

# LEARNING SPEAKING THROUGH STORY COMPLETION TECHNIQUE: SENIOR HIGH SCHOOL STUDENTS' CHALLENGES AND OPPORTUNITIES

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## Abstract

Speaking is considered as the most difficult skill in language learning since it is difficult to practice in real a communication. Students become inactive in speaking practices due to the teachers are less creative to create a lively classroom situation. This study aims to investigate students' challenges and opportunities on learning speaking through the story completion technique. Six eleventh-graded students in one of senior high school in Karawang participated in this study. The researchers used a narrative inquiry with an interview as the instrument. The findings show that the challenges while using story completion technique in learning English-speaking were being afraid to make mistakes and difficult to memorize the story; and the opportunities were encourage and motivate students' to speak in front of the class and increase their confidence while speaking. Overall, this story completion technique was effective in helping students learn to speak in front of the class.

**Keywords:** Learning Speaking; Students' Perception; Story Completion Technique

## INTRODUCTION

Besides being important because it is a central element of communication, speaking skill also needs to be considered as the most difficult aspects of language learning since students feel difficult to practice it in real communication (Helmanda, Safura, & Suriadi, 2018). The students find it difficult to express themselves in spoken text and have problems to speak in the class because they lack of confidence, worried about making mistakes, fearful of criticism, or simply shy (Hamaoda, 2020). In addition, they are unmotivated to learn to speak because they tend to concern with accuracy rather than fluency (Tanjung and Fitri, 2020). Moreover, they have limited opportunities to practice speaking English (Hukom, 2019). Students sometimes also become inactive in speaking activities due to the teachers' limitation to create a lively classroom situation and it causes students to be bored and lazy to develop their speaking skill (Rao, 2019). However, to overcome the borders there are many teaching techniques that the teachers probably use to encourage students to speak actively and help them to improve their speaking skills, such as the story completion technique (Ghiabi, 2014). It is a good technique to encourage students to do oral communication in English class where it help students to be able to communicate fluently (Kayi, 2006). During the learning process, students can learn casually since this is intended to give context to a speaking activity, arouse their imagination, introduce new language usage to each context and provide interesting reasons to listen to each other's story and how it ends (Mahartika and Handayani, 2020). There have been many researchers have conducted studies regarding the story completion technique. Yulianawati and Sulastri (2019) found that the story completion technique need to considered as a technique which used by the teacher to improve students' speaking skills in their quantitative research on the

effectiveness of story completion on students' speaking skills. In the other distinguished research, Tanjung and Fitri (2020) also have conducted a research on improving students' speaking ability through story completion technique in narrative text. In addition, Nurillah and Indari (2021) had also explored the effect of using story completion on students' speaking skill to eleventh grade students. Those researches have taken the different focus regarding the story completion technique. Although the focus of the research above have been focused on the story completion technique, there is still slight research which explore the challenge of implementing the technique. Therefore this current research aimed to fill the gap on students' challenges and opportunities on learning speaking through story completion technique. Therefore, this study examines students' perceptions by considering their challenges and opportunities they have while using story completion technique in learning English-speaking.

## METHOD

The researchers used a narrative inquiry design to explore students' challenges and opportunities on learning speaking through story completion technique. According to Moleong (2011) cited in Royadi, Susiana, Humaida (2019), qualitative research aims to comprehend the phenomenon about the subject of research, such as the behavior, perception, motivation, activities, and others in a descriptive narration that used various natural methods. The participants were six students who participated in story completion technique-used in learning English-speaking. To achieve the objectives of this study, the researchers used a semi-structured interview as a data collection technique and an interview guideline as the instrumentation. Then, the data obtained were analyzed descriptively based on Creswell' (2014) notions and the results were presented as an explanation of words supported by the data presented in the form descriptive narration.

## RESULTS AND DISCUSSION

### Results

Based on the interview that has been conducted with six students from the eleven grade of a senior high school in Karawang regarding the usage of story completion technique in learning English speaking, there were two challenges and two opportunities from the students while they were learning speaking using the story completion technique. Here are the explanations.

#### 1. Challenges while using story completion technique in learning speaking

##### 1.1. Afraid to make mistakes

The first challenge faced by the students who used the story completion technique when learning speaking was the fear of making mistakes when delivering their finished story in front of the class.

**[While I was talking, I still had problems with pronunciation. It made me hesitate to speak.]**

Student 04

**[I had difficulty in pronunciation. Then find it difficult to adjust my pauses and intonation when I was speaking in English. So sometimes I do not know at what point I should stop or continue the story.]**

Student 05

**[I had trouble pronouncing some of the words I just knew, so when I spoke there were still mistakes in pronunciation.]**

Student 06

This fear of making mistakes is primarily meant for the fear of mispronouncing a vocabulary that is less familiar so that students feel hesitant to speak. In addition to being afraid of pronouncing vocabulary, there are also students who are afraid of giving the wrong pause when telling stories and are worried that later the story told will not match the intended meaning.

### **1.2. Difficult to memorize the story**

The next challenge was the difficulties experienced by students when memorizing stories that have been made in groups. The story must be memorized because later they will not be able to look at the notes while telling their story.

**[When I memorized the story, it was a little difficult, especially if there were new words that were difficult to pronounce.]**

Student 03

**[Quite confusing when memorizing the story. Sometimes we didn't use English directly when writing the story, but from Indonesian first and then to English. When I was translating, I found a lot of new vocabulary, then some of the sentences were complicated too for me.]**

Student 05

One of the reasons for the difficulty in memorizing the stories they have made is because of the large number of new vocabularies which pronunciation is quite difficult for them. In addition, because when the story discussion process was carried out in groups that accommodate the ideas of many people and the discussions were carried out in Indonesian and English, the stories made are quite complicated and many sentences were considered confusing for some students.

## **2. Opportunities while using story completion technique in learning speaking**

### **2.1. Encouraging and motivating students to speak**

As for the opportunities, the first one was that the use of the story completion technique for learning speaking can actually encourage and motivate students to speak in front of the class to tell their story.

**[Yes, of course learning with this technique was enough to encourage me to speak in front of the class. Because if we are in a group, it is more comfortable because we can encourage each other. If something goes wrong later, at least it will not bring me down because I am with my friends.]**

Student 01

**[Although the feeling of afraid making mistake when came to the front is still there, but because I have seen the performances of other friends, I am motivated to perform and speak in front of the class as well.]**

Student 02

**[Yes, I became braver to speak because I was carried away by friends who were active in class.]**

Student 03

The things that encourage and motivate them to speak in front of the class were the fact that they didn't stand up and tell stories alone in front of the class. The existence of their group of friends who took turns talking with them made them more daring to speak because they were not too afraid if they would make mistakes later. Even if later they made a mistake, they would definitely feel a little more relaxed because there were friends accompanying them. In addition, they also feel motivated to be brave enough to speak in front of the class because they have seen that their other friends have also dared to tell their stories. Their active friends also motivate them to come to the front of the class.

## 2.2. Increasing students' confidence

Another opportunity when using the story completion technique for learning speaking is that this technique to make students more confident when talking about their stories in front of the class.

**[I became more confident. My English pronunciation is also being trained, so at least I can pronounce some words better than before.]**

Student 01

**[On my own, I am more afraid, more nervous, and sometimes feel insecure. But this time I learned in groups, so I was more confident.]**

Student 02

**[Yes, a little more confident. When I am alone, I am more tense, while when I am in a group, I am calmer.]**

Student 04

**[Yes, much more confident than when I had to speak for myself. Even if there are mistakes, it is okay because I am still learning.]**

Student 06

The reason that makes them more confident when using this technique was because with this technique, they have prepared the story in advance so that they can learn the pronunciation and memorize the contents of the story before they tell it in front of the class. The presence of friends who come forward with them also increases their confidence because they become calmer and more relaxed.

## Discussion

Based on the findings, the participants had fear of making mistakes when pronouncing the new vocabulary, this made them sometimes feel hesitant in speaking (Tanjung & Fitri, 2020). The participant also had difficulty in memorizing the stories that have been made since the stories required a lot of vocabulary and sentence structure, this is one of the disadvantages of the story completion technique which is require a lot of vocabulary knowledge (Santerika, 2017). In addition, the process of memorizing stories could be disrupted by vocabulary which was rather difficult to pronounce (Tanjung & Fitri, 2020).

The participants stated that the story completion technique encouraged them to come forward and speak in front of the class, and motivated them because they were carried away by their active friends, they also be braver because they are not alone (Hukom, 2019). Carried away by the active friends, the students who were initially shy to participate in the speaking class became more active and dared to show their speaking skills (Harmer, 2007). Furthermore, the participants admitted that their confidence when speaking English was increased because they had studied in advance the materials and the pronunciation they were going to talk about (Yulianawati & Sulasti, 2019). They also felt more calm and relax when performing with friends (Harmer, 2007). Based on the explanation above, it can be concluded that students who learned speaking through story completion technique may improve their speaking ability (Ghiabi, 2014). This because learning technique allows them to make up their own stories, determine their own words, practice the pronunciation of the vocabulary on their story, and perform to speak forward according to what they have prepared so that they feel confident when speaking in front of the class (Hamsia, 2018; Hukom, 2019; Tanjung & Fitri, 2020; Sari, Lestari, & Rampe, 2021). Through this technique, the students feel that speaking class is not boring.

## CONCLUSION

This study was conducted to investigate students' challenges and opportunities on learning speaking through story completion technique. Thus, the finding showed that the challenges they faced while using story completion technique in learning English-speaking were afraid to make mistakes and difficulty in memorize the story. As for opportunities they have while using story completion technique in learning English-speaking were encourage and motivate students' to speak in front of the class and increase their confidence while speaking. Overall, the students could optimize their speaking's capability though this story completion technique.

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