TEACHING SPEAKING BY USING STORY COMPLETION TECHNIQUE AT JUNIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study was to find out the implementation of students' speaking and students' opinions using the Story Completion technique in junior high schools. The subjects of this study were 8F grade students consisting of 32 students. This study used a qualitative method with observation checklist instruments for teachers and interviews for students. The results showed that students gave a positive response to the Story Completion technique, and in the learning process, some students looked inferior when they spoke even though they could speakwell. This is because students tend to be lazy to learn English. From interviews with 5 students the researcher concluded that with the method applied, students were more enthusiastic and happier while participating in learning and did not feel bored

Key words: *teaching speaking, story completion technique.*

INTRODUCTION

Learning English is a language learning that belongs to difficult in schools because it has several abilities that must be mastered by students such as mastery of vocabulary, pronunciation, writing and also vocabulary according to English itself, of course much different from the Indonesian pattern. Gunawan and Yusniaty (2022) In the process of learning English as a d language in Indonesia, it is still a scourge for most students in Indonesia.

Speaking skill is one of the four skills that must be mastered by students in learning English. Speaking skills are also the most natural way to communicate. Keith and Morrow (1981:70) say speaking skills are activities to produce spoken communication utterances. This means that this activity is communication by word of mouth, such as between individuals who communicate with each other, be it face-to-face conversations such as meetings, lectures, conferences, interviews, and so on.

Student problems in learning to speak is one aspect that creates problems for SMP PGRI 9 students in learning to speak. Hornby (1995: 37) defines that speaking as the skill that the students will be judged upon most in real-life situations. The factors that cause students to have problems in learning to speak consist of two factors, namely internal factors and externalfactors. Internal factor consisting of (a) pressure governance, pitch, juncture, intonation, and rhythm, (b) word selection and good idiom, (c) embarrassed feeling, (d) be afraid feeling, and (e) not self-reliant enough feeling. External factor consisting of (a) voice or sound and (b) media.

In this study, researchers will discuss the use of the Story Completion technique in teaching speaking. Basically, the Story Completion technique aims to help students speak more spontaneously according to the situations and conditions they will face in their daily lives. In addition, this technique can also help students to be freer in conveying their own ideas and ideas in speaking. This technique can be used to teach students speaking ability, encouraging all students to have equal opportunities to speak. According to Ghiabi (2014) this technique helps students' speaking skills getting better. In this type of teaching, student creativity also increases; Contrary to story retelling, in this technique students must use their own vocabulary.

This is the assignment is open and it is the student who manages the story and tries to completeit.

Based on the observations of researchers at SMP PGRI 9 Sidoarjo in class VIII, from interviews with students, the researcher found that many students could not speak English well,they said that English was difficult and boring because the English learning method used by their English teacher is less interesting or still uses conventional methods, only focused on reading, writing, and group discussion. So, it has an impact on students' learning motivation which makes them very bored in learning class activity. In addition, the lack of vocabulary and rarely exercise too the reason they can't speak English well. The student's difficulties are they felt shy, afraid, anxious if make a mistake, they could not to express their idea very well, and had lack or limit of vocabulary (L Musyarofah, 2018). From my observations about students' understanding in speaking English and the method when delivering material. Most students in class VIII-F are still classified as having low speaking ability, but the teacher is still trying a few methods when teaching English in class especially in improving speaking practice.

To improve students' skill in speaking, the teacher needs a strategy and media through using an aid that facilitates on speaking (Sabat 2017:12). Teachers can use different ones teaching strategies to achieve teaching and learning objectives. In study, teachers are given the opportunity to apply various teaching strategies that can help students speak well. The strategy used is based on students' needs and interests. To overcome this problem, teachers must be able to choose good method in teaching English. Researchers suggest one way to English teacher at SMP PGRI 9 Sidoarjo namely Story Completion, is one of the new techniques in teaching speaking recount text that can improve students' speaking skills. Possible caused by classroom real-life situations that students can create interested in taking lessons. As Kayi said that the completion of the story is a very fun activity in the whole class. In addition, this methodmakes students talk more because they have the same opportunity to speak. In addition to making class fun and increasing student motivation. This method can also make students memorize some vocabulary.

METHOD

This research uses descriptive qualitative research because the research data is in the form of words or speech and will be analyzed by explaining the data descriptively descriptive qualitative method aims to explain a phenomenon by using numbers that describe the characteristics of the subject to be studied. The instrument to be used is an observation and interview. The subject by involving students and teacher in one of the schools where the researcher worked. To choose the right subject, researchers have observed. From the observations, the research subjects were teachers and students of class VIII SMP PGRI 9 Sidoarjo.

This research data was collected from student. The main data sources come from in-depth interviews of students, supporting data are from observations in class and from teacherswho provide more information about student background.

Research uses research instruments as a tool so that research activities run systematically and structured, in collecting data. Data is done in several ways as Suharsimi saidArikunto (2002: 10-13) include the following:

a. Observation checklist

This refers to field observations that help researchers to collect the required data. Researchers use observations related to research objects such as students and teachers. That is a note to observe directly with the source of information about the object of research, namely grade 8 students at SMP PGRI 9 Sidoarjo.

Table observation checklist

No.	Pre-Teaching Activities	1 (Yes)	2 (Sometimes)	3 (No)
1.	Teacher preparation on learning program			
2.	Teacher preparation on Instructional Media			
3.	Teacher greet the students and checks student's attendance			
4.	Teacher reviews the previous material and conveys instructional goal			
5.	The teacher explains to student the material about recount text			
6.	Teacher explain how to apply story completion method to students			
6.	Teacher asked the students short question related to the material			
No.	Main Activities	Yes	Sometimes	No
1.	Teacher divides students into some groups and gives interesting topic to students, then teacher start tell the story			
2.	Teacher gives instruction to every group of students to complete or continue the story, then teacher control student's activity			
3.	Teacher gives feedback and motivation for students and provide opportunity for asking a question			
No.	Closing Activities	Yes	Sometimes	No
1.	The teacher makes a review of the material			
2.	The teacher informs the students about next meeting material			
3.	The teacher gives homework to students as evaluation material			
4.	Teacher closes the learning process			

b. Interview

Researcher also used Interview to collect the data. The researcher used interview to find out the students' interest in learning process. The interview was a fairly versatile technique for gathering data on multilingualism (Kawulich, 2005).

Interviews were needed to complement the data and student opinions about learningthat conducted by researcher. After the learning process the researcher picked 5 students randomly. The researcher only picked 5 out of 32 students for the interview because in qualitative research, interviewing was needed to complement the data.

The 5 students who received the interview form were given the freedom to answer honestly about the learning that has been done by the researcher. The interview sheet contains 6 questions related to students' opinions about the use of story completion

techniques in learning speaking. The interview sheet is given at the end of the lesson process.

Table of Interview

No.	Question	Answer
1.	Do you find it difficult to learn speaking using the story completion technique?	
2.	what makes you find it difficult or easy?	
3.	Have you previously studied speaking using the story completion technique?	
4.	What makes you feel confident when you speak English sentences when learning is going on?	
5.	If you find it difficult, what method will you take to follow the speaking lesson to make it look easier?	
6.	Is the method you just learned successful in improving your speaking skills?	

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FINDINGS AND DISCUSSION
1. The Implementation of Teaching Speaking by Using Story Completion Technique
    a. Implementation
        1. Planning
        Researchers prepared several instruments, namely as follows:
        a) Lesson Plan (RPP)
            Lesson Plans are used to control the teaching and learning process in this study. Researchers use it as a guide for managing time and activities during the teaching and learning process in class.
        b) Material
            Recount text (meaning, purpose, generic structure, example, and language feature). Recount text is a type of text in learning English which has a function to retell events or experiences that occurred in the past. This text aims to provide information and/or entertain readers who read this writing.

This research began on 16th January 2023 until 30th January 2023. This research was carried out at the PGRI 9 Sidoarjo junior high school, in one class, namely class VIII F. The class had a total of 32 students. In this study, researchers used English lessonsas research material. The material is delivered orally and practice.

b. Action

a) The First Meeting

The first activities is pre-teaching activity. Pre-teaching activities contain opening activities such as preparation for teaching, greetings and motivation. The teacher started class at 07.00 am. The teacher greeted the students by saying "Hello good morning students" and the students answered "Morning too". The material for that day was English lessons using the story completion technique. The teacher checks the attendance list and invites students to pray together. Next, the teacher explains about learning and techniques that will be used to arouse students' curiosity. After giving an explanation, the teacher asks apperception questions to students regarding the material. the teacher also conveys learning objectives to students. Furthermore, the researcher gave motivation to students about the importance of learning English.

At this step, the teacher starts learning by asking questions about "what is recount text". One of the students "Nadia" answered that "recount text is telling about events or experiences in the past". After that, the teacher explains the recount text which includes its meaning, generic structure and characteristics. In explaining the material, the teacher gives examples of personal experience recount text with the theme "vacation". In this topic the teacher also explains it related to the structure of recount text. Then the teacher gives students the opportunity to ask questions. One of the students asked "Is it mandatory to use verb 2 in the recount text?" Then the teacher answers questions from students "yes because the verb used is always the 2nd form to indicate activities that occurred in the past, or using to be was/were. After all the material has been explained, the teacher explains the method that will be used to practice recount text, namely the story completion method. The teacher explains briefly about the method by showing an example. After that the teacher divided the students into several groups and the class started practicing the story completion method with the same theme, namely "vacation". The teacher starts the practice by giving a sentence "A few mont ago, I and my family went to Selecta Malang…" and then continued by students. At the first practice all students looked dizzy and confused when applying the method, but the teacher still controlled their activities and gave suggestions. As learning progresses students begin to enjoy and enjoy this learning. Before closing, the teacher gave some vocabulary to all students and instructed students to memorize and help them in speaking.

The teacher gives some comments or feedback to students and concludes the lesson together. the teacher gives homework to students by writing personal experiences that have occurred in the past as evaluation material. the teacher closes the meeting by praying and saying "thank you for your attention see you at the next meeting".

b) The Second Meeting

The second meeting was held on Saturday, March 18, 2023. The teacher opened the class by praying together and then asked about the condition of the

students, all students answered very well. Then, the teacher checks the student attendance list and reviews the previous meeting. the teacher also asked students' difficulties when applying the story completion method. Furthermore, the teacher gives motivation to students and continues the next activity.

At this stage, the teacher repeats the previous lesson because many still don't understand. The teacher re-explains the procedure and immediately gives an example. During speaking practice, students sit in a circle with their group. teachers still use the theme "Vacation" as an example. The teacher starts telling the story as an opener by saying "last week, my friends and I went to Teluk Asmara Beach in Malang". The first group continues the story until it's finished. The other groups listen and pay attention to group one. The teacher feels happy because the students can finish the story well. After that, the teacher gave the other groups the opportunity to practice speaking. The topic of the story depends on the students, so they can tell stories and imagine anything. The teacher only has to control the activities and accompany students if they feel confused. Finally, the teacher asked several students how they felt after telling stories using the story completion method and asked about their difficulties. The teacher provides feedback and motivation to all students and informs that the next meeting will focus on the next material and asks students to prepare well.

At this step, the teacher gives some comments or feedback to students and concludes the lesson together. The teacher gives homework to students as evaluation material. The teacher closes the meeting by praying and saying "thank you for your attention see you at the next meeting".

2. **Students' Opinion in Learning Speaking by Using Story Completion Technique**

The researcher started to collect interview data by involving 5 students from 32 students in the class. The result of the interview had been obtained from the students' opinion. Based on the interview sheet showed that:

a) The results of interviews with 1st subject student said that he was very awkward and afraid when learning because he found it difficult to learn to speak English using this method. This student admits that it is difficult to process a word into a sentence using English. When studying, students feel insecure because they cannot speak English and feel embarrassed, but because of the demands of the school, they have to learn English. According to him, when they find it difficult to learn speaking, these students often open references for learning English from various social media, such as on Instagram or Tiktok because it is more exciting. When this student was asked whether this lesson was successful in helping improve speaking skills the student responded well and considered this lesson successful in improving his speaking because he didn't feel bored and like playing games

b) The results of the interview with the 2nd subject student she had absolutely no difficulty during the lesson because he really liked English lessons. According to her, learning story completion is very easy to understand and fun because it only connects sentences. During the lesson the student admitted to the researcher that she felt confident because besides learning English at school he also had his own English tutor at home which made him more fluent in speaking English compared to other friends. When this student was asked whether this learning was successful in helping improve students' speaking skills the answer was yes, apart from being fun learning the student admitted that he got more new vocabulary that he did not know from his friends.

c) The results of interviews from the 3rd subject students. According to the student, learning is quite difficult because this student admits that he is lazy to learn English. The researcher asked if he had ever learned English using this method the student answered never because he did not like English lessons. student admits he is not confident because he feels he does not master English according to him English is another language that is difficult to understand and confusing with words that are quite foreign to him. This student only learns English at school, he also doesn't take lessons, so he only learns English based on the material at school. When this student was asked whether this learning was successful in helping improve students' speaking skills, they assumed that because they were bored with learning in general, learning with this method was enough to improve their abilities. He wants to participate although sometimes still not confident.

d) The results of interviews with 4th subject students. According to this student, learning with the Story Completion technique is very exciting and fun because it's the same as playing a sentence-connecting game, so according to her it's very exciting and adds more English words that she didn't know before, so she knows, especially when learning is in groups not individual. the student admits that she has learned to use this technique, namely connecting sentences but using Indonesian instead of English so for him this is learning with new innovations that are very exciting so when learning English these students do not feel bored. When this student was asked whether this lesson succeeded in helping to improve speaking skills these students felt that this learning made them even more fluent in speaking English.

e) The results of interviews with 5th subject students, she felt no difficulty during learning. The student feels happy learning speaking in English using this method before and she has never used this method for the first time and according to her this method is very exciting. She is even more enthusiastic and motivated in participating in the learning process. When asked about whether she is confident or not he doesn't feel very confident, it's just that he really likes to speak in public so he doesn't feel embarrassed when learning English even though there might be some mistakes in pronouncing sentences. When this student was asked whether this learning was successful in helping improve speaking skills these students felt this method was very fun and easy to understand.

3. **Discussion**

a) Implementation

Based on the method of Lansky (1968) the procedure of the Story Completion Technique is as follows; a) The teacher asks students to make groups of 5 students in each group, b) Students are asked in groups to complete the story previously told by the speaker based on the part given by the teacher. Before that, the teacher must start a story that the students must complete. This would be an interesting technique because every student is motivated to speak, c) Each student is supposed to add from four to ten sentences, d) Students can add new characters, events, descriptions and so on.

At this stage it is the planning stage where the researcher is still preparing several instruments that can be used, including lesson plans, observations, evaluations, follow:

At this stage the teacher is still looking for some stories that can help the teacher to provide understanding to students such as pronoun text which tells stories in the past.

Based on the results that have been described, the researcher obtained several findings. On the observation sheet, researchers have conducted learning

according to the lesson plan. However, even though learning has been done, some students still experience problems. First, the researchers found that this method is a new activity that they rarely do when learning English at school. Therefore, according to their answers during the interview, the researcher knows that some of them still have difficulty understanding and finding out the meaning of learning using this method. Second, the researcher found that some of them had learned to use this method but used Indonesian. According to some students this learning is very exciting because there are new innovations so you don't get bored when learning English.

The researcher saw from the results of the research during the observation in class that all students were very enthusiastic when learning took place. Only a few might be afraid and feel embarrassed if they mispronounced English sentences. This is the main obstacle in learning. In fact, the teacher has conveyed the material in a relevant, consistent and sufficient manner to help students understand the material. The teacher uses media that is appropriate to the subject matter and lecture methods, questions and answers, discussions, demonstrations and reviews of previous lessons.

b) Students' Opinion

Researchers can conclude several different student opinions. Opinions arise as a result of discussions about controversial issues that give rise to different opinions (Cutlip: 2004). The opinions of the students after learning to use this method took place quite differently. as an example of the difficulties experienced by some students, the first student admitted to having difficulties in learning because the language used was English. the second student thinks this method is very easy because he likes English and at home, he also takes English courses, the third student admits that it is difficult because he does not like English and admits that he is lazy to learn, fourth and fifth students think English is very easy and fun to learn studied.

The researcher asked the five children about their opinion whether this method was able to improve students' English skills, they all answered "yes" the main reason was because in their opinion this method had just been learned and was very exciting.

Students realize that in speaking practice there are obstacles must be completed. Being aware of one's shortcomings is a positive thing for student. The more students know their mistakes, the easier it will be to look for solutions or workarounds. The obstacles faced by these students should be understood by teachers and teachers should help find solutions, besides students themselves must solve the problems they face.

Students realize that they have many obstacles in speaking learning. For that, they also always overcome obstacles or these problems. The efforts made by students in overcome the obstacles encountered when learning to speak in English in between.

1) Preparation before speaking practice.
2) Assume the existence of other students as supporters or supporters.
3) Seeking attention in a loud voice or vice versa, silence.
4) Selective in presentation.
5) Read a lot and watch the news on television.

There are efforts from students to overcome obstacles or obstacles that are encountered in learning to speak. Preparation, study and a series of efforts above is a positive thing in learning. Such an endeavor need support from teachers and other students.

CONCLUTION

Based on the research findings and discussion, it can be concluded that the use of the story completion method in teaching speaking makes it easier for students to understand the material and students feel happy and comfortable when learning speaking. Students can easily and freely convey all their own story ideas. However, some students find it quite difficult to

understand because of the lack of speaking practice. The obstacles faced by some students referto the laziness of students learning English, students feel that English is difficult to understand, lack of confidence, and learning at school is considered boring. Story completion is proven to be able to help class VIII students of SMP PGRI 9 Sidoarjo to enjoy and more easily understandthe lessons given by the teacher during speaking lesson.

It can be concluded that the use of story completion techniques is effective on the speaking ability of class VIII students of SMP PGRI 9 Sidoarjo.

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