

CHAPTER V

CLOSURE

This chapter presents the conclusion of the study and the recommendations for the participants as well as other researchers regarding potential future research in the related field. First, the researcher offers insights gained from the discussion covered in the preceding chapter. Furthermore the researcher takes into account the findings, discussions, as well as the conclusions to develop recommendations for utilizing story completion technique in educational purposes.

A. Conclusion

Based on the discussion of the findings, there are several conclusions as follow:

1. The researcher found that there are at least 9 (nine) steps in utilizing story completion technique on teaching speaking at Language Development Unit class group 31. The steps are; (a) assessing the students' proficiency level in the target language, (b) identify the grammar and vocabulary that students have mastered, (c) selecting a suitable topic of the story, (d) arranging the class in circles, (e) tutor starts the story and stopping after a few sentences, (f) each student takes turns continuing the story, (g) students adding 1-3 sentences each time, (h) students freely adding new characters, events, and descriptions to the story, (i) story continues until a logical conclusion or tutor intervention.

2. Based on the findings, through the utilization of story completion technique, there are several challenges encountered. The challenges include; (a) selecting relatable stories, (b) managing time constraints, (c) addressing individual difficulties, (d) assessing student performance and providing feedback.

B. Suggestion

Based on the findings and insights gained from the study on the utilization of Story Completion Technique on teaching speaking at Language Development Unit class, the following suggestions can be proposed to optimize the technique.

1. The Language Development Unit needs to provide thorough training and professional development opportunities for the tutors given the significance of effective instructional practices in language teaching. These initiatives ought to be focused on giving them the information, expertise, and techniques they need to employ the Story Completion Technique in speaking instruction. A deeper comprehension of the technique and its use in practice can be facilitated by holding workshops, seminars, and collaborative sessions.
2. It is advised to investigate and put into practice effective assessment strategies in order to address the difficulties involved with evaluating student performance in story completion activities. This may entail creating precise criteria and rubrics for assessing students' language production, offering prompt feedback that is helpful, and including opportunities for

peer and self assessment. With the aid of these assessment techniques, tutors will be able to evaluate students' development and offer suggestions for further development.

3. To better understand the efficiency and potential uses of the Story Completion Technique in teaching speaking, more research is encouraged. Future research can examine its effects on various learner populations, examine its efficacy in various language contexts, and assess its long-term effects on the development of language proficiency. Such endeavors will help the technique be improved and customized, resulting in more evidence-based and contextually relevant teaching practices.