

## THE USE OF CHAIN STORY GAMES IN SPEAKING SKILL

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### Abstract

The objectives of the research are : to find out whether Chain Story Games can improve students' speaking skill on narrative text and to find out how far Chain Story Games can improve students' speaking skill at the eighth grade students especially in class VIII-A of SMP N 11 Surakarta in 2018/2019 Academic Year.

The research used a Classroom Action Research (CAR) and the subject of the research was the students of eighth grade especially in class VIII-A. In implementation of the teaching and learning process, the researcher divided the research into two cycles. Cycle 1 had 2 meetings and cycle 2 had 2 meetings with post test in every cycle. Every cycle consisted of 4 procedures: planning, action, observation, and reflection. For Classroom Action Research the researcher divided into two techniques, there were test consisted of oral test and non-test consisted of observation, interview, and documentation. In analyzed the data, the researcher used qualitative and quantitative data. The qualitative data consisted of data collection, data reduction, data display, and conclusion. In the quantitative data the researcher used t-test formula to conducted Pre-Test, Post-Test 1 and Post Test 2.

Based on the result of this research, the mean score showed that in cycle 1 some students were still less on grammar, vocabulary, comprehension, fluency, and pronunciation. Therefore, Cycle 2 showed that the used of Chain Story Games was good to improve the students' speaking skill. The findings was supported by the qualitative data of students' responses in the field note, interview and documentation. The quantitative data improve from pre-test to post test 1 and post test 2. The students' mean score in pretest was 48.13, post test 1 was 61.50 and post test 2 was 78.13. The result of post-test 1 by using t-test was 10.17 and post-test 2 by using t-test was 9.90.

Based on the research findings, it could be concluded that "The use of Chain Story Games can improve students' speaking skill on narrative text at the eighth grade students of SMP N 1 Surakarta in 2018/2019 academic year especially in class VIII-A".

**Key word:** *Speaking Skill, Chain Story Games, Classroom Action Research, Narrative Text*

## INTRODUCTION

Language is something universal even though the meaning behind each word can be different from one culture to another. With language too, we can share an idea, knowledge, attitudes or behaviors in generation after us. According to Paul (1989:8) “ language is a means of communicating thoughts and feelings, though not the only means. Cries, signs, gestures, pictorial representation, etc., also serve as a means”. It means that language is one of the most important characteristic forms of human behaviour. One of the language which is used by human in the world is English.

English is an international language which is used by all people in the world. By learning or mastering English there are so many benefits to be gained, one of the benefit is people are able to speak and communicate with anyone easily when they move from one country to another. Richards (2008:19) states that “learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved their spoken language proficiency.”

In Indonesia, English as a second language that must be learnt, since English becomes one of required subject to be examined in the National Examination for Junior High School and Senior High School. It is proven by *Peraturan Pemerintah Republik Indonesia No. 32, 2013* about *Standar Nasional Pendidikan Pasal 3 No. 19* which said that “*Pada jenjang SMP/MTs/SMPLB, atau bentuk lain yang sederajat, Ujian Nasional mencakup pelajaran Bahasa Indonesia, Bahasa Inggris, Matematika, dan Ilmu Pengetahuan Alam*”. It means, in National Examination, English becomes one of the subjects that must be followed or done by students. Therefore, English has been given since in elementary school to university level. There are four skills that students must to be mastered: reading, speaking, listening, and writing. Speaking skill is one of four important skills that must be mastered by the students in learning English. According to Brown (2004:140) “speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by

the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral productional test." So, it means that speaking is one of important skill to be mastered because speaking can be used for test-taker which requires accurate analysis.

Based on preliminary research conducted in SMP N 11 Surakarta, the minimum mastery criteria or KKM (*Kriteria Ketuntasan Minimal*) for English subject is 73. But students of SMP N 11 Surakarta especially in class VIII-A could not reach the KKM, their mean score was 70. This was caused by: (a) they were less motivation and did not pay attention in English materials, (b) they were bored to focus on English learning, (c) the students felt English is not important subject.

There were some problems in teaching and learning activity English subject. The problems were from the students' factors, the teacher's factors, and school's factors. First, the problems from the students were (1) most of students were lack of vocabulary mastery. (2) most of students often mispronounced some English words, and (3) most of students could not use a correct grammar to make a good sentence. Second, the problems from the teacher were (1) teacher did not use the learning media which provided by school properly, (2) teacher did not use creative learning technique, and (3) teacher still used Teacher Centered Learning. Third, the problems from the school were (1) there was no supporting learning media for speaking class, such as puppet or realia, (2) There was no language laboratory to support English learning, and (3) the school library did not provide sufficient English books related to the material for supporting English teaching and learning process.

To solve the students' problems in English speaking skill, there was needed an interesting learning medium. According to Wright (1989: 2) "learning media is not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences the teachers must help their students to cope with". One of media which can be used is games. Hadfield (1990: 78) states that "a game is an activity with rules, a goal,

and element of fun. The emphasis in the games is on successful communication rather than on correctness of language”. Sometimes, teacher and students can use their creativity since they can create their own drawings as a media. Therefore, an appropriate media to solve the problems is Chain Story Games. According to Erben (2013:45) “Chain Story is a simple activity that can be used to develop creativity or reinforce grammar lessons”. Chain Story Games is a game which involves the whole class to be active in determining ideas with fun. The teacher leads the students to make a story and passed along to the next students. After a specific time allotment, the students discuss the result as a conclusion and they telling in front of the class. It helps the students to share, develop and organize their ideas. Chain Story games is an appropriate learning media to be applied in teaching and learning Speaking in class VIII-A. Because it can help students’ difficulties in vocabulary, grammar, comprehension, and fluency. Chain Story Games can train the students to work in group and are able to make students creative in story. Students are given the opportunity to tell the story to their friends. So, Chain Story Game is the strategy that easy to be learned and to be implemented.

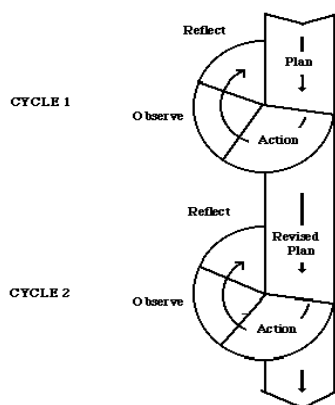
In this article, the researcher could discuss about Chain Story Games which can improve students’ speaking skill and to find out how far the implementation of Chain Story Game can improve students’ speaking skill for the eighth grade students especially in class VIII-A at SMP N 11 Surakarta in 2018/2019 Academic Year.

## **METHODOLOGY**

The research was conducted at SMP N 11 Surakarta. The school is located at Jln. Nyi Ageng Serang No. 1, Semanggi, Pasar Kliwon, Surakarta, Central Java. It held on September until December 2018/2019 Academic Year. The subject of the research was the VIII-A grade students of SMP N 11 Surakarta in Academic Year 2018/2019. This class consists of 32 students. They are 10 females and 22 males. The students’ mean score in English lesson were still low, it was 68 while the minimum score or KKM (*Kriteria Ketuntasan Minimal*) for English language

is 73. Most of students were difficult to pronoun English, they were lack in grammar and vocabulary. Therefore, the researcher used VIII-A Grade students to conduct the result.

The method of the research used Classroom Action Research (CAR). There were some definitions of action research. Burns (2010:2) defines“Action Reasearch is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as research. Action Research involves taking a self – reflective, critical, systemactic approach to exploring your own teaching contexts”. According to Kemmis and McTaggart (in Burns, 1999: 32), Action Research consist of four moments as follow :



*Figure 1. Simple Action Research Model by Stephen Kemmis and Taggart (1988:14)*

The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used oral test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, were used observation, interview, and documentation. While, the results of the tests analyzed using qualitative and quantitative data analysis. It answers the problem whether there was a significant difference between the students' achievement before and after the action.

According to observation results, the students' score showed a progress after implementing the Chain Story Games (CSG). The students' attention and participation increased during the learning process in cycle 1 and cycle 2. The

class condition became more active and conducive when Chain Story Games was implemented. The students were easily to pronounce the words in a good pronunciation, they had abilities to improve their vocabulary, the students could develop their story with their own words, they were comfort and confidence to speak up in front of class. Therefore, the class condition was more alive and fun.

## RESULT AND DISCUSSION

There was enhancement of the result of pre-test, post-test 1 and post-test 2. All components of speaking skill were enhanced. The components of Speaking skill could be fulfilled on grammar, vocabulary, comprehension, fluency, and pronunciation. There was the table which showed the students' mean score and t-value:

**Table 1. The Result of Mean Score and T-Value**

The mean score of Pre-Test	48.13
The mean score of Post-Test 1	61.50
The mean score of Post-Test 2	78.13
T-Value of Cycle 1	10.17
T-Value of Cycle 2	9.90

By using Chain Story Games on Narrative Text, it could be seen that there was enhancement from pre-test, post-test 1 and post-test 2. The mean score of post-test 2 (78.13) was higher than the pre-test (48.13) and post-test 1 (61.50). Based on the table, it also showed t-test calculation. The result of test among pre-test and post-test 1 was 10.17 and the result of test among post-test 1 and post-test 2 was 9.90. So, the result in cycle 1 by using t-test was  $2.645 < 10.17 > 2.756$  meanwhile, cycle 2 by using t-test was  $2.045 < 9.90 > 2.756$ .

The students achieved all components of speaking. Their score were good. All component enhanced from pre-test to post-test 1 and post-test 1 to post-test 2. The Chain Story Games could improve the students' speaking skill in SMP N 11 Surakarta especially in VIII A Grade students. The indicators of speaking skill was

improved. The students could comprehend narrative text effectively. The students also could improve their ability in speaking because their vocabulary and pronunciation also increased.

## **CONCLUSION**

Then, Chain Story Games could improve the students' achievements in speaking skill's assessments. The students could pronounce the English word correctly and got many new vocabulary from the story they made. In addition, the students told the story in front of the class confidently because the students could pronounce English sentences with correct spelling and pronunciation. The students enjoyed the teaching and learning process using Chain Story Games during the lesson.

Teaching and learning speaking using Chain Story Games showed significant improvement in speaking activity. It could be proved from the progress of students' score in speaking skill. In the beginning, the mean score of pre test was 48.13. The score in post test 1 increased to 61.50 and in post test 2 the students' mean score improved to 78.13 and it passed the standard minimum score which is 73.

Chain Story Games could create a good atmosphere during English lesson. The students were confident to speak up, to answer the researcher's questions, to come in front of the class and to ask if they found difficulties in speaking activity. They were active in discussion and they helped each other through the discussion. It was the evidence that the students were more enthusiastic and active during teaching and learning process. The teaching and learning process ran well because the researcher managed time appropriately, it controlled students' concentration at once. So, the classroom condition was better than before.

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