

Chain Story Technique in Improving Students' Speaking Achievement at the Eleventh Grade of SMA Negeri 1 Nabire.

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ABSTRACT

The objectives of this research is to find out whether or not the use of chain story technique effective in improving the students' speaking achievement at the eleventh grade of SMA Negeri 1 Nabire.

The research used pre-experimental method. The population of this research was the eleventh grade of SMA Negeri 1 Nabire, and the total number of population was 70 students. This research used purposive sampling technique. The members of sample were 9 students. The research data was collected by using chain story technique to get the students' speaking achievement, which was analyzed by inferential statistic through SPSS version 20 for windows program. The students' result of posttest is significantly improved than the students' result of pretest by the mean score $77.67 > 63.33$. The t-test value at significant level 0.05 in which the probability value is lower than the significant level ($0.00 < 0.05$). So, H1 was accepted and H0 was rejected. It can be concluded that the use of chain story technique is effective to improve the students' speaking achievement.

Key words: Chain Story, Speaking

1. INTRODUCTION

Speaking is one of the difficult skills when learning a foreign or second language. Learning to speak is obviously more difficult than learning to understand the spoken language. Although everyone knows that the best way to speak a language fluently is to practice speaking as much as possible but not many people can do this. The problem appears when students want to communicate in English but they cannot perform the task successfully due to such possible

reasons as tension, shyness or lack of effective communication skill in English. Student rarely speak English in their daily lives. However, students are still lack in English situations in their academic. Students do need to be able to give oral presentations and discuss with other people in English.

Based on the problem above, the teacher must apply appropriate technique to expand the knowledge and motivation of students. Teacher realizes that the best techniques for formatting the students to communicate actively in English are by changing the situation in the classroom. By creating an interesting and motivating environment, the students are expected to be immersed in the activities given by the teachers. Concerning to the techniques in teaching speaking, the English teacher have to be aware of innovative ways and well selected techniques in teaching especially in teaching speaking. In other words, the teacher's responsibility is to create situation that provide opportunities and stimulates students to communicate actively with their English.

Referring to SMA Negeri 1 Nabire, by the researcher's observation and interview with the teacher, it is found that the student's speaking ability is still poor. It is proved by the number of total students who can answer the teacher's questions orally in conversation is still low. Another fact is that the score of the students in term of speaking skill is always lower than KKM required. Moreover, the researcher point out that learning to speak is obviously more difficult but it can be achieved by doing much practice in real situation. Meanwhile, the lack of attractive technique or material can be included as another factor. In other word, such factor contributes the low of student's motivation in speaking class, and it is assumed that the student have not interesting topic in their speaking.

Concerning the explanation above, the researcher offered one of the technique in teaching speaking, that was called chain story. Chain story is a story that is collected by a group of people in sequence to continue the story untill become an interesting and coherently story. In other word, chain-story is a story that collectively 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 preceding sections.

Based on the explanation above, the researcher was interested in focusing a research, with the title "Chain Story Technique in Improving Students' Speaking Achievement at the Eleventh Grade of SMA Negeri 1 Nabire".

II. REVIEW OF LITERATURE

1. Speaking

Widdowson (1985:58) states that an act of communication through speaking is commonly performed in face interaction and occurs as a part of a dialogue or rather form of verbal exchange. In his further discussion, Widdowson, proposes the term of speaking for the manifestation of language as usage refers to the realization as talking.

Speaking is an interactive process of construction meaning and that involves producing, receiving and processing information (Brown, 1999:30). Its forms and meanings are depending on the context in which occurs, including the participants, their collective experiences, the physical environment and the purposes for speaking.

Speaking means of oral communication in expressing ideas, information and feeling to other. It is the best way in which the speaker can express their self through language. Brown (2001:89) begins their discussion on the nature of spoken language on distinguishing between spoken and written language. He points out that for most of its history language teaching has been concerned with the teaching of written language. This language is categorized by well-formed sentences which are integrated into highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances in a range of pronunciation.

a. The Components of Speaking Skill

Richard and Rodgers (2001:64) stated that there are six components of speaking skill that are normally recognized as crucial aspects that should be mastered by those learning English speaking. These six components should be understood well by teachers and students in order to apply and practice of speaking. The six components of speaking are described as in following:

1) Pronunciation

Teacher should have a good standard of pronunciation in order that the students can imitate their teacher in any teaching and learning process, but teacher cannot expect their student to sound exactly like native speaker and the teachers should introduce the activities which will be done in order to give the opportunities to make a lot of repetition.

2) Vocabulary

Vocabulary in general divided into two types; active and passive vocabulary. Active vocabulary is the words which student will need to understand and use them. In other hand passive

vocabulary is the words which teacher wants students to understand, but the students will not use themselves.

3) Grammar

Grammar has an important role in speaking English. If students poor in grammar, automatically they have difficulties in arrangement the sentences or to express their idea in English language. Generally, grammar is introduced in one of two ways in most textbooks. Either the new grammar is incorporate in the dialogue and narrative, or presented in example sentences at the beginning of the lesson. After the students have studied this initial presentation, the individual grammar points are isolated and practice.

4) Fluency

Fluency is the property of a person or of a system that delivers information quickly and with expertise. So, fluency is communicative language courses be an initial goal in language teaching or fluency is the skill to speak with others in an easy smooth manner. The teachers have to teach the students to be fluent in speaking. So the students can speak spontaneously by using a right language.

5) Accuracy

Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. in other word accuracy is the quality of being accurate, exactness, or correctness in pronunciation, vocabulary and grammar. In teaching English speaking, teacher have to explain to students how to speak accurately (clear, articulate, grammatically and phonologically correct) language and of course fluent language. Accuracy states of being correct or exact and without error.

6) Comprehensibility

Comprehensibility is the ability to understand the written and interpret the spoken language or comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. As listener can understand what does their listen and understand the intention of the speakers.

b. Types of Spoken Language

Brown (2001:271) stated that there are two types of oral language that should be explained. The two types of spoken are described as follow:

1) Monologue

In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, and the hearer must process long stretches of speech without interruption. The stream of speech will go on whether or not the hearer comprehends. There are two kinds of monologues, planned monologue and unplanned monologue. The planned monologue differs considerably in their discourse structures. In the other hand, the unplanned monologue such as in speeches and other prewriting material usually manifest little redundancy and are therefore relatively difficult to comprehend.

2) Dialogue

Dialogue involves two or more speakers can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional of factual information. In the dialogue, there are familiarity and unfamiliarity of interlocutors. If it is familiar it will produce conversation with more assumption and implication. But if it is unfamiliar, the reference and meaning have to made more explicit. When such references are not explicit, misunderstanding can easily follow.

2. Chain Story

The importance of teaching speaking as one effort to improve the ability of spoken language for junior, the researcher used a technique in teaching speaking that was called chain story, this technique was expected to invite students to speak in front of the class, to motivate students, to stimulate students to develop the capability to think and imagine. In addition, it was also hoped that students have the guts in communication.

According to Tarigan (1990:3), the application of this technique chain story intended to arouse students' courage in speaking, if students have showed their courage, the ability in speaking expected to rise.

Technique chain story can be started from a students who receive the information from the teacher, then students last inspire that information with other friends, and a friend who have received a whisper pass it to another friend again and so on .In the end of the activity will be evaluated, students who have received information true or false .Students who received wrong information will be wrong also to provide information to others. On the other hand, it could happen received information by the students are true but they mistakenly pass it to another friend,

that is why it needs a sufficient consideration from the teachers to judge the success of this chain story technique.

Nuraeni (2002:3) stated speaking is the process of delivery information from the speaker to listener for the purpose evidence for changes knowledge, attitude, and skills of listener as a result of information they received.

Tarigan (1990:3) chain story is one of the technique in teaching speaking that narrates a story to the first student, then the first student told to the second student, and so on then the story told returned to the first student.

According to Tarigan (1990:4), chain story can be applied as follows

1. Teacher draws up a story that is written in a piece of paper.
2. Then the story is read and memorized by the students.
3. The first student tells the stor without look at the text to the second student.
4. The second student tells the story to the third student.
5. The third student tells back that story to the first student.
6. When the third student told the story, his/her voice is recorded.
7. Teacher writes the result of recording the third student on the board.
8. The result of recording is compared with the original text story.

To apply the technique of chain story, it needs the steps as follows:

1. Teacher prepares a piece of paper that is written message (one or three sentence) to be told to the students.
2. A message that will be delivered by the teacher related to events that are attractive and meaningful to students .For example: the way to improve of result learning, the application of self-discipline, or the motivation to study.
3. Student who sits in front of receiving the message from the teacher and pass it to the student who sits to the next him/her. These activities are done of the students in front of the class while standing.
4. Student who has received the message drills to other students. These activities are done until three students only. Then the third student tells the story to the first student.
5. Teacher and student compare the result of first and third student.

The use of chain story provides some of benefits in improving the students' speaking skill:

1. Learning process for more effective.

2. Activeness of students more increase.
3. The positive interaction between student and student and between student and teacher.
4. Learning process more directed and more interesting.

The formation of groups in applying chain story technique can raise interest and motivation of students in speaking, and also keep attention to the speaking material, when the students keep attention to the message, they remind one to each others in a group that is done in order the students not wrong in conveying the material. This phenomenon makes the students to keep attention carefully, because they are afraid to make mistake in conveying the material when she/he asks to speak.

The activities carried out by teacher is an effort of teacher to attract attention , interest, and motivation of students in order can create the activeness and students' accuracy when they want to convey the contents of material in front of the class.

Then www.thefreedictionary.htm states that chain story is a series of things depending on each other as if linked together.

And Nurcahyo (2013:1) concludes that chain story is a kind of game where the members of a group in sequence to continue the story become an exciting story. In other words chain-story is a story that is collectively written by a group of authors. 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 preceding sections.

III. METHOD

This research applied a pre-experimental research method. It involved a group of students. Pre-experimental was design using pre-test and post-test. Pre-test was held before treatment and post-test after treatment. In conducting the research there were variables, independent and dependent variable, where the independent variable was chain story as teaching technique and dependent variable was the students' achievement on speaking. The population of this research was the eleventh grade students of SMA Negeri 1 Nabire, which consisted of three classes. The total number of population was 78 students. The researcher took one class as the sample of the research and the class was XI A class. So, the total number of sample was 9 students. The instrument that was used in this research was speaking test. The test was applied in two sections namely pretest and posttest. The pretest was used to know the students' speaking ability before treatment, while the posttest was used to know the result of the treatment. The function of the

speaking test was to know the students' speaking ability in fluency, accuracy and comprehensibility component, kind of test itself was oral test, and the test was about telling an image by using own words based on the sequential images.

IV. FINDINGS AND DISCUSSION

The description of the data collected through the speaking test as explained in the previous section shows that the students' achievement improves significantly. It is supported by the result of the students' pre-test and post-test of pre experimental group. The data in previous section shows that the use of chain story technique is effective in improving students' speaking achievement. It is supported by the mean score of post-test in the group (**77.67**) which is categorized as good and the pre test (**63.33**) which is categorized as fair.

The data indicates that the use of chain story technique influences the students' achievement, it shows that chain story technique gives better effect.

Based on the T-Test of pretest, the researcher finds that the p-Value of posttest is lower than α ($0.00 < 0.05$). The t-test value of post-test is remarked significant difference. It indicates that the alternative hypothesis (H_1) is accepted and of course, the null hypothesis (H_0) is rejected. It is proved that the use of chain story technique in improving students' speaking achievement is effective.

Tarigan (1990:3) chain story is one of the technique in teaching speaking that narrates a story to the first student, then the first student told to the second student, and so on then the story told returned to the first student. The application of this technique chain story intended to arouse students' courage in speaking, if students have showed their courage, the ability in speaking expected to rise.

Another fact shows that the use of chain story technique gives better effect to the group and has many contributions in improving students' speaking achievement, it is proved by students' score on each criteria in improving speaking. All students' score for each criteria is improved. The students score improves after conducting treatment.

1. The students' achievement in accuracy

The description of the data collects through speaking test as explained in the previous section shows that in pre-test there is 1 student (11.1%) get good, 4 students (44.4%) get fair and

4 students (44.4%) get very poor. While after giving treatment, in post-test the result of students in accuracy is different with pre test, 1 student (11.1%) get very good, 4 students (44.4%) and 4 students (44.4%) are categorized fair. The data in the previous section shows that the use of chain story technique improves the students' speaking achievement in accuracy.

2. The students' achievement in fluency

The description of the data collects through speaking test as explained in the previous section shows that in pre-test there are 3 students (33.3%) get good, 2 students get fair and 4 (44.4%) get very poor. While after giving treatment, in post-test the result of students in fluency is different with pre test, 2 students (22.2%) get very good, 2 students (22.2%) are categorized good, and 5 students (55.5%) are categorized fair. The data in the previous section shows that the use of chain story technique improves the students' speaking achievement in fluency.

3. The students' achievement in comprehensibility

The description of the data collects through speaking test as explained in the previous section shows that in pre-test there are 3 students (33.3%) get good, 2 students (22.2%) get fair and 4 students (44.4%) get very poor. While after giving treatment, in post-test, the result of students in comprehensibility is different with pre test. 2 students (22.2%) get very good, 2 students (22.2%) are categorized good, and 5 students (55.5%) are categorized fair. The data in the previous section shows that the use of chain story technique improves the students' speaking achievement in comprehensibility.

V. CONCLUSION AND SUGGESTION

1. Conclusion

The data shows that the use of chain story technique in improving students' speaking achievement is effective. The students' score in each criteria is improved and it can be seen from the result of post-test to prove it.

The use of chain story technique improves the students' speaking achievement; it is shown by the students' result in posttest. Mean score of students' posttest is higher than pretest ($77.67 > 63.33$). So, it is significant difference. The p-value is smaller than α ($0.00 < 0.05$), it indicates that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. It

means that students' speaking achievement can be improved by using chain story technique at the eleventh grade of SMA Negeri 1 Nabire.

2. Suggestions

Based on the result of the data analysis and conclusion above the researcher presents the following suggestions:

1. Teacher should give the exact technique in teaching speaking. The students should be given materials by using "chain story technique in improving students' speaking achievement".
2. The teacher and the next researcher should be more creative in giving the best technique in teaching English, not only in speaking skill but also another skill in English.
3. Due to its limitation, the present research is just held six times for treatments, so it is not maximized. Therefore, it is suggested that there should be a further research with more exercises on skill to be improved.

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