

## Using Chain Story Technique To Improve Students' Speaking Skill

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### Abstract

The objective of this research was to improve students' speaking skill using Chain Story technique at the tenth grade of SMA PGRI 4 Jakarta in the school year of 2021/2022. The researcher conducted a classroom action research, and classified this research as qualitative research. The subject of this research is X IPS 1 of SMA PGRI 4 Jakarta involving 14 males and 21 females. This research was divided into two-Cycles: Cycle I and Cycle II with 2 meetings in each cycle. The stages in each cycle are planning, acting, observing and reflecting. The researcher used observation sheet, test, and interview to collect the data. In Cycle I there were 24 students (68%) who passed the KKM score. In Cycle II, there were 35 students or 100% who scored more than the KKM. From cycle I to cycle II there was an improvement of 32%. The percentage of students who passed the test has increased in each cycle. It can be concluded that the use of Wattpad application as media in teaching-learning English can improve the students' writing skill at the tenth grade of SMA PGRI 4 Jakarta in the school year of 2021/2022.

Keywords: chain story, speaking skill, improving.

## 1 INTRODUCTION

Speaking is an essential skill for student of English as second and foreign language for communication, if we do not speak, the people do not know what our feelings and ideas are. It is dangerous for us because the people cannot imagine our feelings and ideas without speaking directly. Interaction is the collaborative exchange of thoughts, feeling, or ideas between two or more people resulting in a reciprocal effect on each other (Brown, 1994). It means we need the interaction to express our feelings and ideas to get reciprocal effect in speaking English.

Speaking is different from other skills especially reading and writing, because speaking is spontaneous and direct. Speaking is unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then (Pollard, 2008). Speaking was not acknowledged at all as worthy of attention in the grammar-translation approach. Yet communicative language teaching has tended to see speaking largely either as the prime medium for creativity in language development or as the site for interactive learning.

Speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their their facilitators and pairs to practice English (Nurokhma, 2009).

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to

complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking.

Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique. The researcher gives solutions to applying the technique in speaking English. Then, the researcher choose Chain Story technique to improve students' speaking skill. The researcher chooses Chain story technique because it can make students fun and confident in speaking.

As said by Ghararah (2012). In this technique, creativity is encouraged and there is no wrong or right in the composition of the story. The teacher should facilitate and encourage his students to produce correct utterances. Based on explanation above, it is clear that Chain Story technique lets the students think about how to say something without having worry too much to say. In this case, the students have freedom to speak up by using their own since it can be understood by others, and the aim of speaking is for communication.

The chain story game is a story that several students play. This game is easy and effective to apply because it does not require much time to play. A chain story is a story that a group of people collects in sequence to continue the story until it becomes an interesting and coherent story (Folegau, 2021). In other words, a chain story is a collective story by a group of people. The story is passed along from student to student, each adding a paragraph with the rule that each part should be coherent and follow the plotline of the preceding sections.

## **2 RESEARCH METHODS**

The researcher conducted a Classroom Action Research method. Rapoport (1986) states that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework practice and analyzing it in order to come to some decisions about what their future practice should be. In addition, Mills (2000) proposes action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how well the students learn. The research steps are: planning, acting, observing, and reflecting through 2 cycles. The source of data in this research is the tenth grade IPS 1 of SMA PGRI 4 Jakarta which consists of 35 students; 14 males, and 21 females. In this research, the researcher used some instruments to collect the data, they are: observation, test, and interview. To analysis the data from the classroom action research, the researcher used data reduction, data description, and data verification. To validate the data, the researcher applied triangulation method.

## **3 RESULT AND DISCUSSION**

This research was administered in class X IPS 1 SMA PGRI 4 Jakarta. SMA PGRI Jakarta is one of the educational units with a high school level in Cipayung, East Jakarta, DKI Jakarta. All classrooms at SMA PGRI 4 are equipped with LCD projectors. Internet access is also provided and can be used to facilitate teaching-learning process.

Class observation were made on April 7, 2022. Based on initial observation, there are still many students who have low learning outcomes in English, especially in speaking. This is revealed from the results of the achievement of the English test which is still low.

There are still many students who have low English learning outcomes when compared to the minimum criteria of passing grade (KKM). The KKM for English in SMA PGRI 4 is 75, but some students still get results below 75. To solve the problem at school, the researcher use the Chain Story technique to support the teaching-learning process.

In the preparation stage, researcher prepared lesson plan for two meetings. The researcher prepared lesson plan by applying small group discussion and Chain Story technique. The teacher also prepared student absences, and observation sheets.

In acting, the researcher divided into two meetings. The first meeting was held on Tuesday, May 17, 2022 at 08.00 – 09.30 A.M. Researcher started introducing student and told student that the researcher taught about Chain Story Technique. The researcher examined the list attendance to find out the students' names and called them one by one. After the researcher tell the teaching material using Chain Story technique, the researcher ask student to created a groups and ask them to choose one of the recount text that the researcher have been shared. After the student choose the recount text, they have to discuss and practice for they presentation The next stage is on practice stage. In this stage, the students must practice chain story technique in the classroom. At the end of the first meeting, the researcher and students closed the teaching and learning process together and prayed.

The second meeting was held on Tuesday, 24 May 2022 at 08.00 – 09.30 A.M. The process of implementing action I at the second meeting was a continuation of the first meeting. The activities carried out by students in the second meeting were almost the same as the first meeting. The activity begins with the researcher checking the student attendance list, then the researcher asks the material that has been taught previously. In the core activity of the meeting, students were asked to remember the recount text that the students have been choose within 30 minutes and then, after the students and their groups have done to remember the recount text, the students can come forward to the front of the class to presentation the result of their group work. At the end, the researcher and students reflected on the activities during 2 meetings, then the researcher gave motivation and ended the lesson.

In the process of observing the first cycle, the researcher obtained data from collaborator. It makes observation more objective and easier. By monitoring the activity of students in this action, it can be seen that they are very enthusiastic even though in reality there are some students who are still confused about using the Chain Story technique. Even though they are confused, they are interested in speaking using the Chain Story. It showed through their efforts to ask questions when they do not know. The process of teaching and learning activities at this meeting went well even though some students did not participate actively.

The Chain Story technique was applied to teaching recount text in the first cycle. However, in the first cycle, only 24 students reached the minimum criteria of passing grade, at least 75. Therefore, after the implementation of action one, researcher and collaborator analyzed the problem of implementing Chain Story technique in cycle I. The problems identified in Cycle 1 are then used as a basis to plan the next action.

The results of the identification of student problems in cycle I are as follows: first, some students pay less attention to the explanation of the material, therefore there are still not confidence to speak in front of the class. Many student still don't know any vocabulary yet. In addition, some students also do not actively participate in the class, they are confused when they want to speak . Therefore, based on these conditions, there are things that need to be considered by researchers and must be improved in learning activities in cycle II. The researcher will continue the teaching and learning process to the next cycle because some student scores do not meet the target.

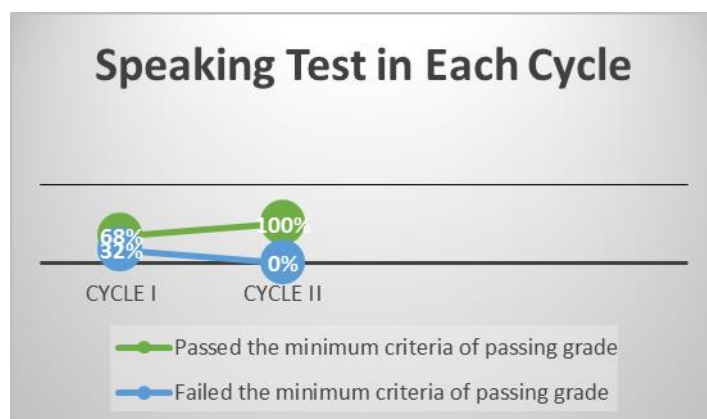
After completing the first cycle, the researcher has planned the lesson plan to carry out the second cycle. The learning process in cycle two consisted of two meetings. The first meeting was held on Tuesday, June 7, 2022 and the second meeting was held on Wednesday, June 8, 2022. The teaching and learning process in cycle II was as follows Planning, Similar to the preparations in cycle I, in the planning process, the researcher

prepared lesson plans, examples of which would be discussed in class. And also prepared student absences, and observation sheets.

Acting, The process of implementing cycle II at the first meeting began with the researcher checking the student attendance list. The researcher mentions the role of the teaching and learning process and motivated students to take the teaching and learning process seriously. This cycle's acting stage was completed in two meetings. The first meeting took place on June 7th, 2022. The researcher took on the role of a teacher. The teacher started the teaching learning process by greeting the students and explaining what they needed to do at this meeting. Moreover, the teacher added drilling strategy for students to understand and pronounce the sentence correctly and asked the students some questions related to the material. It was done as a motivating strategy in teaching learning process. In main activity, the teacher continued by asking them to repeat after the teacher practice how to pronounce the words for three times. After that, the teacher asked the students to repeat and remember story individually and they helping each other in their group consist of 5 or 6 students to remember the story as much as they can. In post-activity, the teacher asked the students to pronounce the words again and memorize it correctly. Then the teacher asked them to practice speaking at home, and told the students that the next meeting they had to practice speaking one by one.

The second meeting was conducted on June 14th 2022 in 90 minutes. The teacher welcomed the students and verified their attendance before starting the teaching and learning process. In addition, the teacher reiterated what she had said when she ended the lesson at the previous meeting: the students had a speaking test. The teacher gave the students a speaking test in class one at a time after about five minutes. The teacher commented on the students' speaking practice in the post-activity.

At the end of meeting, the researcher reflected on the learning activities that have been carried out, provides motivation, close the lesson with greetings and prayers. Observing, According to the results of the observation checklist and the field notes, it was discovered that most students had good enthusiasm during the first meeting of the second cycle when the teacher asked them about narrative texts such fables and legends. The instructions for understanding and memorization of the story appeared to be understood by the students. In this meeting, the teacher provided the students more time to prepare and practice pronouncing the words. The majority of students demonstrated a significant improvement in their speaking practice when the teacher asked them to practice speaking one at a time in front of the class. Reflecting, In this research, the researcher targeted 100% of students to get a score of more than 75. This was achieved in cycle 2. The results of the students' writing test in cycle II showed that the students had met the target score. All students have scores above the minimum criteria of passing grade.

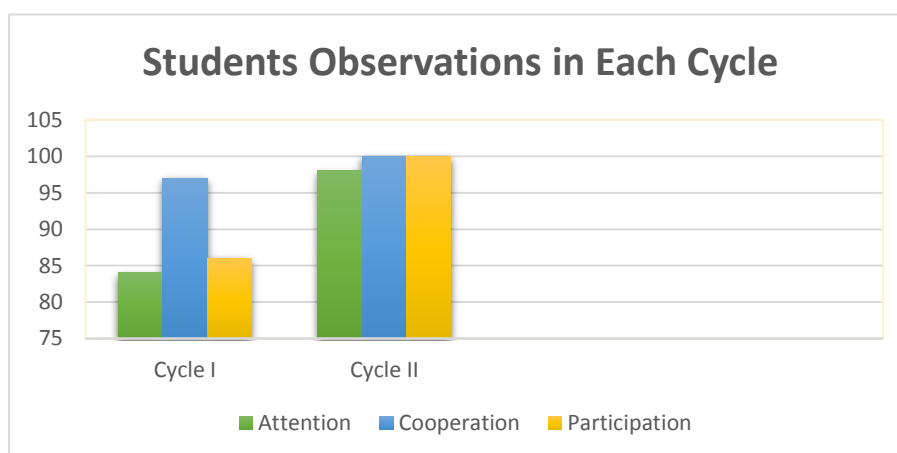


Picture I Speaking Test Result of Cycle I and Cycle II

Based on the research in SMA PGRI 4 Jakarta, the researcher could see the improvement of students writing skill as follow: In the first cycle there were 24 students (68%) who passed the KKM score and there were 11 students (32%) who did not pass the KKM score. In cycle 2 there were 35 students or 100% who scored more than the KKM, with a score of more than 80, although there were 2 students who scored less than 80, there are 76, 77. Researchers found an increase in students in the following diagram.

Based on the data above, there is an improvement in student learning outcomes in each cycle. From cycle I to cycle II there was an improvement of 32%. It can be concluded that the percentage of students has increased in each cycle. Because students' scores were deemed to have met the target, the researcher concluded that the implementation of the second action was successful and the researcher did not need to proceed to the third action.

The results of the observations presented are based on observations made by collaborator during the learning process. The results show that in the first cycle 30 students gave attention (84%), 33 students (97%) were cooperative, and 31 students (86%) actively participated in the learning process. While in cycle II, it appears that almost all students (98%) pay attention, cooperative, and also actively participate in the learning process. The increase is presented in the diagram.



Picture II Result of Students Observation in Each Cycle

### 3 CONCLUSION

The researcher concluded that the Chain Story Technique can improve student participation and interest in the teaching and learning process. The response from the students was very good, they were enthusiastic about learning English using Chain Story technique. In addition, the application of the Chain Story can also improve students' speaking skill. In the first cycle there were 24 students (68%) who passed the KKM score. In cycle II, there were 35 students or 100% who scored more than the KKM. There is an improvement in student learning outcomes in each cycle. From cycle I to cycle II there was an improvement of 32%. It can be concluded that the percentage of students has increased in each cycle.

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