

APPENDICES

Appendix I: Translation of Quran Verse

Surah Al-Hujurat verse 13.

Transliteration	Translation	Terjemahan
<p><i>Yaaa ayyuhan naasu innaa khalaqnaakum min zakarim wa unsaa wa ja'alnaakum shu'oobanw wa qabaaa'ila lita'arafoo inna akramakum 'indal laahi atqaakum innal laaha 'Aleemun khabeer</i></p>	<p><i>"O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted"</i></p>	<p><i>"Hai manusia, sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal- mengenal. Sesungguhnya orang yang paling mulia diantara kamu disisi Allah ialah orang yang paling takwa diantara kamu. Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal."</i></p>

Al-Insyirah verse 5-6

Transliteration	Translation	Terjemahan
<p><i>Fa inna ma'al usri yusra</i></p>	<p><i>So, surely with hardship comes ease.</i></p>	<p><i>Maka sesungguhnya beserta kesulitan ada kemudahan,</i></p>
<p><i>Inna ma'al 'usri yusra</i></p>	<p><i>Surely with 'that' hardship comes 'more' ease.</i></p>	<p><i>sesungguhnya beserta kesulitan itu ada kemudahan.</i></p>

Appendix II: Official Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3262426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

SURAT RISET

Nomor : B- 212 /Un.14/III.1/PP.00.9/05/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Insan Aulia
NIM : 180101030015
Semester : X (Sepuluh)
Alamat : Jl. Jend A Yani RT002 no. 36 Jangkung, Tanjung, Tabalong
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

UTILIZING STORY COMPLETION TECHNIQUE ON TEACHING SPEAKING AT LANGUAGE DEVELOPMENT UNIT CLASS

Tempat Penelitian : Unit Pengembangan Bahasa UIN Antasari Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 15 Mei 2023
Sampai Tanggal : 15 Juli 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 12 Mei 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,



Muradi
Ahmad Muradi, M.Ag
NIP 197808082005011006

Mahasiswa yang bersangkutan,

Insan Aulia

Insan Aulia
180101030015



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Nomor : B- 212 /Un.14/III.1/PP.00.9/05/2023 12 Mei 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala Unit Pengembangan Bahasa UIN Antasari Banjarmasin
Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Insan Aulia
NIM : 180101030015
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Jend A Yani RT002 no. 36 Jangkung, Tanjung, Tabalong
No HP : 081351558741

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Abdullah Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



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12 Mei 2023

Sifat : Penting

Lampiran : 1 (Satu) Berkas

Hal : Mohon Izin Riset

Yth. Tutor UPB Inggris
grup SI
.....
.....

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Insan Aulia
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Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA
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PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
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SURAT KETERANGAN

Nomor: B-1163/Un.14/III.1.f/PP.00.9/12/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Insan Aulia
N I M : 180101030015
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Jend. A. Yani RT. 2 No. 36 Kel. Jangkung, Kec.
Tanjung, Kab. Tabalong.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“Utilizing Story Completion Technique on Teaching Speaking at Language
Development Unit Class”**

Pada Hari/Tanggal : Kamis, 01 Desember 2022
Tempat : Ruang SAC

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 08 Desember 2022

Ketua,




Afifah Linda Sari

Appendix III: Notes



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIIYAH DAN**

PRODI TADRIS BAHASA INGGRIS

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

CATATAN SEMINAR PROPOSAL SKRIPSI

- | | |
|---------------------------|---|
| 1. Nama Mahasiswa | : <i>Insen..Aulia</i> |
| 2. N I M | : <i>18010230015</i> |
| 3. Program Studi | : <i>T.BI</i> |
| 4. Judul Proposal Skripsi | : <i>Utilizing...Story Completion Technique on Teaching Speaking at Language Development Unit Class</i> |
| 5. Dosen Pembimbing | : <i>Hidayah..Nor...M.Pd</i> |
| 6. Catatan Hasil Seminar | : |

NO	Catatan/Saran Penanggap	NO	Catatan/Saran Dosen
-	<i>Don't write it in italic.</i>	-	<i>Don't mention the name of the lecturer's name</i>
-	<i>write down more specific info in Definition key terms</i>	-	<i>Introduce your topic first, then insert the Quran verse</i>
-	<i>the paragraph context</i>	-	<i>the translation of the Quran vers should be put it in appendices</i>
-	<i>why you choose this kind of technique?</i>	-	<i>use Citation APA4th (means without pages).</i>
-	<i>Why you choose UPB as your research setting instead of other place?</i>	-	<i>write the challenges related to your research question.</i>
		-	<i>previous studies should be 3 research.</i>
		-	<i>references should up to date.</i>

Banjarmasin, 1... *Desember* 2022.

Moderator,

Loardi

Catatan:

Lembar seminar ini diisi oleh moderator

Appendix IV: Observation Checklist and Notes Guideline

NO	PROCEDURES	YES	NO	NOTES
1.	The tutor arranges the class in circle			
2.	The tutor starts telling a story, but stops after a few sentences			
3.	Each students takes turns continuing the story from where the previous student left off			
4.	Students add 4-10 sentences each time			
5.	Students freely add new characters, events, and descriptions to the story			
6.	The story continues until it reaches a logical conclusion or until the tutor stops the activity			

Appendix V: Observation Result

NO	PROCEDURES	YES	NO	NOTES
1.	The tutor arranges the class in circle	✓		<ul style="list-style-type: none"> ● tutor divided the class into small groups ● the number of circle created was in accordance with the number of groups created ● while the students were gathering with their groups, the tutor briefly instructed about the activity they will do ● the tutor asked each group to record their activity with their smartphone and send the recordings afterwards into their Whatsapp group ● on the third meeting the tutor freed the students to whether done the activity in the classroom or outside
2.	The tutor starts telling a story, but stops after a few sentences	✓		<ul style="list-style-type: none"> ● the tutor started narrating the story ● he also wrote the opening of the story on the whiteboard ● in another meeting he wrote it on their Whatsapp group ● not always few sentences, an incomplete sentence was also provided
3.	Each students takes turns continuing the story from where the previous student left off	✓		<ul style="list-style-type: none"> ● the tutor gave specific instruction that the turns will run in anticlockwise motion ● during this stage the tutor walked around the class and observing each of the groups to make sure that they do the activity accordingly

4.	Students add <u>4-10</u> sentences each time		✓	<ul style="list-style-type: none"> ● students did not add 4-10 sentences each time since the tutor's instruction was to add <u>1-3</u> sentences ● several students seemed to have difficulty in continuing the story ● when a particular student used incorrect tense, her friends corrected it ● the tutor sometimes provided assistance like telling them the appropriate grammar and vocabulary use ● when there was a student who seemed too dominating the group, the tutor came to remind her to finish her part and let the next person to continue the story
5.	Students freely add new characters, events, and descriptions to the story	✓		<ul style="list-style-type: none"> ● most of students add them meaningfully
6.	The story continues until it reaches a logical conclusion or until the tutor stops the activity	✓		<ul style="list-style-type: none"> ● tutor gives specific time frame and number of rounds so the students were given the same opportunity to participate in the activity ● the tutor reminds the students to finish the story when the story or time was nearing its ends

Appendix VI: Interview Guideline

<p>Tutor: Mr. R Class: LDU (English) group 31</p>		
No.	INTERVIEW QUESTIONS	PARTICIPANT'S RESPONSE
1	<p>Could you please describe your preparation/planning process for utilizing the Story Completion Technique in your speaking activity?</p>	
2	<p>What kind of stories do you use for the story completion technique, and how do you select them?</p>	
3	<p>How do you adapt the Story Completion Technique to suit the learning needs and abilities of your students?</p>	
4	<p>Could you please describe how you utilize the Story Completion Technique in your speaking class?</p>	
5	<p>How did you introduce the Story Completion Technique to your students?</p>	
6	<p>How did you manage a large class size during the utilization of Story Completion Technique?</p>	

7	Did you find a student(s) who is not engaged by the utilization of Story Completion Technique? If so, how do you ensure they are motivated?	
8	One of the main challenges in teaching speaking is limited time for teaching. Did you encounter this challenge when preparing your speaking activity while utilizing Story Completion Technique? If so, how did you deal with it?	
9	Did you find any talkative students who tend to dominate the speaking activity? If so, how did you prevent them from doing so?	
10	How do you address the needs of students who may struggle with their parts continuing the story in the speaking activity ?	
11	How do you assess student performance during the utilization of Story Completion Technique, and do you provide any feedback to the students?	
12	One of the common challenges in teaching speaking is lack of resources and facilities, did you encounter the same challenge when utilizing Story Completion Technique in your	

	speaking activity? If so, what are they and how do you think it should be dealt?	
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Appendix VII: Interview Results

Tutor: Mr. R Class: LDU (English) group 31		
No.	INTERVIEW QUESTIONS	PARTICIPANT'S RESPONSE
1	Could you please describe your preparation/planning process for utilizing the Story Completion Technique in your speaking activity?	<i>"The first one I need to know is my student level first". "After that, I need to know the grammar that they are mastering. Did they use it or not?"</i>
2	What kind of stories do you use for the story completion technique, and how do you select them?	<i>The story? the story is.. I don't really like the complicated, a quite complicated story because no one likes complicated story, right? So yeah it's related to the daily activity, their daily experience because students know, they know about the the ghost story. It happened in their life and then they know about the trip to some place, yeah that kind of story."</i>
3	How do you adapt the Story Completion Technique to suit the learning needs and abilities of your students?	<i>"yeah my previous answer is like I need to know their level and then the the the whole level of the student in my class maybe not all of them uh are smart are are having the good proficiency but after several tries, i think they can cope with the problems"</i>
4	Could you please describe how you utilize the Story	<i>After that (assessing students' proficiency and grammar mastery) I asked them to tell about the a certain story maybe a story about</i>

	Completion Technique in your speaking class?	<i>that related to their lives so they can they can improve their story and then so on like that and then after that I asked them to record it to no no not recorded I asked them to to do the the activity and then that's it and then after that I re-evaluated and evaluated and then to see that do they have the it or not and then and then at the next stage of the next opportunity I asked them to use another one and another one it could be simple more simple but it could be more challenging and then yeah that's it.</i>
5	How did you introduce the Story Completion Technique to your students?	<i>"Yeah I asked them 'have you ever seen an activity that is like uh when the teacher is making a sentence and then they make another sentence and then so on and then so on and so on' they know about it and they don't really need to uh need not need a lot of lots of explanation about that".</i>
6	How did you manage a large class size during the utilization of Story Completion Technique?	<i>"Since there are only 18 students, I don't think it's large enough but yeah I grouped them into several group so everyone has opportunity to speak during the activity"</i>
7	Did you find a student(s) who is not engaged by the utilization of Story Completion Technique? If	<i>"Yeah, It goes back into the topic, right? Topic again. In LDU, my main goal I don't know about about the other group but main goal is to make the students able to speak without burden they can speak I don't really</i>

	so, how do you ensure they are motivated?	<i>care about the result I only care about they they can practice their English”</i>
8	One of the main challenges in teaching speaking is limited time for teaching. Did you encounter this challenge when preparing your speaking activity while utilizing Story Completion Technique? If so, how did you deal with it?	<i>“We cannot listen to them in in every group, right? so I I I taught them to to create some groups and they're recorded by themselves. it means that they have the independency uh in how they are going to uh to make the the activity. it could be good it could be bad it's up to them but all I all I need is that they need to speak. uh they need to continue their the the the story then then it should be completed.</i>
9	Did you find any talkative students who tend to dominate the speaking activity? If so, how did you prevent them from doing so?	<i>“Yes, I reminded the student to give his or her friend a chance to speak.”</i>
10	How do you address the needs of students who may struggle with their parts continuing the story in the speaking activity ?	<i>“There is there is one thing that I learned from the from reading. the one that is making uh a response to other people. This one skill is quite important. That's why in my class I always I don't always uh teach them about the good one. I also teach one about the the unique things the surprising things so that</i>

		<i>they can make their own expression and then by that by teaching them that way I think the student will make a good maybe they they will make it they will create a better uh or quicker response in the story, like that”</i>
11	How do you assess student performance during the utilization of Story Completion Technique, and do you provide any feedback to the students?	<i>“Okay so.. today is the we have the technology, right? we have the the technology and then we have the technology to to record the the voice and then their their uh their activity and then uh after that I listen to the activity and I assess their their level or their uh spontaneous action and then how they continue but the about the story and then if you have feedback I don't think I need to give them feedback because I I post no I asked the student to post it on the group. it means that they will know their own limitation they will see that ‘oh I'm not performing like a good one’ yeah like you need to evaluate one yourself, right?”</i>
12	One of the common challenges in teaching speaking is lack of resources and facilities, did you encounter the same challenge when utilizing Story Completion Technique in your	<i>“I have no problem with the facilities uh about the about the topic we have lots of topics right yeah lots of topic that is related to the students we only need to not Googling we need we only need to try in each group that which one is the most common about them ‘is it about Hobby” , is it about their bad experiences”, is it about good experience or</i>

	speaking activity? If so, what are they and how do you think it should be dealt?	<i>a happy one, a bad one or a same feeling, when they go to the dormitory, and then how they are feeling when they are in they are entering this University and so on something related to them”</i>
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Appendix VIII: Pictures

Pictures of Interview



Pictures of Observations





CURRICULUM VITAE

I. Personal Details

Name : Insan Aulia
Place and Date of Birth : Tabalong, 5th November, 1999
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Jailani Setiawan and Idang Kartini
Siblings : Rosalia Kartika, Reza Aulia, and Indria Kartika

II. Formal Educational Background

2004 – 2005 : TK Raudatul Athfal
2005 – 2011 : State Elementary School 6 Tanjung (SDN 6 Tanjung)
2011 – 2014 : State Islamic Junior High School 1 Tanjung (MTsN 1 Tanjung)
2015 – 2018 : State Islamic Senior High School 1 Tabalong (MAN 1 Tabalong)
2018 – 2023 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2018 – 2020 : ESA Antasari