

**IMPROVING STUDENTS' SPEAKING ABILITY USING CHAIN STORY TECHNIQUE
IN RECOUNT TEXT FOR GRADE VIII OF SMP N 1 WATES IN ACADEMIC YEAR
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Abstract

The aimed of this research was to improve the students' speaking ability using Chain Story technique in recount text for SMP N 1 Wates.

It was an action research study which consisted of two cycles. The researcher worked collaboratively with the English teacher, the students, and collaborators. The subjects of the research were students of VIII G class which consisted of 26 students. The research conducted on October 5th to 22nd 2016. The data were qualitative and quantitative. The qualitative data gained from observing, interview, field note and photograph. Meanwhile quantitative data gained from assessing students speaking performance. Furthermore, the procedure of the research consisted of reconnaissance, planning acting and reflecting.

The result of this research showed that the use of chain story technique was successful to improve students' speaking ability in recount text. Recount was retelling the story at past event. It meant the students recalled their mind about activities had done at past. By conducting chain story technique influenced the students be more challenging in speaking. Meanwhile, using of classroom English was also very helpful because this way made the students more familiar with the English words then they could practice in pronouncing the words well.

Keywords: *Chain Story technique, speaking ability, recount text*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan *speaking* siswa kelas VIII di SMP N 1 Wates menggunakan teknik *Chain Story* dalam teks recount pada tahun ajaran 2016/2017.

Penelitian tindakan kelas ini terdiri dari dua siklus. Peneliti bekerjasama dengan Guru Bahasa Inggris, siswa dan kolaborator secara kolaboratif. Subjek dari penelitian ini adalah siswa kelas VIII G yang terdiri dari 26 siswa. Penelitian dilaksanakan pada tanggal 5 - 22 Oktober 2016. Pengambilan data yaitu secara kualitatif dan kuantitatif. Kualitatif data diperoleh dari observasi, interview, field note dan photo. Sementara, kuantitatif data diperoleh dari penilaian *speaking performance* siswa. Prosedur penelitian terdiri dari tinjauan masalah, perencanaan tindakan dan refleksi setelah tindakan.

Hasil dari penelitian ini menunjukkan bahwa penggunaan teknik *chain story* mampu meningkatkan kemampuan *speaking* siswa pada teks *recount* dengan sukses. Teks *recount* yaitu teks yang bercerita tentang pengalaman. Hal ini berarti siswa mengingat kembali kejadian atau aktifitas yang terjadi di masa lampau. Penerapan teknik *chain story* membuat siswa merasa tertantang dalam *speaking*. Selain itu, penggunaan bahasa Inggris di kelas juga sangat membantu siswa karena cara ini membuat mereka terbiasa dengan kosakata bahasa Inggris, sehingga mereka mampu praktik pengucapan kosakata dengan benar.

Kata kunci : *teknik cerita berantai, kemampuan berbicara, teks recount*

Introduction

English is an International language used by people with different first language background (Harmer, 2011) and also used for communication more than one billion people around the world (Johnson, 2001). It meant that English was an important tool in communication that should be mastered. Based on the curriculum (kurikulum 2013) teaching English should be based on the context. Teaching should be contextual which was related to phenomenon and events in the real life. Meanwhile, the main goal of teaching English was to build an interpersonal, transactional and functional text in spoken and written form. In this case, the researcher focused on teaching a text.

Improving speaking was not easy for the students. It could be seen from some problems appear in speaking (Munjayanah, 2004:17), those were: inhibition, nothing to say, low participation, and mother tongue. These four problems also appeared in teaching speaking at SMP N 1 Wates. The students were rarely to speak up, they were shy and afraid to make mistakes. They also had a low motivation to speak in English. Besides, they had limited of vocabularies, and they had different mother tongue. However, based on the observation the teacher often used hand book. The use of media was only showing PPT on the slide. Basically, the technique was good by repetition and drilling, but sometimes the students needed variation such as gallery walk or make group. Method and approach was less of attention to special students (crowded students) and less of checking the students' understanding. To solve these problems, the researcher created an enjoyable free speaking activity with expressing their ideas through chain story technique. This technique influenced the students speaking ability, because they were motivated to continue the story in order to have a chance in exploring their ideas without any interruption.

Nunan, (2003) said that teaching speaking was to use the language quickly and confidently with few unnatural pauses, which was called fluency. As the main goal of speaking was used for communicating in order to create an interaction. That was why interaction in speaking should be accurate and fluent in order to be understood. Teaching speaking for adolescents (Harmer, 2001:38) said that teenage were overall the best language learners. Most of the adolescents didn't not want to familiar with the tutor. Yet, the learners were keen on practicing in making decision related to learning materials. According to *Peraturan Menteri Pendidikan Nasional no 24 (Permendiknas), Kurtilas (K13)* is the newest curriculum used nowadays. K13 focused on text based. It consisted of main competence which was intended to build the students' characteristic (attitude), while basic competence was intended to measure the students' skill and knowledge. Based on the standard competence and basic competence, the eighth grade students needed to arrange recount text orally. They should practice weather monologue or dialogue. The topic should be contextual in order to the topic was related to their daily life. In this case, the students focused on their memorable experiences. Furthermore, they recalled their memory to mention some activities that had done in certain place for creating recount text story.

According to Ur (1996) an effective speaking activity had the following features: learners talked a lot, learners got a chance to speak, learners had high motivation, language was comprehensible, and the students spoke the target language. For reaching them, the researcher should pay more attention to the students' need and background. Then considering the technique might promote them in speaking. One of the techniques was chain story. Chain story was a story which was written by different author picking up where the previous one left off. Chain Story had an activity that constructed the texts by continuing previous to the next. This technique allowed some controlled communication among the students while teacher could check students' speech. Either teacher or students could correct mistakes that probably occurred directly or not.

Andersons (1997: 50) stated that the recount text type retells past events, usually in the order in which they happened. This recount text had three parts of generic structure, these were orientation, events and reorientation. Chain story was conducted in a group. The students thought the most memorable activity might be done then discussed in group. They made an interesting story which influenced other students. Finally, they presented in front of the class and the teacher with other's group could give some corrections.

Research Method

This research was an action research, which was conducted in the classroom. The research conducted in SMP N 1 Wates. This research conducted collaboratively with the English teacher, researcher, observer and student of SMP N 1 Wates at eight grade. This research did on September 2016. It was conducted in the first semester of the eighth grade class. It was about one month starting from September to October. The subject of the research was class 8G of SMP N 1 Wates. It consisted of 26 students, they were 14 female and 12 male students. The research had conducted 2 cycles which consisted of 2 meetings for each cycle. It took 80 minutes for every meeting.

The data collections were qualitative and quantitative. It taken by doing pre-test and post-test, observation and discussion with the English teacher. In addition, the researcher used some instruments in conducting this research, such as field-notes, observation, interview guideline, documentation and speaking test as the instrument. Researcher used four types of validity, these were; democratic validity, outcome validity, process validity, and dialogic validity. For getting reliability, the researcher involved more than one rater or scorer in assessing the students' performance. They were researcher, the English teacher, and the students.

Research Finding and Discussion

Before implementing the action, the researcher designed course grid and lesson plan to help researcher in doing action. In designing course grid, the researcher selected standard competence and basic competence. The material was about recount text something that happened in the past. As the background knowledge, some pictures and video/audio was used in the action. It was intended to make them interested more in learning. The researcher also designed the lesson plan. The lesson plan covered the classroom management, time allocation, classroom activities, and indicator of teaching and learning process. In this part, the researcher used classroom English in action. It started on greeting, explaining, giving instruction and feedback, then closing the class. This way was aimed to make the students familiar with English words.

The researcher and the English teacher did chain story as the technique of leaning. This technique consisted of three phase. The first was presenting. In this phase, researcher presented the material using picture or audio/video as their background knowledge about the topic. The second phase was discussing. It was the student's chance to work gather in a group of five. They discussed certain topic. They discussed one topic to build the story. The last phase was presenting. All the members presented the story using chain technique in front of the class.

Chain story technique had done during teaching and learning process in cycle 1 on October 5th-8th 2016. The students worked in a group of five. they wore an ID card. Researcher explained about someone' birthday experience. After that, the students discussed one topic about their experience. Then, they presented the story in front of the class using chain story. However, this technique didn't ran well in grouping. It could be

seen when discussion part. They were talking each other. The student had different activities so it was difficult to build meaningful story. In this case, they only spoke their activities have done at past. In addition, some students used present tense. It still became the problem when the story didn't involve parts of the recount text. Although the action had weakness, it gained positive response from the students. The technique was interesting and it helped them in speaking because it conducted in a group not alone.

Cycle 2 had conducted on October 19th- 22nd 2016. The researcher played the audio about bad day on Sunday. As the reflection from the first cycle, the researcher emphasized the question on *what for we should tell our experience to you?* The main goal of this question was to build a meaningful story. Before starting the class, the researcher conducted magic claps. This way was intended to recall their vocabularies. Actually the students had gotten much vocabularies at the first cycle. This way also helped them in pronouncing the words. There had some changes in this cycle, such as; the students were able to make longer sentences by using coherency. It meant they were able to build meaningful story not only make past sentences. Meaningful story of recount text here consisted of orientation, events and reorientation. Therefore, the students knew the social function of recount text in their daily life.

As supporting data of the action which had improved, the researcher showed the result of quantitative data from each cycle. The mean score from cycle 1 showed about 61,7. Meanwhile, the mean score of the second cycle was 63,5. Both of the cycles were only 5 students who passed the KKM but in cycle 2 there had five special students improved. They needed much paying attention in speaking because of difficult in pronouncing that makes them take longer time to speak and hesitate. After conducting this chain story technique, they said that they were challenged to speak in group and also the pronouncing words was clear enough.

Conclusion

From conducting 2 cycles above, it could be concluded that there were some changes in learning speaking using chain story technique in recount text. Related to the problem was about not confident to speak. After conducting the research, they were helped to speak in group and they spoke more fluent without longer hesitation. The second problem was difficult in pronouncing the words, because of they often did drilling so they felt familiar with the words and their pronouncing became better (clear enough) but they needed to more practice.

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