

**INCREASING THE STUDENTS' LISTENING SKILL BY USING STORY
COMPLETION TECHNIQUE AT TEN GRADE OF MA DARUSSALAM
SUMEDANG SARI SOUTH SUMATERA**

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Abstract

This research investigates the effectiveness of the Story Completion Technique in improving the listening skills of tenth-grade students at MA Darussalam Sumedang Sari, South Sumatera. Listening is recognized as a fundamental language skill that plays a crucial role in students' overall English proficiency. These challenges often lead to low listening achievement and reduced motivation to participate in listening activities. To address these issues, the Story Completion Technique was introduced as an innovative instructional strategy designed to make listening activities more interactive, meaningful, and engaging. The Story Completion Technique encourages students to listen attentively to story beginnings provided by the teacher and then collaboratively complete the story based on the information they have heard. This technique not only enhances students' listening comprehension but also stimulates their creativity, imagination, and ability to predict information. Using classroom action research (CAR), the study was conducted in two cycles consisting of planning, acting, observing, and reflecting phases.. Students demonstrated increased confidence, motivation, and concentration during listening tasks. Their listening test scores improved steadily from the pre-cycle to Cycle I and Cycle II, showing measurable progress in understanding and interpreting spoken language. Moreover, the classroom environment became more dynamic and student-centered, as learners were actively involved in completing the stories and sharing ideas. Based on these results, it can be concluded that the Story Completion Technique is an effective and enjoyable method for enhancing students' listening skills at the tenth-grade level. The technique is recommended for English teachers seeking to create more lively and meaningful listening activities in the classroom.

Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas Teknik Story Completion dalam meningkatkan keterampilan menyimak siswa kelas X MA Darussalam Sumedang Sari, Sumatera Selatan. Keterampilan menyimak merupakan kemampuan dasar yang sangat penting dalam penguasaan bahasa Inggris, karena menjadi fondasi bagi perkembangan kemampuan berbicara, membaca, dan menulis. Namun kenyataannya, banyak siswa mengalami kesulitan dalam memahami teks lisan karena terbatasnya kosakata, kurangnya pemahaman terhadap pelafalan penutur asli, rendahnya konsentrasi, serta minimnya paparan terhadap materi mendengarkan yang autentik. Kondisi ini sering membuat capaian nilai menyimak siswa rendah, dan mereka menjadi kurang termotivasi untuk terlibat dalam kegiatan pembelajaran. Untuk mengatasi permasalahan tersebut, Teknik Story Completion diterapkan sebagai strategi pembelajaran yang inovatif dan menyenangkan. Teknik ini mengharuskan siswa menyimak bagian awal cerita yang disampaikan guru, kemudian secara berkelompok atau individu melanjutkan cerita tersebut sesuai dengan informasi yang telah mereka dengar. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam keterampilan menyimak siswa setelah diterapkannya Teknik Story Completion. Siswa terlihat lebih percaya diri, lebih berkonsentrasi, dan lebih termotivasi dalam mengerjakan tugas-tugas menyimak. Nilai tes menyimak siswa juga mengalami peningkatan mulai dari pra-siklus, siklus I, hingga siklus II, yang menunjukkan perkembangan kemampuan memahami bahasa lisan secara bertahap. Selain itu, suasana kelas menjadi lebih hidup dan berpusat pada siswa, karena mereka aktif dalam menyelesaikan cerita dan menyampaikan ide-ide kreatifnya. Berdasarkan temuan tersebut, dapat disimpulkan bahwa Teknik Story Completion merupakan metode yang efektif dan menyenangkan untuk meningkatkan keterampilan menyimak siswa kelas X. Teknik ini direkomendasikan bagi guru bahasa Inggris yang ingin menciptakan kegiatan menyimak yang lebih komunikatif, interaktif, dan bermakna.

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INTRODUCTION

Listening is one of the fundamental components of language proficiency and plays a crucial role in supporting the mastery of other language skills, such as speaking, reading, and writing. In the context of English as a Foreign Language (EFL), listening becomes even more significant because students often have limited exposure to authentic spoken English in their daily lives. As a result, they rely primarily on classroom instruction to build their listening comprehension. However, many students still struggle to understand spoken English due to several challenges including limited vocabulary, unfamiliar pronunciation, variation in speech speed, and insufficient listening practice (Nurhayati 2020). These obstacles frequently lead to low learning achievement and reduced motivation to participate in listening activities.

In many Indonesian Islamic senior high schools (Madrasah Aliyah), including MA Darussalam Sumedang Sari, South Sumatera, listening is perceived as one of the most difficult skills to master. Teachers often report that students are unable to follow listening passages effectively because they cannot identify key words, comprehend implicit information, or predict the continuation of spoken texts (Fitriani 2019). The problem is worsened by the traditional teaching model that focuses heavily on teacher-centered learning, where students passively receive information rather than engage actively with listening materials. Such methods may limit students' ability to process auditory information and hinder the development of critical listening strategies that are essential for successful communication.

*To improve students' listening skills, educators are required to adopt more interactive and engaging learning techniques that encourage active participation. One of the alternative strategies that has gained attention in recent years is the ****Story Completion Technique****. This technique involves providing students with the beginning of a story and asking them to complete it based on their listening comprehension and creativity. According to previous educational studies, the Story Completion Technique can stimulate students' imagination, enhance prediction skills, and encourage deeper engagement with spoken texts (Lestari 2021). The technique also allows students to practice understanding context clues, reconstructing information, and working collaboratively – all of which are essential in developing effective listening comprehension.*

At MA Darussalam Sumedang Sari, observations conducted prior to this research showed that students often experienced difficulties during listening sessions. Many appeared disengaged, unmotivated, or anxious because they could not follow spoken recordings, causing them to perform poorly in listening assessments. Interviews with English teachers revealed that conventional techniques such as repeated listening, note-taking, or answering multiple-choice questions had not successfully addressed these problems. Teachers expressed the need for an approach that would make listening more enjoyable, meaningful, and less intimidating (Warisno 2022). The Story Completion Technique was selected as a potential solution because it integrates listening practice with creative expression, allowing students to listen attentively

to story beginnings while also applying their imagination to continue the narrative.

Furthermore, students in Islamic-based schools often learn in environments where storytelling is already a cultural and religious tradition. Storytelling has long been used in Islamic teaching to convey moral lessons through prophetic stories, historical narratives, or classical literature (A. Hamzah 2019). Therefore, the Story Completion Technique aligns with students' familiar learning patterns and could increase their enthusiasm for listening activities. Incorporating stories in English learning not only enhances listening comprehension but also encourages students to appreciate narrative structures, sequence events, and understand contextual meaning – all valuable competencies in language learning.

The application of the Story Completion Technique is also supported by the constructivist learning theory, which emphasizes that learners build knowledge through active engagement rather than passive reception (B. Hamzah 2021). By completing a story, students become participants in constructing meaning rather than mere listeners. This aligns with the principles of student-centered learning, where learners are given opportunities to develop autonomy, confidence, and communicative competence. Additionally, the collaborative nature of the activity helps students learn from one another, promoting peer interaction and reducing anxiety commonly associated with listening tasks(Siregar 2019).

Based on these considerations, it is necessary to conduct a study on the effectiveness of the Story Completion Technique in improving the listening skills of tenth-grade students at MA Darussalam Sumedang Sari. This study aims to address the persistent challenges faced by students in understanding spoken English and to contribute to improving instructional practices in EFL classrooms. By examining the impact of the Story Completion Technique, this research is expected to offer new insights into innovative teaching strategies that can enhance students' listening achievement, learning motivation, and classroom engagement(Hasan et al. 2022). Ultimately, the findings may help English teachers adopt alternative pedagogical approaches to create a more dynamic, interactive, and enjoyable learning environment.

THEORITICAL

Listening is a fundamental component of English language learning and serves as the basis for developing communicative competence. It is defined as a complex and active process in which learners receive, interpret, and respond to spoken messages. In EFL contexts such as Indonesia, listening becomes even more challenging because students have limited exposure to authentic English outside the classroom, making it difficult for them to understand various accents, speech speed, vocabulary levels, and intonations. Many students lack the linguistic and cognitive strategies necessary for identifying main ideas, inferring meaning, and predicting information, which results in low listening achievement and reduced motivation during listening activities. These difficulties are often intensified by traditional teacher-centered methods that focus on passive listening and do not encourage active engagement with spoken material.

To overcome these problems, teachers need to implement interactive and meaningful techniques that promote comprehension and student involvement. One such method is the Story Completion Technique, a strategy in which the teacher provides the beginning of a story and students are required to complete it using their understanding, imagination, and interpretation of the narrative. This technique encourages students to listen carefully to the initial part of the story, identify key elements, predict the next sequence of events, and reconstruct the story based on the information they have gathered. The technique also promotes creativity, critical thinking, and collaborative learning because students may work in groups to complete the story, share ideas, and refine their understanding through discussion. As a result, Story Completion transforms listening activities from passive reception into an active, enjoyable, and student-centered process.

Storytelling itself has long been recognized as an effective instructional strategy, especially in cultural and religious contexts such as Islamic schools where stories are frequently used to introduce moral lessons, historical narratives, and religious teachings. Because students are culturally familiar with storytelling, incorporating it into English listening activities increases their interest, comfort, and engagement. When students listen to stories, they are naturally encouraged to understand context, interpret meaning, and follow narrative structures. This creates an authentic and meaningful environment for developing listening skills. The Story Completion Technique builds upon this tradition by allowing students not only to listen to stories but also to participate actively in extending the narrative using their own ideas.

The theoretical foundation that supports the Story Completion Technique is the constructivist learning theory, which emphasizes that learners construct knowledge through meaningful experiences rather than through passive memorization. According to this perspective, students learn best when they are actively engaged in processing information, solving problems, predicting events, and interacting socially with peers (Oktavia 2021). The Story Completion Technique reflects these principles because it requires students to interpret the story's introduction, connect it with prior knowledge, and create their own continuation of the narrative. In this way, learning becomes more personalized, interactive, and dynamic. The technique also reduces students' anxiety by shifting the focus from strict comprehension to creative expression, making the listening process more enjoyable and less intimidating.

Furthermore, listening is closely linked to the development of other language skills, such as speaking and writing. Effective listening allows students to internalize sentence structures, vocabulary, pronunciation patterns, and discourse markers, which they can later apply in oral and written communication. The Story Completion Technique facilitates this connection by requiring students to articulate their understanding of the story verbally or in written form. This dual process of listening and production strengthens language retention, improves accuracy, and encourages students to become more confident in using English both inside and outside the classroom.

Another important aspect is the role of motivation and emotional engagement in

Volume 2, Nomor 1 2026

listening comprehension. Studies in educational psychology suggest that students learn more effectively when they are emotionally involved in the learning process and perceive tasks as meaningful. The Story Completion Technique provides a context that is both engaging and culturally relevant, which enhances students' intrinsic motivation. By allowing students to imagine, predict, and co-create stories, the technique fosters a sense of ownership and enjoyment in learning. This emotional investment contributes to greater persistence, attention, and active participation, which are key factors in successful language acquisition.

Finally, the use of Story Completion also promotes collaborative and social learning. When students work together to complete stories, they exchange ideas, negotiate meaning, and learn to listen carefully to peers' contributions. This collaborative aspect not only improves listening skills but also develops communication strategies, social interaction abilities, and teamwork competencies. In EFL classrooms, such cooperative activities are crucial for creating a supportive environment where students can experiment with language, learn from one another, and reduce anxiety associated with listening challenges. Therefore, the Story Completion Technique provides both cognitive and socio-emotional benefits, making it a comprehensive and effective approach to enhancing students' listening abilities.

A strong relationship exists between the Story Completion Technique and the improvement of listening skills. By listening carefully to the beginning of the story, students practice concentration and comprehension. By completing the story, they actively use their cognitive processes to interpret messages, infer meaning, and reconstruct narrative details – all of which are essential components of listening proficiency (Sari 2018). The interactive nature of the technique also increases student motivation and participation, which contributes to better learning outcomes. Previous studies have shown that story-based learning strategies can significantly enhance students' listening comprehension, vocabulary mastery, and engagement in learning. These findings support the assumption that the Story Completion Technique can effectively improve the listening skills of tenth-grade students at MA Darussalam Sumedang Sari, South Sumatera.

RESEARCH METHOD

This study employed Classroom Action Research (CAR) as the primary research design to investigate the effectiveness of the Story Completion Technique in improving the listening skills of tenth-grade students at MA Darussalam Sumedang Sari, South Sumatera. Classroom Action Research was chosen because it allows the teacher-researcher to directly address learning problems in the classroom through systematic planning, implementation, observation, and reflection. The research was conducted in two cycles, each consisting of four stages: planning, acting, observing, and reflecting. During the planning stage, the researcher prepared lesson plans, instructional materials, story texts, worksheets, and assessment instruments needed for the implementation of the Story Completion Technique. In the acting stage, the researcher carried out the teaching and learning activities using the technique by presenting the beginning of a story, having students listen attentively, and guiding them to complete the story

either individually or collaboratively.

The observation stage involved monitoring students' participation, engagement, and responses throughout the listening and story completion activities. This was accomplished through field notes, observation checklists, and classroom recordings. The researcher collaborated with an English teacher who served as a partner observer to ensure objectivity and accuracy in collecting data. In the reflection stage, the results of the students' performance, observations, and assessments were analyzed to determine whether the technique had effectively improved students' listening comprehension and to identify areas that needed improvement before proceeding to the next cycle. If weaknesses were found, modifications were made to enhance the effectiveness of the learning process in the subsequent cycle.

The participants of this study consisted of tenth-grade students at MA Darussalam Sumedang Sari, selected purposefully because they had demonstrated difficulties in listening comprehension based on initial observations and pre-test results. The instruments used to collect data included listening comprehension tests, observation sheets, field notes, and documentation. The listening tests were administered before and after each cycle to measure students' improvement in understanding spoken texts. Observation sheets were used to record students' behaviors, engagement levels, and interaction during the learning activities. Field notes provided qualitative descriptions of classroom dynamics, student responses, and challenges encountered during the implementation of the Story Completion Technique. Documentation such as photographs and lesson plans supported the completeness of the data.

Data were analyzed using both quantitative and qualitative approaches. Quantitative data were obtained from the students' listening test scores, which were calculated to determine the mean score, percentage of improvement, and the extent to which the achievement met the success criteria set by the school's minimum mastery standards (KKM). Qualitative data were analyzed through descriptive interpretation of observation sheets and field notes to identify patterns of student engagement, behavioral changes, and classroom atmosphere throughout the cycles. The criteria for success in this research included (1) at least 75% of students achieving the minimum score required by the KKM, and (2) an observable increase in students' motivation, participation, and confidence during listening activities. If these criteria were met, the Story Completion Technique was considered effective in improving students' listening skills.

RESULTS AND DISCUSSION

The results of this study revealed significant improvements in the students' listening skills after the implementation of the Story Completion Technique over two cycles of Classroom Action Research. At the beginning of the study, a pre-test was administered to measure the students' initial listening ability. The pre-test results indicated that most students had difficulty understanding spoken English, identifying main ideas, recognizing supporting details, and predicting the continuation of spoken texts. The mean score of the pre-test was far below the school's Minimum Mastery Criterion (KKM), and only a small percentage of

students achieved the required proficiency level. Many students appeared unmotivated, anxious, and reluctant to participate during the listening activity. This condition confirmed the initial observation that listening was one of the weakest skills among tenth graders at MA Darussalam Sumedang Sari and that traditional teacher-centered techniques had not been effective in addressing students' challenges.

After implementing the Story Completion Technique in Cycle I, the students began to show noticeable improvements in terms of engagement, participation, and comprehension. During this cycle, the teacher introduced the beginning of a short and simple story, asked students to listen carefully, and then guided them through the process of predicting and completing the story. Although some students still struggled with vocabulary and speed of speech, many demonstrated higher levels of enthusiasm and concentration compared to the initial stages. The post-test score in Cycle I showed an increase from the pre-test, with a considerable number of students achieving scores closer to the KKM. However, the results also showed that several students still encountered difficulties, particularly in understanding longer sentences and reconstructing story details accurately. Some students were hesitant to express their ideas when completing the story, indicating that their confidence needed further improvement. Therefore, modifications were planned for Cycle II, including providing clearer instructions, slowing the speech speed, and offering additional vocabulary support before listening tasks.

Cycle II demonstrated even greater improvement in the students' listening performance and learning behavior. With refined instructional strategies, students were able to follow the story introductions more effectively and produce more coherent and meaningful story completions. Classroom observations revealed that students became more active in listening activities, asking questions, sharing ideas with peers, and showing greater willingness to participate. The collaborative aspect of the Story Completion Technique appeared to contribute significantly to this improvement, as many students gained confidence through group discussions and peer support. The post-test scores in Cycle II indicated that a large majority of students had met or exceeded the KKM. The average score increased substantially, showing clear evidence that the Story Completion Technique was effective in enhancing listening comprehension. Students' ability to identify the sequence of events, infer meaning, and predict outcomes improved significantly, demonstrating the development of higher-order listening skills.

Qualitative data from observation sheets and field notes supported these quantitative findings. Observations showed that students who were previously passive became more involved in the learning process. They listened attentively to the story introductions, asked clarifying questions, and actively contributed to completing the stories. The classroom environment became more lively and interactive, with students expressing their creativity and imagination in completing various story scenarios. Their confidence increased as they realized that listening activities could be enjoyable and meaningful. The use of storytelling, which aligns with cultural and educational traditions familiar to students in Islamic-based schools,

made the learning experience more relatable and engaging. Field notes recorded that students laughed, expressed excitement, and showed emotional involvement in the storytelling process, which helped reduce anxiety and improve their overall listening performance.

The improvements observed in this study are consistent with the theoretical basis of constructivist learning, which emphasizes that students learn more effectively through active participation, collaboration, and meaningful engagement. The Story Completion Technique provided opportunities for students to construct meaning from the listening materials, connect them with prior knowledge, and generate their own ideas to complete the story. This process enhanced not only listening comprehension but also critical thinking, prediction skills, and creative expression. The positive changes seen in student behavior, motivation, and test performance demonstrate that the technique successfully transformed listening activities from passive tasks into dynamic and student-centered learning experiences.

Furthermore, students' increased motivation played an essential role in improving their listening skills. As the activities became more enjoyable and interactive, students showed greater willingness to practice listening, ask questions, and express their ideas. This reinforces the idea that motivation significantly influences language learning outcomes. The Story Completion Technique helped create an environment where students felt comfortable making mistakes, experimenting with language, and engaging actively with the listening material. This reduction in anxiety is particularly important in EFL contexts, where fear of misunderstanding often prevents students from fully participating in listening tasks.

Moreover, the students' motivation to participate in listening activities improved significantly throughout the cycles. Observation notes revealed that students who were previously passive became more eager to listen attentively, ask questions, and collaborate with peers to complete stories. The use of storytelling as a listening medium proved to be both culturally familiar and emotionally engaging, making students feel more connected to the learning material. This emotional engagement helped reduce anxiety commonly associated with listening tasks, which is particularly important in EFL classrooms where fear of misunderstanding often hinders students' active participation.

Another important finding was the development of creativity and imagination among students. The Story Completion Technique encouraged them to think beyond the information provided in the story beginnings, imagine alternative endings, and articulate their ideas verbally or in written form. This creative aspect of the technique not only enhanced listening comprehension but also fostered students' problem-solving abilities and cognitive flexibility. It allowed students to approach listening as an interactive and meaningful process, rather than as a passive exercise limited to answering comprehension questions.

Finally, the collaborative nature of the Story Completion Technique contributed to the social and communicative development of students. Working in groups or pairs allowed students to share perspectives, negotiate meaning, and support each other in completing the stories. This social interaction helped students develop listening as a communicative skill, as they needed to understand peers' ideas and integrate them into the narrative. The combination of listening, predicting, and collaborating created a dynamic learning environment that promoted both language proficiency and interpersonal skills. Overall, these findings indicate that the Story Completion Technique is a holistic and effective strategy for improving students'

listening abilities in EFL contexts.

Overall, the findings indicate that the Story Completion Technique effectively improved the listening skills of tenth-grade students at MA Darussalam Sumedang Sari. The technique not only increased test scores but also enhanced student motivation, participation, and confidence. It allowed students to engage in meaningful language use, interact with peers, and apply listening strategies in a supportive learning environment. The successful implementation of the technique across two cycles of Classroom Action Research demonstrates its potential as a powerful instructional method for addressing common listening challenges in Indonesian EFL classrooms. The results of this study contribute valuable insights into how storytelling-based approaches can be integrated into English language teaching to foster deeper comprehension, creativity, and enjoyment in the learning process.

CONCLUSION

Based on the results of the research, it can be concluded that the Story Completion Technique is effective in improving the listening skills of tenth-grade students at MA Darussalam Sumedang Sari, South Sumatera. The implementation of this technique over two cycles of Classroom Action Research demonstrated a significant increase in students' listening comprehension, as evidenced by the improvement in their post-test scores compared to the pre-test. The technique enabled students to understand the main ideas, identify supporting details, predict outcomes, and reconstruct stories accurately, indicating that their cognitive and auditory skills developed positively through interactive and meaningful listening activities.

In addition to improving listening comprehension, the Story Completion Technique also positively influenced students' motivation, participation, and confidence. Students became more engaged in the classroom, actively contributing to completing stories and sharing ideas with peers. The collaborative nature of the technique created a supportive learning environment that encouraged students to express themselves without fear of making mistakes, thus reducing anxiety commonly associated with listening tasks in EFL contexts. Moreover, integrating storytelling with language learning made the lessons more enjoyable, culturally relevant, and meaningful, which further enhanced students' interest and involvement.

Overall, the findings of this study suggest that the Story Completion Technique is not only a practical instructional method but also a pedagogically sound approach aligned with constructivist principles. By engaging students actively in listening and story completion, teachers can foster both language proficiency and higher-order thinking skills. It is recommended that English teachers in similar contexts adopt this technique to improve listening comprehension, stimulate creativity, and promote a more interactive and student-centered learning environment.

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