

**THE IMPLEMENTATION OF TEACHING FOLKLORE  
SPEAKING SKILLS THROUGH STORY COMPLETION TECHNIQUE  
AT TENTH GRADE SOCIAL CLASS OF SMA NURIS JEMBER  
2021/2022 ACADEMIC YEAR**

**THESIS**



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

**By:**

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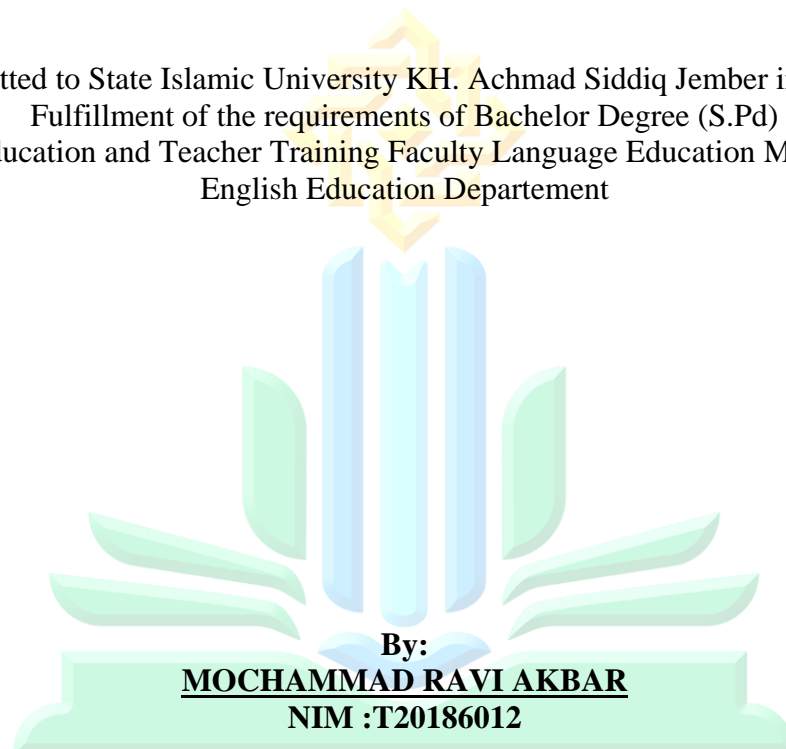
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**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
EDUCATION AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTEMENT  
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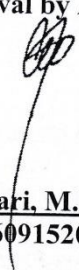
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**THESIS**

Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial  
Fulfillment of the requirements of Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty Language Education Major  
English Education Departement



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**THESIS**

Has been examined and approved as the requirements for Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty Language Education Major  
English Education Department

Day : Tuesday  
Date : 14th June 2022

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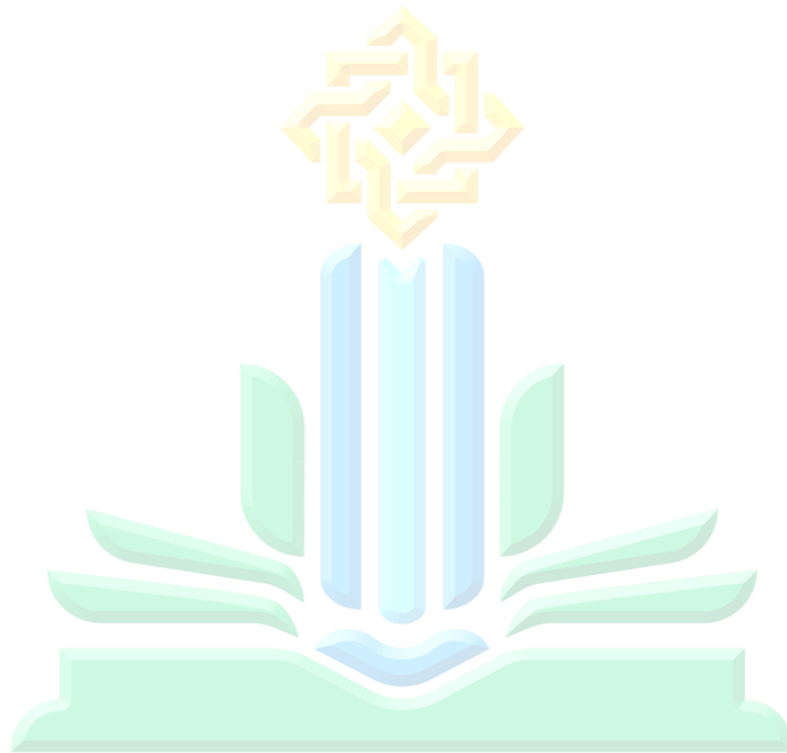


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## MOTTO

وَأَحْلَلْ عُقْدَةً مِّن لِّسَانِي

Meaning : and release the stiffness in my tongue”QS Taha:27<sup>1</sup>



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<sup>1</sup> Al-Qur'an dan Terjemahannya, Departemen Agama RI, (Bandung, 2005). P. 314

## DEDICATION

*This thesis is especially dedicated to:*

*My beloved parents Mr. Sampir Hadi Winoto and Mrs. Susanti for their never ending love, pray, and support.*

*My best support discussion Qonita Ilmi Awalina, S.Si., who has given me encourages and support when I was down while working on my thesis.*



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## ACKNOWLEDGMENT

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessings and help so that the writer can finish this thesis.

The writer would like to express his gratitude and appreciate to the honourable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

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2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of UIN KHAS Jember who had given permission to do this research.
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5. All of the staff main library of UIN KHAS, thank you that helped the writer in finding so many references.

The writer realized that this thesis is still far from being perfect. Hence, he accepts every suggestion, criticism, and comment from the readers. He hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 2nd June 2022

Mochammad Ravi Akbar

## ABSTRACT

**Mochammad Ravi Akbar, 2022:** “The Implementation of Teaching Folklore Speaking Skill Through Story Completion Technique at Tenth Grade Social Class of SMA Nuris Jember 2021/2022 Academic Year”.

**Keywords:** Teaching Folklore Speaking Skill, Story Completion Technique

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Teaching speaking skill is a process of guiding, communicating, and sharing in order to make students can communicate orally. The lack of student's speaking skill can be caused by the teaching technique applied by the teacher in the classroom. While, Story Completion Technique is one of technique that emphasizes student's speaking skill. By using this technique, will increase the creativity of the students, they can use their own word in completing the story. So, it can make students more active and interesting in teaching process of speaking skill.

The research focus were: 1) How is the purposes of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember? 2) How is the materials of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember? 3) How is the steps of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember? 4) How is the evaluations of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember?

To gain the data, the researcher conducted field research at SMA Nuris Jember, by applying qualitative research. In data collection technique the researcher used interview, oservation, and document review. The data analysis used in this research was interactive analysis according Miles, Huberman, and Saldana. While, for the validity of data, the researcher used source triangulation and technical triangulation.

The research result were: 1) The purposes of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember were : a) The students became more active, b) The students had enthusiasm, c) The students spoke spontaneously, d) The students became more creative in delivering ideas. 2) The materials of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember were about telling folklore, and text structure. 3) The steps of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember were a) The teacher explained about Story Completion Technique, b) The teacher told how to do the Story Completion Technique, c) The teacher explained to students what aspect will be assessed on student's performance, d) The teacher and students sat in a circle, e) The teacher began to tell an interesting story. 4) The evaluations of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember were telling a story about folklore, formative assessment included written test: simple past tense, oral test: fluency, pronunciation, accuracy.

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# CHAPTER I

## INTRODUCTION

### A. Research Background

Language as a communication tool plays an important role in expressing something intentions toward others. People will be able to express their feelings by using language. One of the communication tool is through speaking. In addition, in the religion stated that Allah Swt in QS Taha verse 27 which reads :

وَأَحْلَلْ عُقْدَةَ مِّن لِّسَانِي ۖ

Meaning : and release the stiffness in my tongue”QS Taha:27<sup>2</sup>

The quote above explain about the importance of speaking which will help and make it easier for someone to run a business, in the letter, it is a lso explain the importance of speaking will also make is easier to talk each other, convey ideas, and suggestions.

In addition, being fluent and able to speak well, some students experience problems, not only in the form of mastery of words, but also difficulties in pronunciation. his means that students are not easy in mastering speaking skill only with grammar and vocabulary.<sup>3</sup> Students

<sup>2</sup> Al-Qur'an dan Terjemahannya, Departemen Agama RI, (Bandung, 2005). P. 314

<sup>3</sup> Kazemi, Bahremi & Zei. “The Effect of Self Confidence on Speaking Ability in EFL”(Global Journal and Applied Science. 2014) p. 80.

also experience difficulties in expressing themselves to be more brave in speaking English.

Speaking is can be seen as the central communication. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. In the learning process speaking is one of the skills that must be possessed by students. Therefore, speaking is the goal of teaching English to develop student's skill to use English. Learning to speak English also demands for practicing and attention. They often stutter when they speak English. In addition, students are not affected to the culture of native speakers. As a result, the students as a second language learners are poor in speaking skill.

In Indonesia, English lessons are always included in the main lessons of every school level, both elementary school, middle, and high school. In fact, there still many students who even graduated from high school are not able to speak English well, even basic English conversations are still uncertain. Most school have not implemented or realized English as a second language in schools. The teachers tends to pursue language rules, not focus on students speaking skills, so that students who study English have a sense of boredom and are afraid to learn it because they don't learn the language rules correctly.

The problem of students' speaking skills in learning activity, second language learners do not have much exposure to the use of English both in and outside the classroom. It is believed that exposure to English tends to develop better language English skills. In addition, people who have significant

exposure to English are often more be proficiency in the language and therefore do better on aptitude tests manage them.<sup>4</sup> The selection of technique in teaching speaking skill is very important, so that the learning process becomes more active, fun, and certainly attracts students' interest.

According to Brown, the next reason is the question of how the teacher presents the material. There are still some teachers who are not able to create a lively classroom situation. Teacher centeredness is common in the learning process. In fact, teachers should give students more opportunities to express themselves by providing oral activities that allow students to speak English.<sup>5</sup>

There are some technique that can be used teacher in teaching speaking skill. One of those technique is Story Completion Technique. By applying this technique in teaching students of senior high school, the teacher can make students interesting and enjoyable in learning process.

This strategy was introduced by Hayriye Kayi. Story completion is a free speaking technique that the students are in a group asked to complete the story which is told by the previous speaker at least four to ten sentences by their own words.<sup>6</sup> The following steps of this technique are introduction, assessment, preparation, and performance. It will be an interesting technique because every student is motivated to speak. Ignoring the errors that the students make during the learning activity. In this research, the researcher use

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<sup>4</sup> Fauziati. (2016). *Problems in Learning English Speaking Skill* (International Journal of Interdisciplinary and Multidisciplinary Studies IJIMS), VOL 3. No. 68

<sup>5</sup> Brown, H. D. 2001. *Characteristic of Successful Speaking Activities*. New York:Cambridge University.

<sup>6</sup> Kayi. Hayriye. (2006) *Teaching Speaking: Activities to Promote Speaking in a Second Language*.

narrative text in making a story that in a line with their material in SMA Nuris Jember.

Before conducting the research, a preliminary study was done by interviewing the teacher of SMA Nuris Jember. The researcher found that the student's problem in speaking skill based on the score of daily examination was still low. Secondly, the teacher still used limited number of technique to teach student's speaking skill. The teacher often use drama technique to teach. Therefore, the teacher really needs some information about new technique for teaching speaking skill. It is make the student are bored and especially are difficulties in learning speaking in the class. So that, the teacher applied a new technique that called Story Completion Technique in teaching speaking skill to make the students are more active and enjoyable in learning process in the class.

Many researcher have been done some research. One of them is conducted by Ibnatur Rahmina stated that by using Story Completion Technique can improve student's speaking skill ability. It is proven by the average score of the post-test of the experimental class which is higher than the pre-test score (from 49.11 to 72.27). It showed that, the students of experimental class improved their speaking skills.<sup>7</sup> Also conducted by Silvia Putri Perdana stated that there is a significant effect on student's speaking skill after implementing Story Completion Technique. The goas of the resarch to find out whether there is an effect on using Story Completion Technique

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<sup>7</sup> Ibnatur Rahmina. *An Undergruated Thesis entitled "Using The Story Completion Technique in Teaching English Speaking Skill at Islamic Boarding School"*. 2019



towards the student's speaking skill in online class. The student's speaking skill in experimental class was higher than control class.<sup>8</sup> So that, the teacher should apply Story Completion Technique in teaching speaking skill to make students more active, enjoyable, interesting in learning process of speaking skill.

Therefore, based on the description of the background above, the title of the research is "The Implementation of Teaching Folklore Speaking Skills through Story Completion Technique at Tenth Grade Social Class of SMA Nuris Jember 2021/2022 Academic Year".

## **B. Research Focus**

Based on the background of the problem above, the researcher posts a research question as follows :

1. How is the purposes of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year?
2. How is the materials of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year?
3. How is the steps of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year?

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<sup>8</sup> Silvia Putri Perdana. *Journal "The Effect of Story Completion Technique Toward Student's Speaking Skill by Using WhatsApp at The Second Grade of SMAN 1 SALO. 2021*

4. How is the evaluations of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year?

### **C. Research Objective**

Objective of research is an overview of what will be addressed in conducting the reseach. The objectives of this research are:

1. To describe the purposes of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year.
2. To describe the materials of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year.
3. To describe the steps of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year.
4. To describe the evaluatioons of teaching folklore speaking skills through Story Completion Teachnique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year.

### **D. Research Significant**

The result of this research is expected to give some theoritical and practical knowledge for the following parties:

### 1. Theoretical Benefit

Theoretically, the research findings could contribute to enrich the teaching theories of speaking skill. The theories give the general knowledge of how to deal with the teaching and learning process especially in teaching speaking skill by using Story Completion Technique.

### 2. Practical Benefit

For the students, by using Story Completion Technique in learning speaking activity. It can make the students become more active, enthusiasm, and spontaneously in speaking English

For the teacher, the reasearch could be useful in teaching and learning speaking skill. Through Story Completion Technique, it is expected that the students become more active and enjoyable in the learning process.

For the researcher, it can develop his experience related on his knowledge and teaching english especially in implementing story completion technique in teaching speaking skill.

## **E. Definition of Key Terms**

The following definitions are given to make readers have the same understanding or perception in interpreting some terms that will be used in this research. They are also intended to avoid any ambiguity or misinterpretation.

The terms are as follows:

### 1. Speaking Skill

Speaking Skill is an interactive process of constructing meaning that involves producing and receiving information. It's mean that speaking

skill is a skill of producing a words or sounds to express something such as opinion, felling, asking, and so on.

## 2. Story Completion Technique

Story completion technique is a free speaking activity where students sit in a circle and each students continue the story from the previous speaker where they stop narrate.

## F. Sistematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as background of research, focus of the research, objective of the research, significance of research, and definition of key terms.

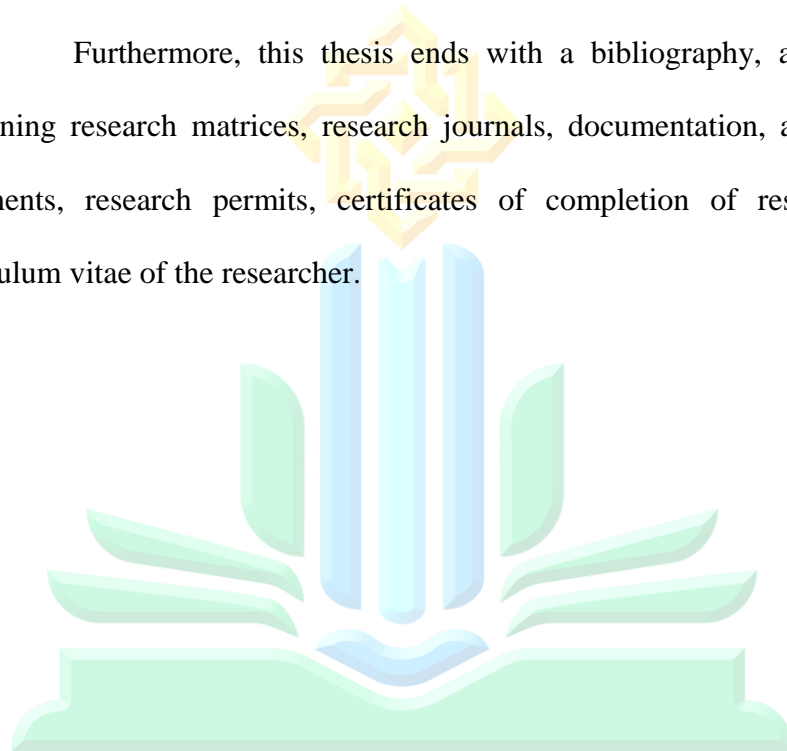
Chapter II contains review of related literature, such as previous research and theory of research related with the research conducted by the researcher.

Chapter III contains a research method that uses in this research, such as research approach and type of research, object of the research, source of data, technique of data collection, technique of data analysis, and validity of data.

Chapter IV contains a findings and discussion which consists of description of research object, research findings and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion which consists of conclusion and recommendation.

Furthermore, this thesis ends with a bibliography, attachments containing research matrices, research journals, documentation, authenticity statements, research permits, certificates of completion of research and curriculum vitae of the researcher.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

In this section, the researcher lists the results of previous studies related to the research to be carried out, then summarizes them, both published and unpublished studies (thesis, dissertations, articles published in scientific journals, and so on). By doing this step, it will be seen to what extent the originality and position of the research to be carried out will be seen.<sup>9</sup>

There are several studies that have been carried out and related to this research are as follows:

1. Akramah (2019) conducted a quasi-experimental research which was designed with the title "The Influence of Story Completion Techniques on Oral Competence of Class X MAN 1 Jambi City Students"<sup>10</sup>. The goals of this study was to find out the use of story completion techniques to increase the speaking skills of second level students at MAN 1 Jambi. The findings show that the use of story-solving techniques can improve students' speaking skills. The data shows that there is a crucial difference

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<sup>9</sup> Tim penyusun, *Pedoman Penulisan Karya Ilmiah*. (Jember: UIN KHAS 2021)

<sup>10</sup> Akramah. An Undergraduted Thesis "The Effect of Story Completion Technique on Students' Speaking Skill at The Tenth Grade of MAN 1 Kota Jambi. 2019

between student's pre test and post test in the experimental class and pre-test and post-test of students in the control class.

2. The next research relevant to this topic was conducted by Ibnatur Rahmina (2019) with the title "Using Story Completion Techniques in Teaching English Speaking Skills in Islamic Boarding Schools"<sup>11</sup>. Teaching speaking skills using story solving techniques are able to increase students' speaking skills. This is evidenced by the post-test average value of the experimental class which is higher than the pre-test score (from 49.11 to 72.27). That is, the score increased to 23.16 after treatment. Meanwhile, the average score in the control class only increased by 14.92 points (from 47.12 to 62.04). In addition, the results of the hypothesis test above t-table ( $3.38 > 1.68$ ) also support this.
3. Silvia Putri Perdana (2021) also conducted another study entitled "The Effect of Story Completion Techniques on Students' Speaking Skills Using WhatsApp in Class II SMAN 1 SALO". The purpose of this study was to determine whether the use of story-finding techniques had an impact on students' speaking skills in online courses. The results of this study have a significant effect on students' speaking ability. This can be seen from the experimental class which is higher than the control class.

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<sup>11</sup> Ibnatur Rahmina. An Undergraduated Thesis entitled "Using The Story Completion Technique in Teaching English Speaking Skills at Islamic Boarding School". 2019

**Table 2.1**  
**Similarities and Differences of Previous Research**

No	Name/Title of Research	Similarities	Differences
1	2	3	4
1.	Akramah, conducted a research by the title “The Effect of Story Completion Technique on Students’ Speaking Skill at The Tenth Grade of MAN 1 Kota Jambi”	<ul style="list-style-type: none"> <li>- Both Researchers research about students’ speaking skill</li> <li>- Both Researchers use Story Completion Techniques</li> <li>- Both Researchers conduct tenth grade of senior high school</li> </ul>	<ul style="list-style-type: none"> <li>- The Design of research used Quantitative Quasi Experimental Research while the researcher’s used Descriptive Qualitative</li> <li>- Conducted in MAN 1 Kota Jambi</li> </ul>
2.	Silvia Putri Perdana, entitled “The Effect of Story Completion Technique Toward Students Speaking Skill by Using WhatsApp at The Second Grade of SMAN 1 SALO”	<ul style="list-style-type: none"> <li>- Both Researchers research about students’ speaking skill</li> <li>- Both Researchers use Story Completion Technique</li> </ul>	<ul style="list-style-type: none"> <li>- The Design of research used Quantitative Quasi Experimental Research while the researcher’s used Descriptive Qualitative</li> <li>- Conducted in SMAN 1 SALO</li> </ul>
3.	Ibnatur Rahmina entitled “Using The Story Completion Technique in Teaching English Speaking Skills at Islamic Boarding School”	<ul style="list-style-type: none"> <li>- Both Researchers research about students’ speaking skill</li> <li>- Both Researchers use Story Completion Technique</li> </ul>	<ul style="list-style-type: none"> <li>- The Design of research used one group pre-test and post-test while the researchers’ used Descriptive Qualitative</li> <li>- Conducted in Islamic Boarding School</li> </ul>

Based on previous research above, showed that the similarities with this research are focus on students’ speaking skills and the use of Story Completion Technique. Then, the differences of this research are focus on



using a quantitative approach and the educational level. This research use qualitative approach and it necessary to find out the implementation of teaching folklore speaking skill through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Acadmic Year.

## **B. Theoretical Description**

### **1. Teaching Speaking Skill**

#### **a. The Definition of Teaching**

Teaching can be described as interaction with students to make them know and apply their knowledge, concept and processes. This includes design, content selection, delivery, evaluation, and reflection. Particularly, in this research discusses teaching process of speaking skill through Story Completion Technique.

Brown stated that, teaching is showing or helping someone to learn how to do something, giving guiding, instruction in the study of something, providing with knowledge, causing to know or understand.<sup>12</sup> In addition, the aim of teaching is not only to convey information, but also to change students from passively accepting the knowledge of others to actively constructing their own and others knowledge. Of course, teachers cannot change inactive participant of the students. Teaching is basically about creating pedagogical, social, and ethical conditions in which students agree to take individual and collective responsibility for their own learning.

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<sup>12</sup> Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. New York:Longman. 7

Teaching spoken languages is an important part of learning a second language and a foreign language. Able to communicate clearly and effectively in a second language to help students succeed in school and later in life. Therefore, it is very important for teachers to attach great importance in teaching English.

Based on statement above, it can be concluded that teaching is the way of guiding someone through training and mentoring so that they get some experience.

#### **b. The Principle of Teaching**

The important key for students to speak english. They are free to deliver their idea. In this way, students are not going to get bored easily and will be interested in the class. Then, in teaching speaking skill there are five priciples that expected be known by the teacher. Theye are:<sup>13</sup>

- 1) The differences between foreign language and second language learning contex should be carefully.
- 2) Fluency and accuracy was given by the student's practice.
- 3) Provide a chance for students to speak by using group work or pair work, and limiting teacher talk.
- 4) Plan speaking tasks that involve negotiation for meaning.
- 5) Design classroom activities that involve guidance and practice in both transactional.and interactional speaking.

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<sup>13</sup> Nunan David 2003. *Practical English Language Teaching*. First Edition. Mc. Graw Hill/Contemporary. 54

Teachers should consider the principles of teaching spoken language so that students feel comfortable and motivated in their learning. Teachers expected also provide more chance for students to imitate and learn spoken English. The meaning of speaking is information that a person receives information from someone, and the information sent is in the form of spoken and non-verbal language. However, in general people use spoken language to interaction face to face.

The aim of teaching speaking skills for efficient interaction of students is expected to make themselves understood, using their current abilities to the fullest. Students should avoid confusion messages because of incorrect pronunciation, structure, or vocabulary, and to observe social and cultural rules which apply in every communication situation.<sup>14</sup>

Those are the the principles of teaching English that should mastered by the teacher. How they are able to interaction their new ideas and express the feelings.

### **c. Components of Teaching Speaking Skill**

The components of teaching speaking skill are as follows:

#### 1) Teaching Purpose

Teaching purpose is one part of education by providing knowledge and skills to educate students. In addition teaching to show

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<sup>14</sup> Burnkart, Grace. Stova. 1998 Teaching Speaking: Goal and Teachniques for Teaching Speaking.  
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or help someone learn how to do something, to give direction, to guide the learning of something, to impart knowledge, to encourage knowledge or understanding.<sup>15</sup> If these teachers are not in school, it can be assumed that educational outcomes will not be perfect or successful in developing all students. The main of teaching is to impart knowledge and wisdom. However, It is not limited to book knowledge. To shape character and behaviour.

The purpose of teaching speaking skill is interactive efficiency. Students should be able to make themselves know, using their feeling proficiency to the fullest. They should try to avoid confusion in message due to faulty pronunciation, vocabulary, or structure, and to observe the social and cultural rules that apply in each communication situation.

Teaching sistematically and carefully designed by teachers and implemented with appropriate teaching method and technique to guide, encourage and motivate students to study actively to acquire knowledge and master the required skills.

## 2) The Material of Teaching Speaking Skill

Teacher make the material for teaching language, it is also has a big role to understand the original of the material development and the process that are typically involved if quality materials are able to

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<sup>15</sup> Brown. 2007. *Principles of Language Learning and Teaching*. Fifth edition. 8

created.<sup>16</sup> Materials is one of the success of the teaching activity, with materials, the process of teaching in the class will be run well. In other hand, materials serve primarily to supplement the teacher's instruction. For students, materials may provide the major source of contact they have with the language apart from the teacher.<sup>17</sup>

The materials used in teaching speaking skill has a big role to the success of the student's speaking. Students' speaking material difficulty level will influence students' speaking skill. For instance, the speaking material given by students is not the level it should be, it will make it difficult for students in speaking English. Therefore, the selection of materials must be adjusted based on the level of students whether they are beginning, intermediate, or advanced learners. So that they can easily apply speaking English according to their habits.

Tomlinson stated that the materials for teaching language can be chosen based on the students' needs in order to facilitate them with the appropriate materials to learn since they have different ways of learning the language.<sup>18</sup> In this regard, the consideration of selecting the appropriate material is based on the level of learning of the students, whether they are a beginner, intermediate, or advanced. For example, young English learners involve children in primary or primary age groups. Their learning needs are different from adult learners.

<sup>16</sup> Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001), 262

<sup>17</sup> Ibid, 252

<sup>18</sup> Tomlinson, B., *Materials Development for language learning and teaching*. (London: Continuum, 2012), 143

Tomlison suggest that good language teaching materials is the following characteristics:<sup>19</sup>

- a) Materials should achieve impact
- b) Students should feel helped because of the material.
- c) The student's confidence should be helped by the material
- d) What should be perceived by students as relevant and useful
- e) Materials should require and facilitate students self investment
- f) The point what being taught the students should be ready.
- g) Materials should expose the students to language in authentic use
- h) The student's attention should be drawn to linguistics features of the input
- i) Give the opportunities to the students to use the materials targets to achieve communicative purpose.
- j) Materials must take into account the positive effects of generally delayed instruction.
- k) Materials must take into account that students have asynchronous learning styles.
- l) Materials must take into account that students are not attuned to affective attitudes.
- m) Materials must allow silent time at the beginning of teaching.

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<sup>19</sup> *Ibid*, 21

- n) Materials should maximize learning potential through intellectual, aesthetic, and emotional involvement that stimulates right and left brain activity.
- o) Controlled practice should not rely to much on the materials.
- p) Materials must provide opportunities for rewards to occur

### 3) The Evaluation of Teaching Speaking Skill

Evaluation is a process carried out by someone to see how successful a program is. The succes of the program can be seen from the impact or result achieved by the program.

According to Gronlund, divided achievement test into four types of test based on each purpose.<sup>20</sup> They are :

#### a) Summative Test

A summative test is a determines achievement of course objectives and can also be used to assign course grades to demonstrate students mastery of expected learning outcomes.

#### b) Formative Test

A formative test is a test administered by the teacher to determine the success of the learning and teaching process that meets regularly in the classroom. Similar to this statement, Gronlund noted that formative tests were administered in the classroom to monitor learning progress.

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<sup>20</sup> Norman E. Gronlund, *Measurement and Evaluation in Teaching*, (New York: Macmilan Publishing Co., Inc., 1981), 126.

c) Diagnostic Test

Diagnostic tests are used to analyze a student's difficulty or strength in some aspect of language at the beginning or implementation of a course.

d) Placement Test

A placement test is a test designed to measure a student's language proficiency and allow students to choose majors in appropriate classes at educational institution. In addition, Gronlund defines a placement test as a pre-test designed to measure whether a student has the skills needed to succeed in a unit or course, or how well a student achieves the planned objectives of a class has been achieved.

While speaking is probably the most common of the four skills to be tested, and it may seem to be the easiest of the skill to test. Speaking skill is a productive skill, because speaking skill are used to produce language in conveying the meaning.

According to Suhendar in Cahyani and Hodijah suggest that in assessing a person's speaking skill there are at least six things that must be considered. The six things are: pronunciation, language structure, vocabulary, compassion, the content of the conversation, and understanding.<sup>21</sup>

Based on the kinds of the assessment speaking skill mentioned above, it can be concluded that in assessing person's speaking skill at

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<sup>21</sup> Cahyani, Isah, dan Hodijah. 2007. Kemampuan Berbahasa Indonesia di SD. UPI Press: Depdiknas. 64.



least there are six things such as pronunciation, language structure, vocabulary the right choice of words according to the meaning of the information conveyed, fluency, the content of the conversation, the ideas presented, the understanding, concerning the level of success of communication, and communicativeness.

#### **d. Definition of Speaking Skill**

Speaking skill is called a productive skill that plays a crucial function in human communication and conversation. Studying to speak is taken into consideration greater hard through students than studying to understand spoken language. The capability to talk is a critical technique in language acquisition. While human beings speak their ideas, mind and feelings to others to deal up to now with the idea of oral competencies. Speaking skill is one of the four language competencies (reading, writing, listening, and speaking). It's mean that by way of which newbies are able to talk with others to gain certain dreams or even to deliver their reviews, feelings, hopes and factors of view. Similarly, those who realize a language are referred to as 'speakers' of that language. Moreover, in nearly all settings, speaking is the maximum often used language ability.

According to Bailey and Nunan, "Speaking is an interactive meaning-making process that involves the production, reception, and processing of information. It is often spontaneous, open, and participatory, but not completely unexpected."<sup>22</sup> Spoken language can also serve one of

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<sup>22</sup> Bailey, K. M. And Nunan, D. (2005). Practical English Language Teaching Speaking:

two important competencies: transaction (data transfer) and interaction (protect social relations). In addition, Fulcher said speaking skills are spoken language to communicate with other people. Its function is to convey information in the structure and meaning of all languages, both spoken and written.<sup>23</sup>

Based on the definition, it can be concluded that speaking is the skill that is used to interactions with others people and become the process of sharing with others such as one's knowledge, ideas, by using words, and sounds.

#### **e. Components Speaking Skill**

In speaking skill, there are component that should be learned by english learners. At least five components of speaking skills such vocabulary, grammar, pronunciation, comprehension, and fluency. These components plays important role for the story completion technique in teaching english speaking at tenth grade of SMA Nuris Jember. They are:<sup>24</sup>

##### 1) Vocabulary

It is become a crucial things that in learning speaking. English learners cannot communicate or express his/her ideas wheter in spoken or written english if they do not master vocabulary. Vocabulary is a special word language or activity or someone who knows or a list of

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Singapura: Mc Graw Hill. P 2

<sup>23</sup> Fulcher, G. 2003. *Testing Second Language Speaking*. London:Pearson Education.23

<sup>24</sup> Brown. 2004. *Language Assessment Principles and Classroom Practice*. 178

words and method.<sup>25</sup> Language learners must know and understand method. Next comes from the form of acceptance of production.

## 2) Grammar

The ways in which words can change shape and can be combined into sentences in that language.<sup>26</sup> The use of grammar is also to learn the correct way to gain proficiency in a language in both spoken and written form. From this concept, it can be concluded that grammar is an important aspect that must be mastered by students in speaking. Students are asked to use proper grammar when they speak. They should not make mistakes in terms of grammar. The common error found by some students when they speak is the presence of a verb and being in one sentence. Example: I'm studying English, etc.

## 3) Pronunciation

Many english learners decided that, they are so lazy in learning english because the difficulty in pronunciation. In fact, the teacher is difficult to got the meaning that are the students saying. It means the students have a problem in their pronunciation.

Pronunciation is the result of speech to speech generation, such as clarity, accent, and style of vowel information. The concept of pronunciation or speech sound includes :

<sup>25</sup> Charlotte Buxton, Oxford English Dictionary, (Washington DC:Oxford University Press, 2013), 55.

<sup>26</sup> Harmer. Jeremy. 2001. *The Practice of English Language Teaching*. (Third Edition), 12.

## a) Pitch

Pitch is the way to express a feeling of the speakers. Most of the people usually have a reach of tones which is indicate strain and emotion. For instance, a speaker's voice can change pitch dramatically. We usually speak higher pitch that often we are scared or out. But, sometimes when we are tired, bored, or down our pitch becomes lower than usual.

## b) Intonation

Intonation is a term that refers to the way words are pronounced. Intonation is extremely crucial in communication since it allows you to understand what the speaker is saying. Intonation explains what someone is saying and how they fell about it to the listeners.

## c) Sound and spelling

Sound and spelling both of them are the examples of skills

that are extremely important in speaking. Both of thee are used to make it easier for a listener to accept the speaker's message.

## d) Stress

The term "stress" is used to define the point at which a word or phrase ends. The importance of stress in conveying message cannot be overstated.

#### e) Comprehension

According to Brown, learning comprehension is a skill to look and process extend of discourse, in formulating representations the meaning of sentences.<sup>27</sup>

#### 4) Fluency

Nunan stated that, fluency is used to assess able or not able people in using the language. Fluency is how far the speakers use the language quickly and confidently, with a little hesitations, or natural pauses, wrong initial word search, etc.<sup>28</sup> Fluency in speaking skill is the goal of many language learners. Signs of fluency include a fairly fast rate of speech. Just a few pauses and "um" or "uh". These are signs that the speaker isn't spending a lot of time looking for the language items needed to express the message.<sup>29</sup>

From the concept stated above, the researcher saw the students' speaking ability based on those five components of speaking. The

researcher saw the students speaking skill before conducting pretest.

Also, the researcher observed which components develop well in terms of students' speaking skill increase after conducting this research.

#### f. Characteristic of a Successful Speaking Activity

A successful of speaking process in the classroom, the teachers must understand the characteristics of a students and the characteristics of

<sup>27</sup> Brown. 2007. Principle of Language Learning and Teaching. Fifth Edition. 226

<sup>28</sup> Nunan. 2003. Practical English Language Teaching. First Edition. 55

<sup>29</sup> Brown, S., & Nation, I.S.P.1997. Teaching Speaking: suggestion for the classroom. *The Language Teacher*.4

successful speaking process to support teaching and learning process of speaking skill. If the teacher understands the characteristics of each students, then the teacher can easily provide material to students.

According to Unny the following is the characteristic of successful speaking skill:<sup>30</sup>

1) Students talk a lot

As much of the time allocated for this activity is taken by students speaking. This may seem obvious, but usually most of the time is spent with teacher talking or pausing.

2) Participation is Even

Class discussion were not dominated by a small number of chatty participants, all of whom get the opportunity to speak, and contribute fairly evenly.

3) High Motivation

Students are excited to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to the achievement of mission goals.

4) Language is at an acceptable level

Students express themselves in relevant utterances that are easy to understand each other, and language accuracy is at an acceptable level.

Those are the characteristic of successful speaking process that can be parameter for the teacher in teaching speaking. So it is

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<sup>30</sup> Ur. P. 1996. *A Course in Language Teaching*. Cambridge University Press. 120

very useful to discuss the characteristic of successful teaching speaking in this chapter because the researcher can see whether all characteristic are reached or not to make the student's speaking skill increase after it is conducted.

## 2. Story Completion Technique

### a. Definition of Story Completion Technique

Story completion technique is one of a techniques which can increase students' speaking skill. Kayi stated that this is a very comfortable activity, free-talking activity for which each students sit down in a circle. This activity, the teacher begins to narrate the story, nevertheless after some sentences she or he ends to narrate. Afterward, every student begins to relate from the point in which one stopped before. Each student should add four to ten sentences, they are able to add new characters, descriptions, events and so on.<sup>31</sup>

Story completion technique helps students' in increasing speaking skill. By using this kind of technique, will increase the creativity of the students. In this technique the students can use their own word in managing and completing the story. The following is a ways in which Story Completion Technique are able to increase intercultural knowing and interaction :<sup>32</sup>

<sup>31</sup> Kayi Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, Vol.XII(11). Downloaded 19 April 2022 from <http://itesjl.org/Article/Kayi-TeachingSpeaking.pdf>. 20

<sup>32</sup> Ghiabi. 2014. *Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story Completion as an Open Task on EFL Learners' Speaking*. International Journal of English and Education. 23.

- 1) Permit the students to exploration their own cultural roots
- 2) Permit the students to involvement various cultures.
- 3) Allow students to feel empathy with unknown place/people/situations.
- 4) Allow students for knowing into different values and culture.
- 5) Allow students knowing how common wise is for people/all traditions.
- 6) For perception into universal life experiences.
- 7) Consider the students in new ideas.
- 8) Express similarities and the differences of traditions around the universe.

#### **b. Benefits of Story Completion Technique**

Ghiabi stated that the following are the benefit of using Story Completion Technique, such as:

- 1) Story promoting feelings of happiness and recreation
- 2) Improve student's enthusiasm of interaction mind and feelings.
- 3) Increase verbal profiecy
- 4) Encourages use of feeling and innovation..
- 5) Encourage collaboration among students
- 6) Encourage active participation.
- 7) Increase listening skills.



Here is several benefits in teaching speaking skill through Story Completion Techniques. Story Completion Technique gives students a chance to talk at length, if they can, without any teacher interference in an informal setting. Teachers are able to ask students to narrate a story as if they were telling it to others unfamiliar with it. Story Completion Technique has many advantages:<sup>33</sup>

- 1) The students produce oral reports
- 2) Be able to assess on the content or language component
- 3) Assessed by rubrics or rating scales
- 4) Be able to choose reading comprehension, and speech development.

Meanwhile, disadvantages that might happen while using this technique as like:

- 1) The complication of the data collected leads to important level of personality in the treatment of the data.
- 2) The research findings can't be generalized to all populations.
- 3) Techniques tend become an expensive and to take time.

### **c. Procedure of Story Completion Technique**

In this research, the procedure for implementing the Story Completion Technique as follows:

- 1) Students are in groups asked to complete the story previously told by the previous speaker based on the part given by the teacher. Before

<sup>33</sup> O'Malley and Pierce in Ghiabi. 2014. *Investigating the Effects of Story Retelling Technique as a Closed Task vs. Story Completion as an Open Task on EFL Learners' Speaking*. International Journal of English and Education. 23.

that, the teacher has to start a story to be finished with the students. It will be an exciting technique because each student is pushed to speak, don't think about the mistakes that they will make later.

- 2) Story completion technique is a very exciting activity, free speaking activity, where the students make a circle. In this activity, the teacher begins telling stories, but after some sentences the teachers stops telling stories. Then, each student begins to tell from the point where the previous speakers stopped.
- 3) Every student is expected add four to ten sentences in telling story.
- 4) Students are able to give new characters, events, descriptions and so on.

#### **d. Steps of Story Completion Technique**

The following are the activity in the Story Completion Technique:<sup>34</sup>

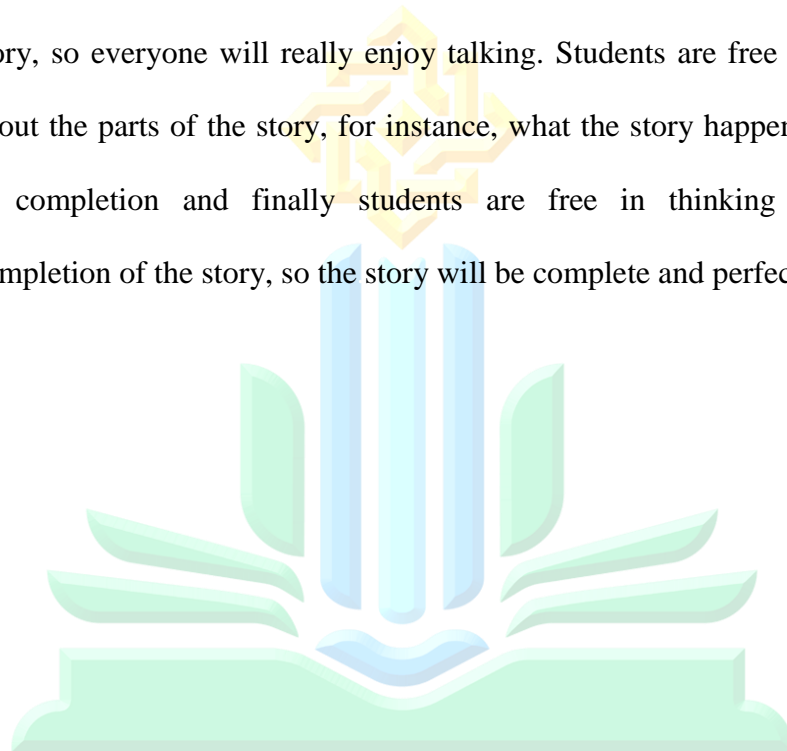
- 1) Set Induction : The teacher teach about Story Completion Technique and inform the students how to do the Story Completion Technique well.
- 2) Assessment : The teacher give know to students what aspects the teacher is going to assess on student's performance. Teachers focus on assessing fluency and knowing of tasks.
- 3) Preparation Teacher and students make a circle.

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<sup>34</sup> Kayi Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, Vol.XII(11).

- 4) Appearance : The teacher begins to narrate or tell an exciting story.

Afterward, the teacher tells some of sentences then each students continue to narrate the story. Students begins from where point one that previously stopped. Each student is free to share their ideas about the story, so everyone will really enjoy talking. Students are free in thinking about the parts of the story, for instance, what the story happened, climax to completion and finally students are free in thinking about the completion of the story, so the story will be complete and perfect.



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J E M B E R

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Approach and Type of Research

The research approach is basically a scientific way to get data, goals, and certain uses. Based on scientific way, scientific data, purpose, and use.<sup>35</sup>

The type of this research is case study. The approach that has been used in this research is a qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subject such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.<sup>36</sup>

While the type of research that has been used is descriptive research. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area.<sup>37</sup>

Descriptive qualitative research method attempted to describe the implementation of teaching folklore speaking through story completion technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year.

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<sup>35</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), p. 2

<sup>36</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Roesdakarya Offset, 2014), 6.

<sup>37</sup> Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), 23.

## B. Research Location

In this part, researcher delivers types of data and source of data. This description consists of what data were collected, who would be the informant of research subject, how to collect data, and captured in order to guarantee the validity of data.

This research conducted in SMA Nuris Jember Jawa Timur. The choice of place was due to one of the schools that implementing story completion in teaching folklore speaking skills.

## C. Research Subject

Research subjects are informants which have been used as data sources to report data sources that are related to the research focus. This research used purposive sampling technique based on consideration and a specific purpose.<sup>38</sup> The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.

The following is the research subject that has been decided:

### 1. English Teacher of SMA Nuris Jember

Researcher choose English Teacher tenth grade of SMA Nuris Jember as the key informant who would give information about concept of teaching speaking skill using Story Completion Technique. Key informant should be ready to share the concept and knowledge to the researcher,

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<sup>38</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif and R&D* (Bandung: Alfabeta, 2016), 206.

frequently being asked by researcher to get a whole description of research problem.

## 2. Students of SMA Nuris Jember

Researcher determined choose 3 of 30 students of tenth grade SMA Nuris Jember. The students as the support informant were be able to give additional information as the complete analysis in qualitative.

### **D. Source of Data**

Information data in this research were from:

#### 1. Primary Data

Collected data with data collecting method directly implemented to the object by using observation, interview, and document review that consist of research variable statement. The primary data sources of this research were English teacher and students of SMA Nuris Jember.

#### 2. Secondary data

Secondary data was collected data indirectly from all the resources as the supported the data. Collected data which got from the other sources instead from the researcher called secondary data. The secondary data of this research were vision and mission of SMA Nuris Jember, the organizational structure, the lesson plan, and attendance list of students tenth grade of IPS 2 SMA Nuris Jember.

### **D. Data Collection Technique**

Data collection technique is a method used by researcher to collect research data from sources. Data collection techniques are mandatory, because

it has been used as a basis for compiling research instruments. methods used by researcher are as follows:

### 1. **Observation**

As data collection, observations have specific characteristics technology is different from interviews and questioners. interview and the questioner is always interacting with people while observing communication with natural objects in research is also not communication with people is limited. The observation method is the data collection techniques that researchers must use in the field observe things related to space, place, people, activities, things, time, events, purposes and feelings. Not everything has to be taken into account researchers, but relevant data. Observational technology management you can do this somehow. Path determination and selection depends on the object to be observed. in the case of the objects under investigation and observation can be divided into two types: participant and non-participant observations.

In this research, researcher used participant observation as for the data obtained using this observation technique was the condition occurred in SMA Nuris Jember.

### 2. **Interview**

Interview in one of technique to conclude research data. Interview is a process of interaction between the researcher and the source of information directly through conversation or question and answer. The interview technique can be conducting with sistematically or

unsistematically. Sistematically means that interviews are conducted first by compiling an interview instrumen. Meanwhile, unsystematic interviews are conducted without preparing the interview instrumen. Data that The data that researcher obtained by using interviews are:

- a. What is the purposes of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?
- b. What is the materials of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?
- c. What is the steps of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?
- d. What is the evaluations of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?

### **3. Document Review**

Document review is a way of collecting data through documents or archives. Data documents in the form of notes, books, texts, journals, papers, memos, letters, and so on related to research problems. The data that researcher obtained from this research are:

- a. Profile and history of SMA Nuris Jember
- b. Vision and mission of SMA Nuris Jember



- c. The organizational structure of SMA Nuris Jember
- d. The Lesson Plan (RPP) of Tenth grade SMA Nuris Jember
- e. Document review that related to the research.

## **E. Data Analysis**

Analysis of data from the results of data collection is an important stage in a scientific activity. The data analysis used was interactive analysis. According to Milles, Huberman, and Saldana qualitative data analysis uses three steps, those are:<sup>39</sup>

### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approximates all parts of written fields notes, interview transcripts, documents, and empirical materials. The conclusion is that the data condensation process was obtained after the researcher conducted interviews and obtained written data in the field. Which later the interview transcripts were sorted out to get the research focus needed by the researchers.

### **2. Presentation of Data**

Presentation of data is an organization, unification, and concluded information. Presentation of data here also helps in understanding the context of research because it performs a more in depth analysis.

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<sup>39</sup> Saldana., Miles & Huberman. 2014. *Qualitative Data Analysis*. America:SAGE Publications.12-14

### 3. Conclusions

Conclusions are drawn here by the researcher from the beginning, the researcher collects data such as seeking understanding that does not have a pattern, nothing the regularity of explanations, and the flow of cause and effect.

#### **F. Validity of Data**

Triangulation can be done in checking the validity of data. Data triangulation is checking data by means of re-examination. In this study, the validity of the data used are as follows:

**Source Triangulation** Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources.

**Technical Triangulation** Technical triangulation is the use of various data disclosure techniques that are carried out to the data source. Test the credibility of the data by triangulation of techniques, that **IS**, checking the data to the same source with different techniques.

This section outlines the research implementation plan that has been carried out by the researcher, starting from preliminary research, design development, actual research, and to writing reports. The stages in the research are as follows:

### 1. Source Triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources.

### 2. Technical Triangulation

Technical triangulation is the use of various data disclosure techniques that are carried out to the data source. Test the credibility of the data by triangulation of techniques, that is, checking the data to the same source with different techniques.

## G. Research Steps

This section outlines the research implementation plan that has been carried out by the researcher, starting from preliminary research, design development, actual research, and to writing reports.<sup>40</sup>

The stages in the research are as follows:

#### Pre-field stage

The pre-field stage is the stage that carried out before conducting the research. The activities in the pre-field stage are:

#### 1. Develop research designs

In compiling this plan the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

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<sup>40</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: UIN KHAS Press, 2021), 96.

## 2. Choosing research fields

Before conducting research, the researcher must choose first the research field. The chosen research field is SMA Nuris Jember.

## 3. Permit processing

Before conducting research, the researcher need permission in the form of a cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember as a research permit application that submitted to SMA Nuris Jember.

## 4. Asses the state of the field

After being given permission, the researcher began to explore and asses the field to better know the background of the research object and all the circumstances to be studied, with the aim of making it easier for researcher to dig up data.

## 5. Prepare research equipments

After all is done, the researcher prepare the equipments needed in the study before plunging into the field, include preparing the list of questions for interviews, making observation sheets, notebooks, papers, and so on.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. Profile of SMA Nuris Jember<sup>41</sup>

###### a. School identity

- 1) Name : SMA Nuris Jember
- 2) NPSN : 20523800
- 3) Complete Address : JL. Pangandaran 48 Kecamatan  
Sumbersari Kabupaten Jember East Java 68125
- 4) School status : Swasta

###### b. Organization Structure

- 1) Principal : Robith Qoshidi, Lc
- 2) Assisstant Principal : Diana Retno W, M.Pd
- 3) Treasure : Hasan Holiq, S.Pd
- 4) Head of Administration : Husni, S.Pd

5) AP of Public Relations : Imaroch Ditro, S.Pd

6) AP of Students Affairs : Ibnu Wicaksono, S.S

7) AP of Facilities and Infrastructure : Hilmi Abdus Salam, S.Pd

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<sup>41</sup> Document review, at SMA Nuris Jember, 28th Mei 2022

c. Vision and Mission of SMA Nuris Jember

1) Vision : People who are pious and have noble character, globally competitive people, and people who are ready to become future leaders.

2) Mission :

a) Instilling faith and piety through the practice of religious teachings in teaching and learning activities.

b) Applying the 21st century learning, namely the 4C (critical thinking, creativity, collaboration, and communication).

c) Applying the learning process by working on HOTS questions.

d) Conducting tutoring in improving US grades and preparation for college entrance.

e) Conducting coaching in achieving academic and non-academic achievements through extracurricular activities.

f) Improving the competence of educators and education.

g) Optimizing adequate learning facilities.

Conducting coaching to form knowledgeable and global-minded individuals through increasing reading interest, utilizing information technology, scientific activities and improving English skills.

h) Implementing character education to realize Pancasila students.

- i) Organizing various student council activities its its training, and training and training to develop student leadership attitudes .

## 2. Presentation of Data

At this stage, the researcher will present some of the data obtained during the research activity. The data obtained then flow into this chapter according to the researcher's research methodology. Data are presented in detail according to the findings of the study site, either observational or interview data. In this discussion, researcher will describe the real situation of teaching folklore speaking skills through story completion technique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year. The data obtained by the researchers resulted in the following :

### a. **The purpose of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year**

The purpose of teaching folklore speaking skills through Story Completion Technique, According to Mr. Saiful as the English teacher of SMA Nuris Jember said that:

“In teaching folklore speaking skill in the class Story Completion Technique needs to be applied with the purpose of students are being able to become more active in teaching process. The students are able to have enthusiasm seriousness in doing every activity in English learning process. Students are able to speak spontaneously according to the situations and conditions that they will face in their daily lives. The students are able to more

creative in delivering ideas in speaking. Students can add new character, definition, and so on.”<sup>42</sup>

Based on the interview above, it can be concluded that the purpose of teaching folklore speaking skills through Story Completion Technique were 1) The students are able to become more active in learning process. 2) The students are able to have enthusiasm seriousness in doing every activity in English learning process. 3) The students are able to speak spontaneously according to the situations and conditions that they will face in their daily lives based on their own word. 4) The students are able to more creative in delivering ideas in speaking. Students can add new character, definition, and so on.

The same thing was also conveyed by Selsa Dwi Hadi, a student of grade tenth SMA Nuris Jember said that:

“when the teacher using Story Completion Technique in teaching folklore speaking skill in the class, students become more active in telling the story and also students become easier in speaking English because they can speak spontaneously based on the situations and conditions”<sup>43</sup>

Based on the interview above, it can be concluded that the pupose of teaching folklore speaking skills through Story Completion Technique were : The students become more active in telling a story and also students become easier in speaking English because they can speak spontaneously based on the situations and conditions.

<sup>42</sup> Mr Saiful, Interview, 26th Mei 2022

<sup>43</sup> Selsa Dwi Hadi, Interview, 26th of Mei 2022



The statement above were emphasized on the Lesson Plan (RPP) point C regarding learning objective, where it was stated that:

”First, students are being able to become more active in learning process. Second, The student are able to have enthusiasm seriousness in doing every activity in English learning process. Third, Students are able to speak spontaneously according to the situations and conditions that they will face in their daily lives. Fourth, Students are able to more creative in delivering ideas in speaking. Students cann add new character, definition, and so on”

Here, the researcher present the document review during the teaching speaking skill through Story Completion Technique.

The researcher concluded that the result of interviews, observations, and documents review during the teaching speaking skill through Story Completion Technique were: the purposes of teaching folklore speaking skill using Story Completion Technique students become more active and enthusiasm in learning because it was enjoyable activity, then, students can speak spontaneously based on the situation and conditions.

**b. The materials of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year**

The material of teaching folklore speaking skills through Story Completion Technique, According to Mr. Saiful as the English teacher of SMA Nuris Jember said that “The material that I gave to the students was telling folklore, include the text structure.”<sup>44</sup>

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<sup>44</sup> Mr. Saiful, Interview, 26th Mei 2022

Based on interview above, it can be concluded that the material of teaching folklore speaking skill using Story Completion Technique were about telling and identifying folklore, include the text structure.

Regarding the material for speaking skill using Story Completion Technique, Sofia Maya as a tenth grade student of SMA Nuris Jember stated that:

“in the teaching English especially speaking skill, Mr. Saiful often using Story Completion Technique with the material about telling and folklore. It is required because the material needs more understanding about moral value which can we got from the story and the text structure”<sup>45</sup>

Based on the interview above, it can be concluded that the material presented by the teacher on teaching folklore speaking skill using Story Completion Technique were about telling folklore. It is required because the material needs more understanding about moral value which can we got from the story and the language features or the text structure.

The statement above were emphasize on the lesson plan (RPP) point D regarding teaching material, where it was stated that: “telling folklore included the text structure.

Based on the results of the interviews, observations, and document review, the researcher concluded that the materials of teaching folklore speaking skill through Story Completion Technique helped students to be more active and speak fluently about the speaking skill of the teaching process although they made an error later on.

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<sup>45</sup> Sofia Maya, Interview, 26th Mei 2022

**c. The steps of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year**

The steps of teaching speaking skill based on the result of the observations, Story Completion Technique were applied in tenth grade of SMA Nuris Jember. Regarding the process of the teaching speaking skill through Story Completion Technique, Mr. Saiful said that:

“the process of teaching speaking skill using Story Completion Technique applied according to the lesson plan (RPP) that I have compiled. First, the teacher explains about Story Completion Technique and tell to the students how to do it. Second, the teacher explains to students what aspect the teacher will assess on students performance. Teacher focus on assessing fluency and understanding of the tasks. Third, teacher and students sit in a circle. Then, the teacher begins to tell an interesting story.”<sup>46</sup>

Based on the interview above, in can be concluded that the steps of teaching folklore speaking skills using Story Completion Technique were : the teacher explained about Story Completion Technique and told to the students how to do Story Completion Technique. The teacher explained to students what aspect will be assessed on student’s performance. The teacher focus on assessing fluency and understanding of the tasks. The teacher and students sat in a circle. Then, the teacher began to tell an interesting story.

The statement above to the steps of teaching folklore speaking skill using Story Completion Technique strengthened by Tsaniya Putri a student of tenth grade who stated that:

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<sup>46</sup> Mr. Saiful. Interview. 26th Mei 2022

“First, Mr. Saiful explained to the students about the Story Completion Technique. Then, after the teacher explain about the Story Completion Technique, Mr. Saiful told to the students how to do it well. Next, the teacher explained to students what aspect will be assessed on student’s performance. Next, teacher and students sat in a circle. Last, the teacher began to tell an interesting story”.<sup>47</sup>

Based on the interview above, it can be concluded that the steps of teaching folklore speaking skills using Story Completion Technique were: Mr. Saiful explained to the students about the Story Completion Technique. Then, after the teacher explain about the Story Completion Technique, Mr. Saiful told to the students how to do the Story Completion Technique. Next, the teacher explained to students what aspect will be assessed on student’s performance. Next, teacher and students sat in a circle. Last, the teacher began to tell an interesting story.

The statement above were emphasized on the lesson plan (RPP) point G regarding teaching activity, where it was stated that:

“(1) The teacher explains about Story Completion Technique and tell to the students how to do it. (2) The teacher explains to students what aspect the teacher will assess on students performance. Teacher focus on assessing fluency and understanding of the tasks. (3) Teacher and students sit in a circle. (4) The teacher begins to tell an interesting story”.

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<sup>47</sup> Tsaniya Putri. Interview. 26th Mei 2022



**Picture 4.1**

The researcher found that in the class the teacher explained about Story Completion Technique and told to the students how to do the Story Completion Technique. Second, the teacher explained to students what aspect will be assessed on student's performance. The teacher focus on assessing fluency and understanding of the tasks. Third, the teacher and students sat in a circle. Then, the teacher began to tell an interesting story. So the teacher did the steps based on Story Completion Technique.<sup>48</sup>

Based on the result of interviews, observation, and document review, the researcher concluded that the steps of teaching folklore speaking skill through Story Completion Technique were : The teacher explained about Story Completion Technique and told to the students how to do the Story Completion Technique. Next, the teacher explained to students what aspect will be assessed on student's performance. Teacher focus on assessing fluency and understanding of the tasks. Third, the

<sup>48</sup> Observation, English Class.23rd Mei 2022

teacher and students sat in a circle. Then, the teacher began to tell an interesting story.

**d. The evaluations of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year**

The evaluation of teaching folklore speaking skills using Story Completion Technique at tenth grade social class of SMA Nuris Jember, according to Mr. Saiful as the English teacher explained that:

“The evaluation in teaching speaking skill using Story Completion Technqie, I applied formative assessment which is from the knowledge competence I presented a text a a folklore then I start to narrate, after a few sentences I stop it then the students continue where the point I stoped before. The students can add a new character, definition, etc based on the condition, beside that I gave them the written test about filling the blank in the form of simple past”<sup>49</sup>.

Based on the interview above, it can be concluded that the evaluation of teaaching speaking skills using Story Completion Technique was about telling a story about folklore where the teacher starts to narrate the story, and then after a few sentences the teacher stop it and the students continoue where the point stop, and then about filling the blank in the form of simple past tense.

The statement above was added by an interview with a student named Mutiara Septria Ramadhani, she said that “when the students telling a story about folklore, Mr. Saiful look at the students fluency, pronunciation, and accuracy, and their understanding about the story.

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<sup>49</sup> Mr. Saiful. Interview. 26th Mei 2022

Beside that Mr. Saiful gave written test about filling the blank in the form of simple past tense”<sup>50</sup>

Based on the interview above, it can be concluded that the evaluations of teaching folklore speaking skills using Story Completion Technique were Mr. Saiful payyed attention on students fluency in speaking english and then based on their understanding about the story. Beside that Mr. Saiful evaluate about the student’s grammar simple past tense written test. During the teaching process, the evaluation used by Mr. Saiful is formative assessment, where the students tell a story about folklore and written test about simple past tense.

The statement above were emphasized on the lesson plan (RPP) point H regarding assessment, where it was stated that: Written Test filling the blank (simple past tense), and Oral test (fluency, pronunciation, accuracy).<sup>51</sup>

The result of the document review above are supported by the result of observation that the teacher gave a story about folklore and then the teacher started to narrate, and then after a few sentences the teacher stop to tell, and continoued by the students. Beside that, the teacher evaluated the students knowledge and their fluency in speaking english during the teaching process.

Based on the result interviews, observation, and document review, the researcher concluded that the evaluation of teaching folklore speaking

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<sup>50</sup> Mutiara Septria Ramadhani, Interview 26th Mei 2022

<sup>51</sup> Document review, English Class. 28th Mei 2022

skills through Story Completion Technique were used formative assessment, by telling a story about folklore, formative assessment included written test in filling the blank in the form of simple past tense, and oral test about fluency, pronunciation, and accuracy.

**Table 4.1**  
**Matrix of Research Findings**

No	Research Focus	Research Findings
1	2	3
1.	How is the purpose of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?	The purpose of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember was: a. Students are able to become more active in teaching process. b. Student are able to have enthusiasm seriousness in doing every activity in English teaching process. c. Students are able to speak spontaneously according to the situations and conditions that they will face in their daily lives. d. Students are able to more creative in delivering ideas in speaking. e. Students can add new character, definition, and so on.
2.	How is the materials of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?	The material of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember was : a. Telling a folklore b. Text structure
3.	How is the steps of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?	The steps of teaching folklore speaking skills Through Story Completion Technique at tenth grade social class of SMA Nuris Jember was : a. The teacher explains about Story Completion Technique. b. The teacher tells to the students how to



		do Story Completion Technique. c. The teacher explains to students what aspect the teacher will assess on students performance. d. The teacher and students sit in a circle. Then, the teacher begins to tell an interesting story
4.	How is the evaluations of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year?	The evaluations of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember was : a. WrittenTest (simple past tense) filling the blank b. Orall test (fluency, pronunciation, accuracy)

## B. Discussion

In this section, the researcher describe and discuss the relationship between the data obtained in this field and the theories described. Field data analyzed in the previous subsection, discussions will be described in terms of previously identified research priorities in the order to be able to answer questions that exist in the field. The discussion result are as follows:

### 1. The purpose of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year

Purpose in very important component in teaching process, because the teacher and the student's activities are directed to achieve the teaching purpose.

Teaching purpose is one part of education by providing knowledge and skills to educate students. In addition teaching to show or help

someone learn how to do something, to give direction, to guide the learning of something, to impart knowledge, to encourage knowledge or understanding.<sup>52</sup>

From the statement above, it can be concluded that teaching objective are the main components that must be formulated by the teacher in teaching process, because they are the targets the teaching process. Where do the students wants to be taken, what students must have, it all depends on the goals to be achieved.

The purpose of teaching folklore speaking skills using Story Completion Technique, the teacher carries out the desired goals, those are: students are being able to become more active in teaching process. The student are able to have enthusiasm seriousness in doing every activity in English learning process. Students are able to speak spontaneously according to the situations and conditions that they will face in their daily lives. Students are able to more creative in delivering ideas in speaking. Students cann add new character, definition, and so on.

Based on the findings, the purpose of teaching folklore speaking skills using Story Completion Technique is to make students more active during the teaching process because this technique is very fun free speaking activity. This teachnique familiarizes students to speak english, amd then they can express their mind based on their own words. So the students felt enjoy with the class and teaching activities running well.

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<sup>52</sup> Brown. 2007. *Principles of Language Learning and Teaching*. Fifth edition. 8

Beside that, students also become easier in speaking english because they didn't think about the error what they make during the teaching activity. Applying Story Completion Technique helps students to used to speak english well don't think about the error what they make later on.

## **2. The materials of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year**

Teacher make the material for teaching language, it is also has a big role to understand the original of the material development and the process that are typically involved if quality materials are able to created.<sup>53</sup> Materials is one othe succes the teaching activity, with materials, the process of teaching in the class bell be run well. In other hand, materials serve primarily to supplement the teacher's instruction. For students, materials may provide the major source of contact they have with the language apart from the teacher.<sup>54</sup>

The materials used in teaching folklore speaking skill has a big role to the success of the student's speaking. Students' speaking material difficulty level will influence students' speaking skill. For instance, the speaking material given by students is not the level it should be, it will make it difficult for students in speaking english. Therefore, the selection of materials must be adjusted based on the level of students wheter they

<sup>53</sup> Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge University Press, 2001), 262

<sup>54</sup> *Ibid*, 252

are beginning, intermediate, or advanced learners. So that they can easily apply speaking English according to their habits.

According to Tomlinson, the materials for teaching language can be chosen based on the students' needs in order to facilitate them with the appropriate materials to learn since they have different ways of learning the language.<sup>55</sup> In this regard, the consideration of selecting the appropriate material is based on the level of learning of the students, whether they are a beginner, intermediate, or advanced. For example, young English learners involve children in primary or primary age groups. Their learning needs are different from adult learners.

Tomlinson suggests that good language teaching materials is the following characteristics:<sup>56</sup>

- a. Materials should achieve impact
- b. Students should feel helped because of the material.
- c. The student's confidence should be helped by the material
- d. What should be perceived by students as relevant and useful
- e. Materials should require and facilitate students self investment
- f. The point what being taught the students should be ready.
- g. Materials should expose the students to language in authentic use
- h. The student's attention should be drawn to linguistics features of the input

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<sup>55</sup> Tomlinson.B. 2012., *Materials Development for language learning and teaching*. London: Continuum.

<sup>56</sup> *Ibid*, 21

- i. Give the opportunities to the students to use the materials targets to achieve communicative purpose.
- j. Materials must take into account the positive effects of generally delayed instruction.
- k. Materials must take into account that students have asynchronous learning styles.
- l. Materials must take into account that students are not attuned to affective attitudes.
- m. Materials must allow silent time at the beginning of teaching.
- n. Materials should maximize learning potential through intellectual, aesthetic, and emotional involvement that stimulates right and left brain activity.
- o. Controlled practice should not rely to much on the materials.
- p. Materials must provide opportunities for rewards to occur

The material of teaching folklore speaking skill using Story

Completion Technique is about telling a folklore included the text structure.

Based on the findings the material of teaching folklore speaking skill using Story Completion Technique is about telling folklore. It is required because the material needs more understanding about moral value which can we got from the story and the language features or the text structure.

By using Story Completion Technique helped students to be more fluently in speaking English, because this technique solved the students who has the problem in speaking English become more active in learning activity.

### **3. The steps of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year**

Story Completion Technique is a very enjoyable, whole-class, free speaking activity for which students sit in a circle. For this activity, the teacher starts to tell a story, but after a few sentences, the teacher stops narrating. Then, each students starts to narrate from the point where the previous one stopped. Each student is supposed add from four to ten sentences. Students can add new characters, events, descriptions and so on.

The application of Story Completion Technique in teaching folklore speaking skill begins with the teacher explains about Story Completion Technique and tell to the students how to do Story Completion Technique. The teacher explains to students what aspect will be assessed on student's performance. The teacher focus on assessing fluency and understanding of the tasks. The teacher and students sit in a circle. Then, the teacher begins to tell an interesting story.

The teacher's role here is to give an example how to do the Story Completion Technique in teaching folklore speaking skill in the class and then let the students to participate actively in doing all of the activity. Each

students encourage to speak English spontaneously based on the situation the description, ignore the error what the students make later on.

Based on the explanation above, it can be concluded that the application of Story Completion Technique in teaching folklore speaking skill is in good category because it has fulfill the standard of implementing a learning steps, those are: the teacher explains about Story Completion Technique and tell to the students how to do Story Completion Technique. Then, the teacher explains to students what aspect the teacher will be assessed on students performance. Next, the teacher focus on assessing fluency and understanding of the tasks. After that, the teacher and students sit in a circle. Then, the teacher begins to tell an interesting story.

#### **4. The evaluations of teaching folklore speaking skills through Story Completion Technique at tenth grade social class of SMA Nuris Jember 2021/2022 Academic Year**

Evaluation is the process of providing information on the extent to which a particular activity has been achieved, how the achievement of a particular standard differs, whether there are differences between them, and how the benefits achieved compare to expectations. In another sense, evaluation is a systematic process for determining or make the extent to which program objectives have been achieved.

The evaluation of teaching folklore speaking skill using Story Completion Technique is using formative assessment provided by teachers and students working written test and oral test items.

A formative test is a test administered by teachers to determine the success of the learning and teaching process that meets regularly in the classroom. Similar to this statement, Gronlund said formative tests were administered in the classroom to monitor learning progress.<sup>57</sup>

According to Suhendar in Cahyani and Hodijah suggest that in assesing a person's speaking skill there are at least six things that must be considered. The six things are: pronunciation, language structure, vocabulary, compassion, the content of the conversation, and understanding.<sup>58</sup>

Based on the statement above, it can be concluded that in assessing person's speaking skill at least there are six things such as pronunciation, language structure, vocabulary the right choice of words according to the meaning of the information conveyed, fluency, the content of the conversation, the ideas presented, the understanding, concerning the level of succes of communication, and communicative.

Based on the explanation above, the evaluation of teaching folklore speaking skill trough Story Completion Technique used formative evaluation. Where the teacher evaluated at the end of teaching process.

The teacher applied written test for the knowledge competence and skill competence, and oral test for fluency, pronunciation, and accuracy.

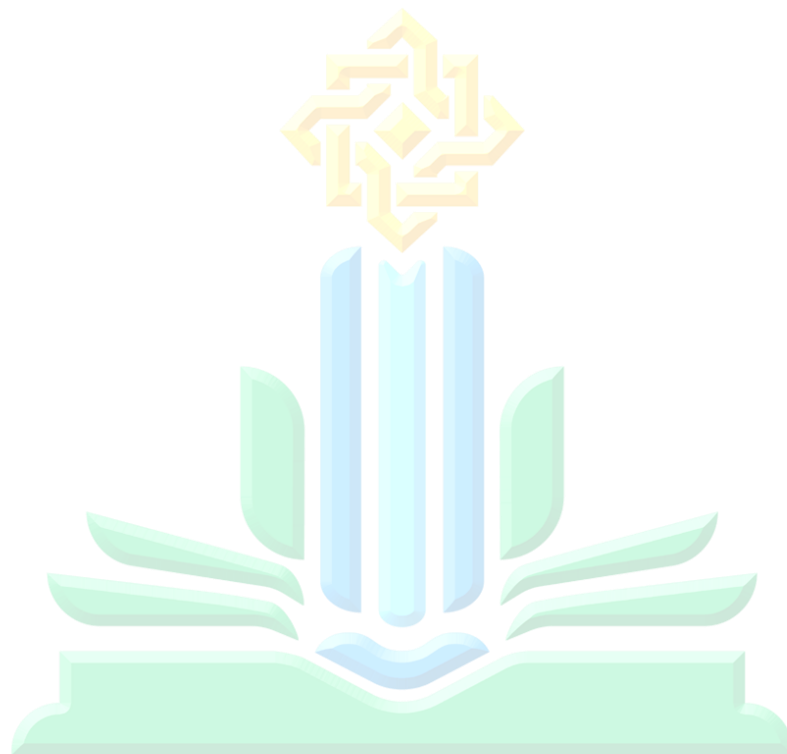
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<sup>57</sup> Norman E. Gronlund, *Measurement and Evaluation in Teaching*, (New York: Macmilan Publishing Co., Inc., 1981), 126.

<sup>58</sup> Cahyani, Isah, dan Hodijah. 2007. *Kemampuan Berbahasa Indonesia di SD*. UPI Press: Depdiknas. 64.



Based on the findings, that the teacher evaluated the students in the form of telling a story about folklore, written test about simple past tense , and oral test by identifying student's fluency, pronunciation, accuracy.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research data analyzed presented in chapter IV, these are the conclusion obtained:

1. The purpose of teaching folklore speaking skills through Story Completion Technique were: The students are able to become more active in learning process. The student are able to have enthusiasm seriousness in doing every activity in English learning process. Students are able to speak spontaneously according to the situations and conditions that they will face in their daily lives based on their own word. Students are able to more creative in delivering ideas in speaking. Students can add new character, definition, and so on.
2. The materials of teaching folklore speaking skills through Story Completion Technique were about telling a story about folklore included the text structure (Orientation, Complication, Resolution, Reorientation).
3. The steps of teaching folklore speaking skills through Story Completion Technique were: the teacher explained about Story Completion Technique and told to the students how to do Story Completion Technique. The teacher explained to students what aspect will be assessed on students performance. The teacher focus on

assessing fluency and understanding of the tasks. The teacher and students sat in a circle. Then, the teacher began to tell an interesting story.

4. The evaluations of teaching folklore speaking skills through Story Completion Technique were in the form of telling a story about folklore, formative assessment included written test filling the blank about simple past tense, and oral test included fluency, pronunciation, and accuracy.

## **B. Suggestion**

After concluding the research at SMA Nuris Jember, here some suggestions that could be used for subsequent research:

1. For Teacher

When the teacher choose and apply teaching technique, they should adapt to the subject content they teach, and also take into account the characteristics and conditions of students. Teachers must be able to motivate students to develop their skills and activities as they learn.

2. For the Next Researcher

For the next researcher Doing a more comprehensive study for the next researcher, of course, involves all kinds of more sophisticated preparations to find things that were not found in that study. The study can also serve as a reference for other subject-related studies.

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Appendix 1

Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
<p>The Implementation of Teaching folklore Speaking Skills Through Story Completion Technique at Tenth Grade social class of SMA Nuris Jember 2021/2022 Academic Year</p>	<ol style="list-style-type: none"> <li>1. Teaching folklore speaking skills</li> <li>2. Story Completion technique</li> </ol>	<ul style="list-style-type: none"> <li>- Definition of teaching</li> <li>- Components of teaching speaking skill               <ol style="list-style-type: none"> <li>a. Teaching purpose</li> <li>b. Materials of teaching</li> <li>c. The steps of teaching</li> <li>d. Evaluation of Teaching</li> </ol> </li> <li>- Dfinition of speaking skills</li> <li>- Component of speaking skills</li> <li>- Characteristic of a successful speaking activity</li> <li>- Definition of Story Completion technique</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Primary Data</b> Interview informant:               <ol style="list-style-type: none"> <li>a. English teacher of SMA Nuris Jember</li> <li>b. Tenth grade students of SMA Nuris Jember</li> </ol> </li> <li>2. <b>Secondary Data</b> Observation and document review</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Approach of research:</b> Qualitative research</li> <li>2. <b>Type of research:</b> Descriptive</li> <li>3. <b>Data collection technique:</b> <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Document review</li> </ol> </li> <li>4. <b>Data analysis:</b> <ol style="list-style-type: none"> <li>a. Data condensation</li> <li>b. Presentation of data</li> <li>c. Conclusion</li> </ol> </li> <li>5. <b>Validity of data:</b> <ol style="list-style-type: none"> <li>a. Source triangulation</li> <li>b. Technical triangulation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. How is the purposes of teaching folklore speaking skills through Story Completion technique at tenth grade social class of SMA Nuris Jember 2021/2022 cademic year?</li> <li>2. How is the materials of teaching folklore speaking skills through Story Completion technique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year?</li> <li>3. How is the steps of Teaching folklore speaking skills through Story Completion technique at tenth grade</li> </ol>

		<ul style="list-style-type: none"> <li>- Benefits of Story Completion technique</li> <li>- Procedure of Story Completion technique</li> <li>- Steps of Story Completion technique</li> </ul>		<p><b>6. Research steps:</b> Pre-field stage</p>	<p>social class of SMA Nuris Jember 2021/2022 academic year?</p> <p>4. How is the evaluations of teaching folklore speaking skills through Story Completion technique at tenth grade social class of SMA Nuris Jember 2021/2022 academic year?</p>
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UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R



## *Appendix 2*

### **RESEARCH INSTRUMENT**

#### **A. Observation Instruments**

1. Geographical location of SMA Nuris Jember
2. Objectives conditions of SMA Nuris Jember
3. State of facilitate and infrastructure of SMA Nuris Jember

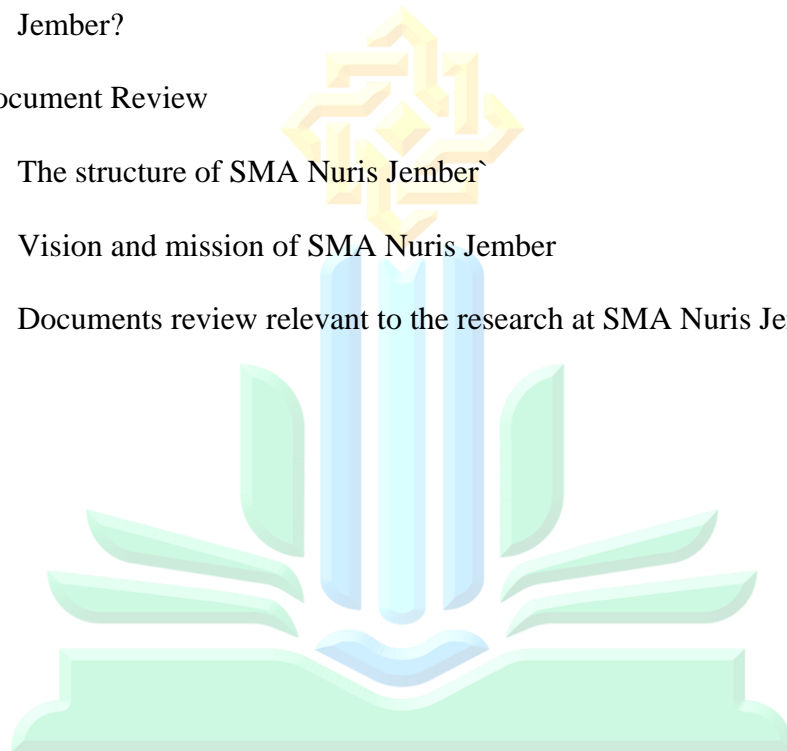
#### **B. Interview Instruments**

1. What do you think about the purpose of the implementation of teaching folklore speaking skill through Story Completion Technique at tenth grade of SMA Nuris Jember 2021/2022 Academic Year?
2. What are the steps that used in teaching folklore speaking skill through Story Completion Technique at tenth grade of SMA Nuris Jember 2021/2022 Academic Year??
3. What is your opinion before using the Story Completion Technique for the tenth grade of SMA Nuris Jember?
4. What is your opinion after using the Story Completion Technique for the tenth grade of SMA Nuris Jember?
5. What are the obstacles in using the Story Completion Technique for the tenth grade of SMA Nuris Jember?
6. How far the student's activeness and enthusiasm in teaching speaking skill through Story Completion Technique at tenth grade of SMA Nuris Jember?

7. How is the evaluation of the implementation of teaching folklore speaking skill through Story Completion Technique at tenth grade of SMA Nuris Jember 2021/2022 Academic Year??
8. How did the students feel before and after using Story Completion Technique in teaching speaking skill for the tenth grade of SMA Nuris Jember?

C. Document Review

1. The structure of SMA Nuris Jember`
2. Vision and mission of SMA Nuris Jember
3. Documents review relevant to the research at SMA Nuris Jember

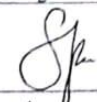








UNIVERSITAS ISLAM NEGERI  
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J E M B E R

### Appendix 3

#### RESEARCH JOURNAL

##### The Implementation of Teaching Speaking Skill Through Story Completion Technique at Tenth Grade of SMA Nuris Jember

No	Day / Date	Activity	Signature
1.	Thursday, 1st July 2021	The researcher do the observations and interview with English Teacher	
2.	Monday, 16th Mei 2022	The researcher confirm the research permission	
3.	Monday, 23rd Mei 2022	Observe the classroom activity in teaching speaking skill through Story Completion Technique at tenth grade of SMA Nuris Jember.	
4.	Thursday, 26th Mei 2022	Interview with the English teacher about the technique used in teaching process.	
5.	Thursday, 26th Mei 2022	Interview with the tenth grade students of SMA Nuris Jember	
6.	Saturday, 28th Mei 2022	Complete the research data, and document review	
7.	Monday, 30th Mei 2022	The researcher asking a letter of research finishing	

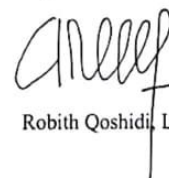
Peneliti,



Mochammad Ravi Akbar

Jember, 30 Mei 2022

Kepala Sekolah



Robith Qoshidi, Lc

## Appendix 4

### Rencana Pelaksanaan Pembelajaran

Sekolah	: SMA Nuris Jember
Kelas / Semester	: X / II
Materi	: Narrative Text
Sub Pokok Materi	: Folklore
Skill	: Speaking

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, Dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori..

## B. Kompetensi Dasar

No	Kompetensi Dasar	Indikator
3.8	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 mengidentifikasi struktur teks dan unsur kebahasaan pada teks naratif lisan dan tulis 3.8.2 menjelaskan fungsi sosial pada teks naratif lisan dan tulis
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan sederhana terkait legenda rakyat.	4.8.1 Siswa dapat aktif menceritakan teks naratif tentang cerita rakyat (Telaga Warna) Siswa dapat antusias menceritakan teks naratif tentang cerita rakyat (Telaga Warna) 4.8.2 Siswa dapat spontan berbicara ketika menceritakan teks naratif tentang cerita rakyat (Telaga Warna) 4.8.3 Siswa dapat kreatif dalam menceritakan teks naratif tentang cerita rakyat (Telaga Warna) Siswa dapat menambahkan definisi, karakter baru dalam menceritakan teks naratif tentang cerita rakyat (Telaga Warna)

## C. Tujuan Pembelajaran

Setelah menangkap makna secara kontekstual, siswa diharapkan bisa:

1. Menjadi aktif dalam proses pengajaran.
2. Memiliki antusias dalam melakukan setiap aktivitas.
3. Berbicara spontan berdasarkan situasi dan kondisi yang mereka hadapi.
4. Lebih kreatif dalam memberikan ide dalam aktivitas berbicara.
5. Menambahkan karakter baru, definisi, dan sebagainya.

## D. Materi Pengajaran

Telling a folklore, Text structure (Orientation, Complication, Resolution, Reorientation)

## E. Teknik Pengajaran

Story Completion Technique

## **F. Media Pengajaran**

1. Media
2. Alat
  - a. Papan Tulis
  - b. Spidol
3. Sumber Pengajaran
  - a. Buku yang relevan
  - b. Internet

## **G. Kegiatan Pengajaran**

### **Pengenalan**

1. Guru menyapa siswa.
2. Guru mengajak siswa untuk memulai kegiatan dengan berdoa.
3. Guru mengecek kehadiran siswa.
4. Guru bertanya kepada siswa tentang materi yang dipelajari sebelumnya.
5. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
6. Guru menjelaskan cakupan materi dan deskripsi kegiatan berdasarkan RPP.

### **Kegiatan Inti**

1. Guru menjelaskan tentang teks naratif.
2. Siswa mengamati materi yang diberikan oleh guru.
3. Siswa mengidentifikasi fungsi sosial, struktur teks dalam teks naratif yang diberikan.
4. Siswa diajak untuk bertanya tentang teks naratif yang telah dipelajari.
5. Guru menjelaskan tentang Teknik Story Completion dan memberitahu siswa bagaimana melakukan Teknik Story Completion.
6. Guru menjelaskan kepada siswa aspek apa yang akan dinilai guru terhadap kinerja siswa.
7. Guru fokus menilai kelancaran dan pemahaman tugas.
8. Guru dan siswa duduk melingkar.

9. Kemudian, guru mulai menceritakan sebuah cerita rakyat yang menarik berjudul “Telaga Warna”.

10. Siswa melengkapi cerita dengan menggunakan Teknik Story Completion.

### Penutup

1. Siswa diberi kesempatan jika ada yang ingin ditanyakan tentang pembelajaran hari ini.
2. Guru dan siswa menyimpulkan pelajaran bersama-sama.
3. Guru mengakhiri pelajaran dan memberi salam.

### H. Penilaian

Scoring Rubrix Written Test : Simple Past Tense

No	Aspek	Kriteria	Skor
1.	Kompetensi Pengetahuan	Sangat Baik	5
		Baik	4
		Rata-rata	3
		Buruk	2
		Sangat Buruk	1
2.	Grammar	Sangat Baik	5
		Baik	4
		Rata-rata	3
		Buruk	2
		Sangat Buruk	1

Scoring Rubrik Oral Test :

No	Aspek	Kriteria	Skor
1	Kelancaran	Sangat Baik	5
		Baik	4
		Rata-rata	3
		Buruk	2
		Sangat Buruk	1
2	Pelafalan	Sangat Baik	5
		Baik	4
		Rata-rata	3
		Buruk	2
		Sangat Buruk	1
3	Akurasi	Sangat Baik	5
		Baik	4
		Rata-rata	3
		Buruk	2
		Sangat Buruk	1



Telaga Warna

Long time ago, there was a kingdom in West Java named Kutatanggeuhan. Kutatanggeuhan is a prosperous and peaceful kingdom. The people live in peace and prosperity because they are led by a wise king. King Kutatanggeuhan named Prabu Suwartalaya and his consort named Ratu Purbamanah. The king and queen are very wise so that the work they lead is prosperous and peaceful.

All great fun. Unfortunately, Prabu and his wife do not have children yet. It made the royal couple very sad. Prabu's advisor suggested that they adopt a child. But Prabu and Queen did not agree. "For us, biological children are better than adopted children," they said.

The queen is often gloomy and cries. Prabu was also sad to see his wife. Then Prabu went to the forest to meditate. There the King continued to pray, so that he would be blessed with children. A few months later, their wish came true. The queen became pregnant. All the people in the kingdom were very happy. They flooded the palace with gifts.

Nine months later, the Queen gave birth to a daughter named Gilang Rukmini. The people of the country returned to send the little princess various



gifts. The baby grew into a cute child. A dozen years later, he has become a beautiful teenager.

Prabu and Queen love their daughter very much. They give their daughter everything she asks for. But that makes her a spoiled girl. If her wish is not fulfilled, the girl will be angry. He even used to say rude. Even so, his parents and the people in the kingdom love him

Days passed, Putri grew into the most beautiful girl in the whole country. In a few days, Princess will be 17 years old. So the people of the land went to the palace. They brought a variety of very beautiful gifts. Prabu collected the gifts that were very much, then kept them in the palace room. At any time, he can use it for the benefit of the people.

Prabu only took a little gold and gems. He took him to a jeweler. "Please, make a very beautiful necklace for my daughter," said Prabu. "With pleasure, Your Majesty," said the jeweler. He then worked as best he could, with all his heart. He wanted to create the most beautiful necklace in the world, because he loved Princess very much.

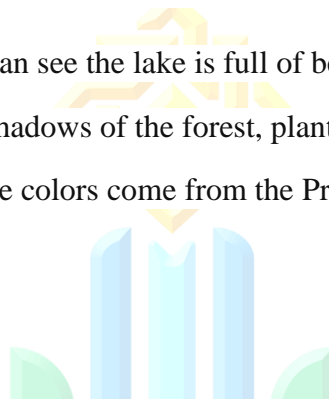
Birthday arrived. The people of the land gathered in the palace square. When Prabu and Ratu came, people greeted him with joy. The warm welcome was heard even more, when the beautiful Princess appeared in front of everyone. Everyone admired her beauty.

Prabu then rose from his seat. She had a beautiful necklace in her hand. "My beloved daughter, today I give this necklace to you. This necklace is a gift from people from all over the country. They love you very much. They offer this gift, because they are happy to see you grow up. Wear this necklace, son," said Prabu.

The princess received the necklace. Then she saw the necklace at a glance. "I don't want to wear it. This necklace is ugly!" cried the Princess. Then he threw the necklace. Beautiful necklace was broken. The gold and gems were scattered on the floor.

That's really surprising. No one thought, Putri would do something like that. Nobody spoke. Quiet atmosphere. Suddenly, Queen Purbamanah burst into tears. He was very sad to see his daughter's behavior. In the end, everyone shed tears, until the palace was wet with their tears. They continued to cry until their tears flooded the palace, and suddenly from the ground came a torrent of water, more and more. Until finally the kingdom of Kutatanggeuhan sank and created a very beautiful lake.

On a clear day, we can see the lake is full of beautiful and amazing colors. The color comes from the shadows of the forest, plants, flowers, and sky around the lake. But people say, the colors come from the Princess necklace scattered at the bottom of the lake.



Appendix 5



**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](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

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Nomor : B-3305/In.20/3.a/PP.009/05/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA NURIS JEMBER

Jl. Pangandaran no. 48 Antirogo Sumpersari Jember

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

NIM : T20186012  
Nama : MOCHAMMAD RAVI AKBAR  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH STORY COMPLETION TECHNIQUE AT TENTH GRADE OF SMA NURIS JEMBER" selama 15 ( lima belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Gus Robith Qoshidi L.C

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Mei 2022

Dekan,  
Wakil Dekan Bidang Akademik,



MASHUDI

K

Appendix 6



**SEKOLAH MENENGAH ATAS  
SMA NURIS JEMBER**  
TERAKREDITASI (A)  
NSS : 304 052 402 091 NPSN : 20523800  
Jl. Pangandaran 48 Antirogo – Jember 68125 Telp. ( 0331 ) 339544

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**SURAT KETERANGAN**  
Nomor : 423 / 20523800 / O / V / 2022

Yang bertanda tangan dibawah ini :

Nama : **ROBITH QOSHIDI, Lc.**  
NIP : -  
Jabatan : Kepala SMA Nuris Jember

Menerangkan bahwa :

Nama : MOCHAMMAD RAVI AKBAR  
NIM : T20186012  
Tempat, Tanggal Lahir : Jember, 12 April 2000  
Fakultas/Prodi : TARBIYAH / Tadris Bahasa Inggris

Mahasiswa tersebut telah menyelesaikan penelitian dalam rangka penyusunan Skripsi dengan judul **"THE IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH STORY COMPLETION TECHNIQUE AT TENTH GRADE OF SMA NURIS JEMBER"** tahun pelajaran 2021-2022.

Demikian surat keterangan ini di buat dan untuk digunakan sebagaimana mestinya.

Jember, 30 Mei 2022  
Kepala Sekolah  
  
**Robith Qoshidi, Lc**  
NIP. -



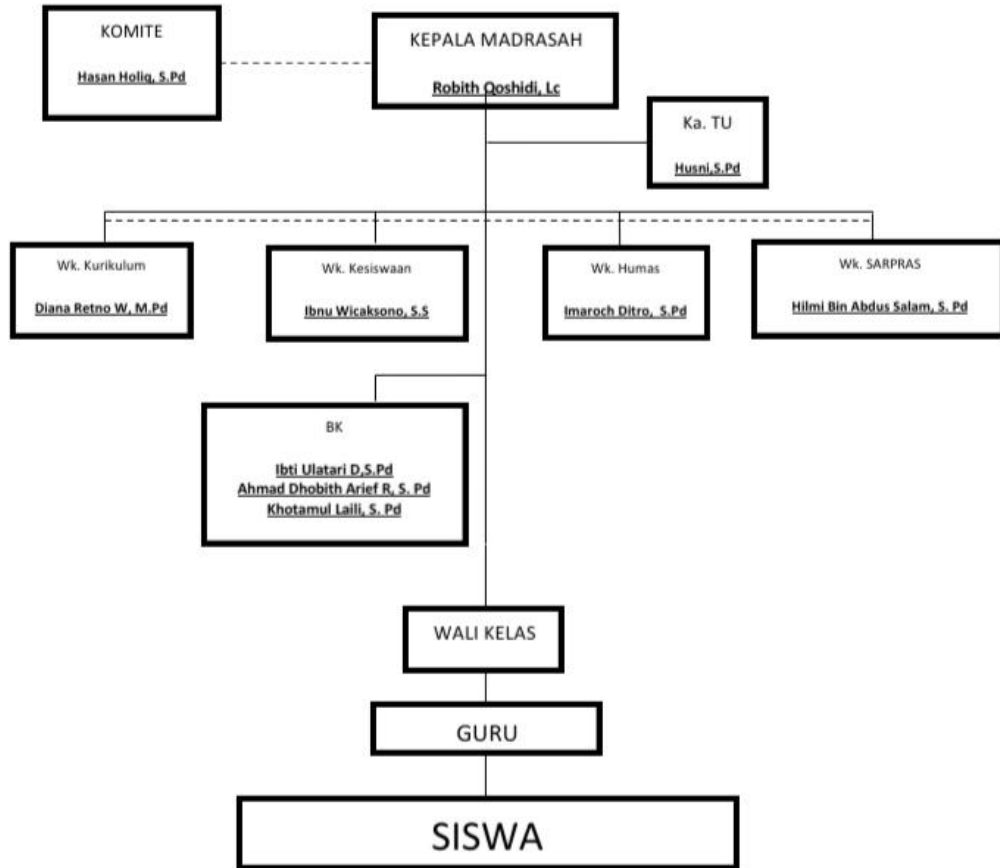
Appendix 7

DOCUMENT REVIEW

1	Profil Sekolah		
2			
3	<b>Identitas Sekolah</b>		
4	1 Nama Sekolah	:	SMAS NURIS JEMBER
5	2 NPSN	:	20523800
6	3 Jenjang Pendidikan	:	SMA
7	4 Status Sekolah	:	Swasta
8	5 Alamat Sekolah	:	JL. PANGANDARAN 48
9	RT / RW	:	2 / 1
10	Kode Pos	:	68125
11	Kelurahan	:	Antirogo
12	Kecamatan	:	Kec. Sumbersari
13	Kabupaten/Kota	:	Kab. Jember
14	Provinsi	:	Prov. Jawa Timur
15	Negara	:	Indonesia
16	6 Posisi Geografis	:	-8,1389 Lintang
17			113,7377 Bujur
18	<b>Data Pelengkap</b>		
19	7 SK Pendirian Sekolah	:	6234/104.7.4/1989
20	8 Tanggal SK Pendirian	:	1989-05-29
21	9 Status Kepemilikan	:	Yayasan
22	10 SK Izin Operasional	:	P2T/812/19.03/01/VIII/2019
23	11 Tgl SK Izin Operasional	:	2019-08-14
24	12 Kebutuhan Khusus Dilayani	:	
25	13 Nomor Rekening	:	0032908217
26	14 Nama Bank	:	BANK JATIM
27	15 Cabang KCP/Unit	:	CABANG JEMBER
28	16 Rekening Atas Nama	:	SMA NURIS JEMBER
29	17 MBS	:	Tidak
30	18 Memungut Iuran	:	Ya (Tahunan)
31	19 Nominal/siswa	:	220,000
32	20 Nama Wajib Pajak	:	YAY. SMA NURUL ISLAM (NURIS)
33	21 NPWP	:	025327446626000
34	<b>Kontak Sekolah</b>		
35	20 Nomor Telepon	:	0331339544
36	21 Nomor Fax	:	0331339544
37	22 Email	:	smanuris_jember@yahoo.co.id
38	23 Website	:	http://smanurisjember.sch.id
39	<b>Data Periodik</b>		
40	24 Waktu Penyelenggaraan	:	Pagi/6 hari
41	25 Bersedia Menerima Bos?	:	Ya
42	26 Sertifikasi ISO	:	Belum Bersertifikat
43	27 Sumber Listrik	:	PLN
44	28 Daya Listrik (watt)	:	23000
45	29 Akses Internet	:	Telkom Speedy
46	30 Akses Internet Alternatif	:	Tidak Ada

Profile of SMA Nuris Jember

STRUKTUR ORGANISASI SMA NURIS  
TAHUN PELAJARAN 2021/2022



Organization Structure of SMA Nuris Jember  
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**A. VISI, MISI dan TUJUAN**

**a. Visi SMA NURIS Jember :**

Menciptakan insan yang bertakwa, berakhlak mulia, berdaya saing global, dan siap menjadi pemimpin masa depan. Berikut penjabaran indikator Visi SMA Nuris Jember :

Visi	Indikator
Insan bertakwa dan berakhlak mulia	a. Unggul dalam aktivitas keagamaan b. Mempunyai akhlak mulia diantaranya : <ul style="list-style-type: none"><li>- Jujur</li><li>- Amanah</li><li>- Hormat kepada orang tua dan guru</li><li>- Menyayangi sesama</li><li>- Suka menolong</li></ul>
Insan berdaya saing global	a. Berprestasi dalam Ujian Sekolah b. Berprestasi dalam Olimpiade c. Berprestasi dalam Seleksi Masuk Perguruan Tinggi d. Memiliki kemampuan <i>Public Speaking</i> e. Memiliki ketrampilan Teknologi dan informasi f. Memiliki kecakapan hidup yang dibutuhkan di abad 21
Insan yang siap menjadi pemimpin masa depan	Memiliki jiwa kepemimpinan yang baik, diantaranya : <ul style="list-style-type: none"><li>- Bertanggung jawab</li><li>- Memiliki komunikasi yang baik</li><li>- Percaya diri</li><li>- Tegas</li><li>- Gotong royong</li><li>- Mandiri</li><li>- Kritis</li><li>- Kreatif</li></ul>

**b. Misi SMA NURIS Jember :**

Untuk mencapai VISI tersebut, SMA NURIS mengembangkan misi sebagai berikut:

- a. Menanamkan keimanan dan ketakwaan melalui pengamalan ajaran agama dalam kegiatan belajar mengajar.
- b. Menerapkan pembelajaran abad 21 yaitu 4C (*critical thinking, creativity, collaboration dan communication*).
- c. Menerapkan proses pembelajaran dengan mengerjakan soal-soal HOTS.
- d. Mengadakan bimbingan belajar dalam meningkatkan nilai US dan persiapan masuk perguruan tinggi.
- e. Mengadakan pembinaan dalam mencapai prestasi akademis dan nonakademis melalui kegiatan ekstrakurikuler.
- f. Meningkatkan kompetensi pendidik dan kependidikan.
- g. Mengoptimalkan fasilitas belajar yang memadai.
- h. Mengadakan pembinaan untuk membentuk pribadi yang berpengetahuan dan berwawasan global melalui peningkatan minat baca, pemanfaatan teknologi informasi, kegiatan ilmiah dan peningkatan kemampuan Bahasa Inggris.
- i. Menerapkan pendidikan karakter untuk mewujudkan pelajar pancasila.
- j. Mengadakan berbagai kegiatan OSIS, pelatihan, dan diklat untuk mengembangkan sikap kepemimpinan siswa.

**B. Tujuan SMA NURIS Jember**

Tujuan Pendidikan Nasional adalah mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga Negara yang demokratis serta bertanggung jawab. Sedangkan tujuan pendidikan menengah adalah meningkatkan kecerdasan, pengetahuan, kepribadian, akhlak mulia serta ketrampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut.

Merujuk pada tujuan pendidikan nasional dan tujuan pendidikan menengah berikut rincian Tujuan pendidikan di SMA Nuris Jember:

1. Menghasilkan lulusan yang beriman dan bertakwa kepada Allah S.W.T;
2. Menghasilkan lulusan yang berakhlak mulia sesuai dengan ajaran Agama Islam;
3. Menghasilkan peserta didik yang berprestasi dalam kegiatan olimpiade baik di tingkat kabupaten, provinsi maupun nasional;
4. Menghasilkan lulusan yang berilmu pengetahuan, berprestasi, dan mampu berkompetisi untuk memasuki perguruan tinggi;

5. Menghasilkan lulusan yang mampu bersaing di abad 21;
6. Menghasilkan lulusan sebagai calon pemimpin bangsa yang berkarakter kuat sesuai dengan profil pelajar pancasila.

## Vision and Mission of SMA Nuris Jember





**Interview with the English Teacher**



**Interview with a Student of 10th Grade**



**Interview with a Student of 10th Grade**



**Interview with a Student of 10th Grade**



**Learning Process**



**Learning Process**



**Learning Process**



**Learning Process**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

## Appendix 8

### SURAT PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini:

Nama : Achmad Alfian Romadoni

NIM : S20172046

Tempat, Tanggal Lahir : Dusun Jatikoong, Desa Jatiroto RT: 001

RW: 013, Kecamatan Sumberbaru Kabupaten Jember

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Perjanjian E-Comemerce Dalam Hukum Positif Perspektif Hukum Islam” adalah hasil penelitian karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Jember, 20 Mei 2022



**Achmad Alfian Romadoni**  
NIM. S20172046

*Appendix 9*

**CURRICULUM VITAE**



Name : Mochammad Ravi Akbar  
NIM : T20186012  
Place, date of birth : Jember, 12 April 2000  
Gender : Male  
Address : Jl. Bungur xv 4 Gebang Patrang Jember  
Faculty : Education and Teacher Training  
Major : English Education Department  
Email : [mochammadraviakbar@gmail.com](mailto:mochammadraviakbar@gmail.com)

**Educational Background**

TK Widya Maha Gangga Denpasar Bali (Graduated in 2006)  
SD No. 2 Kerobokan Kaja Denpasar Bali (Graduated in 2012)

MTs. AL-Qodiri 1 Jember

(Graduated in 2015)

MA. AL-Qodiri 1 Jember

(Graduated in 2018)



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