

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research that aimed to explore the utilization of Story Completion Technique in teaching speaking at the Language Development Unit (LDU) class. The study sought to examine how the story completion technique is utilized and to identify any challenges associated with its utilization. Furthermore, in order to investigate these aspects, a descriptive qualitative approach was implemented with ways of data collection; observation, semi-structured interview, and documentation. Finally, the data is analyzed using Miles and Huberman's model to provide a description of the story completion technique's utilization and the challenges the tutor ran into while using it at LDU class. The outcomes of the observations, interviews, and documentation are also examined in relation to the research's conclusions.

A. Findings

The research was carried out in Antasari State Islamic University, exactly at group 31 of the English Language Development Unit (LDU) program. This group is taught by Mr. R, who has been teaching English in the LDU program for 12 years. Recently, there are 18 (eighteen) students in this particular class who are from various majors. The students were collected through an English placement test. In this section, the researcher describes how story completion technique is utilized in teaching speaking at LDU class as well as the challenges the tutor encountered with.

1. The Utilization of Story Completion Technique

Based on data obtained through observation, interviews, and documentation, there are several procedures to utilize Story Completion Technique on teaching Speaking at English Language Development Unit group 31 (thirty-one). The procedures are described below.

a. Assessing Students' Proficiency Level in the Target Language

Assessing students' level of proficiency is considered as the first fundamental step in utilizing story completion technique. By doing this, the tutor was able to evaluate the student's level of linguistic competency before utilizing the technique of Story Completion because this will eventually aid the tutor in choosing an appropriate story and provide guidance on proper grammar and vocabulary use. The statement from Mr. R below indicates that he believes that it is important to determine the students' level of proficiency in the target language before utilizing story completion.

"The first one I need to know is my student level first".

b. Identifying Grammar and Vocabulary that Students Have Mastered

Once the students' level of proficiency has been determined, it is crucial to identify what grammar and vocabulary the students have already mastered. Based on the observation data, it shows that Mr. R taught the students specific grammar before the Story Completion came to utilize. The researcher also noticed that he simultaneously stimulated the students to describe some words in the reading section several times. This indicates that Mr. R was identifying students' grammar and vocabulary mastery before

utilizing Story Completion Technique. This will help him to ensure that the students are able to understand the use of language required for completing the story. Furthermore, it was proven in the interview when Mr. R said:

“After that, I need to know the grammar that they are mastering. Did they use it or not?”

c. Selecting a Suitable Topic of the Story

Topic selection is also considered as an important thing to determine before utilizing Story Completion Technique in the speaking activity. This was suggested by Mr. R through the interview. He emphasized that selecting a story related to students' daily experiences is better since the students will easily comprehend their part in continuing the story in the activity. He also mentioned that he needs to choose a story that is not too complicated, as a complicated story might make it difficult for his students to understand and continue the story. This can be seen on his statement during the interview as follow:

“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.”

However, based on the researcher's observation it seems that the topic is not implicitly told to the students. It can only be identified by seeing how the tutor started the story on point (e). It is acceptable since the tutor chooses the topic just to ease the student in continuing the story. He indeed does not want to limit the students' creativity and imagination in building the story.

d. Arranging the Class in Circles

Data of the observation shows that during the first and second meeting, the students were firstly divided into several groups. Afterward, each group was instructed to sit in a circle following the recommended procedure of the Story Completion Technique. However, in the third meeting, the tutor freed the students to decide whether to stay in the class or go outside. Nevertheless, the two groups that remained in the class formed a circle on their own, demonstrating a similar utilization of the seating arrangement. This indicates that the tutor recognized the importance of creating a sense of community and interaction among the students, even if the arrangement was not explicitly directed by the tutor.

e. Starting the Story and Stopping After a Few Sentences

Based on the observation data, the tutor initiated the story but stopped after a few sentences or an incomplete sentence. In the first observation, the tutor began the story with, "*Once upon a time there was a...*" which is an incomplete sentence. In another meeting, he provided a few sentences,

"It was last year, my mother and I went to Banjarmasin. We stayed in a cheap hotel, a cheap and gloomy one. We encountered many bad things there.."

Although the tutor did not provide a few sentences in every meeting, the students still understood what to do. This suggests that the tutor effectively conveyed the purpose of the activity, generating curiosity and motivating the students to continue the story.

f. Each Student Takes Turns Continuing the Story

Based on data of the observation, students took turns continuing the story from where the previous student left off. The tutor facilitated this process by designating a starting student who will continue the story from where the tutor left off. He also mentioned that after the first student is done with his part, the story needs to be continued by the person on the left of the first student. Furthermore, the tutor was just observing each group and ensuring that the students followed the activity accordingly. This demonstrates the tutor's adherence to the recommended procedure and the promotion of student engagement and participation in collaborative storytelling through Story Completion.

g. Students Adding 1-3 Sentences Each Time

The observation data revealed that the students did not add 4-10 sentences each time. Instead, most students contributed 1-3 sentences during their turn. However, it is important to note that the tutor adjusted the instructions based on the students' proficiency levels. The tutor was also provided guidance when a particular student exceeded the given limit or too dominating in the activity. The tutor's flexibility in accommodating the students' abilities contributed to their active participation and maintained the flow of the Story Completion activity.

Moreover, as the tutor suggested, in each turn the students are guided to narrate and continue a certain story they are familiar with, meaning that the topic should be related to their lives, horror story for example, as

mentioned in point (c). This may improve their own storytelling skills and help the students to practice using new vocabulary and grammar structures while also developing their creativity and imagination.

Statement from Mr. R:

"I asked them to tell a certain story, maybe a story that related to their lives so they can improve their story".

h. Students Freely Adding New Characters, Events, and Descriptions to the Story

The observation data clearly indicated that students freely added new characters, events, and descriptions to the story, showcasing their creativity and imagination. This can be proven by the documentation (recordings).

1) Adding new characters

Through the activity, the students added new characters in the story. Some of the proofs are as follows.

Student A narrated:

"...because of that I screamed so loudly and my parents came to me."

Student B continued:

"and then my parents asked the medicine to the hotel staffs but they don't care."

In a different meeting, when the previous student said, "*she's a broken home girl*". The story was continued by another student with "*Her mother, her step-mother is very very cold with her and then her sisters are cruel too."*

2) Adding new Events

Based on the documentation data, it is proven that during the utilization of Story Completion Technique, the students add new events into the story, for example when one of the students said,

“In the morning we see the artist, and then we forgot about the annoying voice.”

Then, another student continuing her part narrated:

“We met the artist again and he smiled at me. But when I look at his foot, he's flying.”

In the another group, a particular student narrated:

“but when we were checking there, there's an old man that was just sit peacefully and read a newspaper”,

The story was continued with,

“In the room, the man that read the newspaper was staring at us”

In another group, one of the students add the event as follow:

“When we checked the bathroom, there was this kind of icy feeling there and then when we looked in the mirror, there's not only me and my brother there. There's a little girl waving beside me.”

The story is continued,

“We try to stay calm but the step is getting closer to us”

Another students added more event to the story,

“We were scared, very scared. I hold my brother so tight and then suddenly there's a giggling sound from outside of the”.

3) Adding descriptions

One of the students in group 2 added description to the previous speaker's narration. Student A's part:

"I and my mother find an artist come to my country."

continuing the above narration, student B added:

"And the artist is beautiful and handsome."

Another proof that students add description can be seen below:

"the man looks so pale that we were confused for a moment but he said hi to us and invited us for a cup of tea in his room"

The researcher noted that grammatical errors occurred during the activity, but the students' focus was on completing the story rather than grammar accuracy. This aligns with the principles of the Story Completion Technique, which encourages students to express themselves without being overly concerned with linguistic correctness.

i. Story Continues Until a Logical Conclusion or Tutor Intervention

Throughout the observations, as mentioned on point (g), the tutor gave specific guidance for the students and limited the students to take their part in 1-3 sentences on each turn. Therefore, the students are aware when the story is about to reach the ending. Also, the tutor reminded the students to conclude the story when the class was nearing its end, ensuring a sense of closure and achievement. At this phase, the tutor simply said, *"Alright, be ready to finish the story guys."* This demonstrates the tutor's well time

management as well as adherence to the recommended procedure of the Story Completion Technique.

2. Teaching Challenges in Utilizing Story Completion Technique

Based on the interview, there are several challenges encountered by the subject of the research (Mr, R) in utilizing Story Completion Technique on teaching speaking. The challenges are described as follows.

a. Selecting Relatable Stories

In Story Completion, the tutor is the first narrator. That is why deciding what to narrate is fundamental. Moreover, it was quite challenging for the tutor to decide the topic of the story. In order to make sure that all students were engaged, the tutor emphasized the importance of topic selection. Through the interview when the researcher asked how he dealt with the challenge, the tutor stated:

“It goes back into the topic, right? Topic again.”

It shows that the tutor believes that adjusting the topic of the story will impact students' engagement. By selecting the topic that students are familiar with will ease them to understand and complete the story. Through the interview, the tutor did mention:

“... no one likes complicated story, right? So yeah it's (the story) 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.”

This statement emphasizes the tutor's approach of choosing stories that align with the students' daily lives and experiences. By selecting relatable stories, the tutor aims to enhance student engagement and

comprehension. This strategy allows students to connect with the content on a personal level and encourages them to actively participate in the story completion activities.

b. Managing Time Constraints

One of the common challenges in almost every teaching practice is time management. In utilizing Story Completion Technique, the tutor admitted that he was also challenged to manage the time adequately. It can be proven by the tutor's statement:

“Yeah not enough time and yeah we cannot, we cannot make them, we cannot listen to them in every group, right? so I told them to create some groups and they're recorded by themselves. It means that they have the independency in how they are going to make (do) the activity.”

It is clearly seen from the tutor's statement that he was not able to listen to every student due to the time constraint. Hence, in order to address the time constraint, the tutor had the students work in groups and record their own activities. By doing so, the tutor intended to listen to the audio recording afterward. In this set, the tutor's role was just as both facilitator and observer. This approach allowed students to work independently, as the tutor said. Although the students were given the responsibility to continue the story within the given time frame, when the course nearing its end, he reminded the students by simply saying, *“Alright, be ready to finish the story guys”* which demonstrates the tutor's awareness of time constraints. Furthermore, the students were asked to post the recordings to their WhatsApp group. In the interview, the tutor said:

"I asked the students to post (the recordings) on the group."

By asking the students to record the activity in every group, the tutor will further be able to assess and evaluate the students' performance. With this set, the tutor saves much time in each meeting and is able to use the remaining time for another activity.

c. Addressing Individual Difficulties

Through the observation, the researchers spotted some students who seemed struggling in continuing the story during the story completion. For example, when a student stopped narrating his part, a particular student needed some time to think and process the story. Another case is when a student had difficulty in the choice of words. In some cases, the tutor helped by suggesting a word or he just watched until other students in the group helped their friends by re-explaining the story or giving some suggested words.

Regarding the problem in addressing individual difficulties, the tutor claimed that he tried to encourage the students to make a spontaneous response by telling them some fun facts or surprising things. In the interview, the tutor explained,

"There is one thing that I learned... making a response to other people... teaching them unique and surprising things so that they can make their own expression."

This statement highlights the tutor's approach of teaching students how to make spontaneous responses and use unique expressions. This approach was seen through observation, during the reading activity, right

before the story completion came to utilize. By encouraging creativity and providing students with the tools to express themselves, the tutor assists those who struggle with story continuation. This approach fosters a sense of independence and empowers students to overcome challenges and actively participate in the speaking activities.

d. Assessing Student Performance and Providing Feedback

Since the story completion is utilized in several groups at the same time, the tutor was not able to assess and provide feedback to each student on the spot. The tutor is challenged to assess students' performance and provide feedback. Dealing with this problem, the tutor shared, "*Today we have the technology to record... I listen to the activity and assess their level... I asked the students to post it on the group.*" This statement demonstrates the tutor's utilization of technology to assess student performance. By doing so, the tutor intends to evaluate the outcome of the learning by listening to the recording afterwards. By recording and evaluating the students' speaking activities, the tutor can gauge their proficiency, spontaneity, and storytelling skills. Furthermore, the tutor encourages self-assessment by having students share their recordings with the group. This allows students to reflect on their own performance and identify areas for improvement, fostering a sense of ownership and self-directed learning.

B. Discussion

The following discussion presents a comprehensive analysis of the findings above that was obtained from the conducted research. In this section, the researcher tries to interpret and discuss the key points that emerged from the research, shedding light on the utilization of Story Completion Technique on teaching speaking at Language Development Unit class as well as its encountered challenges. This discussion provides valuable insights into the significance of the study by analyzing the findings in relation to the research question and objectives and drawing on relevant support statements from existing literature.

1. The Utilization of Story Completion Technique

Story Completion, in Kayi (2006) is an engaging, whole class, free-speaking activity where students are arranged in a circle formation and construct a single story. For this kind of activity, the students are instructed to narrate the story alternately, meaning that each one of the students have to participate in their part completing the story that is firstly started by the tutor himself. Furthermore, each student takes turns narrating their part of the story which corresponds with the previous narrated story.

Through the findings of the research, the procedure in utilizing Story Completion Technique is presented below:

a. Assessing Students' Proficiency Level in the Target Language

It is mentioned in the findings that the tutor needs to make sure that he knows his students' proficiency level before utilizing

story completion techniques in his speaking class. It is understandable since assessment can not only be implemented after the lessons or learnings but also beforehand. Assessment is now judged as a crucial part before teaching as well. It is asserted by Oberg (2010) as cited in Bukhari (2019) that assessment is no longer working as a single-purpose tool to be used by the end of the unit to determine the potential of the learners to answer the question, "Who Got It?" Instead, it is working much more effectively as a tool to reach and instruct all the students. Moreover, Bukhari (2019) states that assessment will help the tutor to determine whether a learner is prepared to master a new concept or skill in order to accomplish the goals. Thus, determining or assessing students' language proficiency before utilizing Story Completion will surely help the tutor to consider whether or not the students are suitable and ready for taking part in the activity.

b. Identifying Grammar and Vocabulary that Students Have Mastered

According to Wilkins in Afna (2018), very little can be stated without grammar and nothing can be expressed without vocabulary. This statement indicates that both vocabulary and grammar mastery play a crucial role in students' oral production. Afna (2018) added that students' chances of speaking with fluency increase as they master more vocabulary. Besides, Ilam et al. (2022) asserted the

ability of the students to speak was also significantly correlated with their mastery of grammar. Thus, by identifying the extent of the students mastery on these matters, the tutor will be able to consider the students' needs as a benchmark to select the topic, learning materials, as well as the technique used for his course.

In its essence, the goal of identifying students' grammar and vocabulary is basically the same as the previous step which requires the tutor to deeply understand the students' proficiency level. However, at this stage, the tutor will specifically design the activity considering the students' grammar and vocabulary mastery. This will eventually determine the choice of words and grammar to be used by the tutor for narrating the opening of the story on the opening of Story Completion.

c. Selecting a Suitable Topic of the Story

Based on the findings, it shows that the tutor selects a familiar topic story for the utilization of story completion technique. Seemingly, the tutor recognizes the importance of selecting familiar topics of the story in developing students' understanding and engaging their participation. As mentioned in Bui (2019), that topic familiarity increased lexical diversity and lexical sophistication in university students' L2 speaking tasks. Additionally, Qiu and Lo (2017) found that students responded to familiar topics in EFL speaking tasks with a more positive affective response as well as

higher levels of behavior and cognitive engagement. (Bui & Luo, 2021)

d. Arranging the Class in Circles

There are many sets for classroom seating layout. Rows, small groups, pairs of two, U-shapes or horseshoes, as well as semi circles/circles are a few of the most popular arrangements for student desks (Rogers, 2020). Based on the findings, the tutor adjusted the class from rows into small groups and instructed each group to form a circle for the Story Completion activity. This Kayi (2006), which mentioned that Story Completion Technique is a whole class, free-speaking activity where students are arranged in a circle formation and construct a single story. Nowadays, small groups are typically used to foster interpersonal communication and peer discussion where students are given more responsibility and opportunities to learn with and from their peers rather than having all of their attention on the teacher as it would be in a row layout (Rogers, 2020). In addition, the tutor's strategy in forming smaller groups and assigning them to sit in circles ensures all students have opportunities to participate in the activity. As Habibi et al. (2018) mentioned, *“the larger the class, the less every student will contribute to the learning activities”*. In small groups, according to Rogers (2020), students are often given more responsibility and opportunities to learn with and from their peers rather than having

all of their attention on the teacher as it would be in a row layout, which promotes interpersonal communication and peer discussion.

e. Tutor Starts the Story and Stopping After a Few Sentences

According to Kayi in Hukom (2019) it is the first and second steps in utilizing story completion technique where; (1) The tutor starts to tell a story, and (2) After a few sentences the tutor stops narrating. From this theory, a very slight difference occurs which on the findings, it is clearly seen that the tutor does not always provide a few sentences for the opening of the story but also he starts it by narrating an incomplete sentence. In spite of that, the students still understand and are able to continue the incomplete sentence accordingly.

f. Each Student Takes Turns Continuing the Story

After the tutor stops narrating his part, as suggested by Kayi in Hukom (2019), the next step is the students need to take turns continuing the story, meaning that students are given the chance to interact with one another in the target language. This shows that Story Completion Technique plays a pivotal role in promoting equal opportunity for the students to participate in speaking activity. Moreover, Fushino & Jacobs (2017) also noted that taking turns speaking in groups is arguably the most well-known method for promoting equal participation.

g. Students Adding 1-3 Sentences Each Time

Comparing the findings with the existing literature, the researcher found that there is a slight difference in terms of the number of sentences added by the students. As Kayi (2006) suggested in the Story Completion procedure, each student is required to add four to ten sentences. Meanwhile, the finding shows that through the utilization of Story Completion Technique in LDU class, each student contributes 1-3 sentences each time.

h. Students Freely Adding New Characters, Events, and Descriptions to the Story

Story completion, in its nature, is utilized to engage students to promote speaking ability. However, Gravett (2019) as cited in Suban (2021), Story Completion Technique not only promotes student's speaking ability but also urges them to interpret and establish their point of view on a story. Moreover, Kayi (2006) asserts that while Story Completion Technique comes to utilize, new characters, events, descriptions, and other elements can be added by students. This statement corresponds with the finding of the research that shows students did add those elements to the story. Thus, it indicates that one of the benefits of story completion, promoting the use of creativity and imagination as Hukom (2019) mentioned, occurs in the finding.

i. Story Continues Until a Logical Conclusion or Tutor Intervention

Since the tutor gave specific guidance for the students and limited them to take their part only in 1-3 sentences on each turn, the students succeeded in finishing the story in a meaningful way. Furthermore, when the class neared its end, the tutor still reminded the students to finish the story. This indicates that the tutor fully realizes the importance of managing and controlling learning activity since at the end of the lesson, the tutor ought to allocate time for review, feedback, and encouragement of the students' achievements. (Megawati et al., 2020)

2. Teaching Challenges in Utilizing Story Completion Technique

It is inevitable that most of the EFL teachers find it challenging to teach speaking to their students. Based on the findings, there are several challenges that occurred when the tutor utilized Story Completion Technique such as; (a) Selecting Relatable Stories, (b) Managing Time Constraints, (c) Addressing Individual Difficulties, and (d) Assessing Students' Performance and Providing Feedback. In this section, the researcher will serve those challenges and connect them to the existing literature.

a. Selecting Relatable Stories

According to Bui (2019), in university students' L2 speaking tasks, topic familiarity increased lexical diversity and lexical sophistication. Furthermore, Qiu and Lo (2017) discovered that in

EFL speaking tasks, students responded to familiar topics with a more favorable affective response, as well as higher levels of behavioral and cognitive engagement (2021; Bui & Luo). However, selecting relatable stories is considered as one of the challenges for the tutor in utilizing Story Completion Technique on teaching speaking. Addressing this matter, through the findings, the tutor adjusted the topic of the story with students' familiarity. Similar to what Megawati et al. (2020) suggested, a teacher needs to be familiar with the interests, sports, games, and other activities that the students enjoy in order to develop an overview of topics and activities that can be used in their learning. Thus, it is important for the tutor to understand more about students' personal interests so that he will be able to select a relatable story for Story Completion.

b. Managing Time Constraints

As Marzulina et al. (2021) mentioned, one of the primary challenges in teaching speaking is limited time. Dealing with time constraints, the tutor arranged the class into several small groups and employed the use of technology which is the voice recording tool that is available in every students' smartphone. The tutor also employs the use of WhatsApp group for submission purposes. These show the tutor's strategy in dealing with time constraints by using technology as mentioned by Boholano (2017) in Erbas et al. (2021) that technology offers time efficiency.

The findings also show that the tutor properly reminded the student when the time was nearing its end. In accordance with Brewster (2003) in Megawati et al. (2020) which mentioned that teachers should be able to set realistic time for various activities. Planning when to stop, concluding a little early rather than late, taking time to explain before assigning homework, and reviewing the lesson with the teacher are some considerations for ending a session.

c. Addressing Individual Difficulties

In the findings, it showed that there are several students who encountered difficulties in continuing the story during the story completion activity. Regarding this, the tutor's approach is by developing students' spontaneous responses and the use of unique expressions. This is acceptable since the nature of speaking activity is spontaneous, and its continuity is determined by circumstances (Nurdin, 2021). By encouraging creativity and providing students with the tools to express themselves, the tutor assists those who struggle with story continuation. This approach fosters a sense of independence and empowers students to overcome challenges and actively participate in the speaking activities.

d. Assessing Students' Performance and Providing Feedback

The challenge of assessing student performance and providing feedback arose in the findings. According to Harmer

(2007), Brown (2007), and Picollo (2013) in Purnamu & Priyana (2020), one of the indicators to identify an effective speaking learning process is that the tutor offers the students compassionate and helpful feedback throughout the learning process. Through the findings, the tutor encourages self-assessment by having each group record themselves using a voice recording tool/app on students' smartphones. By doing so, students are able to listen what they have accomplished before giving the audio to the tutor through their whatsapp group. Thus, the students can further evaluate their grammar, fluency, accent, intonation, etc. (Jaber, 2021)