

**Increasing The Students Listening Skill By Using Story Completion
Technique At Eight Grade Of Mts Al-Furqon Cilegon Banten 2024/2025
Academic Year**

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Abstract

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This research aims to improve the listening skills of eighth-grade students at MTs Al-Furqon Cilegon, Banten in the 2024/2025 Academic Year through the use of the *Story Completion Technique*. Listening is one of the most challenging language skills for students, especially when they are not accustomed to receiving auditory input in English. The *Story Completion Technique* was chosen because it engages students in listening to a story step by step and then encourages them to complete or continue the story verbally or in written form. This method helps students focus on details, understand the storyline, and expand their vocabulary through contextual listening.

This study employed a Classroom Action Research design consisting of two cycles, with each cycle involving planning, action, observation, and reflection. The subjects of this research were 28 eighth-grade students of MTs Al-Furqon Cilegon. Data were collected through listening tests, observations, and field notes. The findings indicate a significant improvement in the students' listening scores after the implementation of the technique. Students showed increased concentration, engagement, and the ability to capture important information from the story.

Thus, the *Story Completion Technique* is proven effective in enhancing students' listening skills and can be used as an enjoyable and motivating alternative teaching strategy in English language classrooms.

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menyimak siswa kelas VIII MTs Al-Furqon Cilegon, Banten pada Tahun Ajaran 2024/2025 melalui penggunaan *Story Completion Technique*. Kemampuan menyimak merupakan salah satu keterampilan berbahasa yang sering kali menjadi tantangan bagi siswa, terutama ketika mereka kurang terbiasa menerima informasi secara auditif dalam bahasa Inggris. Teknik *Story Completion* dipilih karena melibatkan aktivitas mendengarkan cerita secara bertahap, kemudian siswa melanjutkan bagian cerita tersebut secara lisan maupun tertulis. Metode ini tidak hanya mendorong fokus dan perhatian, tetapi juga membantu siswa memahami alur, kosakata, serta informasi penting dalam teks lisan.

Penelitian ini menggunakan pendekatan tindakan kelas (*Classroom Action Research*) yang terdiri atas dua siklus, dengan setiap siklus melalui tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 28 siswa kelas VIII MTs Al-Furqon Cilegon. Data dikumpulkan melalui tes menyimak, observasi, dan catatan lapangan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada skor keterampilan menyimak siswa setelah diterapkannya teknik ini. Siswa menjadi lebih aktif, fokus, dan mampu menangkap detail-detail informasi dalam cerita.

Dengan demikian, *Story Completion Technique* terbukti efektif dalam meningkatkan keterampilan menyimak siswa dan dapat menjadi alternatif strategi pembelajaran yang menarik dan menyenangkan bagi guru bahasa Inggris.

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INTRODUCTION

Listening is one of the fundamental language skills that plays a crucial role in the process of acquiring a foreign language. For many learners, especially at the junior secondary level, listening becomes a challenging skill because it requires immediate processing of auditory information, understanding vocabulary in context, and interpreting meaning without the aid of visual cues. In the Indonesian EFL context, students often receive limited exposure to authentic English listening input, which leads to difficulties in comprehending spoken texts, identifying key ideas, and responding

appropriately. As a result, improving students' listening proficiency remains an essential task for English teachers.

In the learning environment of MTs Al-Furqon Cilegon, Banten, preliminary observations indicated that the majority of eighth-grade students struggled with listening activities. They often lost focus during listening sessions, misinterpreted information, and were unable to recall details from short passages. These challenges reveal the need for instructional methods that not only strengthen students' listening comprehension but also engage them actively in the learning process.

One promising approach to address these issues is the *Story Completion Technique*. This technique involves presenting students with an unfinished story orally, after which they are encouraged to complete the narrative based on their understanding. The method engages students in active listening, stimulates imagination, promotes vocabulary acquisition, and enhances their ability to infer meaning. Moreover, by involving students in collaborative storytelling, the technique fosters interaction, builds confidence, and creates a more dynamic learning atmosphere.

Previous studies have indicated the effectiveness of storytelling-based methods in improving listening comprehension and overall language proficiency. Techniques such as story retelling, story sequencing, and story completion have been shown to increase students' motivation, sharpen their attention, and encourage deeper processing of spoken texts. These findings support the application of *Story Completion Technique* as an innovative and enjoyable strategy for teaching listening skills.

Considering the challenges faced by the students and the potential benefits of the technique, this research aims to examine the use of *Story Completion Technique* in improving listening skills among eighth-grade students at MTs Al-Furqon Cilegon. It seeks to identify the extent of students' improvement and to explore how the technique contributes to their engagement and comprehension during listening activities.

THEORETICAL FRAMEWORK

1. The Nature of Listening Skill

Listening is one of the fundamental components of language competence and serves as a foundation for the development of other skills such as speaking, reading, and writing. Rost (2011) states that listening is a complex process that involves recognizing sounds, constructing meaning, and responding appropriately. It is not merely a passive activity; instead, it requires learners to actively process linguistic input, interpret contextual cues, and integrate the information with their prior knowledge.

In the context of foreign language learning, listening becomes even more challenging because learners must decode unfamiliar vocabulary, new grammatical structures, and diverse accents. Vandergrift (2007) emphasizes that listening comprehension demands not only linguistic knowledge but also meta-cognitive

strategies, such as prediction, monitoring, and evaluating. These cognitive and affective factors make listening a multidimensional skill that requires intentional training and appropriate instructional techniques.

For junior high school students, listening plays an essential role in shaping their confidence and fluency in English. Their exposure to authentic spoken language helps them develop a natural sense of rhythm, intonation, and oral structure, which in turn strengthens their overall communicative competence. Due to its essential role, listening instruction must incorporate activities that are meaningful, engaging, and aligned with students' developmental stages.

2. The Importance of Teaching Listening in EFL Context

In many EFL (English as a Foreign Language) settings such as Indonesia, learners have limited opportunities to interact with native speakers or authentic English oral input. This situation makes the teaching of listening a crucial part of the curriculum. Nunan (2003) argues that listening is the skill most frequently used in daily communication—up to 50% of communication time is spent listening—yet it remains one of the most neglected skills in language classrooms.

Teaching listening effectively helps students to:

1. Improve comprehension of spoken English.
2. Develop vocabulary and pronunciation awareness.
3. Strengthen their speaking ability because input precedes output.
4. Increase motivation and readiness to use English in real-life contexts.

Listening instruction should therefore be designed to reduce student anxiety, increase engagement, and expose them gradually to authentic sounds. A structured and creative technique, such as story completion, allows students to interact with spoken input more naturally and actively.

3. Story Completion Technique

Story Completion is a cooperative learning technique in which students listen to part of a story and then complete the rest based on their understanding, imagination, and interpretation. The method, commonly used in both language classrooms and creative writing sessions, helps students comprehend main ideas, details, and sequence of events. According to Harmer (2007), story-based learning encourages students to develop prediction skills, which are crucial for effective listening.

The technique usually starts with the teacher reading or playing a recorded beginning of a story. Students must then listen attentively, anticipate what will happen next, and collaboratively create an ending. Brown (2001) highlights that completing a

story enhances learners' cognitive involvement because it requires them to visualize the narrative, infer meanings, and relate information to their personal experiences.

Story Completion also reduces the pressure often associated with traditional listening tasks. Because it is participatory and imaginative, students feel more relaxed and willing to engage, which improves listening comprehension. Furthermore, the method naturally integrates listening with speaking, as students typically share their completed story orally in groups.

4. The Relationship Between Story Completion and Listening Skill Development

The connection between Story Completion technique and listening improvement lies in its ability to activate both bottom-up and top-down listening processes.

- **Bottom-up skills** involve decoding sounds, recognizing words, and understanding grammatical structures. During story input, students must carefully listen to linguistic details to infer meaning.
- **Top-down skills** involve using background knowledge, context, and prediction strategies to interpret the narrative. Students must imagine possibilities, connect events logically, and anticipate the story's direction.

By combining these two processes, Story Completion creates a balanced and holistic listening experience. It also encourages collaborative learning, which enhances student motivation and reduces listening anxiety. When students work together to complete the story, they share interpretations, negotiate meaning, and refine their listening comprehension collectively.

Recent research has demonstrated the effectiveness of story-based strategies in improving listening skills. For example, Yuliana (2019) found that story completion increased students' engagement and listening achievement significantly. Similarly, Rahmawati (2021) reported that students showed notable improvement in understanding spoken texts after being taught using narrative-based listening techniques.

Thus, the Story Completion technique aligns well with the developmental needs of junior high school students and supports the goal of creating communicative, enjoyable, and meaningful listening activities in the EFL classroom.

RESEARCH METHOD

Research Design

This study employed a Classroom Action Research (CAR) design based on Kemmis and McTaggart's spiral model, which consists of four stages: planning, acting, observing, and reflecting. CAR was chosen because it allows the teacher-researcher to directly diagnose learning problems, implement actions, and evaluate their impact on students' listening achievement. Through the cyclical nature of CAR, improvements can

be made continuously until the desired learning outcome—enhancing students' listening skills through the Story Completion Technique—is achieved.

Setting and Subject of the Research

The research was conducted at MTs Al-Furqon Cilegon, Banten, during the 2024/2025 academic year. The subjects were 29 eighth-grade students consisting of mixed abilities and learning backgrounds. This school was chosen because listening comprehension is one of the skills students often struggle with, particularly in understanding spoken narratives. The English teacher and the researcher collaborated throughout the implementation of the technique.

Research Procedure

The research procedure followed two cycles, each consisting of the four CAR stages:

Planning

In this stage, the researcher prepared lesson plans, listening materials, story prompts, worksheets, and observation sheets. Additionally, criteria for evaluating listening performance—covering accuracy, comprehension, and response fluency—were established.

Acting

The Story Completion Technique was implemented during the teaching and learning process. Students listened to an opening part of a story read aloud by the teacher and then collaboratively completed the rest of the story orally. The technique emphasized active listening, prediction, and meaning-making to improve listening comprehension.

Observing

During each meeting, the researcher and collaborator observed students' engagement, participation, and listening behaviors using structured observation sheets. Students' listening scores were also recorded at the end of each cycle.

Reflecting

After each cycle, the researcher analyzed the strengths and weaknesses of the teaching process. Reflection was used to determine whether modifications were needed for the next cycle, such as adjusting story length, adding more scaffolding, or varying listening input.

Instrument of the Research

This study utilized several instruments:

- Listening Tests: Pre-test, post-cycle I test, and post-cycle II test to assess students' improvement.

- Observation Sheets: To document classroom participation, attentiveness, and interaction during the Story Completion activities.
- Field Notes: To record unexpected events, challenges, and classroom atmosphere.
- Documentation: Photos, attendance lists, students' worksheets, and institutional data as supporting evidence.

Data Collection Technique

Data were collected using qualitative and quantitative techniques:

- Quantitative data were obtained from students' listening test scores.
- Qualitative data came from classroom observations, field notes, and documentation.

The combination of data sources helped ensure a comprehensive understanding of students' listening progress.

Data Analysis Technique

Quantitative data were analyzed using descriptive statistics by calculating students' mean scores, percentage of mastery learning, and score improvement across cycles. Meanwhile, qualitative data were analyzed through data reduction, data display, and conclusion drawing, following Miles and Huberman's interactive analysis model.

Criteria of Success

The research was considered successful if:

1. At least 75% of students achieved the minimum mastery criteria (KKM) for listening set by the school.
2. Students demonstrated increased activeness and engagement during Story Completion activities as reflected in observation results.
3. There was a noticeable improvement in students' comprehension, attentiveness, and ability to respond accurately to oral stories.

RESULTS AND DISCUSSION

a. RESULTS

Pre-Test Result

Before implementing the Story Completion Technique, a pre-test was administered to measure the students' initial listening ability. The results showed that most students had difficulty understanding spoken texts, especially in identifying the main idea, guessing meaning from context, and recalling details. Out of 29 students, only 7 students (24.13%) reached the school's minimum mastery criteria (KKM = 70). The class mean score was 62.20, indicating that the overall listening proficiency was still below the expected standard.

These findings confirmed that the students required an alternative technique that could engage them in active listening and improve their comprehension in a more interactive and meaningful way.

Result of Cycle I

After implementing the Story Completion Technique in Cycle I, students showed noticeable improvement, although the learning outcome had not yet reached the criteria of success.

a. Students' Listening Achievement

At the end of Cycle I, the post-test results showed an increase in students' listening performance. The number of students who met the KKM increased from 7 to 15 students (51.72%), and the class mean score improved to 69.31. Students began to demonstrate better attention, improved ability to predict story continuation, and higher engagement during listening tasks.

b. Observation Results

Observation during Cycle I revealed that:

- Some students were still hesitant to participate in oral story completion.
- A portion of the class struggled with focusing on details of the story.
- However, students appeared more enthusiastic and enjoyed the storytelling elements.
- Classroom atmosphere became more interactive compared to the pre-test phase.

c. Reflection of Cycle I

The reflection indicated that although progress was made, several adjustments were needed. These included simplifying the story prompts, giving clearer instructions, and providing vocabulary scaffolding before the listening activities.

Because the criteria of success (75% mastery) had not been met, the research continued to Cycle II.

Result of Cycle II

Cycle II was conducted by improving the activities based on the reflection of Cycle I. The improvements led to significant gains in the students' listening skill.

a. Students' Listening Achievement

Students' performance in the Cycle II post-test showed a strong positive development. A total of **24 students (82.75%)** successfully achieved the KKM, surpassing the 75% success criterion. The class mean score increased to **78.55**, indicating that students had become more capable of understanding oral stories, identifying details, and responding accurately to the teacher's storytelling.

b. Observation Results

Observation in Cycle II showed substantial improvement in:

- Students' attentiveness to the story.
- Their ability to predict logical continuation of the narrative.
- Confidence and participation in completing the story orally.
- Interaction between students in completing the story collaboratively.

The classroom atmosphere became more dynamic and supportive, and students showed confidence in listening and responding to spoken texts.

c. Reflection of Cycle II

The reflection of Cycle II indicated that the Story Completion Technique effectively improved students' listening skills. The majority of students achieved the mastery standard, and their motivation increased. With the success criteria fulfilled, the research was concluded in Cycle II.

b. Discussion

The findings of this research demonstrate that the implementation of the Story Completion Technique significantly improved the listening skill of eighth-grade students at MTs Al-Furqon Cilegon. The improvement can be seen from the gradual increase of students' achievement from the pre-test, Cycle I, and Cycle II. The technique not only enhanced students' listening comprehension but also created a more interactive and enjoyable learning atmosphere.

First, the pre-test results indicated that students struggled to understand spoken narratives and to identify important information from the listening text. This is consistent with existing studies stating that junior high school students often face challenges in listening due to limited vocabulary, low concentration, and lack of exposure to spoken English. The low pre-test mean score (62.20) confirmed that the students required a technique that could foster engagement and contextual learning.

During Cycle I, the Story Completion Technique began to show a positive effect. As students listened to the beginning of a story and were encouraged to predict or complete its continuation, they were compelled to pay closer attention to details. This aligns with the theory that storytelling stimulates auditory processing, imagination, and memory retention, thereby supporting listening comprehension. However, the Cycle I results showed that only 51.72% of students reached the KKM. It became evident that some students still needed clearer guidance and more structured vocabulary preparation.

Adjustments made in Cycle II—such as providing simpler story prompts, incorporating vocabulary pre-teaching, and giving clearer instructions—further strengthened the effectiveness of the technique. As a result, the Cycle II mean score increased to 78.55, and 82.75% of students achieved the KKM. These results confirm that Story Completion Technique supports the principles of cooperative learning, active participation, and meaningful interaction.

Additionally, the technique increased students' motivation. When students feel engaged in imaginative activities, they tend to focus more deeply on the listening

material. The collaborative environment encouraged them to overcome their hesitation and become more confident in expressing ideas orally. This also supports theoretical claims that affective factors—such as enjoyment, confidence, and curiosity—play an essential role in successful listening learning.

Overall, the improvement observed from Cycle I to Cycle II verifies that the Story Completion Technique is an effective method for enhancing students' listening skills. It supports the principles of communicative language teaching, provides meaningful input, and allows students to interact creatively with the material. Through this technique, students not only improved academically but also developed positive attitudes toward learning English.

CONCLUSION

Based on the results of this classroom action research, it can be concluded that the use of the Story Completion Technique effectively improves the listening skill of eighth-grade students at MTs Al-Furqon Cilegon in the 2024/2025 academic year. The students showed a significant increase in comprehension of spoken texts, the ability to identify key information, and overall listening performance. This was evident from the improvement of the students' scores from the pre-test to Cycle I and Cycle II.

The technique was successful because it created an engaging learning atmosphere where students were encouraged to listen attentively, imagine story events, and interact creatively with the material. The use of collaborative storytelling also enhanced students' motivation, confidence, and active participation. In addition, adjustments made in Cycle II—such as vocabulary support and clearer instructions—further strengthened the learning outcomes.

Therefore, the Story Completion Technique can be considered an effective alternative strategy for English teachers to improve students' listening skills, especially in junior high school levels. Teachers are encouraged to integrate this technique into listening activities to promote deeper comprehension and enjoyable learning experiences.

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