EXPLORING ENGLISH-SPEAKING SKILL THROUGH STORY COMPLETION TECHNIQUE IN SMPN 01 ROWOKANGKUNG YEAR 2024 - 2025

THESIS

By:

Firnanda Eka Ramadhani
SRN: 204101060008

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STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC STUDIES AND LENGUAGE DEPARMENT
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EXPLORING ENGLISH-SPEAKING SKILL THROUGH STORY COMPLETION TECHNIQUE IN SMPN 01 ROWOKANGKUNG YEAR 2024 - 2025

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Presented to State Islamic of Kiai Haji Achmad Shiddiq Jember
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Faculty of Tarbiyah and Teacher Training
English Education Study Program

By :

Firnanda Eka Ramadhani
NIM: 204101060008

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Islamic Studies and English Education Department
English Education Study Program

By:

Firnanda Eka Ramadhani
SRN. 204101060008

Approval by Supervisor

Prof. H. Moch. Imam Machfudi, S.S., M.Pd. Ph. D
NIP. 197001262000031002

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THESIS

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to fulfill the requirements for the Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training English Education Study Program

Day: Monday
Date: June 30th 2025

The Board Examiners

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Dr. Indah Wahyuni, M.Pd	**As`Ari, M.Pd.I**
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Members:

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2. Prof. H. Moch. Imam Machfudi, Ph.D. ( )

Approved by,
The Dean Faculty of Education and Teacher Training

Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

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MOTTO

حَسْبُنَا اللهُ وَنِعْمَ الْوَكِيْلُ نِعْمَ الْمَوْلَى وَنِعْمَ النَّصِيْرُ

Sufficient for us is Allah, and [He is] the best Disposer of affairs.
(Al- Imran [3: 173])*

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* Muhammad Taqi-ud Din Al Hilali and Muhammad Muhsin Khan, "Tanslatation of The Meaning of The Noble Qur'an in The English Language" Madinah: King Fadh Complex (1996)

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this to:

1. My beloved Father and Mother, Mr. Dul Karip and Mrs. Choirul Suci Hidayati, who always love me and keep praying for my life and success. Thanks for everything for me.
2. My beloved lecturer and almamater, UIN KHAS Jember KH. AHMAD SHIDDIQ, who made me grow up and have contributed much for my self-development.
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This thesis entitle " Exploring English-Speaking Skill Through Story Completion Technique in SMPN 01 Rowokangkung". It is presented to the English Education Study Program of UIN KHAS Jember. The primary aim of writing this thesis is to fullfill students' partial fulfillment of the requirement to obtain S1-Degree.

I also so aware that the undergraduate thesis could never finished without helping and supported from others during the process of this. Therefore, in thsis occasion the writer expresses many thanks to honorable:

1. Prof. Dr. H. Hepni, S. Ag, M.M.as a Rector of UIN KH Achmad Siddiq Jember who has given to the researcher a best opportunity to study in this university.
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7. The headmaster of SMPN 01 Rowokangkung, Kustriyanto, M.Pd. and all of teachers and staffs for giving me permission and helping me during my research in MTs Hasbunallah Sumberbaru Jember.
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I hope Allah SWT gives his blessing and mercies to all of you. The writer is aware that this thesis is not the perfect. Therefore, criticisms and suggestion will be appreciated by writer. Hopefully, this undergraduate thesis will useful in the future especially for the readers.

Jember, 30th June 2025

The researcher

FIRNANDA EKA. R.

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ABSTRACT data collection

Firnanda Eka Ramadhani, 2025: *Exploring English-Speaking Skill Through Story Completion Technique in SMPN 01 Rowokangkung.*

Keywords: ***Speaking Skill, Story Completion, Descriptive Text***.

The background of this research is based on the fact that speaking is one of the essential skills in learning a foreign language, particularly English. Many students encounter difficulties in speaking English, such as a lack of vocabulary, poor pronunciation, low confidence, and limited speaking practice in class. To address these issues, teachers need to create a supportive and engaging environment that encourages students to speak. One of the techniques that can be applied to foster students' speaking skills is the Story Completion technique, which allows students to freely express their ideas in a storytelling activity.

The objective of this study was to explore the teaching and learning process of English-speaking skills using the Story Completion technique in descriptive text material at SMPN 01 Rowokangkung. Additionally, the research aimed to investigate students' and the teacher's perceptions of implementing the Story Completion technique in speaking activities. This research also sought to identify the factors that affect students' English-speaking performance when using this technique.

This research employed a descriptive qualitative design. Data were collected through classroom observations, interviews with five eighth-grade students and one English teacher, and document reviews. The researcher observed the learning process, students' participation, and difficulties during speaking activities. Data from interviews were used to support the observations, exploring perceptions, challenges, and students' experiences during the implementation of the Story Completion technique.

The results showed that the Story Completion technique effectively improved students' confidence, fluency, and ability to express ideas in English. Students were more enthusiastic and motivated to speak, although challenges such as limited vocabulary, pronunciation errors, and anxiety remained. Both teacher and students agreed that the Story Completion technique made speaking activities more enjoyable and encouraged students to practice speaking more actively. Therefore, this technique is recommended as an alternative strategy for teaching speaking in schools.

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CHAPTER I
INTRODUCTION

In this chapter, the researcher would like to discuss about background of the study, research problems, object of the study, significances of the study ,and definition of key term .

A. Research Background

Students should master four skills when learning a foreign language including listening, speaking, reading, and writing. Each of these skills plays a crucial role in language learning. Speaking is one of the most important skills that must be taught in English instruction. The ability to speak is the most essential skill since it is basic for communication (Oradee).[1] The functions of speaking are to express opinions or feelings, information, knowledge and ask for something. According to Nunan argued that speaking is the same oral interaction which is a conventional way of presenting information, expressing ideas, and thought existing in the mind. Therefore, the ability to speak well has a significant influence on everyday interactions. The success of learning to speak is measured by one's ability to carry out a conversation in the language.

Mastering the speaking skill is not easy for foreign language learners Amiruddin.[2] Alhosni, argued that speaking remains the most difficult skill

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[1] Oradee, T. (2012). *Developing speaking skills using three communicative activities (discussion, problem-solving, and role playing).* International Journal of Social Science and Humanity. 2(6), 533-535.
[2] Amiruddin. (2018). *An investigation of errors in the oral performance among english department student*. Ar-raniry State University.

to master for the majority of English learners. The students still face some problems with speaking English well such as lack of exercise, practice time, and parthner even though they have been learning English for many years. According to Brown, one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible.[3] Therefore, to overcome this anxiety, learners need more chances to practice in their daily communication and teachers' motivation is also needed to encourage students to speak English.

Similarly, this research tries to explore the potential problem in teaching Speaking Skill. Firstly, the lack of student practice in speaking English. This issue causes students to hesitate when speaking English in class. According to Yi Htwe, "Students' hesitation to speak in English in class is often attributed to fear of making a mistake".[4] Aftat added that the fear of making mistakes is related to concerns about rectification and unfavorable appraisal.[5] Additionally, students' anxiety about being teased by their peers or the teacher has a significant impact. Students frequently quit taking part in speaking activities as a result. Therefore, teachers need to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

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[3] Brown, H. D. (2001). *Teaching by principle: an interactive approach to language pedagogy (2nd ed.).* White Plains, NY: Longman.
[4] Yi Htwe, Y. (2007). *Shyness main obstacle to learning English*.
[5] Aftat, M. (2008). *Motivation and genuine learning*, 1(1), 1-11..

Heriansyah, Sultana and Jamin 5 in their studies argued that one of the problems in speaking English for EFL learners is that they are afraid of making mistakes because they are afraid of getting nasty comments from other people and there is not enough opportunity to practice.[6] Meanwhile, Irmawati claimed that factors inhibiting the ability to speak in English come from teachers and students. The teacher doesn't want to prepare before the learning process started in the class due to the lack of speaking tasks provided to the students[7]. Meanwhile, students may hesitate because they are afraid of making mistakes, which can lead to them being scared to try or feeling too shy to participate.

Second problem is the lack of time for speaking English, so that it affects students' self-confidence and the lack of student support for speaking English. For English language learners, speaking in English can be challenging, especially if they do not have a strong command of the language. A lack of confidence in English is a major issue for learners. It is generally accepted that students lose confidence when they realize their conversation partners do not understand them or when they struggle to comprehend other speakers. In such situations, students may prefer to remain silent while others speak, demonstrating their lack of confidence in their ability to communicate.

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[6] Heriansyah, H. (2012). *Speaking problems faced by the English department students of Syiah Kuala University*. Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa, 6(1), 37-44.
[7] Irmawati, D. K. (2016). *Faktor-faktor penghambat peningkatan kemampuan berbicara Bahasa Inggris mahasiswa jurusan Bahasa Inggris di Kota Malang*. VOK@ SINDO, 4(1), 9- 26.

Nunan , in tsui claimed that students who lack confidence in their ability to communicate in English inevitably experience communication anxiety.[8] This demonstrates that increasing students' self-confidence is a key area of teachers' focus. It implies that, to develop students' confidence, instructors must also draw from both theoretical and practical sources. He and Chen asserted that students' poor English-speaking skills are a primary reason for their lack of confidence.[9] They continue that many students believe their English is inadequate and that they are unable to speak it well. The absence of encouragement from the teacher is another factor contributing to students' lack of confidence.

The third issues Lack of an English-speaking partner, leads to low English language proficiency. Interaction requires multiple stages before speaking. Speaking involves various abilities, including listening, vocabulary, grammar, and pronunciation, to achieve its goals. According to Yenkimaleki and Van Heuven , communication between the speaker and the listener during speaking requires a few processes.[10] Speaking ability is composed of many different elements. This group comprises pronunciation, grammatical usage, vocabulary, and speaking fluidity. Since few students speak English in class, EFL students need greater practice speaking the language.

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[8] Nunan, D. (1999). "*Second Language Teaching & Learning*". Heinle & Heinle Publishers.
[9] He, S. X., & Chen, A. J. (2010). "*How to improve spoken English".*
[10] Yenkimaleki, M., & van Heuven, V. J. (2023). "*Effect of pedagogic intervention in enhancing speech fluency by EFL students: A longitudinal study*". Language Teaching Research, 1-14..

Additionally, it concerns how the students use their English according to the circumstance and setting so that the listener may easily comprehend what is being said Gilbert.[11] When speaking with other individuals, one should pay attention to their grammar usage. The condition and context of the sentence make up a grammatical utterance, which allows the listener to comprehend the speaker's message. Lacking practice is also a cause that hinders students from speaking English with confidence. This includes a lack of input and repetition. As generally known, practice regularly can improve students' knowledge. The more they practice, the more they improve their knowledge. However, most of the students admitted that they lack in practice. It seems that lacking in English has impacted students' difficulties in speaking. Lack of practice also relates to less input obtained by the students. The lack of vocabulary that the students face in speaking can be a manifestation of a lack of input. According to Tantiwich and Sinwongsuwat, a lack of practice also causes poor pronunciation and ungrammatical sentence construction.[12]

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The fourth issues is a lack of motivation. According to Seifert, students' learning success is attributed to their motivation.[13] Nunan emphasized the importance of motivation in learning, noting that it can influence students' reluctance to communicate in English. Zua went on to say that inner energy

[11] Gilbert, J. B. (2008). "*Teaching pronunciation: Using the prosody pyramid*". Cambridge University Press.
[12] Tantiwich, K., & Sinwongsuwat, K. (2021). Thai university "*students' problems with language use in English conversation*". LEARN Journal: Language Education and Acquisition Research Network, 14(2), 598-626.
[13] Seifert, T. (2004). "*Understanding student motivation*". Educational research, 46(2), 137-149.

is what motivates people.[14] Numerous studies have shown that children who are highly motivated to succeed may persevere in their studies and get higher test scores than students who are less driven to succeed, demonstrating the critical need for teachers to increase their students' passion for learning. Nunan elaborated on the causes of the students' lack of motivation, including uninspired teaching, boredom, a lack of perceived relevance of the materials, and ignorance of the instructional program's aims. According to him, these four are frequently the source of students' inspiration. For instance, boring instruction deters students from wanting to study. In this setting, boring instruction frequently lowers students' motivation because they feel bored. This demonstrates how important it is to pay attention to those four criteria Keo .[15]

There are various methods that can be employed to increasing english speaking and one effective technique is the use of Story Completion Technique. In this study, the researcher aims to increasing English speaking skills using the Story Completion Technique. According to Kayi , the story completion method is a highly enjoyable technique where students are divided into groups and sit in a circle.[16] While many studies have explored

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[14] Zua, L. (2008). *"Exploring the affective factors influencing teaching of spoken English"*. http://okarticle. com/html/Thesis/200, 80104, 26.
[15] Keo, P., Yoeurn, S., Prom, M., Chin, P., & Em, S. (2022). "*Cambodian Buddhist monk students' motivation in learning English: The case of Hun Neng Buddhist primary 10 school, Kampong Cham Town"*. Jurnal As-Salam, 6(2), 105-121.
[16] Kayi, H. (2006). "*Teaching speaking: Activities to promote speaking in a second language".* The internet TESL journal, 12(11), 1-6.

the Story Completion Technique, its application in investigating students' speaking remains relatively rare.

Clarke conducted a study utilizing the Story Completion Technique in qualitative research. The results indicated that story completion is one of the few qualitative data collection methods suitable for comparative study designs because participants are given the same stimulus (possibly with some changing elements), and the focus of comparison lies in the story details, all generated as responses to one or more stimuli. Similar research by Hidayati et al. demonstrated that the Story Completion Technique was appropriate for teaching speaking skills, as students displayed interest in speaking, evident from their enthusiasm during the learning process.[17] These studies suggest that the application of the Story Completion Technique can be an appropriate method for teaching speaking skills, capturing students' interest and engagement in speaking activities. Research conducted by Ashdaq and Tanjung & Fitri also supported the effectiveness of the Story Completion Technique in enhancing students' speaking abilities.

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Recently, researchers have shown an escalating interest in strategies used by teachers in schools. The importance of these strategies in the language learning process lies in their ability to help students easily

[17] Hidayati, H. (2019). "*THE Implementation Of Story Completion Technique In Students'speaking Skill*" To The Tenth Graders Of Smkn 1 Pacitan In The Academic Year Of 2018/2019 (Doctoral dissertation, STKIP PGRI PACITAN).

understand English.[18] Moreover, the use of these strategies can help students improve their abilities. Some previous studies have employed various types of strategies to enhance students' speaking skills. One such strategy used in previous research is the story completion method.

This research aims to explore students' process of teaching english-speaking skill using Story Completion Method in SMPN 01 Rowokangkung. Thus, this research represents both a unique contribution and a renewal in the field. Furthermore, according to Ghiabi, the Story Completion Technique is a valuable tool for improving students' speaking skills. Based on these theories, the completion of descriptive is a suitable technique for enhancing students' speaking skills, fostering their interest in speaking, and motivating them by providing a classroom environment where they can freely express their ideas. Story Completion is a completion task in which participants are given the beginning of a story and are invited to fill in the gaps in the story using their own words or phrases, allowing for a wide range of answers.

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B. Research Question

Based on the background of the study above, the research problem of this research can be formulated as follows:

1. How is the process of teaching Speaking Skill using Story Completion Method in SMPN 01 Rowokangkung?

[18] Griffiths Carol, _"*Language Learning Strategies: Theory and Research"*, Occasional Paper No. 1, (2004).

2. How is the teacher and student's perception of using Story Completion technique to foster stedents' English-Speaking in descriptive text?

C. Research Objective

The aim of this research are:

1. To describe the students' process of teaching English-speaking skill using Story Completion technique in SMPN 01 Rowokangkung.
2. To describe the teacher and student's perception of using Story Completion technique to foster students' English-speaking in descriptive text.

D. Research Significance

The result of this study intended to broaden the perspective of writer in particular and the reader in general expected to be useful as:

1. Theoritical Significance

   The result of this research was expected to contribute and also to become a piece of valuable information for teaching and learning in English specifically in exploring english-speaking skill through story completion technique in SMPN Rowokangkung 01.

2. Practically Significance

   For students of English Department, hopefully this research contributes and can be used as reference material for all students of English Department to explore further knowledge about something which it is relevant to this study. For english teacher, the result of this study is expected to give information about learning strategies that can be used in managing the learning process and inputs to the English

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teacher and also to provide teacher with new knowledge about increasing english speaking through story completion technique in descriptive text.

E. Definition of Key Terms

The definition of key Terms is about understanding important terms that become the point in the research title. The aim of it is to avoid misunderstanding toward interpreting contents that the researcher means. To clarify the ket term in this research, some definitions are as follows:

1. English Speaking

Speaking is used for a variety of purposes, including expression, explanation dissatisfaction, persuading someone, and polite demands . In this study, speaking is defined as the main tool of communication which is taught the students of SMPN 01 Rowokangkung in their english subject and the dormitory area.

2. Story Completion Technique

Story completion is a good choice activity to push students do oral communication. Students are having free activity. Teacher is the first person that begins the story, but after a few sentences the teacher stops narrating. Then, the students one by one continue the story. The students can tell and explore their idea about the picture . They can use their own perception and imagination. In this study, the story completion refers to the technique used to teach English speaking on the students of SMPN 01 Rowokangkung.

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CHAPTER II

LITERATURE REVIEW

In this chapter discuss about the previous studies, english-speaking abnormalities, story completion method, and descriptive text. The previous studies discuss fifth related literatures. Second, Speaking Abnormalities discuss about the definition of english-speaking abnormalities.

A. Previous Study

There are some previous studies related to this study. Some researchers finfing are briefly cited as follows:

1. Thesis by Nova Zaeni Nufuadiyan, Setia Rini, and Noor Malihah, "Story Completion Method in Improving Students' Speaking Skill in MTs Negeri Salatiga.".[19] This study used qualitative research and the conclusion that have problems from the students that are 1) identity, strong and coherence sense of self; 2) self-concept, special evaluation for self-evaluation; 3) self-esteem, level of compliment that someone has; 4) self efficacy, someone's belief on students' success.

   Their study focused on psychological factors affecting speaking, while this study explored the teaching process, students' and teacher's perceptions, and speaking difficulties in Descriptive

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[19] Nova Zaeni Nufuadiyan, Setia Rini, Noor Malihah, "*Story Completion Method in Improving Students' Speaking Skill in MTs Negeri Salatiga*, in International Conference on Islam, Law, and Society (INCOILS)", 2021, pp. 285-296.

Text. They collected data through observation and speaking tests, while this study used observation, interviews, and documentation. Their study took place at MTs (Islamic Junior High School), while this research was conducted at a State Junior High School (SMPN 01 Rowokangkung).

2. Study by Moch. Imam Machfudi, and Annisa'ul Afidah " Students' Difficulties In Vocabulary Mastery".[20] This research employed qualitative approach using phenomenology design. The result of this research revealed that several students had difficulties in vocabulary mastery. This study showed that: first, the difficulties encountered by students were that the students got difficulties in translating words or sentences in English into Indonesian and vice versa. Students also experienced difficulties in understanding the meaning of words, pronunciation, misspelling, and remembering or memorizing English vocabulary. Secondly, there were some factors that caused students got difficulties in vocabulary mastery. Students were reluctant to open dictionaries and less interested in learning English. This condition became the hindrance for them to practice English regularly. The other issues were external factors such as inadequate facilities and the negative influence of friends that at the end have made them difficult to learn English especially vocabulary mastery.

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[20] Moch. Imam Machfudi " Students' Difficulties In Vocabulary Mastery" , 2022.

3. Study by Waode Hamsia "Developing Students' Speaking Ability Through Stoy Completion".[21] The type of this research is descriptive qualitative while observation was conducted to obtain the data to answer the first research about how are the implementation of story completion. The researcher found out that mostly students faced problem in learning speaking. The students are not interested in learning speaking English as the foreign language especially in grammar, fluency, pronunciation aspects and cultural background of the language.The result of this research was showed that the technique of story completion was successfully implemented to improve the students' speaking skill.

   The difference with this current research is in the school level, focus, and method. This study was conducted at junior high school level, focused on Descriptive Text, and explored not only the learning process but also students' and teacher's perceptions and the factors affecting students' speaking skill using observation, interviews, and documentation.

4. Study by Purwasih, I. (2020). The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students[22]. The purpose of this study was to enhance the students' speaking ability through the application of the Story

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[21] Waode Hamsia " *Developing Students' Speaking Ability Through Story Completion*", 2018,pp 57-64.
[22] Purwasih, I. (2020). The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students.

Completion Technique**.** This research employed a Classroom Action Research (CAR) design which was conducted in two cycles. The data were collected through observation, oral tests, and documentation. The findings revealed that the use of the Story Completion Technique significantly improved students' speaking skills, particularly in the aspects of fluency, vocabulary, pronunciation, confidence, and interaction. The learning process became more interactive and the students showed increased motivation and participation in speaking activities.

The difference wit this research, Purwasih conducted research at Vocational High School using Classroom Action Research (CAR) in two cycles with speaking tests, while the current study used Descriptive Qualitative research focusing on classroom process, students' and teacher's perceptions, and difficulties at Junior High School level with Descriptive Text material.

5. Thesis by Khoiriyah Shofiyah Tanjung, and Rahmadhani Fitri entitled " Improving Students' Speaking Ability Through Story Completion Technique in Narrative Text".[23] The type of this research is collaborative Classroom Action Research,where there are four steps that must be followed,they are: planning,action,observation and reflection. In this research, the

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[23] Khoiriyah Shofiyah Tanjung, Rahmadhani Fitri " *Improving Students' Speaking Ability Through Story Completion Technique in Narrative Text*",2020,pp 192-203.

writers only conducted one cycle due to the fact that the result of the test has been successful. The data were taken from observation and students‟ speaking test in pre-test and post-test, then were analyzed quantitatively. The result of the cycle was described qualitatively. From the results of the research, it was found that using Story Completion technique in speaking lesson was very enjoyable and it encouraged students to speak more fluency. It can be proven from the result of pretest and posttest, which showed that the posttest score is higher than that of the pre-test (2204 for the pretest and 1640 for the posttest). That means the pre-test score is 54.67 and the post-test score is 73.47.

Table 2.1

List of Previous Studies

No	Research Title	Similarities	Differences
(1)	(2)	(3)	(4)
1.	Nova Zaeni Nufuadiyan, Setia Rini, Noor Malihah, "Story Completion Method in Improving Students' Speaking Skill in MTs Negeri Salatiga.", 2021, pp. 285-296.	• Both kind of the research use Story Completion technique. • The previous research is used qualitative research.	• The previous research using story completion technique focus on the use of the Story Completion Method to improve the student's speaking skill of State Islamic Junior High School of MTs Negeri Salatiga.

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2.	Moch. Imam Machfudi, Annisa'ul Afidah " Students' Difficulties In Vocabulary Mastery" , 2022".‖	• The previous research is used qualitative research. • Data technique and data source triangulation were used to validate the collated data.	• The previous research focus on vocabulary mastery . • Found that student lack of interest and motivation in learning English.
3.	Waode Hamsia " – "Developing Students' Speaking Ability Through Stoy Completion" , 2018.‖	• The previous research and this current research focused on student speaking through story completion. • The previous research used a descriptive qualitative	• The previous research subject focus on senior high school.
4.	Purwasih, I. (2020). *The Implementation of Story Completion Technique to Improve Speaking Skill of Vocational High School Students.*.".‖	• Both studies used Story Completion Technique to improve students' speaking skills.	• Purwasih conducted research at Vocational High School using Classroom Action Research (CAR) in two cycles with speaking tests, while the current study used Descriptive Qualitative research focusing on classroom process, students' and teacher's perceptions, and difficulties at Junior High School level with Descriptive Text material.
5.	Khoiriyah Shofiyah Tanjung, Rahmadhani Fitri " Improving Students' Speaking Ability Through Story Completion Technique in Narrative Text", 2020‖	• The previous research and this current research focused on student speaking through story completion.	• The previous research used a Collaborative Classroom action research (CAR). • The study used a narrative text.

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Based on the table above, all studies proved similarities and differences with the research and each researchers have their own ways to analyze their research. Thus, the researcher interested to proposing a thesis entitled exploring English-speaking skill toward story completion technique. This is the uniqueness as well as renewal of this research.

B. Theoritical Framework

In this chapter, there was several sub-topics which was relevant based problem of research. The theoretical frameworks reviewed, namely: (1) Speaking skill (2) story completion technique in descriptive text (3) Factor affecting english speaking skill through Story completion technique.

1. The Concept of Speaking Skill

   a. Definition of Speaking Skill

      According to Brown, speaking skill is the ability to use the language in oral form to show what is in the mind.[24] It can be interpreted that speaking is a way of communicating with others, sharing information, expressing ideas, feelings, emotions to others or giving explanations, or asking questions to someone. It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. Based on the ideas, speaking is very important in daily activities, because we can react to other people and situations, express our ideas, thought, and feeling, through spoken language. Based on the

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[24] H. Douglas Brown, "*Language Assessment Principle and Classroom Practices*", (San Francisco: Logman,2003), p.149.

explanation above, it can be concluded that speaking is a productive skill used by someone in daily life to communicate, an act of producing words, which is communicated the speech sound for expressed and conveyed a message or ideas to build communication to a listener or a group of listeners. Through speaking, it can be expressed by reading and writing, because speaking is one of the productive skills. In our social life, speaking is a way to express our thoughts and help us in social interactions to make a better social life. So, speaking is very important. If they cannot communicate how they can transfer what they are going to talk or communicate.

b. Types of Speaking Skill

Before assessing speaking, we need to acknowledge five basic types of speaking. Propose five types of speaking as explained in the following.

1) Imitative

This type of speaking requires the test taker to transcribe words, phrases or sentences. Pronunciation is the main aspect of assessment although grammar also takes part as an assessment criterion. What needs to be underlined in imitative speaking is that the communicative competence of the language is not important. They just need to get some information, and then reproduce it orally without having to add any additional explanations. What comes out of them is just the information they heard.

2) Intensive

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Unlike imitation, intensive speaking does not emphasize pronunciation or phonological aspects. Understanding of meaning is required to answer certain tasks, but interaction with the interlocutor is minimal. Examples of activities are reading aloud, completing sentences and dialogs.

3) Responsive

Authenticity in conversation is important. Therefore, the speaker is stimulated to speak immediately. To respond to a short conversation, making a simple request comment is a type of activity that falls under this type of speaking.

4) Interactive

Sentence load and complexity are the main differences between responsive and interactive speaking. The number of speakers is also important as sometimes more than two people are needed in a conversation.

5) Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.[25]

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[25] Brown and Abeywickrama, "*Language Assessment Principles And Classroom Practices*", (2010 : 184 – 185).

c. Aspects of Speaking

Public speaking is one of many ways for students to practice their English speaking skills. According to Harris[26], there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

A) Comprehension

Oral communication certainly requires a subject to respond to speech and initiate it.

B) Grammar

Students must know how to construct a proper sentence in the discussion. As explained by Heaton, that students' ability to manipulate the structure and to distinguish appropriate grammatical from inappropriateness. Grammar is useful for learning the right approach to becoming fluent in a language orally and in writing.

C) Vocabulary

The proper diction that is employed in communication is referred to as vocabulary. One cannot communicate successfully or express their ideas in writing and conversational form without a suitable vocabulary. Another obstacle that prevents language learners from acquiring a language is has a small vocabulary. Without vocabulary, it is impossible to communicate, and without grammar, even less. As a result of this justification, the researcher concluded that

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[26] Harris, D. (1974). "*Testing English As Second Language*". New York: McGraw-Hill Company.

English language learners would not be able to speak or write English properly if they did not thoroughly understand the vocabulary.

D) Pronunciation

Students can talk more clearly by pronouncing their words correctly. It focuses on the phonological process, the part of grammar that consists of the components and rules that define how sounds change and pattern in a language. Both supra-segmental properties and phonemes are characteristics of pronunciation. The researcher deduced from the statement mentioned above that pronunciation is the understanding of researching how the words in a certain language are generated clearly when individuals talk. To make communication easier to understand when speaking, proper pronunciation is crucial.

E) Fluency

Fluency is the capacity for reading, speaking, or writing with ease, fluidity, and expression. In other words, the speaker can relate meaning and context while reading, understanding, and responding to a language. Speaking accurately and fluently is a quality that can be characterised as fluency. One of the aims of many language learners is to talk with fluency. The ability to speak at a moderate pace with few pauses or “ums” or “ers” is a sign of fluency. These indicators show tha the speaker did not spend much time looking up

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the linguistic components required to convey the idea. The researcher concluded that fluency is another key element based on the abovementioned concepts. The capacity to talk accurately and eloquently is known as fluency.

2. Story Completion Technique in Descriptive Text

   a. Definition of Story Completion

      Story completion is a useful tool for accessing meaning-making around a particular topic of interest. This scope does not rely on a constructionist lens; this research can coherently be framed as exploring either perceptions and understandings or social/discursive constructions of a topic (Braun & Clarke 2013)[27]. Story completion is particularly useful for exploring (dominant) assumptions about a topic. Because the topic is addressed indirectly and because stories stems are deliberately ambiguous and require participants to fill in the detail, participants have to draw on personally and socially available sense-making resources to tell a story that makes sense. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten

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[27] Braun, V & Clarke, V 2013, "*Successful qualitative research: a practical guide for beginners, Sage, London".*

sentences. Students can add new characters, events, descriptions and so on.

This technique helps students' speaking skills improving. In this type of teaching students creativity also improve; in contrast to story retelling, in this technique students must usevocabulary of their own. This is an open task and it is students who manage the story and try to complete it.

The steps in doing Story Completion activity:

- Introduction : Teacher explains about story completion and tells to students how to do it well .
- Assessment : Teacher explains to the students to perform freely by their creativity. The teacher focuses to assess the vocabulary mastery of the students.
- Preparation : Teacher and students sit in a circle.

Based on theory of the story completion above, the researcher gives the limitation of free speaking as stated above. The students are free to speak but they should complete the idea of the story that has been determined by the researcher for each student in a group. The students are free to tell the story by using their own words and they are free to use their gesture or even expression when conducting story completion.

b. The Advantage of Story Completion technique in English Teaching

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There are a number of ways in which story completion can enhance intercultural understandingand communication. Stories can:

- Allow students to explore their own cultural roots.
- Encourages students to think creatively and develop original ideas.
- Boosts speaking confidence when used in oral storytelling exercises.
- Helps in developing logical reasoning.
- Helps build fluency in both written and spoken English.

c. Descriptive Text Material

- Definition of Descriptive Text

Kane [28], retrieved on January 12, stated that descriptive text is description about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail.

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- Generic Structure of Descriptive Text

[28] Kane, Thimas, S. (2000). "*The Oxford Essential Guide to Writing*". New York: Barkley Books.

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

1) Identification: (contains about the introduction of a person, place, animal or object will be described.)
2) Description: contains a description of something such as animal, things, place or person by decribing its features, forms, colors, or anything related to what the writer describe.

- Purpose of descriptive text

1) To describe person, thing or place in specific.
2) To describe a particular person, thing or place.

3. Factor Affecting English Speaking Skill Through Story Completion Technique.

1) Fluency

Looks at fluency as the ability to fill the time with talk. In this definition, the speaker can use the time of talking most productively. The definition of fluency is derived as the ability of an individual to speak without undue hesitation.

2) Vocabulary

Numan said that Vocabulary is more than lists of target language words. A spoken word is a sound of sequence of sound, which communicate in idea to the mind of another person. In order to

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communicate those ideas precisely, a speaker should express them with precise word rather than general word.

3) Grammar

Grammar is the description of the structure of a language and the way in which linguistic unit such as words andphrases and combined to produce sentence in the language.

4) Comprehension

Comprehension is the minds act or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning. Clark make a simple meaning of comprehension as the building the meaning from sounds. It means what the listener hear and understand from a speaker is to show his comprehension

4. The Learning Process of Speaking Descriptive Text

Learning is the process by which pupils gain their information, actions or behaviors, and abilities. For optimum transformation, learning necessitates effort and encouragement. If pupils are more motivated, their potential and ability will increase.

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Brayadi, et, al stated that learning theory is a learning theory that we can take from anywhere owned by cognitive learning experts, namely expert thinking, habits, empirical research, and learning theory itself.[29] Its methods

[29] Brayadi, Supriadi, Hecksa Manora, "*Information processing and cognitive theories of learnig*". Edification Vol.4, No.2, January 2022.

of instruction must be founded on the ideas and findings of numerous professional theories, practices, and the theory itself. Individual or group learning, both within and outside of the classroom, is one of the learning processes.

The learning process certainly has several learning methods and strategies used by teachers; therefore learning also requires a learning plan to be easier in the steps of the learning process so that the learning concept is more effective, active, and fun. The learning process is a learning process carried out to increase knowledge, skills, and experience by using learning plans or concepts by teachers. The learning process has many kinds of learning concepts that need to be known to be used in learning.

Several types define the learning process, the definition is formulated based on the point of view of one of them, and namely learning process is a series of steps that make changes in cognitive, affective, and psychomotor aspects for individuals' positive learning impact.[30] After that, as students also apply the definition of the learning process itself according to understanding, sometimes the learning process is not by the learning procedure because of several factors such as not having to learn goals, not having motivation or skills possessed by students. The learning process also has the concept of learning in learning and teaching in the classroom.

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[30] Herman, (Memahami proses belajar anak). Volume IV. No 1. January-juni 2018.

CHAPTER III

RESEARCH METHOD

A. Research Approach and design

The research approach used in this study is qualitative because it focuses on the personal, subjective, and experiential foundations of knowledge and activity, making it inherently humanistic. A qualitative approach directly explores individuals and groups with more comprehensive problems. Therefore, the researchers prepare several stages completely. This research uses several stages, starting with making a research plan, preparing tools for research, carrying out research, processing data, and reporting research result. But before that, the researcher has identified the problem and focused on determining it. Qualitative research occurs in a natural setting where human's habitual actions and events occurs.[31] Thus, this research focused on exploring English speaking skill through story completion technique in descriptive text. So the result of this research was provided in the form of description.

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This qualitative approach uses more free data collection methods, such as document, observation, and interview. The researcher obtained and interpreted this data to provide insight and explain the phenomenon studied. Data analysis was conducted by identifying problems and themes arising

[31] John W. Creswell and J. David Cresswell, *Research Design: Qualitative , Quantitative, and Mixed Methods Approach,* (London: Sage Publications, 2017).

from the collected data collected.[32] The goal of this research is to make the description systematically actual and accurate regarding the facts of the phenomenon under study.

Instead of a quantitative study of data, the aim of qualitative research is to provide a comprehensive picture and depth of knowledge.[33] So, the result of this study was provided in description form. The qualitative research approach, also known as descriptive research, was applied in this study. This research is a descriptive study, which focuses on the development of an individual unit, such as a person or community, in relation to their environment.

B. Research Subject and Location

A person with a research background who can supply knowledge on the circumstances and conditions of the research background is the subject of the study, which is source information.[34] This research will be condcted at the eight grade students of SMP Negeri 01 Rowokangkung. This location will be selected for its relevance and capacity to address research questions. With this research location, researchers can assure the data obtained is valid, allowing the results to contribute significantly to this study. It was taken from five students in the eighth grade, which consist of 2 males and 3 females. Additionally, the researcher collaborates with the teacher of English. The

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[32] Creswell, John W,. W., And Cheryl N. Poth. *Qualitative inquiry and research design: Choosing among five approarch, sage publication*, 2016.
[33] Donal Ary Jacobs, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, "*Introction to Research in Education"., 8th Edition,* (Belmont USA: Wadsworth, 2010), 29.
[34] Meleong, Metodologi- penelitian (2017).

reason the researchers chose class eight at this school is because in eighth grade English material is more applicable for speaking lessons, and in ninth grade while the reason the researcher did not choose ninth grade at this school is because the school did not allow researcher to interfere with the serious class schedule of ninth the grade students' because of ninth grade already in the focus phase in lessons to face the National Examination. So, researchers only have to choose class eighth to do this method.

Besides that, the type of data used in this research is primary data. Primary data are taken directly by respondents this data is obtained from interviews. This study uses a qualitative approach because the data used by the researcher are in the form of data obtained from observation and interviews.

C. Data Collection Technique

Researcher utilize data collection techniques to obtain research data from the source. The data gathering technique is required here since it will be used to prepare research instruments. The following are the data collection strategies that researcher employed:

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1. Observation

   The act of completely focusing on the sensory study item is known as observation. The researcher observed the people and their activities at the research site and made field notes about them. Additionally, it can generate statistics to confirm or refute information shared during face-to- face encounters.

Observation research can be done directly and indirectly. Therefore, a researcher used direct observation as needed in research. The first is to determine the object to be observed, the second is to collect facts according to the object, and the third is to prepare books, and record behavior problems and individual activities at the research site. The last is to edit the results of the report that has been recorded in the book.

The determination of informants in qualitative research is not based on numbers but based on suitability to achieve findings from problems in the field. The selection of informants is carried out when the researcher starts to enter the field directly. and during the conduct of the study, the researcher must select a specific person for the main subject.

2. Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide[35]. Interview data collection methods can be conducted in person or over the phone, and they can be structured or unstructured. There are three different sorts of interviews: semi-structured, unstructured, and structured.

Semi-structured interviews will be used by the researcher. Compared to structured interviews, this interview's execution is more

[35] Moh. Nazir, Metode Penelitian, (Jakarta: Ghalia Indonesia, 1993).

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flexible. This kind of interview asks participants for their opinions and ideas in order to decide the issue in a more direct manner. The researcher took notes and recorded the conversation to capture the information. The interview was conducted in Indonesian and then translated into English.

3. Document Review

Documentation, also known as document review, is a method of data collection that involves gathering and examining documents, including written, visual, and electronic ones.[36] Prior to the study, participants typically created records for the public. Domain, their own writing, or instructional materials.[37] The recordings, photos, and texts are also used as documentation. Additionally, the documentation enabled the researcher to include supporting data. The data collected were:

a. Profile of SMPN 01 Rowokangkung
b. Lesson plan
c. Pictures during observation
d. Recording of interview result with the informants

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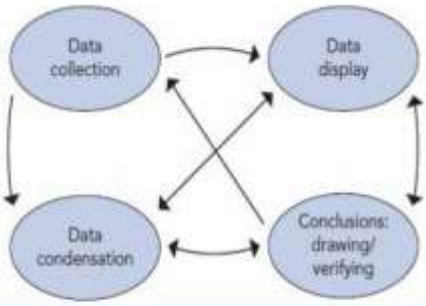
D. Data Analysis technique

After collecting data, reseacher directly analyze the data that obtaned from the result observation and interview. Before conducting the interview, the researcher was confirmed to have understood the case at the research

[36] Suharsimi Arukinto, "*Prosedur Penelitian Suatu Pendekatan Praktik",* (Jakarta: Rineka Cipta, 2006), 223.
[37] M. G. Lodico, D. T. Spaulding, K. H. Voegetle, *Methods in Educational Research: from Theory to Practice,* (San Fransisco: Josey-Bass, 2010).

site and analyzed the answers from the participants. If the participants' answers after analysis feel unsatisfactory, then as a researcher, they continued the questions again instead of re-questioning until the stage at which the information is sought is clear. Activities in data analysis are data collection, data reduction, data presentation, concluding, and verification, which is called Miles and Huberman model data analysis.[38].



Source: Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.

1. Data collection can be obtained by conducting interviews and taking data to participants. In this reserach the researcher conducted the interview with the teacher and students. The interview conducted before and after the implementation of the story completion. The interview contained by the questions related to the implementation of story completion.
2. Data condensation

   Data condensation is the process of focusing, simplifying, abstracting, and altering the data found in the written-up field notes, interview transcripts, documents, and other empirical materials that make up the

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[38] Matthew B. Miles, A. Michael Hurberman, Johny Saldana, "*Qualitative Data Analysis 3rd edition*", (United States of America: SAGE Punlications inc, 2014).

whole corpus (body).[39] Data condensation is a process that helps the researcher select, summarize, and concentrate on participant-provided data. In order to find the related phrases in this research, the researcher first employed data condensation by sorting through, categorizing, and creating abstractions from filed notes, interviews, and document reviews.

In this research the researcher focus in collected the data from interview, so the researcher identified the data by compared from one data with another data. After reducing the information, researcher managed and summarizing the data into understandable formats.

3. Data Display

According to Miles, Huberman and Saldana stated that ―A display is an organized, compressed assembly of information that allows conclusion drawing and action.[40] In qualitative research, descriptions were used to present the data. In this instance, the data is sorted so that it may be easily comprehended and prepared for further research. It is also arranged in a relationship pattern. The data display used in this study was an exhaustive review of pertinent data regarding exploring English-speaking skill through story completion technique of descriptive text material in SMPN 01 Rowokangkung.

4. Conclusion Drawing

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[39] Matthew B. Miles, A. Michael Hurberman, Johny Saldana, *Qualitative Data Analysis 3rd edition,* (United States of America: SAGE Punlications inc, 2014).
[40] Matthew B. Miles, A. Michael Hurberman, Johny Saldana, *Qualitative Data Analysis 3rd edition,* (United States of America: SAGE Punlications inc, 2014).

In this stage, the researcher identified the outcomes of the observation, interview, and identified documents in this stage. The conclusion would only be valid for the next data collection, and it would be revised if there was insufficient evidence to support it. As a result, the result was a reliable conclusion.

E. Validity of Data

Validity is the significant consideration in developing and evaluating measuring instruments. Validity as extent to which an instrument measured what it claimed to measure.[41] In qualitative, validity the data used triangulation. In this research, the validity of data on triangulation is divided into two ways; triangulation of data source and triangulation of technique.[42]

1. Source triangulation was assessed to the credibility of the data that checking the data obtained to several sources involved in person, place, time, etc. Furthermore, we used technique triangulation and source triangulation to compare the result of the interview to the contents of the relevant document. Meanwhile, source triangulation examines informants' perspectives from diverse data sources.

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[41] Donald Ary et al., "*Introduction to Research in Education: eighth edition*" (Canada: Nelson education, Ltd), 2010, 225.
[42] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, third edition (London: Sage Publications), 2014, 266.

2. The triangulation of technique was assessed to the credibility of data that checking the same data by various methods. It can involved in interview, observation and documents review.

F. Research procedures

In this section, the research implementation plan will be carried out by the researcher, starting from preliminary research, design development, actual research, and report writing.[43] In this research there were three stages, they were:

1. Pre-Field Stage

There were several stages of activities that researcher must do, in this stage one consideration was added the needs to be understood, namely research ethics in the field in the activities and considerations described below:

a) Prepare research instrument
b) Select the research location
c) Make licensing
d) Explore and assess the research location
e) Select and use informants
f) Prepare equipments

2. Stages of field work:

a. Undestanding the background of research and preparation

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[43] Tim Penyusun, Pedoman Penulisan Karya Ilmiah, (IAIN Jember Press, 2020), 48.

b. Enter the field

c. Look for the data source

d. Participate while collecting the data

e. Complete the data

3. Data Analysis Stage

The data analysis was the last stage of the research process was discussed in the previous chapter. At this stage the activities include:

a) Data Reduction

At this stage, data reduction through observation, interviews, recordings or field notes will be selected, selected and simplified to focus more on important aspects related to explore English speaking skills through the Story Completion technique. If the research uses recordings of student conversation when completing stories, researcher identify the fluency, accuracy, vocabulary and student confidence in speaking. Irrelevant or excessive data can be eliminated so that the analysis focuses more on the research objectives.

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b) Data Display

After reducing the data, the next step is data display. Through data display, the information will be structured and organized to make it more comprehensible. In this study, the researcher will present the

reduced data in the form of tables and narratives, focusing on exploring students' English speaking skills.

c) Conclusion with drawing

The last step of analysis data in qualitative research is conclution with drawing. When the researcher goes back to the field to gather data, and if the conclusions made at the initial stage are backed by valid and consistent evidence, the conclusion becomes a reliable one. The purpose of this is to understand the meanings, relationships, similarities, and differences in the collected data in order to draw conclusions about how to address the existing problems. The conclusions in this study are based on the data collected in the field, supported by observations, interviews, and document reviews related to exploring students' English-speaking skills.

G. Research Instrument

1. Interview Guide

a) Interview to teacher

- Do you see changes in students' English speaking abilities after using the story completion technique?
- What do you feel are the challenges in using story completion techniques in teaching English?
- Do you feel that the story completion technique can help increase students' confidence in speaking English?

b) Interview to student

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- What do you feel when you use the story completion technique in learning English?
- Do you feel that the story completion technique has helped improve your English speaking skills?
- Do you feel more confident in speaking English after using the story completion technique?

2. Observation guide

Here's a structured Observation Guide for "Exploring English-Speaking Skill Through Story Completion Technique":

a) General Information:

- Observer's Name:
- Date of Observation:
- Location:
- Class/Group Observed:
- Number of Participants:

b) Speaking Skill Assessment Criteria

Observe and assess participants based on the following aspects:

A. Fluency

- Do participants speak smoothly with minimal hesitation?
- Are they able to continue the story without long pauses?
- Do they use fillers (e.g., "uh," "um") excessively?

B. Pronunciation

- Is their pronunciation clear and understandable?

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- Do they attempt to pronounce words correctly?

- Are there any noticeable difficulties with specific sounds?

C. Vocabulary Usage

- Do participants use a variety of words to express ideas?

- Do they struggle to find appropriate words?

- Do they use idiomatic expressions or phrases naturally?

D. Coherence and Creativity

- Does the story flow logically from one part to another?

- Are the ideas well connected?

- Do participants demonstrate creativity in storytelling?

E. Engagement and Confidence

- Do participants speak confidently?

- Do they make eye contact and use gestures while speaking?

- Are they actively engaged and enthusiastic?

F. Interaction and Collaboration

- Do participants respond well to prompts from peers or the teacher?

- Are they able to build on each other's ideas effectively?

- Do they encourage or assist others in continuing the story?

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No.	Aspek Penilaian	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
1	**Fluency**	Berbicara lancar tanpa jeda, tanpa ragu-ragu	Cukup lancar, sedikit jeda	Sering berhenti atau terbata-bata	Banyak diam dan ragu-ragu saat berbicara
2	**Pronunciation**	Pengucapan tepat, jelas, mudah dipahami	Pengucapan cukup tepat, ada kesalahan kecil	Banyak salah pengucapan namun masih bisa dipahami	Pengucapan salah dan sulit dipahami
3	**Grammar Usage**	Struktur kalimat benar dan sesuai	Beberapa kesalahan ringan dalam grammar	Banyak kesalahan grammar	Tidak sesuai grammar, susah dipahami
4	**Vocabulary Usage**	Kosakata luas dan bervariasi, sesuai konteks	Kosakata cukup, meski kurang variatif	Kosakata terbatas, sering salah pilih kata	Kosakata sangat terbatas, sering tidak tahu kata
5	**Confidence**	Sangat percaya diri, berbicara lancar tanpa rasa takut	Cukup percaya diri, meski kadang ragu	Kurang percaya diri, terlihat ragu-ragu	Tidak percaya diri, enggan berbicara
6	**Comprehension**	Sangat memahami topik dan respon sesuai	Memahami topik, respon cukup tepat	Sering salah tangkap makna	Tidak memahami materi
7	**Story Development**	Cerita runtut, logis, kreatif, dan menarik	Cerita cukup runtut dan menarik	Cerita tidak runtut, ide kurang berkembang	Cerita tidak jelas dan tidak logis

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TABLE OF OBSERVATION GUIDE

No	Observation Aspects	Indicator	Yes	No
1.	**Student participation**	~ Actively contributes to story completion		
2.	**Fluency**	~ Speaks with minimal hesitation		
3.	**Pronounciation**	~pronounces words clearly & correctly		
4.	**Grammar usage**	~ use correct sentence structure		
5.	**Vocabulary**	~ uses appropriate & varied vocabulary		
6.	**Confidence**	~ Speaks without fear or anxiety		
7.	**Story Development**	~ contributes relevant ideas to the story		
8.	**Comprehension**	~ understand & responds appropriately		
9.	**Use of first language**	~ minimizes the use of Indonesian language		
10.	**Teacher Feedback**	~ The type and frequency of teacher feedback during the activity.		

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CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents the data that have been collected of data result from the result observation, documentation, and result interview to replay the research questions. It cover the description of data, data analysis, and discussion.

A. The Overview Of Research Object

The researcher explaned the profil of SMPN 01 Rowokangkung. The aims to description of data to ease of researcher and evaluate of educational programs available. It can be seen below:

1. Identity of SMPN 01 Rowokangkung

Table. 4.1
Identity of SMPN 01 Rowokangkung

School name	: SMPN Rowokangkung 01
Address	: Jl Raya Rowokangkung, SUMBERSARI, kec. Rowokangkung, Kab. Lumajang.
No SK pendirian	: 08886/0/1986
NPSN	: 20521404
Telephone number	: 085257690350
Status	: Negeri
Established	: 1997
School Accreditation	: B
Region	: 10.160 M
Postal code	: 67359
Email	:smpnsaturowokangkung@ymail.com

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This data was obtained to get relevant data by conducting direct field surveys. This is proven information about the identity of the school.

2. Research Site

The location of research at Jl. Raya Rowokangkung , SUMBERSARI, Rowokangkung, Lumajang. This location was chosen based on its relevance and ability to answer research questions. With this research site, researcher can ensure that the data collected is valid so that the results can make a significant contribution to this research.

3. Structure Organization of SMPN 01 Rowokangkung

Table. 4.2
Structure Organization of SMPN 01 Rowokangkung

Name	Position
Drs. Kustriyanto, M. Pd.	As Headmaster
Drs. Satuki, M. Si.	As Committee Chairman
Nur Hayati, S. Pd.	As Head of Curriculum
Ridhotus Hegi B. S. Pd.	As Head of Infrastructure
Siswanto, S. Pd.	As Head of Student Assistant
M. Aan Subkhan, S. Ag.	As Treasurer

4. Vission and Mission of SMPN 01 Rowokangkung

- Vission

Realizing a Generation with Noble Morals, Achievements and Global Insight.

- Mission

1) Carrying out activities to instill religious values in order to form a person who is faithful and pious.
2) Forming character and student independence through habituation activities.

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3) Creating a BARISAN school environment (Clean, Safe, Shady, Inclusive, Healthy, Beautiful, Comfortable) which is one of the sources of the learning process.
4) Implementing coaching for students that results in increasing the quantity and quality of graduates every year.
5) Implementing coaching training in improving non-academic (extracurricular) school achievements throughout the year.
6) Developing student creativity through school literacy movements.
7) Improving the achievement of educational competency standards and education personnel in accordance with the demands of national education development and having 21st century skills
8) Realizing SMP Negeri 1 Rowokangkung students who are skilled in accordance with 21st century skills.
9) Encouraging and assisting the mastery of Information Technology and students' insight in facing changes in the era.

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B. Data Presentation and Analysis

This research explained based on the data as follows:

1. Teaching English-Speaking Skill through Story Completion Technique in Descriptive Text

In this research, the researcher classified several findings involving exploring english speaking skill through story completion technique in descriptive text. The resesarcher observed the teaching-learning process by used an observation guide to analys the problems of teaching English-Speaking Skill through story completion technique in descriptive text at the eight grade of SMPN 01 Rowokangkung. The observation process was held from 15th March 2025 until 19th March 2025.

On 19th March 2025. The researcher observed students in learning process. The teacher began the activity by greeting by generally saying " Good Morning" and asking about condition, such as " How are you today?". Then answered by students "I am fine thank you, and you?". Answered by teacher, " yes, i am fine too. Thank you!!" and the teacher checked the students attendance.

In the learning activities, the teacher explained about the descriptive text including the definition, social function, and the generic structure of descriptive text. The teacher also gave the example of descriptive text and the teacher guides how to read the text correctly. Then, the teacher order some student to describe simple of thing in the classroom such as book, pencil, and hand phone.

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Based on the observations above, the students seemed confused when asked about describe things in the learning process. They also seemed to have the lack of vocabulary. The researcher found that the lack of vocabulary that most students have in the classroom,thus preventing them from being able to understand the material being taught. To start speaking in the class, they cannot speak English fluently. They must have a small note to record some vocabulary or sentences that they do not know. Therefore, teacher allow them to open dictionary when English learning takes place in class. The researcher observed facial expressions, students' interests, and difficulty in the process of English Speaking in descriptive text. The researcher also analyzed to know the students' prespective about teaching learning english speaking in descriptive text at the SMPN 01 Rowoakngkung.

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Figure 4.1 Learning process

During the teaching and learning process, the teacher instructed the studentst randomly to describe things in the classroom. The teacher aligned the students'speaking correctly with the students' pronounciation,asked about the meaning of word, and about the structure of descriptive text. The researcher observed the learning process and found the information below:

1) Sofia

In observation, the researcher found that Sofia difficulty pronouncing words that were less precise.

Sofia cannot be pronounced well when describe of things. She also has difficulty following the teacher's instructions for word pronounciation. The difference between writing and pronounciation is not the same in the words. Sofia also confused while asked by teacher. She had difficulty in meaning word while asked by teacher, she did not known in meaning of word because she did not recognize many words. It can occurred, that the students not had dictionary in learning process. Sofia also did not know how to determine part of the descriptive text structure because she had pronounciation difficulties. It concluded that students had trouble pronouncing, meaning of word , and lack of vocabulary.

2) Melvy

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In observation result showed that Melvy had difficulty in speaking. Melvy said that she had difficulty because she did not pay attention when the teacher was explaining the material being studied in front of the class. She was less able to imagine and describe her things because cannot speak English fluently and there are many vocab that she doesn't know. It concluded that Melvy had difficulty in vocabulary.

3) Rehan

In observations result showed that Rehan had difficulty with vocabulary. Rehan haven't dictionary, he had to borrow a dictionary from his friend. He also made mistake in translating the word while asked by teacher about the vocabularies and he cannot answered cause he recognize of vocabulary in the word. It means that Rehan had difficulty vocabulary.

4) Fathia

In observation, the researcher found that Fathia had difficulty in pronounciation. She seemed nervous. When the teacher asked her to describe a pencil, she said "pencil", actually the true pronounciation is " /ˈpɛnsəɬz/. It means Fathia had difficulty pronouncing of word.

5) Reno

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In observation, the researcher founf that Reno had difficulty in determining descriptive text. He did not know how to determining of structure descriptive text. Reno 0nly known about part of description. It occured cause Reno forgot while asked by teacher.

Based on the observation result, the researcher knew that the students had lack of speaking in descriptive text,which consisted of the pronounciation of words, lack of vocabulary, and word of meaning. Sofia had difficulty with pronounciation and meaning of words; Melvy had lack of vocabulary; Rehan had lack of vocabulary,pronounciation and word of meaning; Fathia had difficulty pronouncing of word; Reno had dificulty with the pronounciation, meaning of word, and determining the descriptive text.

Table 4.3
List student's problems

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No	Name	Pronunciation	Word of meaning	Vocabulary
1.	Sofia	√	√	
2.	Melvy			√
3.	Rehan	√	√	√
4.	Fathia	√		
5.	Reno	√	√	√

2. The Perception of Students Speaking Through Story Completion Technique

In this research, the reseacher classified several findings involving the factors of students speaking through story completion technique in descriptive text at SMPN 01 Rowokangkung. The researcher interviewed using data prepared toknow the problem at SMPN 01 Rowokangkung. There are:

b. Data from an Interview with an English Teacher

On April 09th 2025. The researcher interviewed the English Teacher of Class VIII SMPN 01 Rowokangkung. The researcher asked about factors of preventing students from speaking in English. This interview was conducted in the language to make it easier for students to answer questions which were then translated into English as follows:

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Figure 4.2 Researcher interview for teacher

Researcher :What is preventing students when using story completion technique of speaking in English of descriptive text?

Teacher :" Which prevents students from speaking fluently in English due to the factors of mother tongue that they often use everyday, which causes them to be familiar with their mother

> tongue, and cannot understand difficult languages such as English, other problems are lacking the vocabulary they have and their pronunciation must also be improved, if they still often use their mother tongue, and their lack of confidence when speaking English in front of the class."

The data from the interview above shows that the preventing students from Speaking in English as follows:

1) Time of students Speaking in English; in the interview, it was known that the less of time in speak English. Because them to be familiar with their mother tongue.
2) Less of Vocabulary, the teacher states that the student is still lack of vocabulary. They must have a small note to record some vocabulary or sentences that they do not know.
3) Students lack of pronounciation, the teacher states that. They still spell the words in English seems like their mother tongue. The teacher corrected the words of pronunciation in order to they pronoun the words in a good way.

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c. Data from Interviews with students

The researcher interviewed to students subject in clas VIII SMPN 01 Rowokangkung,which was held on April 16th 2025. The researcher give questions about the Students' preception when learning Story Completion technique in descriptive text.

Figure 4.3 Researcher interviews for Students

Reseacher	: Do you like this lesson?
Salsa	: Yes, that is right Miss
Reseacher	: What is your perception after the previous learning, ?
Salsa	: It's fun Miss, because we usually often learn using material books. I became more confident. My English pronunciation is also being trained, so at least I can pronounce some words better than before.
Researcher	: Were there any difficulties during the learning process?
Salsa	: The difficulty earlier was because I didn't pay attention when the teacher was explaining in front of the class about the material we were studying. Then Miss, when I already understood the material, I was a bit confused because I couldn't imagine and describe the pictures. Because when the lesson started, i was hungry Miss.

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From the interviews result above, the researcher reliaze that Salsa likes learning story completion technique in descriptive text because she feels there is a difference that makes it easy for her to speak english. She felt more confidence when

speak english. However, she has difficulty in pronunciation and word of meaning.

On 16th April 2025. The researcher interviewed by used interview guide with Melvy. The Melvy were interviewed by the researcher and then translated into English as follows:

Reseacher	: Do you like this lesson?
Melvy	: Yes, that is right Miss.
Reseacher	: What is your perception after the previous learning, ?
Melvy	: In my perception, the learning process was quite fun because it kept me from getting sleepy, Miss. Yes, much more confident than when I had to speak for myself. Even if there are mistakes, it is okay because I am still learning.
Researcher	: Were there any difficulties during the learning process?
Melvy	: Our difficulty earlier, Miss, was because we didn't have an English dictionary, Miss. I have a dictionary application on my cellphone, but we are not allowed to bring cellphones to school, so we had to borrow a dictionary from Miss's friend, so we had to wait and see to do the questions, Miss.

From the interviews result, the researcher reliaze that Melvy felt that the learning process was quite enjoyable because it kept her from feeling sleepy. She had difficulty with vocabulary. She didn't have a dictionary, she said she only had a dictionary on her cellphone. So, when she was working, she was still waiting for her turn because she had to borrow a dictionary from her friend.

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On 16th April 2025. The researcher interviewed by used interview guide with Rehan. The Rehan were interviewed by the researcher and then translated into English as follows:

Reseacher	: Do you like this lesson?
Rehan	: No, i don't really like the lesson Miss.
Reseacher	: Why ? do you have any difficulties?
Rehan	: because I have difficulty, namely I don't know the vocabulary so I find it difficult to speak Miss. Even though I know the vocabulary, I don't know how to read it Miss and I also don't know the meaning.

From the interview result, the researcher reliaze that Rehan didn't like the lesson because he had difficulties, namely not knowing the vocabulary, pronunciation, and not knowing the meaning. So he had difficulty speaking.

On 16th April 2025. The researcher interviewed by used interview guide with Rehan. The Rehan were interviewed by the researcher and then translated into English as follows:

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Reseacher	: Do you like this lesson?
Fathia	: Yes, that is right Miss.
Reseacher	: What is your perception after the previous learning, ?
Fathia	: I am interested in the learning earlier Miss, because I feel enjoy and free to speak according to my ability and imagination. I became more confident.
Researcher	: Were there any difficulties during the learning process?
Fathia	: I have a little difficulty in pronounciation so I hesitate to answer Miss.

From the interview result, the researcher reliaze that Fathia is interested in learning with the story completion technique on descriptive text material because she feels happy and free to speak according to her abilities and imagination. However, Fathia has a little difficulty in pronunciation so she hesitates to speak.

On 16th April 2025. The researcher interviewed by used interview guide with Rehan. The Rehan were interviewed by the researcher and then translated into English as follows:

Reseacher	: Do you like this lesson?
Reno	: No, Miss. I dont like it.
Reseacher	: why? do you have any difficulties?
Reno	: Because I don't know the vocabulary in English, I also don't know how to speak it, automatically I also don't know the meaning Miss.

From the interviews result above, the researcher reliaze that Reno was not comfortable with the previous learning, because he had difficulty not knowing the vocabulary, he did not know the pronunciation, and also the meaning.

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Based on the interview result above, the researcher found that implementing story completion can increase students motivation in learning Speaking skill. Supported by the result of observation that students looks happy, and interest in implementing story completion during the learning activity,

story completion can kept students up from feeling sleepy because story completion make students enjoy and free to speak according to the students imagination and it is made the students more confidant. Proved from the interiew with the student[44]. She said:

"I am interested in the learning because I feel enjoy and free to speak according to my ability and imagination. I become more confident"

The teacher also confirmed that students looks increase and better in speaking after implementing story completion. She said in the interview result[45]:

"Before implementing story completion the students didnt confident in speaking English. The students felt uneasy and confuse to looking for the topic for speaking. But after the implementation of story completion students got a better confidant in speaking"

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Story completion also could improve students vocabulary in English. Before implementing the story completion, the researcher found that students got difficulty in understanding vocabulary. They often confused and uneasy to speak because

[44] Interview result with fathia
[45] Interview result with English teacher

lack of vocabulary. But after implemeting the story completion students got improvement in their vocabulary. Supported by the result of interview with the student[46], she said:

"It's fun, because we usually often learning just using material books and it is make me boring. But after using Story completion I become more confident. My English vocabulary ad pronouncation also being trained, so at least I know and can Pronounce some words better than before"

Confirmed by the Teacher in interview result, she said[47]:

"After Implementing the Story completion the students got a lot new vocabulary, and student also can pronounce the vocabulary better than before. Except it student also directly remember the vocabulary without Memorizing it."

Beside the findings above, the researcher also found that learning descriptive text using module can help teacher preparation and mentaly support before explain the material to the students in the class. Using modul in teaching learning also possibility to organize and structure different learning method and combinations of content delivery. It is could increased student independance, more structured learning and flexibility.

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[46] Interview result with salsa
[47] Interview with English teacher

Before using the module the teacher often got confuse to make students catch the understanding of the material. The Teacher said:

"After using the module I felt easy to delivered the material to students, the learning process also felt more flexible. The students also can enjoy the learning process without feeling boring and stressed"

Then it can be conclude that using module could help teacher in learning process better that without using the module.

The data indicates that the implementation of the Story Completion Technique positively impacted students' speaking skills, particularly in fluency, confidence, vocabulary, and story development. Most students demonstrated improvement in their ability to speak more confidently, with increased fluency and more developed ideas during storytelling activities.

However, issues such as limited vocabulary, pronunciation errors, and lack of confidence remained challenges for several students, aligning with the results of observations and interviews conducted during the study.

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d. Discussions

After the researcher described and analyzed several findings about the student perceptions and students factors difficulties using story completion technique in descriptive text based on the observation result and the factors causing learning using story

completion technique in descriptive text based on the interview result.

The researcher identified the result of findings involving the students perceptions and the factor difficulties in exploring English-Speaking skill though story completion technique in SMPN 01 Rowokangkung. The students often faced by many difficulties such as, students's confidence and fluency, vocabulary mastery, student pronouncation, vocabulary improvement, ability to express ideas and creativity, and collaboration and teamwork among students.

This findings results obtained through data from observation and interview result. The details of the discussion can be explained as follows:

1. Students' Confidence and Fluency

Based on the results of observations and interviews, it was found that the use of the *Story Completion* technique could improve students' confidence in speaking English. This finding is in line with Brown's (2001) theory which states that speaking is a productive skill that requires courage to deliver messages orally.[48]

Students felt more confident when speaking in groups than individually. As expressed by Salsa during the interview, she felt more confident and unafraid of making mistakes because the

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[48] Brown, H. D. "*Teaching by Principle: an interactive approach to language pedagogy*" (2nd ed.) White Plains, NY : Longman.

learning atmosphere was relaxed and enjoyable. This is supported by research from Hidayati et al. (2019) which stated that *Story Completion* encourages students to be active and confident in speaking.[49]

Moreover, according to Harris, fluency is the ability to speak smoothly without too much hesitation. From the observation results, several students were able to speak more fluently during *Story Completion* activities compared to regular speaking activities.

2. Vocabulary Mastery

The research findings indicated that limited vocabulary was the main obstacle for students in speaking English. Several students such as Melvy and Rehan faced difficulties because they did not have sufficient vocabulary to express their ideas. This is in accordance with the research by Machfudi (2022) which stated that a lack of vocabulary mastery is a major barrier in speaking.[50]

Additionally, the lack of facilities such as dictionaries at school also became a hindering factor. As mentioned by Melvy during the interview, she had to borrow a dictionary from a friend because students were not allowed to bring mobile phones to school.

3. Students' Pronunciation

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[49] Hidayati, H. " (Doctoral dissertation, STKIP PGRI PACITAN).
[50] Moch. Imam Machfudi " Difficulties in Vocabulary Mastery", 2022.

According to Harris (1974), pronunciation is an essential aspect of speaking skills. The observation results showed that students such as Sofia and Fathia struggled with pronouncing English words correctly.[51] For example, Fathia mispronounced the word *pencil*. The problems faced by students almost about pronunciation error. The students got the mispronounced by many word English.

Using story completion could improve student vocabulary and pronunciation, because of the students used to saying the word so they will automatically remember the pronunciation of the word.

This finding is in line with Gilbert's theory which states that incorrect pronunciation can cause the message conveyed to be misunderstood by the listener, thus becoming a communication barrier.

4. Vocabulary Improvement

According to Arisca (2015), the *Story Completion Technique* could improve students' vocabulary in speaking activity. In this research also showed that story completion could improve vocabulary.[52]

As stated by Salsa during the interview, she felt got better improvement in vocabulary and could better to pronounce the vocabulary than before.

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[51] Harris , D. testing English As Second Language. New York: McGraw-Hill Company.
[52] Erlin Arisca, 1113042026 (2015)" *Improving Students' Vocabulary Mastery Through Story Completion Technique In Speaking Activity*". Fakultas Keguruan dan ilmu pendidikan , Universitas Lampung.

The result of the data showed that there was a significant improvement in students' vocabulary after they were taught by using story completion. Story completion can improve the students' vocabulary and help them to remember and keep their vocabulary. Students become more active and interested to learn vocabulary.

The researcher also found that students' improvement non only in vocabulary. The students' pronunciation also got improvement. By story completion students enjoy tried to speak English, so this not directly help student practice their pronunciation.

5. Ability to Express Ideas and Creativity

According to Kayi (2006), the *Story Completion Technique* provides students with the freedom to express their ideas, imagination, and creativity.[53] The results of this study showed that students felt freer and more creative in composing stories alternately.

As stated by Fathia during the interview, she was happy because she could speak according to her imagination and ability without any restrictions.

6. Collaboration and Teamwork Among Students

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[53] *Kayi, H. " Teaching Speaking: Activities to promote speaking in a second language. The internet TESL journal, 12(11),1-6 (2006).*

The observation results showed that the use of the *Story Completion Technique* was able to improve collaboration among students. When one of the students had difficulty continuing the story, other group members helped by providing ideas.

This finding aligns with da Silva et al, who stated that completion tasks encourage students to interact and cooperate in groups, thereby creating a collaborative and enjoyable learning environment.

Based on the discussion above, it can be concluded that the Story Completion technique is effective in improving students' speaking skills in the following aspects:

- Enhancing students' confidence and speaking fluency.
- Encouraging students to express ideas and be creative.
- Enhancing vocabulary improvement
- Promoting collaboration and teamwork among students.
- Gradually reducing students' fear of speaking in front of others.

However, several factors such as limited vocabulary, weak pronunciation, the influence of the mother tongue, and low self-confidence still remain obstacles that need to be addressed by the teacher in the next learning process.

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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the research conclusion and suggestion for English teacher, students, and researcher interested in similar research.

A. Conclusion

Based on the research findings and discussions, this study concludes the following points:

1. The Process of Teaching Speaking Skills Using Story Completion Technique

The implementation of the Story Completion technique in teaching English-speaking skills at SMPN 01 Rowokangkung was conducted effectively through several stages. The teacher began the class by explaining the concept of descriptive text and the rules of the Story Completion activity. Students were then encouraged to participate in completing a story collaboratively in groups by continuing sentences or ideas from their friends. Throughout the process, students showed increased enthusiasm and engagement. Although several challenges were identified such as limited vocabulary, pronunciation difficulties, and low self-confidence the activity successfully created a collaborative and enjoyable learning environment that motivated students to speak more actively and confidently.

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2. Teacher and Students' Perceptions of the Use of Story Completion Technique

The research revealed that both the teacher and students gave positive perceptions toward the use of the Story Completion technique. The teacher observed noticeable improvements in students' speaking confidence, fluency, and vocabulary usage. The students expressed that this technique made the learning process more fun, reduced their anxiety about making mistakes, and helped them become more expressive and creative in speaking. However, both teacher and students acknowledged several obstacles, including limited vocabulary mastery, difficulties in pronunciation, and a strong tendency to use their mother tongue. Despite these challenges, the Story Completion technique was perceived as an effective and engaging strategy to foster students' speaking skills in descriptive text.

In conclusion, the Story Completion technique proves to be a practical alternative in teaching speaking skills, especially in descriptive texts, as it helps enhance students' confidence, encourages creativity, increases vocabulary, promotes teamwork, and gradually reduces students' fear of speaking in front of others.

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B. Suggestion

Based on the result of the research, the researcher put forward some suggesttions. The suggestions were as follows;

1. For teacher

The teachers hould make the class be interesting and enjoyable. Here, the use of Story completion, contributed to motivate and stimulus the students' ability of speaking. Giving the material about make connecting with situation in daily lives, so they have the background knowledge can reduce the anxiety to tell about nice experience because easy to understand. Teacher should pay attention to the increasing of students' activities in the class. Let the students explore their potential and their ability.

2. For other researchers.

It is recommended to the other researcher who are interested in the same field to continue and develop this action research in order to find out whether story completion technique is effective in teaching speaking. Finally, the researcher realizes that there are still many shortages in her thesis, so the researcher really expects the criticism and suggestions for the improvements. Thus, the researcher also hopes this thesis can be a meaningful contribution for the teacher of English as well as students and further research.

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APPENDIXE I

MATRIX OF RESEARCH

Title	Variable	Indicators	Source of Data	Research Metodology	Research Question
Exploring English-Speaking Skill through Story Completion Technique in SMPN 01 Rowokangkung	1) English Speaking Skill	1. Fluency 2. Pronounciation 3. Vocabulary 4. Confidence 5. Collaboration	• Five students • English teacher	1. Research approach: Descriptive Qualitative .	1) How is the process of teaching speaking skill using Story Completion Technique?
	2) Story Completion technique	1. Improve student speaking skill 2. Improve students confidence 3. Vocabulary mastery 4. Improve pronounciation		2. Data collection technique: observation, interview, and documentation.	2) How is the teacher's and students' perception of using Story Completion Technique to foster students' speaking in descriptive text?

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APPENDIXE II

MODULE OF TEACHING LEARNING

MODUL AJAR BAHASA INGGRIS DESCRIPTIVE TEXT – PBL

BAGIAN I . IDENTITAS DAN INFOMASI UMUM MODUL	
A. IDENTITAS SEKOLAH	
Nama Penyusun	HENI SUSANTI , S.Pd
Nama Sekolah	SMP NEGERI ROWOKANGKUNG 01
Tahun Pelajaran	2024-2025
Mata Pelajaran	Bahas Inggris
Kelas	VIII
Jumlah Siswa	27
Fase	D
Materi	Descriptive Text (Describing Things)
Elemen	Writing-Presenting
Capaian Pembelajaran	Pada akhir Fase D, peserta didik dapat mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata 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.
Alokasi Waktu	2 JP (2 X 40 Menit)
B. KOMPETENSI AWAL	
1. Fungsi sosial Descriptive text 2. Generic structure of Descriptive Text (Identification dan description) 3. Language future of Descriptive Text : Simple Present Tense, Part of Speech (adjective dan adverb).	
C. PROFIL PANCASILA	
1. Bernalar kritis	Mengidentifikasi informasi rinci baik bersifat faktual maupun konsep dari sebuah teks deskriptif.
2. Gotong Royong	Melakukan kerjasama yang baik dalam penugasan kolaborasi.
3. Kreatif	Menyusun teks deskriptif sederhana yang sesuai dengan konteks kehidupan sehari-hari siswa.
D. SARANA DAN PRASARANA	
Media	Gambar benda, Teks Descriptive tentang benda dan Lembar Kerja Peserta Didik
Sumber Belajar	Buku Paket, Materi ajar yang sudah dibuat dalam bentuk teks Descriptive.
E. TARGET PESERTA DIDIK	
1. Peserta didik dengan cerdas istimewa (Paham utuh) 2. Peserta didik regular (Peserta didik paham sebagian) 3. Peserta didik dengan hambatan belajar (Kurang /tidak paham)	
F. MODEL PEMBELAJARAN	
Project Based Learning (PBL)	
G. ASESMEN	
• Unjuk kerja / Proyek, Tugas siswa (Kelompok) • Rubrik Penilaian untuk menilai tugas siswa	

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BAGIAN II. KOMPONEN INTI MODUL	
A. TUJUAN PEMBELAJARAN	
● Siswa dapat menetukan struktur teks descriptive. ● Siswa dapat menyusun paragraf sederhana untuk mendeskripsikan benda.	
B. PEMAHAMAN BERMAKNA	
Dengan mempelajari bagaimana menulis teks desripsi yang benar dapat menjadi pembelajaran untuk penulis itu sendiri (peserta didik). Hal ini karena menulis teks deskripsi berarti membantu dalam melatih kepekaan karena penulis menjelaskan nyata suatu objek atau suasan tertentu. Selain itu, dengan menulis teks deskripsi bisa juga melatih kita untuk bisa melihat rici dari unsur-unsur benda atau bentuk secara konkret.	
C. PERTANYAAN PEMANTIK	
Apa manfaat dari mendeskripsikan benda dalam Bahasa Inggris pada kehidupan sehari-hari peserta didik?	
BAGIAN III. KEGIATAN PEMBELAJARAN	
PERTEMUAN KE-1 (2 X 40 MENIT)	
(10 Menit)	**Kegiatan Pendahuluan**
	a. Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran
	b. Guru mengecek kehadiran peserta didik.
	c. Guru memberikan apresiasi dan mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	d. Guru menjelaskan hal-hal yang akan dipelajari, tujuan yang akan dicapai, serta metode belajar yang akan digunakan.
(60 Menit)	**Kegiatan Inti**
	a. Guru membentuk 5 kelompok belajar .
	b. Peserta didik diberikan contoh teks descriptive tentang benda dan mereka mengamati teks tersebut.
	c. Peserta didik menentukan struktur teks dan unsur kebahasaan teks descriptive
	d. Peserta didik menanyakan hal-hal yang belum diketahui kepada guru
	e. Guru memberikan sebuah gambar dan daftar pertanyaan kepada masing-masing kelompok
	f. Peserta didik berdiskusi mengenai gambar yang menjadi object dalam pembuatan teks deskripsi.
	g. Peserta didik menyusun teks sederhana berdasarkan gambar dan daftar pertanyaan yang telah diberikan.
	h. Peserta didik mempersentasikan tugas kelompoknya didepan kelas.
	i. Guru dan peserta didik mengevaluasi hasil persentasi setiap kelompok yang tampil.
(10 Menit)	**Kegiatan Penutup**
	a. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran
	b. Guru dan peserta didik melakukan refleksi pembelajaran
	c. Guru memberikan penugasan dengan mencari kosakata sebanyak mungkin
	d. Guru memberikan informasi terkait kegiatan pembelajaran pada pertemuan berikutnya
	e. Guru menutup kegiatan pembelajaran dengan meberikan pesan dan motivasi semangat belajar kemudain penutup (salam)

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D. Refleksi Peserta Didik dan Guru
Peserta didik 1. Apakah anda memahami materi yang disampaikan pada pembelajaran hari ini? 2. Apakah pembelajaran hari ini menyenangkan? 3. Apakah anda merasa nyaman dalam kelompok? 4. Apakah media pembelajaran yang digunakan guru menyenangkan?

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LAMPIRAN-LAMPIRAN

1. MATERI DESCRIPTIVE TEXT

Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience trough the use of adjectives and adverbs.

A. Kinds of Descriptive Text

1. Describing proces

Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.

2. Describing an event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable., she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

3. Describing personality

The first thing that we must do in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

4. Describing object and describing place

Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

B. Social Function of Descriptive Text

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

C. Generic Structure of descriptive text

It consists of two parts they are (a) identification; identification, that is the statement that consist of one topic to be describe, and (b) description, which consists of the details description about the object that is identified in identification.

D. Grammatical Feature of Descriptive Text

In descriptive text, it is focuses on specific participant, uses of attributes, declarative sentence, and simple present tense.

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2. The Example Of Descriptive Text

Cow

Cows are animals that are included in mammals or animals that breastfeed. Cows or Latin name Bos Taurus get a place in the Animal Kingdom. Cows are herbivores or plant eaters (Grass).**(Identification)**

Cows or oxen are livestock members of the Bovidae tribe and the Bovinae subtribe. Cows are raised mainly for the use of milk and meat as human food. **(Description)**

In addition, in the past, cows were used as a means of transportation, pulling rice plows, and their energy was used to drive sugar cane presses. **(Conclusion)**

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3. INTSTRUMEN DAN RUBRIK PENILAIAN

Format Penilaian Kemampuan Siswa dalam Menulis Teks Deskripsi

No.	**Nama Siswa**	**Skor untuk tiap asek**			**Skor akhir peserta didik**	**Jumlah Total** Jml. Skor Perolehan / Jml. Skor Maksinal **x100**
		1	**2**	**3**		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Keterangan:

Aspek 1 = Penilaian dari diksi
Aspek 2 = Penilaian dari Kohesif

Aspek 3 = Penilaian dari aspek struktur

Parameter Penilaian

Interval Persentase	**Diksi**	**Kohesif**	**Structure**
90 – 100	Teks yang dibuat sesuai topik dan pemilihan kata sesuai atau tepat	Antara kalimat yang satu dengan kalimat yang lainnya sudah ada keterkaitannya, teks yang dibuat sudah sangat jelas menarik dan rapi	Teks yang dibuat sudah sesuai dengan structure dalam descriptive text (present tense), terdapat adjective dan adverb
70 – 89	Teks yang dibuat sesuai topik tapi belum menggunakan pilihan kata yang tepat	Antara kalimat yang satu dengan yang lainnya sudah ada keterkaitan, teks yang dibuat sudah bisa dipahami tetapi belum menarik dan rapi	Teks yang dibuat terdapat unsur adverb dan adjective tetapi penulisan belum menggunakan stuktur yang benar
60– 69	Teks yang dibuat tidak sesuai dengan topik	Belum ada keterkaitan antara kalimat yang satu dengan kalimat yang lainnya	Teks yang dibuat tidak menggunakan stuktur yang benar

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Lembar Penilaian Presentasi

Nama Anggota Kelompok :
Kelas :
Mata Palajaran :
Materi pokok :

No	Aspek Penilaian	Kriteria Penilaian	Skor Max	Skor Perolehan
1	Penyajian	• Persiapan • Penyampaian materi benar • Penggunaan alat bantu	25	
2	Tata Letak/Display	• Penempatan hasil pekerjaan baik • Komposisi penyajian serasi	25	
3	Sistematika Bahasa	• Penggunaan bahasa benar • Tata bahasa benar	25	
4	Sikap Presentasi	• Cara menyampaikan materi baik • Penampilan rapi	25	
Total Keseluruhan			100	

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RUBRIK ASESMEN PROFIL PELAJAR PANCASILA

NO	NAMA PESERTA DIDIK	KREATIF	GOTONG ROYONG	BERFIKIR KRITIS
		Menyusun teks deskriptif sederhana dalam berbagai konteks situasi dalam kehidupan sehari-hari.	Bekerja sama Mencari informasi lebih tentang materi yang diberikan dalam kelompok.	Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks descriptive dalam berbagai konteks situasi dalam kehidupan sehari-hari.
1				
2				
3				
4				
5				
6				
7				
8				

NOTE :

1. KKM Profil Pelajar Pancasila dengan kriteria BSH (Berkembang Sesuai Harapan)
2. Keterangan kriteria penilaian :
   - MB (Masih Berkembang)
   - SB (Sudah Berkembang)
   - BSH (Berkembang Sesuai Harapan)
   - SAB (sangat Berkembang)

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APPENDIXE III

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-10888/In.20/3.a/PP.009/03/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 1 Rowokangkung
Jl. Raya Rowokangkung, Sumbersari, kec. Rowokangkung, Kab. Lumajang, Jawa Timur.

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

NIM	:	204101060008
Nama	:	FIRNANDA EKA RAMADHANI
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring English-Speaking Skill through Story Completion Technique in SMPN 1 Rowokangkung." selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Kustriyanto, M. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 07 Maret 2025
Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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APPENDIXE IV

PEMERINTAH KABUPATEN LUMAJANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 ROWOKANGKUNG
Desa Sumbersari Kecamatan Rowokangkung Lumajang Telp. (0334) 390694
Telp. (0334) 390 694 Fax (0334) 390 694 Kode Pos: 67359
Email: rowokangkungsmpnsatu@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 800/094/427.41.08.22/2025

Yang bertanda tangan di bawah ini :

Nama	: Drs. Kustriyanto, M.Pd
NIP	: 19670119 198903 1 003
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 1 Rowokangkung

Dengan ini menerangkan bahwa :

Nama	: Firnanda Eka Ramadhani
Alamat	: Desa Rowokangkung Kec,Rowokangkung, RT/02, RW/05
NIM	: 204101060008
Program Studi	: Tardis Bahasa Inggris

Bahwa yang bersangkutan di atas benar-bener telah melaksanakan Penelitian di SMP Negeri 1 Rowokangkung Kabupaten Lumajang Dengan Judul " Exploring English-Speaking Through Story Completion Technigue in SMPN 01 Rowokangkung.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana perlunya.

Rowokangkung, 22 Mei 2025
Kepala SMP Negeri 1 Rowokangkung

Drs. Kustriyanto, M.Pd.
NIP. 19670119 198903 1 003

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APPENDIXE V

RESULT TABLE OF OBSERVATION

TABLE OF OBSERVATION GUIDE

No	Observation Aspects	Indicator	Yes	No	Result
1.	**Student participation**	~ Actively contributes to story completion	✓		
2.	**Fluency**	~ Speaks with minimal hesitation		✓	
3.	**Pronounciation**	~pronounces words clearly & correctly		✓	
4.	**Grammar usage**	~ use correct sentence structure	✓		
5.	**Vocabulary**	~ uses appropriate & varied vocabulary	✓		
6.	**Confidence**	~ Speaks without fear or anxiety	✓		
7.	**Story Development**	~ contributes relevant ideas to the story	✓		
8.	**Comprehension**	~ understand & responds appropriately	✓		
9.	**Use of first language**	~ minimizes the use of Indonesian language		✓	
10.	**Teacher Feedback**	~ The type and frequency of teacher feedback during the activity.	✓		

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APPENDIXE VI

JOURNAL KEGIATAN PENELITIAN

Name : Firnanda Eka Ramadhani

Nim : 204101060008

Title : *Exploring English-Speaking Skill Through Story Completion Technique in SMPN 01 Rowokangkung.*

No	Date	Research Subject	Activities
1.	March 13th 2025	Head master of SMPN 01 Rowokangkung	Giving permission of research and asking for permission for the research.
2.	March 15th 2025	At place SMPN 01 Rowokangkung	Observation of the research and asking profile, visi mission of SMPN 01 Rowokangkung .
3.	March 19th 2025	At class eight grade of SMPN 01 Rowokangkung	Observation of learning process in VIII class.
4.	April 9th 2025	English teacher of SMPN 01 Rowokangkung	Interview to teacher of SMPN 01 Rowokangkung.
5.	April 16th 2025	Students of VIII class	Interview with students of eight grade at SMPN 01 Rowokangkung.
6.	April 19th 2025	At place SMPN 01 Rowokangkung	Taking permission of research.

Kepala Sekolah

Drs. Kustriyanto, M. Pd

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APPENDIXE VII

DOCUMENTATION

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APPENDIXE VIII

RESULT OF INTERVIEW

1. Interview with English Teacher

Tanggal: 9 April 2025 **Tempat:** SMPN 01 Rowokangkung **Informan:** Guru Bahasa Inggris **Pewawancara:** Firnanda Eka Ramadhani
Description
Transcript:
Pewawancara: Apa saja yang menjadi penghambat siswa saat berbicara bahasa Inggris menggunakan teknik Story Completion? **Guru:** Yang menghambat siswa berbicara lancar dalam bahasa Inggris itu faktor bahasa ibu yang mereka gunakan sehari-hari, jadi mereka lebih familiar dengan bahasa daerahnya. Kalau ketemu bahasa Inggris, mereka merasa sulit karena nggak terbiasa. Selain itu, mereka masih kurang kosakata dan pelafalannya juga masih harus diperbaiki. Karena kalau mereka masih sering pakai bahasa daerahnya, otomatis kepercayaan dirinya juga kurang saat berbicara di depan kelas.

2. Interview with students

Tanggal: 11 April 2025 **Tempat:** SMPN 01 Rowokangkung **Informan:** Siswa Kelas VIII (Salsa, Melvy, Rehan, Fathia, Reno) **Pewawancara:** Firnanda Eka Ramadhani
Description
Transcript:

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Pewawancara: Apakah kalian suka pelajaran ini yang menggunakan teknik Story Completion?

Salsa: Iya, Miss.

Melvy: Iya, Miss.

Rehan: Nggak terlalu suka, Miss.

Fathia: Iya, Miss.

Reno: Nggak, Miss.

Pewawancara: Baik, apa pendapat kalian setelah mengikuti pembelajaran dengan metode Story Completion tadi?

Salsa: Menyenangkan, Miss, karena biasanya kami belajar cuma pakai buku materi. Aku jadi lebih percaya diri. Pelafalan bahasa Inggris-ku juga lebih terlatih, jadi bisa mengucapkan beberapa kata lebih baik dari sebelumnya.

Melvy: Menurutku cukup menyenangkan, Miss, soalnya bikin nggak ngantuk. Aku juga lebih percaya diri daripada kalau harus ngomong sendirian. Walaupun ada salah-salah, nggak apa-apa karena masih belajar.

Fathia: Aku suka, Miss. Soalnya aku merasa enjoy dan bebas ngomong sesuai kemampuan dan imajinasi. Jadi lebih percaya diri.

Rehan: Aku nggak terlalu suka, Miss, soalnya aku kesulitan. Aku nggak tahu kosakatanya, Miss. Walaupun tahu, aku juga nggak tahu cara bacanya dan nggak tahu artinya.

Reno: Aku juga nggak suka, Miss. Karena aku nggak tahu kosakata bahasa Inggrisnya, nggak tahu cara bacanya, otomatis nggak tahu artinya juga.

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Pewawancara: Apakah ada kesulitan yang kalian alami selama pembelajaran tadi?

Salsa: Iya, Miss. Aku tadi nggak fokus waktu ibu guru jelasin di depan kelas. Pas udah ngerti materinya, aku agak bingung soalnya nggak bisa

bayangin dan deskripsiin gambarnya. Soalnya tadi waktu pelajaran aku lapar, Miss. Hehe.

Melvy: Aku kesulitan soalnya nggak bawa kamus, Miss. Aku cuma punya kamus di HP, tapi kan nggak boleh bawa HP ke sekolah. Jadinya harus pinjam punya teman, jadi harus nunggu giliran.

Fathia: Aku ada sedikit kesulitan di pelafalan, Miss. Jadi suka ragu-ragu kalau mau jawab.

Rehan: Seperti yang aku bilang tadi, Miss, aku susah soalnya nggak tahu kosakatanya, nggak tahu cara bacanya, dan artinya juga nggak tahu.

Reno: Sama kayak Rehan, Miss. Aku juga kesulitan karena nggak tahu kosakata, pelafalannya, dan artinya.

Reflection : From this interview, it can be concluded that most students feel happy and helped by learning using Story Completion because it makes them more confident and the classroom atmosphere is more enjoyable. Even so, there are still major obstacles, namely the lack of vocabulary, pronunciation, and self-confidence for some students.

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APPENDIX IX

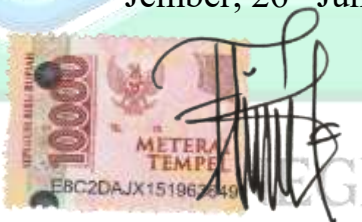
STATEMENT OF AUTHENTICITY

The undersigned below:

SRN : 204101060008
Name : Firnanda Eka Ramadhani
Semester : X (Sepuluh)
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

Declarate that this undergraduate thesis entitled **"Exploring English-Speaking Skill Through Story Completion Technique in SMPN 01 Rowokangkung"** is truly my original work. It does not include any writing publications that have already been authored or published by another individual, except for those cited in the quotation and references. Do the fact, I'm only person who is responsible for the thesis if there is any objection or claim from others.

Jember, 26th June 2025



Firnanda Eka Ramadhani
SRN: 204101060008

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APPENDIX X

RESEARCHER BIBIOGRAPHY

Name	**:** Firnanda Eka Ramadhani
NIM	**:** 204101060008
Gender	**:** Female
Religion	**:** Islam
Place, Date of Birth	**:** Lumajang, 29th November 2001
Adress	**:** Ds. Krajan Rt.02, Rw.05 Rowokangkung, Lumajang
Departement / Major Courses	**:** English Education Department
Faculty	**:** Education and Teacher Training Faculty
Email adress	**:** firnandaramadhani331@gmail.com
Hobby	**:** Badminton and traveling

Education Background :

1. **SDN ROWOKANGKUNG 01**
2. **MTs. DARUN NAJAH SUMBERSUKO-PETAHUNAN , LUMAJANG**
3. **MA DARUN NAJAH SUMBERSUKO-PETAHUNAN, LUMAJANG**
4. **UIN KHAS JEMBER**

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