CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explained the research results and discussion.

4.1 Result of the study

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 lessons as research material. The material is delivered orally and practice. The research data was taken from participant observation and interviews. Everything aims to find out students' opinions about the difficulties of using the story completion technique in learning English.

4.2 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.

Generic Structure	Explanation
Orientation	At the beginning of this recount text, the author explains in advance the setting of who is involved in the story, when it happened, and where the setting is.
Events:	In the second part of this recount text, the writer explains what events he experienced (which the character experienced) in a series of sequential events.
Reorientation	At the end of the recount text, the author gives his opinion or opinion regarding the events he has told. This section is optional, so it may or may not depend on the author.

b. Action

a) The first meeting

1. Pre -Teaching Activities

The teacher starts the class by greeting

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.

2. Main Activities

One group practiced the story completion method

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.

    3. Closing Activities

The teacher ends the class by praying

At this step, 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

1. Pre-Teaching Activities

The teacher starts the class by greeting

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.

2. Main Activities

The teacher repeats the previous lesson

One group practiced the story completion method

The teacher gives an explanation to a student

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.

3. Closing

The teacher ends the class by praying

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".

4.3 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:

4.3.1 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

4.3.2 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.

4.3.3 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.

4.3.4 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.

4.3.5 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.

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.