

## **FOSTERING SPEAKING PROFICIENCY THROUGH STORY COMPLETION IN LANGUAGE DEVELOPMENT UNIT CLASS**

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### **Abstract**

The purpose of this descriptive qualitative study was to investigate the application of the story completion technique to foster students' speaking proficiency and to pinpoint the difficulties that arise when doing the activities. An English tutor from Antasari State Islamic University's Language Development Unit, group 31, who works with eighteen students of different majors selected based on the purposive random sampling technique, participated in the study. Semi-structured interviews and observations were used to gather the data then analyzed by using Miles and Huberman's theory which consisted of data reduction, data display, and drawing the conclusion. The results provide a step-by-step procedure for applying the story completion technique, which includes determining the vocabulary and grammar that students have acquired, choosing an appropriate topic, evaluating students' fluency in the target language, a suitable story topic is chosen, the class is arranged in a circle, the story is started, and it ends after a few sentences. Students then take turns continuing the story, adding one to three sentences at a time. They are also free to add new characters, events, and descriptions to the story, and it continues until a logical conclusion or student intervention occurs. Apart from that, the study brought to light several obstacles, including choosing stories that students can relate to, handling big class sizes, handling time limits, addressing personal issues, as well as evaluating and giving feedback to students. The knowledge gathered from this study helps to clarify how the story completion technique is used to develop speaking skills and offers helpful suggestions to language teachers on how to deal with the difficulties encountered while applying this technique. All things considered; the study's findings have a great deal to offer language teachers throughout the globe in terms of practical advice on how to improve language acquisition using interactive storytelling techniques while resolving typical challenges that arise in bilingual settings.

**Keywords:** Language Development Unit; Speaking Proficiency; Story Completion

### **INTRODUCTION**

Speaking is one of the four language skills, and according to educators, it is the most important one to master since it is a useful talent for having normal conversations with other people. People speak up to share their thoughts and minds daily. According to Brown and Yuke (1983), as cited in Rao (2019), students' proficiency in speaking will be used to assess their level of language mastery in real-world scenarios. Furthermore, in the context of acquiring a second language, Amoah & Yeboah (2021) claimed that any English for Foreign Language (EFL) learners should prioritize their ability to speak the target language.

Despite its significance, most EFL teachers find it difficult to teach speaking because of some issues. According to Pakula (2019), speaking is a crucial ability, but it can be challenging to acquire as teachers frequently place a higher priority on teaching students how to write, talk, and comprehend grammar. Furthermore, instructional

strategies and course materials that emphasize the value of learning written language and grammar accuracy may also be contributing factors. Despite the regular promotion of the approach as communicative (Communicative Language Teaching, CLT), it appears that speaking is not as commonly practiced during the class. Additionally, it is also conceivable that the instructor avoids using the target language in class since they lack confidence in their ability to speak it. Likewise, students are capable but are afraid of making mistakes and getting bad feedback, which ultimately makes them inactive in class.

Even though English has been a required language in Indonesian schools since the primary grades, many students still struggle with the language. Some of the teachers said with acknowledged that teaching speaking is challenging to this phenomenon. They assumed that because of the influence of their native tongue, students mostly struggle with word pronunciation. Furthermore, it appeared that students' self-esteem was a contributing component to the issue. One of the perceived barriers to becoming proficient in English is a lack of confidence or a reluctance to make mistakes. The biggest problem is that their decision to keep quiet stems from their concern about making mistakes when speaking in English. Additionally, several talkative students frequently dominate the class, which leads to an uneven participation rate.

According to the researcher's observations, an English tutor in the Language Development Unit has been using one of the well-known teaching strategies—story completion—in his English lesson after spotting the aforementioned gap. Story completion, as defined by Kayi (2006) and referenced by Hamsia (2018), is a method in which students sit in a circle. The teacher starts telling a narrative, but he ends it suddenly after a few phrases. The story is then to be continued appropriately by each learner. They are free to include new characters, events, descriptions, and other details, and are required to convey anything in four to ten phrases. Since every student is encouraged to speak up without holding back due to fear of making mistakes, it is an entertaining strategy. The lecturer at the Language Development Unit hopes to make the lesson enjoyable while encouraging the students to speak English by using this technique. They should also eventually become more fluent in the language and naturally become more comfortable in speaking.

Research has been done on the effectiveness of tale completion in helping students master their speaking abilities. First, the study conducted in 2019 by Yulianawati & Sulastris sought to determine how tale completion affected students' speaking skills. Ultimately, the statistical analysis shows that the story completion strategy was beneficial in improving the students' speaking talents. Tanjung (2020) conducted Collaborative Classroom Action Research to find out how to employ the story completion strategy to improve students' speaking abilities. The study found that using the story completion strategy in speaking sessions improved the fluency and entertainment value of the students' speech. This is shown by the results of the pre-and post-tests, where the post-test score (2204 for the pretest and 1640 for the post-test) is higher than the pretest score.

Students' opinions and how they affect their speaking performance were examined by Liani & Hamid (2023). Perception of oneself and the outside world were both noted. Students' needs and desires were more pronounced and positively dominated their perceptions of themselves. It was also discovered that the materials used by lecturers were

more advanced and well-dominated. It is understandable that in English-speaking classrooms, the lecturer offers engaging and pertinent topic materials.

Sabri & Hamid (2023) stated that the lecturers should inspire students to learn regardless of their socioeconomic background by emphasizing the advantages of having effective communication skills, such as obtaining well-paying jobs, sharing information with others, and taking international trips. Students' motivation was a major factor in how well they spoke. Students in a moderate class may have a better position to deal with the drive to learn English. More financial assistance might be provided for them to begin and continue their English language studies.

Research on fillers in speaking fluency was conducted by Khusna & Indriani (2022) and focused on inexperienced Asian teachers. Reduced usage of fillers when presenting the material being taught is strongly advised for beginning teachers. Thus, the listener may regard the novice teacher as less valuable. Reducing the usage of fillers can also improve the understanding of the topic being discussed by the audience.

The above previous studies and this research are comparable in that they both employ story completion as a teaching strategy. Those earlier researches, meantime, were carried out using various methodologies, students, and educational levels. Furthermore, not much is known about the application of the story completion approach in the instruction of speaking to college students, nor about the challenges associated with its use.

The research adds a comprehensive understanding of this technique's effectiveness and adaptability in various circumstances by analyzing how it has been employed across different approaches, student demographics, and educational levels. Although story completion has been used in language teaching, few know how it can be applied, especially with college-level students. This study has a gap in examining how well the method instructs college students in speaking abilities. This is especially critical as meeting the goal of advanced-level language competency in higher education sometimes requires the use of more advanced teaching techniques.

The application of the story completion strategy in language training has several limitations, which the study highlights and overcomes. The study provides helpful insights for teachers encountering comparable difficulties in their teaching practice by eliminating them, which include dealing with sizable class sizes, scheduling conflicts, and resolving personal issues that may arise during storytelling practice. This research is urgently needed since college language education needs to be improved. College students need special approaches because have specific goals for their language acquisition. By experimenting with cutting-edge teaching techniques like story completion, teachers can increase student engagement and speed up the language learning process. Furthermore, to remove obstacles to successful language training, it is essential to comprehend the difficulties involved in putting these strategies into practice.

## **METHOD**

### **Research Design**

The present study applied a descriptive qualitative methodology to investigate the application of the story completion technique in the instruction of speaking in the

Language Development Unit class. Descriptive research, according to Kumar (2019), seeks to offer a methodical explanation of a subject, situation, phenomenon, service, or program. Additionally, descriptive qualitative research provides information on describing a community's living conditions or defining opinions toward a specific issue. This method of investigation is suitable for the suggested study because it enables the researcher to examine the topic in the context of real-world occurrences.

### **Research Site and Participants**

Group 31 is one of the Language Development Unit (LDU) classrooms where the research is conducted. The top class at LDU, Group 31, consists of the top 18 students based on their placement test results, thus it becomes the reason for taking them as the subject. The fact that the class has been using the story completion technique for their speaking assignment is another relevant factor. As a result, the environment offers a precise viewpoint on how to teach English speaking to college students through the story completion technique.

### **Data Collection and Analysis**

Hammersley (2007) has recognized the use of observation instead of or in addition to interviews, documentary data, or questionnaire data. Experiments are dependent on the observer, but they are generally believed to happen in natural settings as opposed to lab settings. As a result, this study also employed observation for triangulation to gain a comprehensive grasp of how to apply story completion strategies for teaching speaking. To ascertain the effectiveness of using narrative completion strategies to teach speaking English in LDU classes, observations were made. The researchers use this observation to assist in answering the first research question.

Furthermore, the researchers examined the English language teaching and learning process in group 31 (thirty-one) of the Antasari State Islamic University Banjarmasin Language Development Unit to demonstrate the application of the story completion technique on teaching speaking. Non-participant observation is used in this study, meaning the researchers are not actively involved in the situation they are seeing. All the researchers were doing was seeing the tutor apply the method in a lesson.

In order to collect precise data for this study, the researcher employed semi-structured interviews as a tool. According to Kabir (2016), the interviewer is free to delve farther into conversational subject trajectories that deviate from the guidance if necessary.

Documentation produces precise and trustworthy data collection by providing some crucial information regarding the problem encountered (Creswell & Creswell, 2018). It is therefore somewhat helpful in that the researcher can check the documentation later to make sure that no important details were overlooked. For this reason, audio, video, and picture recordings will all be utilized in this study.

The descriptive technique is used in this study to accurately represent the phenomenon's actual state without any additions. In order to precisely represent the phenomenon's genuine condition without any additions, qualitative data analysis is divided into three phases: data reduction, data display, and conclusion. Data reduction,

data display, and conclusion are the three primary phases of qualitative data analysis, according to Miles and Huberman's methodology (Huberman et al., 2018).

## **FINDINGS AND DISCUSSION**

The study was conducted at Antasari State Islamic University, specifically in the English Language Development Unit (LDU) program in group 31. Mr. R has been an English teacher in the LDU program for twelve years, and he is currently teaching this group. There are currently eighteen (eighteen) students from different majors in this particular class. A placement test in English was used to gather the students. This section details the difficulties the tutor faced and how the story completion technique is used to teach speaking in LDU classes.

### **The Utilization of Story Completion Technique**

#### ***Assessing Students' Proficiency Level in the Target Language***

The first essential step in applying the story completion technique is evaluating students' level of competency. This allowed the tutor to assess the student's language proficiency before applying the Story Completion technique, which will eventually help the tutor select a suitable story and offer advice on using proper syntax and vocabulary. According to Mr. R's comment below, before employing narrative completion, it is critical to ascertain the students' degree of competency in the target language.

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

#### ***Identifying Grammar and Vocabulary that Students Have Mastered***

It is critical to ascertain the grammar and vocabulary that the students have already mastered after their level of competency has been established. The observation data indicates that before the use of the Story Completion, Mr. R instructed the students in a certain grammar. The investigator observed that he concurrently encouraged the students to define some terms in the reading segment multiple times. It appears from this that before applying the Story Completion Technique, Mr. R was assessing the vocabulary and grammar proficiency of his students. By doing this, he may make sure that the students can comprehend the terminology used to finish the story. Additionally, Mr. R's statement during the interview proved it:

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

#### ***Selecting a Suitable Topic for the Story***

Choosing a topic is also seen to be crucial to consider before applying the Story Completion Technique in the speaking exercise. Mr. R made this suggestion throughout the interview. He stressed that it is preferable to choose a story that the children can readily understand and relate to their everyday lives since they will be more engaged in the activity. He also said that he should pick a story that is not overly complex because a complex story could be hard for his students to follow and comprehend. His remarks made during the interview demonstrate this as follows:

*“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 is related to the daily activity, their daily experience because students know, they know about the ghost story. It happened in their life and then they know about the trip to some place, yeah that kind of story.”*

Nevertheless, it appears from the researcher's observations that the students are not given an implicit explanation of the subject. The only way to recognize it is to observe how the tutor began the story precisely (e). Since the tutor selected the subject merely to make it easier for the student to continue the story, it is permitted. He indeed wants to allow students to use their imaginations and creativity to tell stories.

### ***Arranging the Class in Circles***

According to observational data, the students were initially split up into multiple groups for both the first and second meetings. Following the Story Completion Technique's suggested protocol, each group was then told to sit in a circle. But in the third meeting, the tutor gave the students the freedom to choose to go outside or remain in the classroom. Still, the two groups that stayed in the class independently arranged themselves into a circle, exhibiting a comparable use of the assembly line. Despite not having given clear instructions for the arrangement, this suggests that the tutor understood the value of fostering a sense of community and interaction among the students.

### ***Starting the Story and Stopping after a Few Sentences***

The tutor started the story but stopped after a few sentences or an incomplete sentence, according to the observation data. The first notice was that the tutor started the story with an incomplete sentence, "Once upon a time there was a." During an additional encounter, he offered a few phrases.

*“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...”*

Even though the tutor did not give the students instructions at every meeting, they were still able to understand what needed to be done. This shows that the tutor successfully communicated the activity's goal, piqued the students' interest, and inspired them to finish the story.

### ***Each Student Takes Turns Continuing the Story***

Students took turns picking up where the prior student left off with the story, based on the observation's data. The tutor assisted in this process by assigning a beginning student to pick up where the tutor left off with the narrative. Additionally, he said that the person on the left of the first student needs to carry on the story once the first student finishes his paragraph. Moreover, the tutor was merely monitoring every group to make sure the students completed the task as instructed. This indicates that the tutor follows the suggested process and encourages students to participate in group storytelling by using Story Completion to engage them.

### ***Students Add 1-3 Sentences Each Time***

The observational data showed that the students did not consistently add four to ten sentences. Instead, during their turn, the majority of students added one to three sentences. It is crucial to remember, though, that the tutor modified the instructions in light of the students' skill levels. Additionally, the tutor received assistance when a certain student went over the allotted amount or became overly dominant in the task.

The students' active engagement in the Story Completion activity was facilitated by the tutor's ability to adapt to their skills. Additionally, as the tutor said, students are expected to recount and go on from a familiar story at each turn. This means that the subject matter should be relevant to their daily lives, such as a horror story, as indicated in point (c). In addition to helping the children practice utilizing new vocabulary and grammar structures, this may help them become better storytellers and foster their imagination and creativity.

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".*

### ***Students Freely Adding New Characters, Events, and Descriptions to the Story***

Students' imaginative and creative abilities were evident from the observation data, which showed how freely they contributed additional characters, events, and descriptions to the novel. The records and paperwork serve as proof of this.

#### **Adding New Characters**

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

Student A narrated:

*"...because of that I screamed so loudly and myparents came to me."*

Student B continued:

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

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

#### **Adding New Events**

Based on the documentation data, it is proven that during the utilization of the 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 forget 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 group, a particular student narrated:

*“but when we were checking there, there's an old man that was just sitting peacefully and reading 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 added the event as follows:

*“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 continues,

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

Another student added more events 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”* .

### **Adding Descriptions**

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

*“I and my mother find an artist to come to my country.”*

Continuing the above narration, student B added:

*“And the artist is beautiful and handsome.”*

*Another proof that students add descriptions can be seen below:*

*“the man looked 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”*

Although there were grammatical mistakes made during the task, the students were more concerned with finishing the story than with using proper syntax, according to the researcher. This is in line with the Story Completion Technique's guiding principles, which support students in expressing themselves without unduly worrying about language accuracy.



### ***Story Continues Until a Logical Conclusion or Tutor Intervention***

As was indicated in point (g), the tutor provided the students with detailed instructions during the observations and only allowed them to contribute one to three sentences at a time. As a result, the students know when the story is going to conclude. In order to provide a sense of accomplishment and closure, the tutor also encouraged the students to wrap up the story as the lesson was about to close. The tutor merely said, "Okay, be ready to finish the story guys," at this point. This illustrates the tutor's effective time management and commitment to the Story Completion Technique's suggested process.

### **Teaching Challenges in Utilizing Story Completion Technique**

According to the interview, the research subject (Mr. R) faced several difficulties when applying the Story Completion Technique to teach speaking. These are the challenges that are outlined.

#### ***Selecting Relatable Stories***

The tutor serves as the first narrator in Story Completion. Choosing what to tell is essential. Furthermore, the tutor found it difficult to choose the story's subject. The tutor stressed the need for topic selection to make sure all students were paying attention. During the interview, the tutor responded as follows to the researcher's question on how he handled the challenge:

*"It goes back into the topic, right? The topic again."*

It demonstrates the tutor's belief that changing the story's subject will affect the students' involvement. It will be easier for students to comprehend and finish the story if the topic is one they are familiar with. During the conversation, the tutor did bring up:

*"... no one likes complicated stories, right? So yeah it is (the story) related to the daily activity, their daily experience because students know, they know about the ghost story it happened in their life and then they know about the trip to someplace. Yeah that kind of story."*

The method used by the tutor to select stories that relate to the students' experiences and everyday lives is highlighted in this statement. The tutor hopes to improve students' comprehension and engagement by choosing stories that they can relate to. This approach makes it possible for students to relate to the material personally and motivates them to take an active role in the tale completion tasks.

#### ***Managing Time Constraints***

Time management is a common difficulty in nearly all teaching practices. The tutor acknowledged that, even with the Story Completion Technique, he found it difficult to organize his time well. The following comment from the tutor supports it:

*"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."*

The tutor's statement makes it quite evident that he was unable to listen to every student because of time constraints. Therefore, the tutor required the students to work in groups and document their efforts to address the time limitation. The tutor did this to listen to the audio recording later. The tutor served as both an observer and a facilitator in this set. As the tutor stated, this method allowed students to work on their own. Even though it was the students' obligation to finish the story within the allotted time, the tutor showed that he was aware of the time limits when, as the course was concluding, he reminded the students by saying, "Okay, be ready to finish the story guys."

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

The tutor will be able to gauge and analyze the students' performance by having them record the activities in each group. Using this set, the instructor can complete other tasks with the extra time saved in each meeting.

### ***Addressing Individual Difficulties***

Through observation, the researchers identified a few students who appeared to be having difficulty finishing the story. For instance, a certain student needs some time to reflect and absorb the narrative after he or she finished telling it. Another instance involves a student who struggled with word choice. Sometimes the tutor assisted by offering a word, and other times he merely observed while other group members assisted their friends by restating the narrative or offering some recommended words.

In response to the question of how to handle particular challenges, the tutor stated that he made an effort to elicit a spontaneous response from the students by sharing some interesting or unexpected information. The tutor clarified in the interview:

*"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 expression."*

This quote demonstrates how the tutor teaches students to respond on the spur of the moment and to utilize original expressions. This strategy was seen during the reading exercise, just before the use of the tale completion. The tutor helps students who have trouble with tale continuation by promoting creativity and giving them the means to express themselves. By empowering students to overcome obstacles and actively participate in speaking activities, this technique cultivates a sense of independence in them.

### ***Assessing Student Performance and Providing Feedback***

The story completion is used in multiple groups at once, thus the tutor was unable to evaluate each student immediately and provide criticism. It is a task for the tutor to evaluate the performance of the students and offer comments. *"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,"* the tutor said in response to this issue. This sentence illustrates how the tutor evaluates students' performance using technology. By doing this, the tutor hopes to later listen to the audio and assess how well the students learned. The tutor can

assess the students' fluency, spontaneity, and storytelling abilities by videotaping and rating their speaking exercises.

In addition, the tutor promotes self-evaluation by having students present their recordings to the class. Students are able to take ownership of their learning and develop a feeling of self-direction by reflecting on their performance and identifying areas for improvement.

### **The Thorough Examination of the Previous Results**

An extensive examination of the research findings acquired from the conducted study is presented in the discussion that follows. To shed light on the application of the Story Completion Technique to the teaching of speaking in Language Development Unit classes, as well as the difficulties encountered, the researchers attempted to analyze and discuss the major findings from the study in this part. Using pertinent support statements from the body of existing literature and interpreting the results in light of the goals and research question, this discussion offers insightful information on the significance of the study.

### ***The Utilization of Story Completion Technique***

According to Kayi (2006), Story Completion is a fun, whole-class, free-speaking exercise in which students are grouped into circles and create a single story. The students are required to narrate the story in turn for this type of activity, which means that each student must contribute to the completion of the portion that the tutor begins initially. In addition, each student alternates between narrating the portion of the story that ties up with the previously told story.

The following describes how to use the Story Completion Technique based on the research findings:

### ***Assessing Students' Proficiency Level in the Target Language***

The results note that before applying story completion strategies in his speaking class, the tutor should confirm that he is aware of his students' competency level. It makes sense because evaluation can be used before and after lessons or learnings. It is now believed that assessment comes before instruction. Oberg (2010) as cited in Bukhari (2019), asserts that assessment is no longer a one-time tool used at the end of a unit to assess students' ability to respond to the question "Who Got It?" As a means of reaching and instructing every student, it is functioning far more successfully.

Furthermore, according to Bukhari (2019), assessment will assist the instructor in determining whether a student is ready to grasp a new idea or skill to meet the objectives. As a result, evaluating students' language skills before using Story Completion will undoubtedly assist the tutor in deciding whether or not the students are appropriate and prepared to participate in the activity.

### ***Identifying Grammar and Vocabulary that Students Have Mastered***

Wilkins states in Afna (2018) that nothing can be articulated without vocabulary, and very little can be stated without grammar. This claim suggests that students' speech

production depends heavily on their command of grammar and vocabulary. According to Afna (2018), as students acquire more vocabulary, their likelihood of speaking fluently increases. Additionally, Ilam et al. (2022) claimed that there was a substantial correlation between the students' grasp of grammar and their ability to communicate. Thus, the tutor can choose the topic, study materials, and teaching strategy for his course by determining the degree of the student's expertise in these areas. This allows the tutor to take the needs of the students into account.

Identification of students' grammar and vocabulary serves much the same purpose as the previous stage, which called for a thorough understanding of the students' competency level by the tutor. However, the tutor will now specifically create the task taking into account the students' proficiency with grammar and vocabulary. This will ultimately dictate the tutor's word and grammatical selection when narrating the story at the beginning of Story Completion.

### ***Selecting a Suitable Topic for the Story***

The results indicate that the tutor uses a well-known topic tale while applying the story completion technique. It appears that the tutor understands how important it is to choose tale topics that students are familiar with to increase their comprehension and encourage involvement. According to Bui (2019), topic familiarity improved the lexical sophistication and diversity of university students' L2 speaking tasks. Furthermore, Qiu and Lo (2017) discovered that in EFL speaking tasks, students exhibited higher levels of behavior and cognitive engagement in addition to a more favorable affective reaction when faced with familiar themes (Luo and Bui, 2021).

### ***Arranging the Class in Circles***

There are numerous arrangements for the seating in classrooms. The most common configurations for student desks include rows, small groups, pairs of two, U-shapes or horseshoes, as well as semicircles or circles (Rogers, 2020). The tutor divided the class into small groups based on the results and gave each group instructions to form a circle for the Story Completion exercise. According to Kayi (2006), the Story Completion Technique involves students creating a single story while gathered in a circle during a whole class free-speaking exercise.

These days, rather than focusing solely on the teacher as they would in a row arrangement, small groups are usually employed to promote peer discussion and interpersonal communication where students are given greater responsibility and opportunities to learn with and from their peers (Rogers, 2020).

Furthermore, the tutor's method of breaking the class up into smaller groups and having them sit in circles makes sure that every student gets a chance to take part in the activity. According to Habibi et al. (2018), "less participation from each student in the learning activities will occur in larger classes." According to Rogers (2020), small groups encourage peer discussion and interpersonal contact since students are typically given more responsibility and opportunities to learn with and from their peers rather to focusing solely on the teacher as it would be in a row arrangement.

### ***Starting the Story and Stopping after a Few Sentences***

In Hukom (2019), Kayi states that the first and second steps in applying the story completion approach are as follows: (1) The tutor begins narrating the story; and (2) The tutor stops narrating after a few phrases. From this idea, a very little deviation arises, and from the results, it is evident that the tutor begins the story by recounting an incomplete sentence rather than always providing a few lines. The students are nevertheless able to understand and continue the incomplete sentence appropriately in spite of this.

### ***Each Student Takes Turns Continuing the Story***

As recommended by Kayi in Hukom (2019), the following stage involves the students taking turns telling their portions of the story. This allows the students to engage in peer interaction in the target language. This demonstrates that the Story Completion Technique is essential for ensuring that all children have an equal chance to engage in speaking activities. Furthermore, Fushino & Jacobs (2017) pointed out that distributing the speaking in a group is probably the most well-known way to encourage equal participation.

### ***Students Adding 1-3 Sentences Each Time***

The researchers discovered a small variation in the quantity of sentences contributed by the students when comparing the results with the body of current literature. Every student must add four to ten sentences, as proposed by Kayi (2006) in the Story Completion method. According to the findings, each student contributes one to three sentences each time the Story Completion Technique is used in an LDU class.

### ***Students Freely Adding New Characters, Events, and Descriptions to the Story***

Story completion is by its very nature used to get children interested and encourage speaking. However, the story completion technique, as described by Gravett (2019) and quoted in Suban (2021), encourages students to interpret and develop their point of view on a story in addition to enhancing their speaking abilities.

Additionally, according to Kayi (2006), students can add additional characters, events, descriptions, and other components while using the Story Completion Technique. This assertion aligns with the research findings, which indicate that students did contribute certain components to the story. It follows that the finding highlights one of the advantages of tale completion, which is to foster the application of imagination and creativity, as noted by Hukom (2019).

### ***Story Continues Until a Logical Conclusion or Tutor Intervention***

The students were able to conclude the story in a meaningful way since the tutor provided those clear instructions and only allowed them to contribute one to three phrases at a time. Moreover, even as the lesson was coming to an end, the tutor continued to remind the students to complete the story. Since the tutor should allot time for review, feedback, and encouragement of the students' accomplishments at the conclusion of the lesson, it is clear that the tutor fully understands the need of regulating and controlling learning activity (Megawati et al., 2020).



### ***Teaching Challenges in Utilizing Story Completion Technique***

It is unavoidable that teaching speaking to students presents a challenge for the majority of EFL teachers. The results show that when the tutor used the Story Completion Technique, a number of issues came up, including: (a) choosing relatable stories; (b) managing time constraints; (c) resolving individual difficulties; and (d) evaluating learning outcomes and offering feedback. The researchers will address those issues and make a connection between them and the body of current literature in this part.

#### **Selecting Relatable Stories**

According to Bui (2019), topic familiarity enhanced lexical sophistication and diversity in L2 speaking tasks given to university students. Additionally, Qiu and Lo (2017) found that students exhibited higher levels of behavioral and cognitive engagement as well as a more positive affective reaction when responding to familiar subjects in EFL speaking tasks (2021; Bui & Luo). When using the Story Completion Technique to teach speaking, one of the tutor's obstacles is said to be choosing relatable stories. In order to address this issue, the tutor modified the story's content to reflect the students' level of familiarity based on the findings.

As Megawati et al. (2020) pointed out, in order to create a curriculum that incorporates a variety of topics and activities, a teacher must have a thorough understanding of the hobbies, sports, games, and other activities that the students like. In order to choose a narrative that students can relate to for narrative Completion, it is crucial that the tutor has a deeper understanding of the students' individual interests.

#### **Managing Time Constraints**

One of the main issues with teaching speaking is time constraints, as Marzulina et al. (2021) pointed out. The tutor used technology to address time constraints by dividing the class into multiple small groups and making use of the voice recording feature on each student's smartphone. Additionally, the tutor uses the WhatsApp group for submission needs. These illustrate how the instructor uses technology to manage time restrictions, in line with Boholano's (2017) statement that technology promotes time efficiency in Erbas et al. (2021).

The results also demonstrate that when the allotted time was almost up, the tutor appropriately reminded the student. According to Megawati et al. (2020), who cited Brewster (2003), teachers must be able to assign reasonable amounts of time for different kinds of tasks. Considerations for terminating a session include scheduling the end of the lesson, finishing a little early rather than late, giving explanations before assigning homework, and going over the material with the teacher.

#### **Addressing Individual Difficulties**

The results indicated that a few of students had trouble finishing the story during the story completion exercise. In this regard, the tutor's method involves encouraging students to respond spontaneously and to utilize original expressions. This is appropriate as speaking is an impromptu action whose duration depends on

external factors (Nurdin, 2021). The tutor helps students who have trouble finishing stories by promoting creativity and giving them the means to express themselves. This method encourages students to take charge of their education, overcome obstacles, and actively engage in the speaking exercises. Assessing Student Performance and Providing Feedback

The findings brought up the difficulty of rating student performance and offering comments. One way to recognize a good speaking learning process is if the tutor provides the students with constructive criticism at every stage of the process, as suggested by Harmer (2007), Brown (2007), and Picollo (2013) in Purnamu & Priyana (2020). By having each group record themselves using a voice recording tool or app on students' smartphones, the tutor uses the findings to encourage self-assessment. This way, before sending the audio file to the tutor via their WhatsApp group, students may hear what they have completed. This allows the students to assess their grammar, intonation, accent, and fluency in more detail (Jaber, 2021).

## CONCLUSION

Using the story completion technique to teach speaking at Language Development Unit class group 31, the researchers discovered that there are at least nine (9) steps involved. The processes include: (a) determining the students' level of competency in the target language; (b) determining the vocabulary and grammar that the students have acquired; (c) choosing an appropriate story topic; and (d) organizing the class in circles. The story proceeds until a logical conclusion or tutor intervention. (e) The tutor begins the story and stops after a few sentences. (f) Each student takes turns continuing the story. (g) Students add one to three sentences each time. (h) Students freely add new characters, events, and descriptions to the story. (i) The story continues until a logical conclusion or tutor intervention. According to the results, using the story completion technique presents a number of difficulties. The problems include the following: (a) choosing relatable stories; (b) handling time limits; (c) resolving personal issues; and (d) evaluating student performance and offering feedback.

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