involves group discussion, so the learning process becomes more collaborative. The difference in the use of Kayi's theory is in line with Wijaya et al. statement that modifies the Story Completion Technique where the teacher starts the story, then students in one group are asked to complete it based on the given parts.[64] With the difference in the steps of using the Story Completion Technique, the researcher concluded that the

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[63] Hayriye Kayi, "Activities to Promote Speaking in a Second Language," November 2006, https://doi.org/http://iteslj.org/Articles/Kayi-TeachingSpeaking.html.

[64] Wisnu Wijaya, Muhammad Sukirlan, and Sudirman, "The Implementation of Story Completion Technique in Teaching Speaking," n.d. 2014.

teacher in this study adjusted it to the needs and conditions of the students, so that the Story Completion Technique could be more suitable for learning their Speaking Skill.

The findings related to the implementation of the Story Completion Technique in students' Speaking Skill of eighth grade at SMP Negeri 6 Jember revealed that the researcher found the teacher had a procedure as follows:

The procedure of the implementation was divided into three stages, pre activity, core activity, and post activity. In the first step the teacher the teacher greets the students to ensure that they are ready to start learning. Then, she checks the attendance list to ensure the completeness of the data of the students present at the meeting and explaining the topic and learning objectives. In the second step is core activity, in this stage the learning process begins when the teacher explains how to use Story Completion Technique in students' Speaking Skill.

First, the teacher explained about the recount text and the use of simple past tense, which helped students understand the structure needed for the next activity. Second, the teacher gives practice questions to change sentences from present tense to past tense for students to actively practice, which strengthens their understanding of tenses. Third, the teacher divides the students into groups and asks them to sit together. Fourth, the teacher tells a story to each group in turn. Fifth, students have to continue the story given by the teacher. Sixth, students have a discussion to make a story

according to the predetermined theme. Seventh, each student creates a story based on their personal experience, consisting of about 4 to 5 sentences. Eighth, the results of student discussions are presented in front of the class. In the third step is post activity, in this part the teacher giving feedback to students, making a summary, reflecting with students, Furthermore, the teacher reviewed the related material which has studied in that meeting. Besides, providing the motivation is given before closing and praying.

The finding of the implementation of the story completion technique, when compared to the previous study conducted by Vina Alfiah, showed slight differences, particularly in the step-by-step process.[65] The earlier research did not emphasize grouping students as part of its procedure, whereas the current study focuses on organizing students into groups.

In addition, Brown mentions the elements that must be present in the teaching module, namely: objectives, materials and equipment, steps, and evaluation. [66] The steps for teaching using Story Completion Technique in students' Speaking Skill are in accordance with Brown's theory in the lesson plan format which includes the main elements. The learning objectives are listed in the lesson plan in the "learning objectives" statement section. The materials and equipment are in accordance with the

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[65] Vina Alfiah, The Effect of Story Completion Technique on Students' Speaking Skill' explains that story completion technique can help students at SMK Nurul Gina Abidin (SENDINUSA: 2021).

[66] Douglas Brown, Teaching by Principle An Interactive Approach to Language Pedagogy Second Edition. 149-151.

statement "explaining the material" which materials and equipment are aids in explaining the material. The steps are following the learning activities, namely 1) the teacher explains material about the recount text and simple past tense, which helped students understand the structure needed for the next activity. 2) the teacher gives exercise questions about past tense 3) the teacher divides the students into groups and asks them to sit together. 4) the teacher tells a story to each group in turn. 5) students have to continue the story given by the teacher. 6) students have a discussion to make a recount text with their group. 7) each student creates a story based on their personal experience, consisting of about 4 to 5 sentences. 8) finally, the results of student discussions are presented in front of the class. Evaluation is in the closing section.

Finally, the application of the method of teaching Speaking Skill through the story completion technique has encouraged eighth grade students to understand the material well, increase their activeness and creativity, and provide opportunities for students to practice speaking with more confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The first finding discusses the material used in the Story Completion Technique to promote students' speaking skills, focusing on recount text with the topic of personal experiences in the past. The material includes language features, the definition and characteristics of recount text, the use of the past tense for writing patterns, and the general structure, supported by additional media. The materials used in the learning process engaged students and made the learning activities more interactive. The source materials were taken from student workbooks (LKS) and relevant resources from the internet.

The second finding discussed the implementation of the Story Completion Technique to promote students' speaking skills involved several steps. It began with the teacher explaining the concept of recount text and the use of the simple past tense. Then, students were given exercises related to the past tense to strengthen their understanding. After that, the teacher divided the students into groups and asked them to sit together. The teacher told a story to each group in turn, and the students were required to continue the story collaboratively. Following this, each group discussed and created a recount text based on the story. Each student was also asked to write a short story of about four to five sentences based on their personal experience. Finally, the results of the group discussions were presented in front of the

class, allowing students to practice and improve their speaking skills in a supportive environment.

The pedagogical implications of this study suggested that using the Story Completion Technique fostered greater student engagement and motivation in speaking activities. It also supported collaborative learning and helped students gain confidence in speaking English. Therefore, teachers were encouraged to use this technique as part of their teaching strategies to develop students' speaking abilities effectively. However, the research had a limitation due to time constraints, which restricted the duration of teaching and observation. Future research was recommended to consider a longer time frame to better capture the long-term effects of the Story Completion Technique on students' speaking skills.

B. Suggestion

1. Teacher

Teachers can incorporate more varied and interesting activities in the use of the Story Completion Technique. The use of multimedia resources provides a richer context for the story texts. Fostering an inclusive environment where every student is encouraged to contribute during group discussions can increase confidence and participation. Regular feedback sessions after presentations can also guide students in refining their Speaking Skill effectively.

2. Future Researcher

  The Future researchers are expected to conduct a more in-depth and critical analysis of data and findings to develop new insights and innovations in related studies, separates current research from previous research. Furthermore, future researchers suggested used this research as a source of information, as it provides valuable knowledge about the implementation of the Story Completion Technique to promote students' speaking skills.

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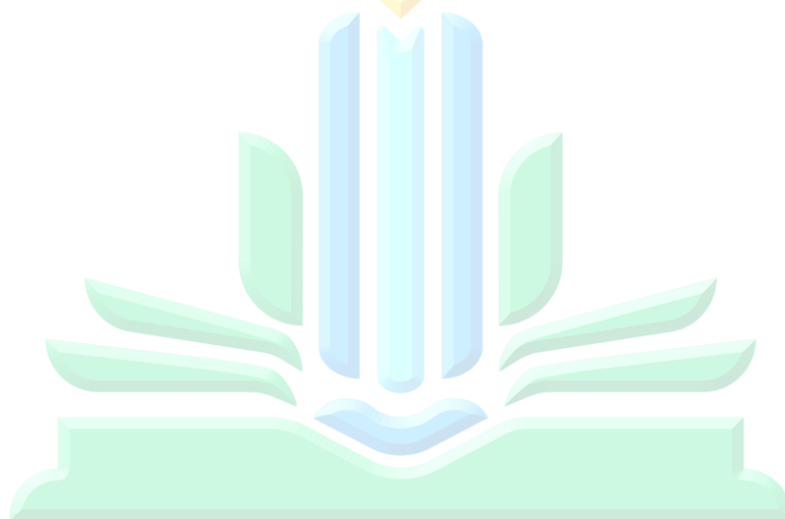
Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	GENERAL QUESTION
Exploring The Implementation of Story Completion Technique towards Speaking Skills of Eighth Grade Students	A. Story Completion Technique B. Speaking Skill	**Story Completion Technique** a. Information Gap b. Authentic Communication c. Fluency Over Accuracy d. Real Life Language e. Students Centerness f. Interaction and Negotiation Meaning. **Speaking Skill** a. Pronunciation b. Vocabulary c. Fluency d. Accuracy	**Primary data** a. Observations • Objective conditions of SMP Negeri 6 Jember • Exploring the implementation of Story Completion Technique towards students' Speaking Skill b. Interview • English Teacher • Students c. Document review • The profile of SMP Negeri 6 Jember. • The vision and mission of SMP Negeri 6 Jember. • The Data of students at eighth grade • Lesson plan	**Approach and type of the research:** a. Qualitative approach b. Phenomenology deisgn **Data collection** a. Observation b. Interview c. Document review **Data Analysis** 1. Data condensation 2. Data display 3. Drawing and verifying conclusions **Validity of Data** 1. Source triangulation 2. Technique Triangulation	1. What material are use in the implementation of Story Completion Technique to promote students' Speaking Skill? 2. How is the Story Completion Technique implemented to promote students' Speaking Skill?

Appendix 2

MODUL PEMBELAJARAN KURIKULUM MERDEKA

BAHASA INGGRIS KELAS VIII FASE D

1. INFORMASI UMUM

Nama Penyusun	Novita Fajar Widiyananti, S.Pd.
Satuan Pendidikan	SMP Negeri 6 Jember
Fase/Kelas	D/8
Domain/Topik	Recount Text
Pengetahuan/Keterampilan Prasyarat	Menulis - Mempresentasikan
Alokasi Waktu (menit)	40 menit x 4 JP
Jumlah Pertemuan	2 Pertemuan
Capaian Pembelajaran	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Model Pembelajaran	Tatap Muka
Metode Pembelajaran	Story Completion Technique
Sarana Prasarana	a. Media: Spidol, Papan Tulis, Lembar Kerja Siswa b. Sumber: - Buku Siswa Bahasa Inggris Kelas 8 - Sumber dari Internet https://www.scribd.com/doc/86719732/Recount-Text https://www.ruangguru.com/blog/aspects-of-recount-

	text
	- Kamus.
Profil Pelajar Pancasila	Bernalar kritis: Memperoleh dan memproses gagasan dan informasi tersurat dari sebuah teks recount. Kebhinekaan global: Mengenal dan mengidentifikasi contoh-contoh teks recount dalam perspektif global. Gotong royong: Memiliki kemampuan berkolaborasi dengan teman untuk menulis sebuah teks recount Kreatif: Memilih atau menentukan cerita recount yang akan dipresentasikan.

2. KOMPETENSI ISI

A. Tujuan Pembelajaran

1) Peserta didik dapat memahami dan mengidentifikasi simple past tense dari suatu teks recount,

2) Peserta didik dapat mengubah bentuk kosakata menjadi kosakata simple past tense,

3) Peserta didik dapat menulis beberapa contoh kalimat simple past tense,

4) Peserta didik dapat merangkai kalimat berupa personal experience dalam bentuk recount text

4) Peserta didik dapat mempresentasikan hasil di depan kelas

B. Pemahaman Bermakna

Mempelajari cara menulis recount text yang benar bermanfaat bagi peserta didik karena melatih kemampuan menulis, mengasah kemampuan menceritakan kembali sebuah peristiwa, dan meningkatkan kepekaan terhadap detail serta perspektif. Selain itu, hal ini juga membantu pengembangan kemampuan refleksi dan empati.

C. Pertanyaan Pemantik

Apa manfaat dari menceritakan kembali sebuah peristiwa dalam Bahasa Inggris pada kehidupan sehari-hari peserta didik?

D. Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
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	5 Menit
Kegiatan Inti	Mengamati • Peserta didik mengamati penjelasan guru terkait simple past tense di papan tulis. Menanya • Dengan arahan dan bimbingan guru, peserta didik merumuskan pertanyaan terkait dengan language features, struktur teks, serta unsur kebahasaan dalam simple past tense yang telah diamati. • Dengan bimbingan guru	50 Menit

	merumuskan pertanyaan tentang bagaimana cara mengidentifikasi 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 mengamati soal true false. 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.	
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	**10 Menit**

Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahulun	• 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	**10 Menit**
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	**50 Menit**

	unsur kebahasaan yang ada pada recount text.	
	Mengasosiasi	
	• Dengan arahan dan bimbingan, guru memperintahkan 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	
	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang berlangsung	

Penutup	• 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	10 Menit

E. **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
Terkadang 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

Terkadang 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
Terkadang melaksanakan tugas individu atau tugas kelompok dengan baik	2
Tidak pernah melaksanakan tugas individu atau tugas kelompok dengan baik	1

Pedoman Penilaian Sikap:

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

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   : worksheets (written test)

ASPEK	KETERANGAN	SKOR
Vocabulary	Sangat tepat dalam menggunakan kosa kata	5
	Tepat dalam menggunakan kosa kata	4
	Terkadang menggunakan kosa kata yang tidak tepat dan mempengaruhi makna	3
	Banyak kesalahan dalam menggunakan kosa kata dan mempengaruhi makna	2
	Terlalu banyak kesalahan dalam 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 memoengaruhi 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 dalan 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

	Sangat teliti	5
	Lancar	4
Accuracy	Cukup lancar	3
	Kurang lancar	2
	Tidak lancar	1

Pedoman Skor Penialaian

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

Skor Penilaian

No	Huruf	Angka
1.	**Sangat Baik**	**86-100**
2.	**Baik**	**71-85**
3.	**Cukup**	**56-70**
4.	**Kurang**	**<55**

Data Students' Scores of Speaking Skill by Using Story Completion Technique at VIII E (Taken from Teacher's Document)

No.	L/P	Nama Siswa	Speaking Element					Jumlah
			V	G	P	F	A	
1.	P	AMELIA NAFISA W	4	4	5	4	4	84
2.	L	ANAS ROFIE AN-NABIL	4	3	4	3	4	72
3.	L	ASYRAF MARVIN F	5	2	5	3	3	72
4.	L	BIMA	5	3	4	3	3	72

5.	L	BINTANG MUSTIKA E	5	4	5	2	3	76
6.	L	DANIS ARNALD F	4	3	3	4	4	72
7.	P	DEWI ACHYUNILA TRI Z	4	3	4	4	5	80
8.	L	DZAKY APRILIO P	4	3	4	3	4	72
9.	L	FARIS EFENDI	4	3	3	4	4	72
10.	P	FIRYAL ASSQILIA	4	3	4	4	4	76
11.	P	JELITA OKTAVIA C	4	4	5	3	4	80
12.	P	JIHAN ARIS RAMADHANI	4	4	3	4	4	76
13.	P	KAMELIATUL NAJUWA A	5	4	4	4	5	88
14.	L	KHALFANI REYHANDI R	5	4	3	4	5	84
15.	L	MUHAMAD AIRIL S	4	3	4	3	4	72
16.	L	MUHAMMAD BRILLIAN S	5	4	4	4	5	88
17.	L	MUHAMMAD FARIS S	5	4	4	4	5	88
18.	L	MUHAMMAD FATIH AL G	4	3	4	3	4	72
19.	L	MUHAMMAD FRANZQY S	4	4	4	4	3	76
20.	L	MUHAMMAD KAESA R	4	3	4	4	4	76
21.	L	NABIL AZHAR ADJI F	5	4	3	4	5	84
22.	P	NABILA PUTRI R	4	4	4	3	3	72
23.	P	NAJWA MAULIDA A	5	3	3	4	5	80
24.	P	OCA DWI DITA APTILIA	5	3	4	4	5	84
25.	L	RADICA REZQYANO	4	3	4	4	5	80
26.	L	RADITIA PRAYOGI	4	4	5	2	3	72

27.	L	SABRI TRI PUTRA ARIFIN	5	4	3	4	5	84
28.	P	SALSABILA AMIRA R	5	3	3	4	5	80
29.	P	SHINTA AULIA S	4	3	4	4	4	76
30.	P	SITI VIVI ROSALITA	4	3	4	4	5	80
31.	P	TALITHA NAJLA NADIRA	5	4	4	4	5	88
32.	P	TRISHA SAMARA F	5	4	3	3	4	76
33.	P	WIDYA PUSPITASARI	4	4	4	4	4	80
34.	P	YENI KURNIAWATI	4	3	4	4	4	76

Catatan:

V: Vocabulary

G: Grammar

P: Pronunciation

F: Fluency

A: Accuracy

F. Lampiran

MATERI PEMBELAJARAN

<div align="center">Simple Past Tense</div>

➢ The Definition of Simple Past Tense

Simple Past Tense is a form of time used to explain an event or activity that occurredn in the past and its occurrence it was finished in the past.

➢ Social function

Simple past tense is used to express:

- An action that began and ended at a particular time in the past.

  Example: She cooked fried rice yesterday evening.

- An action that occurred over a period of time but was completed in the past.

  Example: She taught English for ten years.

- An activity that took place regularly in the past.

  Example: When I was ten years old, I took an English course there

➢ Structure

1. Simple past tense formula (verbal):

   (+) Subject + Verb 2 + Complement

   Example: The manager went to America last week.

   (-) Subject + did + Not + Verb 1 + Complement

   Example: She didn't join the class yesterday.

   (?) Did + Subject + Verb 1 + Complement.

   Example: Did she didn't join the class yesterday?

2. Simple past tense (noun) formula:

   (+) Subject + was/were + Complement

   Example: Mr. John was sick yesterday.

   (-) Subject + was/were + not + Complement

   Example: Mary and Mr. Jhon was teamwork last year.

   (?)Was/were + Subject + Complement

   Example: Were you at home yesterday?

Recount text (personal)

1. 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.

2. 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.

3. 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.

4. Generic Stucture

Structure	Definition	Example
Orientation (pengenalan)	Bagian ini merupakan bagian pembuka teks atau pendahuluan yang berisi latar belakang dari suatu kejadian, seperti siapa yang terlibat, atau kapan di mana kejadian tersebut terjadi.	*Last Saturday, I went to the zoo with my school, and I was really excited because it was my first time! I woke up early, packed some snacks, and wore my favorite T-shirt. My friends, Sarah and Tom, were with me, making it even more fun.*
Events (peristiwa)	Bagian ini merupakan bagian isi teks yang berisi serangkaian kejadian berurutan yang dialami penulis.	*When we arrived, I saw the lions sleeping in the sun. They looked so lazy! Then, we watched the monkeys swinging and making silly sounds, which made me laugh a lot. At lunchtime, I shared chips and cookies with Sarah and Tom on the grass. After that, we visited the reptile house, and I got a little scared seeing a huge snake!*
Re-orientation (kesimpulan)	Bagian ini merupakan penutup teks yang berisi kesimpulan,	*On the bus ride home, I felt tired but very happy. My trip to the zoo*

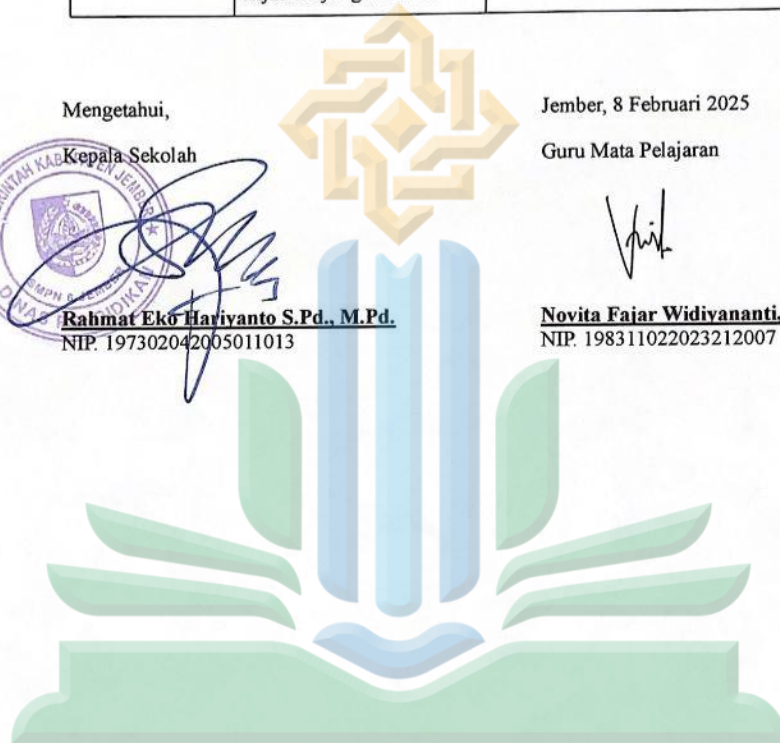|	pesan, kesan, atau perasaan penulis atas kejadian yang dialami.	was amazing, and I can't wait to tell my family all about it!

Mengetahui,

Kepala Sekolah

Rahmat Eko Hariyanto S.Pd., M.Pd.
NIP. 197302042005011013

Jember, 8 Februari 2025

Guru Mata Pelajaran

Novita Fajar Widiyananti, S.Pd.
NIP. 198311022023212007

WORKSHEET

Did It Rain Last Night

The past tense is a grammatical tense used to describe actions or events that have already occurred. It allows speakers and writers to express completed actions, share experiences, and provide information about what has happened in the past. Understanding the past tense is essential for effective communication, especially when narrating stories or recounting events.

1. **Functions of the Past Tense**
   a. Describing completed actions: The past tense indicates that an action has been completed. For example, "I visited my grandmother last week."
   b. Sharing experiences: It is often used to recount personal experiences or historical events. For example, "We traveled to Japan last summer."
   c. Narrating stories: In storytelling, the past tense helps set the scene and describe events that have taken place. For example, "Once upon a time, a brave knight fought a dragon."

2. **Formula of Past Tense Sentences**
   a. Positive sentences
      Here is formula for positive sentences in the past tense.

      > Subject + past verb + (complement)

      Examples:
      1) "She played soccer yesterday."
      2) "They visited the museum last weekend."
   b. Negative sentences
      Here is formula for negative sentences in the past tense.

      > Subject + did not + base verb + (complement)

      Examples:
      1) "She did not play soccer yesterday."
      2) "They did not visit the museum last weekend."
   c. Interrogative sentences
      Here is formula for interrogative sentences in the past tense.

      > Did + subject + base verb + (complement)?

      Examples:
      1) "Did she play soccer yesterday?"
      2) "Did they visit the museum last weekend?"

LISTENING

Task 1

Listen to the text and then answer the questions correctly.
1. What did Ahmad and Dhani discuss about the weather?
2. What concern did Ahmad express about the neighborhood?
3. What did Dhani notice about the drainage system?
4. What suggestion did Ahmad make regarding the drains?
5. What plan did Ahmad and Dhani come up with to address the issue?

SPEAKING

Task 2

Practice the dialog carefully. Then, answer the questions based on the dialog.

Wawan : Hi Anita! How was your night?
Anita : Hi Wawan! It was good. I talked with my mom about climate change. We discussed how to help people understand it better.
Wawan : That sounds interesting! What did you come up with?

Anita : We thought we could share facts about climate change and how it affects us. My mom said we could use social media to reach more people.
Wawan : That's a great idea! Last night, I made a poster for Earth Day. It has pictures and messages about saving the planet.
Anita : Wow, that's awesome! What does your poster say?
Wawan : It says, "Reduce, Reuse, Recycle" and "Save Water." I want people to see it and think about their actions.
Anita : That's perfect! We can use your poster at our event and share what we learned.
Wawan : Yes! Let's work together to spread the message. We can make a big difference!
Anita : Definitely! I'm excited to help out!

Questions:
1. What did Anita discuss with her mom last night?
2. What idea did Anita and her mom come up with to raise awareness about climate change?
3. What did Wawan make last night for Earth Day?
4. What are the main messages on Wawan's poster?
5. How do Wawan and Anita plan to use the poster?

READING

Task 3

Read the following text carefully. Then, pick 3 positive simple past sentences had in the text. After that change it into negative and interrogative sentences. Write in your taskbook.

Nisa's Experience During the Landslide

Last week, Nisa experienced a big landslide in her village. It happened after heavy rain fell for many hours. Nisa was at home when she heard loud noises outside. She looked out the window and saw mud and rocks sliding down the hill. It was very scary for her and her family.

Nisa's family quickly packed their things and moved to a safer place. They were worried about their home and the other people in the village. Many neighbors were outside, trying to help each other. Nisa saw some people clearing the mud to make a path for others to escape. Everyone was working together to stay safe.

After the rain stopped, Nisa and her family returned to their home. They found a lot of mud in their yard, but their house was still standing. Nisa felt relieved but also sad for those whose homes were damaged. She learned how important it is to be prepared for emergencies and to help each other in difficult times.

Task 4

State T for true statements and F for false statements based on the text above

Statements	T/F
Nisa experienced a landslide in her village last week.	T
The landslide happened after a light drizzle.	F
Nisa's family moved to a safer place during the landslide.	T
After the rain stopped, Nisa's house was damaged beyond repair.	F
Nisa learned the importance of being prepared for emergencies.	T

WRITING

Task 5

Write yes-or-no questions with auxiliary verb (did) using the following sentences!
1. Hundreds of people fled to refugee camps after the flood.
   Yes-or-no question :
2. The residents planted trees on the riverbank.
   Yes-or-no question :
3. The flood devastated the environment where I live.
   Yes-or-no question :

Change the verb into Present Tense

1. She … her dog everyday (Feed)
2. The artist … beautiful painting (go)
3. I … breakfast every day at 7 AM (eat)
4. We … the bus to school (ride)
5. Hana … a the bathroom (cry)
6. My sister … at the theater (work)
7. Gina and I … … together (surf)
8. The children … at playground (play)
9. I … YouTube videos everyday (watch)
10. She … to work (walk)

Change the verb and to be into Present Continous and Past Continous Tense

1. Riana….sleeping in her bedroom. (to be, sleep)
2. Tito and Dodi….discussing the material now (to be, discuss)
3. The children are….by the river.(to be, fish)
4. Nila … the dishes for her café. (to be, cooking)
5. She …. Now (to be, dance)
6. I need an umbrella because it….right now (to be, rain)
7. I….my study very much (to be, love)
8. She….a concert (to be, practise)
9. The dog … at me (to be, bark)
10. They … with each others (to be, chatt)

Change the verb into Past Tense

1. Dita … to my house last night (come)
2. The woman … in the room this morning (to be)
3. some pens… by him last Tuesday (buy)
4. My father … the night in Harris hotel (spend)
5. Mike … meatball yesterday (eat)
6. My phone … broken (break)
7. My mother … spagetti one hour ago (cook)
8. Jane … very sad last night (to be)
9. Billy … her mother last week (surprise)
10. Wina … to school two days ago (walk)

Appendix 3

Research Instrument

Observation Instrument

1. Direct classroom observation during the learning process.
2. Focus on the implementation of the Story Completion Technique in teaching speaking skills.

Interviews Instrument

1. What is the material used in the Story Completion Technique in teaching speaking skills?

2. How can the material be made instructional to help inform students in learning speaking skills?

3. How can the material create a more enjoyable learning experience in teaching speaking skills?

4. How can the material stimulate language use to promote students' speaking ability?

5. How can the Story Completion Technique be used in teaching speaking skills?

6. How does the teacher start the learning process when implementing the Story Completion Technique?

7. What is the procedure for using the Story Completion Technique in teaching speaking skills?

8. What are the learning outcomes of implementing the Story Completion Technique in teaching speaking skills?

Students

Documents Review Instrument

1. Profile of SMP Negeri 6 Jember

2. Vision and mission of SMP Negeri 6 Jember

3. The data of students at eighth grade of SMP Negeri 6 Jember

4. The lesson plan.

Appendix 4

INSTRUMENT OF INTERVIEW

The Interview Guide
A. The material used in story completion technique to promote students' speaking skills (Tomlinson, 2011)
Teacher

1. What is the material used in the Story Completion Technique in teaching speaking skills?

2. How can the material be made instructional to help inform students in learning speaking skills?

3. How can the material create a more enjoyable learning experience in teaching speaking skills?

4. How can the material stimulate language use to promote students' speaking ability?

Students

1. What is the material used by the teacher in the Story Completion Technique in teaching speaking skills?

2. How does the material instructionally to inform students in speaking activities?

3. How does the material help create a more enjoyable and effective learning experience?

4. How is the material used to support the development of speaking skills?

B. The implementation of story completion technique to promote students' speaking skill (Kayi, 2006)
Teacher

1. How can the Story Completion Technique be used in teaching speaking skills?

2. How does the teacher start the learning process when implementing the Story Completion Technique?

3. What is the procedure for using the Story Completion Technique in teaching speaking skills?

4. What are the learning outcomes of implementing the Story Completion Technique in teaching speaking skills?

Students

Students

1. How can the teacher use the Story Completion Technique in teaching speaking skills?

2. How does the teacher start the learning process when implementing the Story Completion Technique?

3. What is the procedure used by the teacher when applying the Story Completion Technique in teaching speaking skills?

4. What are the learning outcomes of implementing the Story Completion Technique in teaching speaking skills?

Interview 1: Mrs. Novita as the English teacher

R: Researcher   **T:** Teacher

R: Selamat pagi, Bu.

T: Pagi.

R: Di sini, saya ingin melakukan wawancara terkait proses pengajaran dan pembelajaran keterampilan berbicara melalui Teknik Melengkapi Cerita di kelas, Bu.

T: Ya, silakan, Mbak.

R: Pertanyaan pertama saya, Bu, apa materi yang digunakan dalam Teknik Melengkapi Cerita dalam pengajaran keterampilan berbicara?

T: Materi yang saya gunakan untuk kelas delapan adalah teks recount karena berkaitan dengan menceritakan pengalaman dan berbicara. Teks ini memungkinkan siswa untuk bercerita tentang pengalaman pribadi mereka secara lisan. Ini sangat efektif untuk melatih kemampuan berbicara mereka di depan kelas.

R: Lalu, Bu, bagaimana materi tersebut dibuat menjadi instruksional agar bisa membantu siswa dalam belajar berbicara?

T: Saya menyusun materi dalam bentuk lembar kerja siswa, juga saya berikan contoh teks recount yang sederhana dan relevan dengan kehidupan sehari-hari mereka. Saya memberikan latihan soal mengubah kalimat present menjadi past, menyusun paragraf.

R: Apakah menurut Ibu materi tersebut juga membantu menciptakan suasana belajar yang menyenangkan?

T: Ya, sangat. Karena mereka bisa menceritakan pengalaman pribadi, seperti liburan, kejadian lucu, atau pengalaman sekolah. Hal itu membuat mereka lebih

tertarik dan merasa pembelajaran berbicara itu tidak membosankan. Suasananya jadi lebih hidup, dan siswa pun lebih aktif.

R: Bagaimana menurut Ibu, materi yang digunakan bisa merangsang siswa untuk menggunakan bahasa dan meningkatkan kemampuan berbicara mereka?

T: Dengan teknik ini, siswa jadi berani bicara dan menggunakan kosakata baru. Karena mereka tahu mereka harus melanjutkan cerita, mereka akan berpikir, berdiskusi, dan akhirnya menggunakan bahasa Inggris untuk menyampaikan ide mereka. Ini secara tidak langsung memaksa mereka menggunakan bahasa dalam konteks yang nyata.

R: Baik, Bu. Lalu bagaimana pelaksanaan Teknik Melengkapi Cerita dalam pembelajaran berbicara di kelas?

T: Saya biasanya membagi kegiatan menjadi pembukaan, kegiatan inti, dan penutupan. Di awal, saya menyapa siswa, memeriksa kehadiran, dan menyampaikan tujuan belajar. Lalu saya menjelaskan kembali struktur recount dan past tense. Setelah itu, saya beri contoh cerita dan meminta mereka mengubah kalimat dan menyusunnya menjadi paragraf. Lalu mereka saya bagi dalam kelompok dan saya mulai cerita awalnya. Masing-masing siswa melanjutkan cerita berdasarkan pengalaman atau ide mereka. Setelah diskusi, tiap kelompok maju dan menyampaikan cerita mereka secara lisan.

R: Bagaimana cara Ibu memulai proses pembelajaran ketika menggunakan Teknik Melengkapi Cerita?

T: Saya memulainya dengan aktivitas yang menarik, seperti bertanya tentang pengalaman akhir pekan mereka. Ini bisa memancing ide dan membantu mereka masuk ke konteks cerita. Lalu saya mulai memberikan cerita pembuka secara lisan.

R: Apa prosedur lengkap dalam penggunaan Teknik Melengkapi Cerita ini?

T: Pertama, saya jelaskan materi recount dan past tense. Kedua, saya beri contoh cerita pendek. Ketiga, saya bentuk kelompok dan beri cerita awal. Keempat, siswa berdiskusi dan melanjutkan cerita secara kreatif. Terakhir, mereka mempresentasikan hasilnya. Selama proses itu saya keliling kelas untuk memberikan masukan dan memotivasi mereka.

R: Apa hasil belajar yang Ibu lihat setelah menggunakan Teknik Melengkapi Cerita ini dalam pembelajaran berbicara?

T: Siswa jadi lebih percaya diri, terutama yang sebelumnya malu-malu. Dari aspek kemampuan, kosakata mereka bertambah, dan mereka jadi lebih tepat dalam penggunaan grammar sederhana seperti past tense. Meskipun belum terlalu lancar, saya melihat kemajuan dalam keberanian mereka berbicara.

R: Apakah teknik ini bisa membantu siswa yang pemalu menjadi lebih berani tampil di depan kelas?

T: Ya, karena ketika mereka bekerja dalam kelompok, mereka merasa lebih nyaman. Lalu saat mereka menyampaikan cerita kelompok, tidak merasa sendirian. Ini sangat membantu siswa yang pemalu. Bahkan beberapa siswa yang sebelumnya tidak pernah bicara di depan kelas, sekarang sudah mulai berani mencoba.

R: Dari empat aspek berbicara, yaitu pengucapan, kosakata, ketepatan, dan kefasihan, aspek mana yang paling terlihat peningkatannya?

T: Paling menonjol adalah kosakata. Karena mereka masih dalam tahap belajar.

R: Baik Bu, itu saja pertanyaan dari saya. Terima kasih banyak atas waktunya dan informasinya yang sangat bermanfaat.

T: Sama-sama, Mbak.

Interview 2: Kameliatul Najuwa Agata as the student from VIII E

R: Researcher   **S:** Student

R: Selamat pagi. Saya ingin bertanya beberapa hal terkait pembelajaran kemarin, tentang teknik Story Completion. Boleh saya tanya, Kamila?

S: Waalaikumsalam, iya bu.

R: Pertama, bisa kamu ceritakan pengalamanmu saat belajar speaking menggunakan teknik Story Completion?

S: Menurut saya, kegiatan itu sangat seru karena kita bisa belajar secara berkelompok dan menyusun cerita berdasarkan pengalaman kita sendiri.

R: Materi apa saja yang digunakan oleh guru dalam kegiatan tersebut?

S: Bu guru menggunakan materi recount text. Kita diminta untuk membuat teks recount secara berkelompok berdasarkan pengalaman pribadi masing-masing.

R: Nah, bagaimana materi itu membantu kamu dalam kegiatan berbicara di kelas?

S: Materinya membuat kita lebih mudah bercerita, karena berkaitan dengan pengalaman sendiri.

R: Apakah materi itu membuat pembelajaran jadi lebih menyenangkan?

S: Iya, bu.

R: Menurutmu, bagaimana materi tersebut bisa membantu kamu mengembangkan keterampilan berbicara?

S: Karena kita harus bicara dalam kelompok dan presentasi, jadi kita harus berlatih berbicara dalam bahasa Inggris.

R: Lalu, bagaimana cara guru memulai kegiatan pembelajaran saat menggunakan teknik ini?

S: Pertama, ibu guru masuk, menyapa, lalu absen. Setelah itu, ibu guru menjelaskan materi recount text, seperti strukturnya dan penggunaan past tense.

R: Bisa kamu jelaskan langkah-langkah pembelajaran dari awal sampai akhir?

S: Setelah menjelaskan materi, ibu guru membagi kami ke dalam kelompok. Lalu, kami diminta menyusun cerita recount berdasarkan pengalaman pribadi. Setelah diskusi selesai, kami presentasi hasil cerita di depan kelas. Yang terakhir, guru memberikan masukan dan perbaikan terhadap cerita kami.

R: Apa saja bentuk umpan balik yang diberikan guru selama atau setelah kegiatan?

S: Guru membetulkan pengucapan kami saat presentasi.

R: Menurut kamu, hasil belajar apa yang kamu rasakan setelah mengikuti pembelajaran dengan teknik ini?

S: Saya jadi lebih berani berbicara di depan kelas,

R: Baik, terima kasih banyak ya Kamila.

S: Sama-sama, Bu.

Interview 3: Dewi Achyunita Tri Zahrana as the student from VIII E

R: Bisa kamu ceritakan pengalamanmu belajar speaking menggunakan teknik Story Completion?

S: Seru banget karena belajarnya bareng kelompok dan bikin cerita bareng.

R: Materi apa yang digunakan oleh ibu guru saat pembelajaran kemarin?

S: Bu Novita mengajarkan tentang teks recount, dan kami juga diajarkan untuk menggunakan past tense saat menulis teks recount. Kami ditugaskan untuk berdiskusi dan berbagi pengalaman pribadi, seperti cerita liburan dan momen memalukan, secara lisan di depan kelas dengan kelompok

R: Bagaimana materi itu membantu kamu dalam kegiatan berbicara di kelas?

S: Jadi lebih mudah bicara karena ceritanya dari pengalaman sendiri

R: Apakah menurut kamu materi itu membuat pembelajaran jadi lebih menyenangkan dan efektif?

S: Iya, soalnya belajarnya aktif, nggak cuma dengerin guru, jadi lebih enjoy.

R: Bagaimana materi tersebut digunakan untuk mendukung pengembangan kemampuan speaking kamu?

S: Bisa latihan ngomong langsung, nambah kosakata, dan belajar struktur kalimat.

R: Bagaimana cara guru memulai proses pembelajaran saat menerapkan teknik Story Completion?

S: Guru masuk, absen, doa, lalu menjelaskan materi tentang recount text.

R: Apa prosedur yang digunakan guru dalam menerapkan teknik Story Completion di kelas speaking?

S: Pertama bu guru jelasin materinya. Terus kita dibagi jadi beberapa kelompok dan disuruh bikin cerita sambungan dari cerita yang bu guru kasih, tapi berdasarkan pengalaman kita sendiri. Setelah itu, tiap kelompok maju ke depan buat presentasiin ceritanya.

R: Apa hasil belajar yang kamu rasakan dari pembelajaran dengan teknik ini?

S: Saya jadi lebih berani ngomong di depan kelas dan menambah kosakata saya.

R: Terima kasih dewi atas jawabannya

S: Sama sama bu

Interview 4: Danis Arnald Febrian as the student from VIII E

R: Saya ingin bertanya beberapa hal mengenai pembelajaran kemarin. Pertama, bisa kamu ceritakan pengalamanmu belajar speaking menggunakan teknik Story Completion?

S: Lumayan asik, belajarnya nggak monoton seperti biasanya yang cuma isi LKS.

R: Materi apa saja yang digunakan guru dalam kegiatan ini?

S: Recount text. Kita disuruh bikin cerita dari pengalaman pribadi bersama kelompok.

R: Bagaimana materi itu membantu kamu dalam kegiatan berbicara?

S: Karena pakai pengalaman sendiri, jadi lebih gampang ceritanya.

R: Apakah materi itu membuat pembelajaran jadi lebih menyenangkan dan efektif?

S: Iya, karena lebih aktif, nggak cuma nulis atau dengerin guru aja.

R: Bagaimana materi tersebut mendukung pengembangan kemampuan speaking kamu?

S: Jadi bisa lebih percaya diri ngomong, belajar pengucapan dan susun kalimat.

R: Bagaimana guru memulai proses pembelajaran saat menerapkan teknik Story Completion?

S: Guru mulai dengan doa, absen, lalu jelaskan materi recount text.

R: Apa saja langkah-langkah yang dilakukan dalam kegiatan pembelajaran itu?

S: Jelaskan materi, lalu bentuk kelompok, setelah itu kita bikin cerita sambungan, dan presentasi.

R: Apa bentuk umpan balik yang diberikan oleh guru?

S: Guru bantu benarkan pengucapan dan kasih komentar tentang isi cerita kami.

R: Oke, terima kasih Danis.

S: Sama-sama, Bu.

Appendix 5

RESEARCH JOURNAL

Exploring the Implementation of Story Completion Technique towards Students Speaking Skill of Eighth Grade at SMP Negeri 6 Jember

No.	Day / Date	Activity	Signature
1.	5th of February 2025	The researcher confirms the research permission	
2.	8th of February 2025	Observe the exploring the implementation of story completion technique towards students speaking skill of eight grade at SMPN 6 Jember	
3.	10th of February 2025	Observe the exploring the implementation of story completion technique towards students speaking skill of eight grade at SMPN 6 Jember	
4.	11th of February 2025	Interview with the English teacher at eighth grade of SMPN 6 Jember	
5.	12th of February 2025	Interview with the students teacher at eighth grade of SMPN 6 Jember	
6.	24th of February 2025	Complete the research data and document review	
7.	3rd of May 2025	The researcher ask a letter of research finishing	

Mengetahui,   Jember, 03 Mei 2025

Kepala Sekolah   Guru Mata Pelajaran

Rahmat Eko Hariyanto S.Pd., M.Pd.   **Novita Fajar Widiyananti, S.Pd.**
NIP. 197302042005011013   NIP. 198311022023212007

Appendix 6

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

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

Nomor : B-10201/In.20/3.a/PP.009/02/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 6 Jember
Jl. Hayam Wuruk, No.143, Sempusari, Kec. Kaliwates, Kabupaten Jember, Jawa Timur.

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

NIM	:	211101060026
Nama	:	LOVELYNA MELATI
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring the Implementation of Story Completion Technique toward Students Speaking Skill of Eight Grade at SMP Negeri 6 Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Rahmat Eko Hariyanto, S.Pd., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 Februari 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 7

PEMERINTAH KABUPATEN JEMBER
SMP NEGERI 6 JEMBER
Jl. Hayam Wuruk No. 39, Kaliwates, Jember, Jawa Timur 68135
Telepon (0331) 485148

SURAT KETERANGAN HASIL PENELITIAN
No. 400.3.5.3/059/35.09.310.11.20523908/2025

Yang bertanda tangan di bawah ini :

Nama : **RAHMAT EKO HARIYANTO, S. Pd, M.Pd**
Jabatan : Kepala SMP Negeri 6 Jember

menerangkan dengan sebenarnya bahwa yang bersangkutan di bawah ini telah mengadakan penelitian mengenai " Exploring the Implementation of Story Completion Technique toward Student Speaking Skil of Eigh Grade at SMP Negeri 6 Jember" yang dilaksanakan pada tanggal 5 s.d 24 Februari 2025

Nama : Lovelyna Melati
NIM : 211101060026
Semester : 8
Program Studi : Tadris Bahasa Inggris
Universitas : UIN KHAS Jember

Demikian, Surat Keterangan ini dibuat agar dapatnya dipergunakan sebagaimana mestinya.

Jember, 03 Mei 2025
Kepala SMP Negeri 6 Jember
Kecamatan Kaliwates

Rahmat Eko Hariyanto, S.Pd., M.Pd
Pembina Tk.I / IV.b
NIP. 19730204 200501 1 013

Appendix 8

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Lovelyna Melati

NIM : 211101060026

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Exploring the Implementation of Story Completion Technique toward Student Speaking Skill of Eighth Grade at SMP Negeri 6 Jember.

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (20,6%)

1. BAB I : 23%

2. BAB II : 24%

3. BAB III : 24%

4. BAB IV : 28%

5. BAB V : 4%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 05 Mei 2025
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

Ulfa Dina Novienda, S.So.S.I., M.Pd.

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 9

DOCUMENT REVIEWS

A. Profile of SMP Negeri 6 Jember

NPSN: 20523908

Alamat: Jl. Hayam Wuruk 39 Jember

Desa/Kelurahan: Sempusari

Kecamatan/Kota (LN): Kec. Kaliwates

Kab.-Kota/Negara (LN): Kab. Jember

Propinsi/Luar Negeri (LN): Prov. Jawa Timur

Status Sekolah: Negeri

Bentuk Pendidikan: SMP

Jenjang Pendidikan: DIKDAS

SK Pendirian Sekolah: 188.45/330/1.12/2015

Tanggal SK Pendirian : 2015-09-29

SK Izin Operasional : 34 TAHUN 2018

Tanggal SK Izin Operasional : 2018-11-26

Data PTK dan PD				
Uraian	**Guru**	**Tendik**	**PTK**	**PD**
Laki=laki	11	6	17	366
Perempuan	19	1	20	335
Total	30	7	37	701

Keterangan:

- Data Rekap Per Tanggal **6 Mei 2025**
- 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**	**Semester 2023/2024 Genap**	**Semester 2024/2025 Ganjil**
1.	Ruang Kelas	21	21
2.	Ruang Perpustakaan	1	1
3.	Ruang Labolatorium	1	1
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	4	4
10.	Ruang Gudang	2	2
11.	Ruang Sirkulasi	0	0
12.	Tempat Bermain / Olahraga	1	1
13.	Ruang TU	1	1
14.	Ruang Konseling	2	2
15.	Ruang OSIS	1	1
16.	Ruang Bangunan	1	1
	Total	39	39

B. Geographic Conditions of SMP Negeri 6 Jember

C. Vision and Mission of SMP Negeri 6 Jember

VISI

"Terwujudnya sekolah yang unggul dan berprestasi berdasarkan Imtaq dan IPTEK, serta turut melestarikan lingkungan hidup"

MISI

a. Melaksanakan pengembangan kurikulum satuan pendidikan (Standar Kompetensi, Kompetensi Dasar, Indikator, Silabus, dan Desain Pembelajaran)

b. Melaksanakan pengembangan strategi pembelajaran.

c. Melaksanakan pengembangan penilaian berbasis kompetensi

d. Melaksanakan pengembangan fasilitas pendidikan.

e. Melaksanakan pengembangan pembiayaan pendidikan.

f. Melaksanakan pengembangan tenaga pendidik dan kependidikan.

g. Melaksanakan pengembangan manajemen berbasis sekolah.

h. Meningkatkan nilai siswa baik di bidang akademik maupun non Akademik

i. Menciptakan lingkungan sekolah yang tertata, bersih, sehat, dan peduli lingkungan.

D. The Data of Eighth Grade Students' (VIII E) of SMP Negeri 6 Jember

No.	Nama Siswa	NIS	L/P
1.	AMELIA NAFISA WULANDARI	8455	P
2.	ANAS ROFIE AN-NABIL	8285	L
3.	ASYRAF MARVIN FIRDAUS	8422	L
4.	BIMA	8326	L
5.	BINTANG MUSTIKA ERLANGGA	8356	L
6.	DANIS ARNALD FEBRIAN	8460	L
7.	DEWI ACHYUNILA TRI ZAHRANA	8328	P

8.	DZAKY APRILIO PRATAMA PUTRA	8294	L
9.	FARIS EFENDI	8295	L
10.	FIRYAL ASSQILIA	8465	P
11.	JELITA OKTAVIA CHARYSTA PUTRI	8337	P
12.	JIHAN ARIS RAMADHANI	8361	P
13.	KAMELIATUL NAJUWA AGATA	8259	P
14.	KHALFANI REYHANDI RIYANTO	8260	L
15.	MUHAMAD AIRIL SAIKAN SALIM	8370	L
16.	MUHAMMAD BRILLIAN SAINSYA	8340	L
17.	MUHAMMAD FARIS SYAUQI	8371	L
18.	MUHAMMAD FATIH AL GHIFFARI	8305	L
19.	MUHAMMAD FRANZQY SYAHPUTRA	8474	L
20.	MUHAMMAD KAESA ROBY FERDIAN	8306	L
21.	NABIL AZHAR ADJI FEBRIANGGA	8478	P
22.	NABILA PUTRI RAMADHANI	8308	P
23.	NAJWA MAULIDA AGENG PUTRI	8479	P
24.	OCA DWI DITA APTILIA	8445	P
25.	RADICA REZQYANO	8273	L
26.	RADITIA PRAYOGI	8447	L
27.	SABRI TRI PUTRA ARIFIN	8312	L
28.	SALSABILA AMIRA RAMADHANI	8378	P
29.	SHINTA AULIA SALSABILA	8379	P

30.	SITI VIVI ROSALITA	8313	P
31.	TALITHA NAJLA NADIRA	8280	P
32.	TRISHA SAMARA FAIRUS SAMPURNA	8350	P
33.	WIDYA PUSPITASARI	8383	P
34.	YENI KURNIAWATI	8451	P
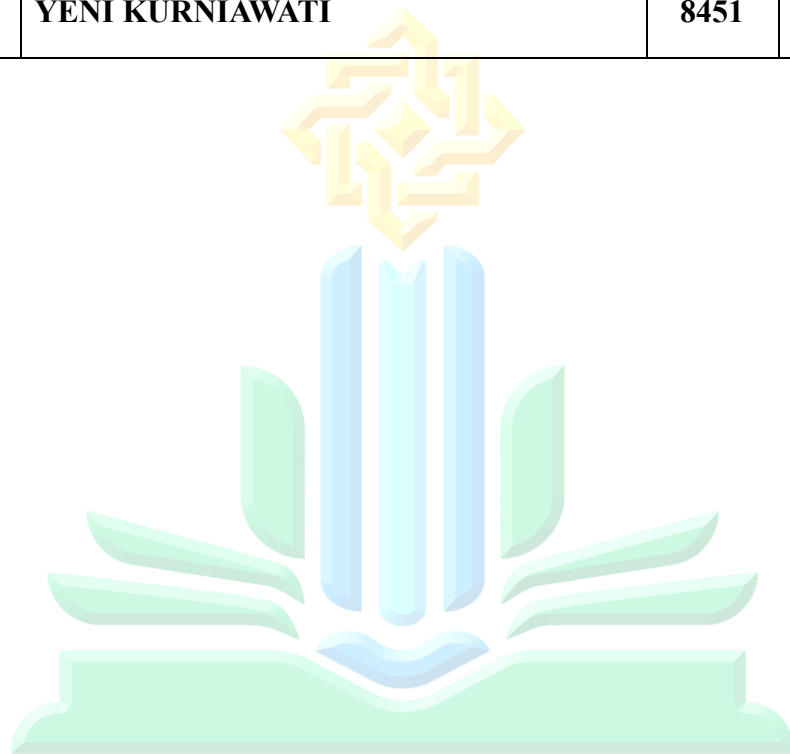
DOCUMENTATION

Teacher explained the material

Students having discussion to create recount text

Students presented their results in front of class

Conducted interview with Mrs. Novita and students

Appendix 10

OBSERVATION SHEETS

Nama :

Tanggal observasi:

Kelas :

Topik: Observasi kegiatan pembelajaran di kelas

No.	Pertanyaan	Keterangan	
		Ya	Tidak
1.	Apakah siswa merasa enjoy saat pembelajaran berlangsung?		
2.	Apakah sarana dan prasarana di kelas memadai Dalam proses pembelajaran?		
3.	Apakah siswa menemukan kesulitan saat belajar?		
4.	Apakah kesulitan tersebut berkaitan dengan kemampuan berbicara?		
5.	Apakah guru menggunakan bahan ajar saat kegiatan pembelajaran?		
6.	Apakah guru menerapkan metode dalam kegiatan pembelajaran?		
7.	Apakah metode itu seperti kegiatan melengkapi cerita?		
8.	Apakah metode tersebut sudah digunakan sejak lama?		
9.	Apakah guru menerapkan materi pembelajaran dengan sangat baik?		
10.	Jika ditemukan kesulitan dalam pembelajaran apakah guru memberikan solusi dalam belajar?		
11.	Apakah guru mengimplementasikan metodenya dengan		

	memberikan umpan balik?		
12.	Apakah umpan balik tersebut membantu siswa memperbaiki kemampuan berbicara mereka?		
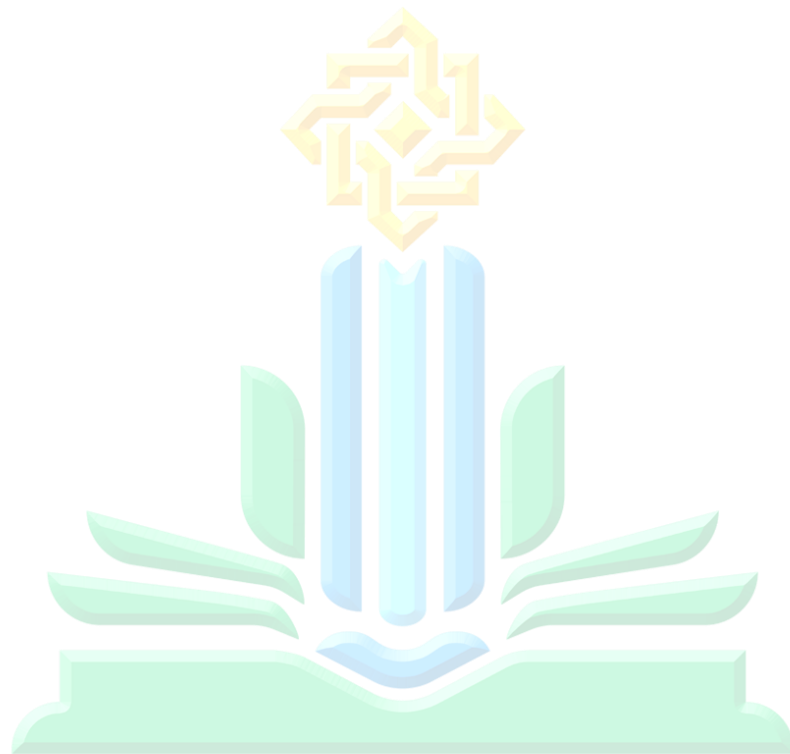
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JEMBER

Appendix 11

FIELD NOTE

Senin , 07 - 30-08.20

Kelas VIIIE

* Meeting 1

- Pendahuluan (opening)

Guru membuka pelajaran dengan salam dan berdoa. Lalu, mengecek kehadiran siswa. Guru memberikan apersepsi dg bertanya pengalaman liburan siswa dan pengalaman menyenangkan (lucu, malu).

- Kegiatan pembelajaran

Guru menjelaskan konsep / pola simple past dan definisi, struktur pola dari recount text. Siswa mengamati dan mencatat penjelasan guru. Guru memberikan latihan soal terkait past tense. Guru membentuk siswa menjadi kelompok (4-5 orang). Guru mulai bercerita ke masing-masing kelompok. Lalu, menugaskan siswa untuk melanjutkan dg membuat cerita terkait pengalaman pribadi bersama teman kelompoknya. Guru aktif berkeliling dan memberikan bimbingan kpd

tiap kelompok.

- Penutup :

Guru dan siswa bersama-sama merangkum materi yg telah dipelajari hari ini. Guru juga memberikan motivasi sebelum menutup dg doa dan salam.

* Meeting 2

- Opening

Guru mengucap salam dan doa bersama. Guru mengecek kehadiran siswa satu-persatu. Guru mengulas kembali secara singkat materi sebelumnya.

- Core activity

Guru melakukan tanya jawab sebelum melanjutkan kegiatan sebelumnya. Guru meminta siswa duduk dg kelompoknya dan melanjutkan membuat recount text. Siswa berdiskusi dg teman sekelompoknya juga bertanya Guru sesekali. Siswa mempresentasikan

hasil kelompoknya secara lisan di depan kelas. Guru memberikan umpan balik dan mengoreksi pronunciation, vocabulary pada tugas dan presentasi siswa.

- Closing

Guru menjelaskan kesalahan umum siswa ada di pronunciation. Guru memberikan motivasi agar siswa terus berlatih berbicara bahasa inggris. Dan pembelajaran di tutup dg doa juga salam.

Appendix 12

DECLARATION OF AUTHORSHIP

The undersigned below:

Name	: Lovelyna Melati
Place, date of birth	: Banyuwangi, 2nd January 2003
Address	: Dsn. Krajan, Ds. Tembokrejo, Kec. Muncar
Faculty	: Education and Teacher Training
Program	: English Education

State that thesis entitled "Exploring the Implementation of Story Completion Technique toward Speaking Skill of Eighth Grade Students" is trully my authentic word. Except for those cited in quotation and references, it does not include my writings and publications that have previously been authored or published by another person. Due the fact, I handle the thesis, if there is any objection or claim from other.

Jember, May 28th 2025

Author

Lovelyna Melati
211101060026

Appendix 13

CURRICULUM VITAE

Personal Information

- Full name : Lovelyna Melati
- NIM : 211101060026
- Gender : Female
- Place, date of birth : Banyuwangi, 2nd January 2003
- Address : Dsn. Krajan, Ds. Tembokrejo, Kec. Muncar
- Religion : Islam
- Faculty : Tarbiyah and Teacher Training Faculty
- Major course : English Department
- Email address : lovelyna.hrn@gmail.com

Education background

- TK Sila Chandra
- SD Negeri 6 Batubulan
- SMP Negeri 2 Sukawati
- MAN 3 Banyuwangi