

THE INFLUENCE OF CHAIN STORY TECHNIQUE IN SPEAKING SKILL

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ABSTRACT

This study aims to determine the influence of using the chain story technique on speaking skills. This research design is pre-experimental (static group comparison). The subjects of this study were eighth grade students of SMPN 02 Ledokombo consisting of 44 students from 2 classes. Data were obtained through speaking tests. The results showed that there was a change between the experimental class and the control class, seen based on the average value of the experimental class of 59.77 superior to the control class of 50.91. After being tested using the independent t-test, it shows a significance of 0.043 that the value is less than 0.05 in accordance with the predetermined significance level. These results indicate that the null hypothesis is rejected and the alternative hypothesis is accepted. So, it can be concluded that the chain story technique is very effective to be applied to speaking skills.

Keywords: chain story technique, speaking skill

INTRODUCTION

Speaking is the process by which people put their thoughts into a language. In order to gauge a person language proficiency, students nowadays must become proficient speakers of English. Speaking fluency is also necessary due to English status as a worldwide language (Nazara, 2019; Khairunas, 2022). However, mastering speaking requires a tedious process. During their processes, students face different difficulties and challenges, including apprehension, lack of confidence, motivation, and fear of making mistakes and embarrassment (Ihsan et al., 2018). Moreover, the most common causes of students' difficulties speaking English are psychological or cognitive problems. Students specifically feel nervous, shy, unmotivated, lack confidence, and fear of making mistakes when they have to speak in front of the class. These challenges have become highly contributing factors in causing students low speaking skill (Ariyanti, 2016). Therefore, given the crucial role of speaking in one's language proficiency, language teachers should assist their

students in dealing with their individual challenges to speaking fluently.

Appropriate and effective exercises are needed to address the speaking issue that the students are facing. According Ur (2009) outlines five strategies that teachers might use to support and address some of their students' speech-related issues. First, employ group work. This approach encourages reluctant students to try communicating in English, helping to reduce their inhibitions. Even if students do not always speak correctly, they will still gain valuable speaking practice. Second, use simple language throughout the activity. This point explains that students should be able to retain and create the terminology used in the classroom activity with ease, allowing them to talk without any hesitation. It will be preferable if the teacher goes over key terms with the class prior to the activity. Next, select assignments and topics carefully to pique attention. Fourth, provide guidance or practice in conversational skills. It means to ensure that each member of the group participates in the conversation. Finally, maintain the target language. Teachers should prepare more thoroughly before giving speaking skills learning to students so that students can be comfortable learning to speak. Unless classroom activities are prepared with creativity, students may become bored easily and reluctant to actively speak.

To creatively engage students, teachers can consult various techniques, one of which is the chain story technique. Chain story is the process of creating sentences with peers by adding to previously provided sentences to create a complete piece. In addition, engaging in chain story technique exercises in class can be beneficial for students who tend to be passive, encouraging them to actively speak up during the lesson (Iponiasih, 2018). According to Felogau (2021), a chain story is a collection of stories that are told sequentially by a group of individuals to build the story into something engaging and well-organized. Put another way, a chain story is a narrative created collaboratively by several individuals. Students share the story with one another, each contributing a paragraph and adhering to the requirement that every section be consistent and make sense.

Group learning is facilitated by the chain story technique, which is not a passive method. It encourages every student to engage in the learning process by

drawing links between the given topic and the story. Students will progressively put words together in order to become accustomed to recalling entire sentences (Uktolseja & Gaspersz, 2019). The chain story technique is a simple way to encourage creativity or review English lessons, particularly those focused on speaking (Erben & Sarieva, 2008). Previous research conducted by Uktolseja & Gaspersz (2019) on the implementation of the chain story technique to improve speaking skills showed that this technique was effective for enhancing students' speaking abilities. Observational data indicated that students became more confident and braver, and interview results revealed that students felt happy and gave positive responses, viewing it as effective speaking practice.

Discussing deeper into the groupings, students within the groups will benefit from peer interaction which may lead to further development of language proficiency. For example, a less proficient student can learn from a more proficient student in his/her group. Learning from each other is a manifestation of social constructivist theory by which students learn from a more knowledgeable other. Moreover, with different instructions given to every group, students can learn to use their spoken English in a real communication context. With this, they can develop their communicative strategies. Their use of language can be more meaningful compared to only memorizing and speaking by themselves.

Incorporating the chain story technique into language lessons can significantly enhance student engagement and speaking skills. The technique encourages creativity, reduces cognitive load, and fosters an interactive learning environment. By aligning with theories such as Social Constructivist Theory, and Communicative Language Teaching, the chain story technique provides a robust framework for effective language learning. Teachers are thus encouraged to adopt such innovative methods to make speaking lessons more dynamic and engaging, ultimately promoting greater student participation and language proficiency.

In addition to the theoretical benefits, there are several benefits to using the chain story technique to improve speaking abilities. These benefits include enhanced student creativity, more effective classroom instruction, positive student-teacher interactions, and an engaging and well-directed learning environment. By

employing the chain story technique, teachers can use these benefits to motivate their students to talk. This method encourages students to speak in front of the class. It is recommended of students to develop their critical and creative thinking skills. In addition, it is expected that pupils would have the courage to converse. Additionally, using the chain story technique in the classroom encourages group interaction among the students. Students may become more motivated and interested in speaking while concurrently listening to the issue while employing the chain story technique in groups. When students pay attention to communications, they seem to remind each other and their fellow group members. In addition to its advantages, the chain story technique has disadvantages. For example, it may take a long time to learn something new or not enough time at all, teachers must be precise when assigning assessments, and sentences longer than three will be hard to follow. The drawback is that students have to pay close attention to what they are saying because they are worried that they won't say the simulated material accurately when they are required to speak (Ramadhan, 2009).

Novelty of this research with previous research conducted by Uktolseja & Gaspersz (2019) is the method of classroom action research. Whereas, Uktolseja & Gaspersz (2019) research focused on implementing speaking skills in one particular school, this research seeks to investigate the problem more broadly and generally using experimental methods. Based on the above phenomenon, the purpose of this study is to find out whether there is a significant difference in the speaking skills of students taught with the chain story technique and those taught with the demonstration technique at SMPN 02 Ledokombo.

METHOD

In accordance with the objectives to be achieved, the purpose of this study is to determine whether or not the chain story technique has an impact on students' ability to speak. Experimental research is the method used in this study to answer the problem. The purpose of the study, which employs a pre-experimental design (static group comparison), is to determine whether or not students at SMPN 02 Ledokombo who are taught with chain story technique and those who are taught

with demonstration technique speak differently from one another. While the control class employed the demonstration technique, the experimental class received treatment using the chain story technique. Only the post-test derived from the students' treatment outcomes was used in this investigation. Only a post-test was used in this study, there was no pre-test. The grade levels of the groups that were chosen were randomly.

The participants in this study were students of class VIII of SMPN 02 Ledokombo, specifically class VIII A with 23 students and class VIII B with 23 students. The experimental group was class VIII A, while the control group was class VIII B. Due to the researcher's observation at school and the English teacher's recommendation about the students' poor speaking skill, the researcher decided to take this subject.

Given that the purpose of this study is to compare the effects of two different activities, the hypothesis testing expected in this study is:

Ha: "There is a significant difference in speaking skill between students taught with chain story technique and students taught with demonstration technique".

In this case, if the significant result > 0.05 then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. The alternative hypothesis (Ha) is accepted, it can be concluded that there is a significant effect on the use of the chain story technique on students' speaking skills.

In this study, researchers will explain some of the procedures of this study, which are clarified in Figure 1.

Figure 1. Research procedure

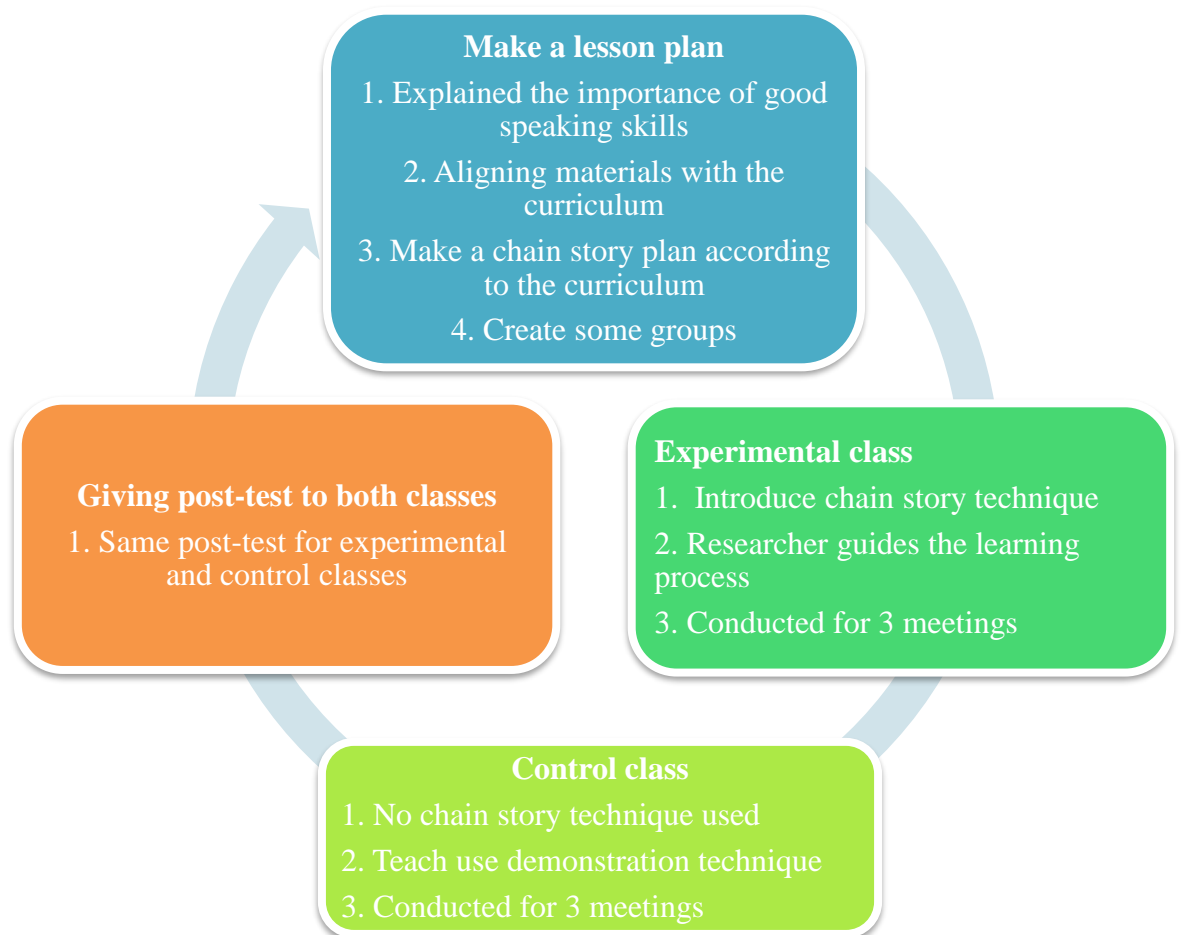


Figure 1 depicts that the study started with preparing a lesson plan for both experimental and control classes. In the experimental class, chain story technique was implemented, and done in three consecutive meetings. Meanwhile, in the control class no special treatment was given, only demonstration technique or one that the teacher usually implemented. Following the three meetings in each class, a post test was administered to every participant in both classes. The post-test is a speaking test, given once only to find out whether the application of the chain story technique affects students' ability to speak.

According (Brown, 2004) there are multiple categories on the speaking assessment rubric, including grammar, vocabulary, understanding, pronunciation,

fluency, and task. Because it adjusts to the needs and difficulty level of the pupils, the researcher in this study only employs grammar, vocabulary, fluency, and pronunciation. At that point, the researcher used the procedure below to analyze the results in order to determine each student's individual speaking exam score :

Total Score : $N \times 100 : 20$

N : Score of speaking test

The standard minimum score (*Kriteria Ketuntasan Minimal*) determines each student's grade. The minimum grade required for the English subject at school was ≥ 74 , and students who achieved that level were considered to have passed the subject. After that, the grades were split into three groups: average, good, excellent.

Test Score	Classification
90 – 100	Excellent
80 – 89	Good
70 – 79	Average
50 – 69	Poor
0 – 49	Very Poor

There are six indicators in each assessment aspect, according to the speaking exam standard. Based on the student's level, each indicator has a score ranging from 1 to 5. The best score is given a score of 5, while the lowest score is given a score of 1.

RESULTS AND DISCUSSIONS

The post test results of both experimental and control class groups are seen based on the average value. Therefore, the final evaluation using the post test aims to determine the significant difference in speaking skills between students taught with the chain story technique and those taught with the demonstration technique.

Table 1.
Post-test Result of The Experimental Class and The Control Class
Group Statistic

	Group	N	Mean	Std Deviation	Std. Error
Nilai	Experimental	22	59.77	13.136	2.801
	Control	22	50.91	15.011	3.200

The table above shows that the average value of the experimental class is 59.77, while the control class is 50.91. It can be seen that the average value of the experimental class is higher than the control class. The t test results show a significance value of 0.043, which is less than 0.05 based on the predetermined significance level. This shows that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. Based on these results, there is a significant difference in students' speaking skills in the experimental group and control group. We can see it in the post-test results. The experimental class that received the chain story technique treatment got a higher average score than the control class, the average value of the experimental class was 59.77 while the control class was 50.91 which showed that there was a significant change in the experimental and control classes, that the chain story technique had a positive impact on students' speaking skills.

Research conducted at SMPN 02 Ledokombo, especially classes VIIIA and VIIIB, showed a significant difference in speaking skills between students taught with the chain story technique and those taught using the demonstration technique. After the implementation of these teaching methods, there was a clear difference in the speaking skills of the two classes. This is based on the average value obtained from the post-test of the experimental class and the control class. The independent t-test results showed a significant difference of 0.043 which proved that the value was less than 0.05. Since the null hypothesis is rejected, it provides evidence that there is a significant difference between the experimental and control classes.

The findings of the study indicate that through the use of the chain story technique, speaking activities became more effective, students were well-engaged, and collaborated with their peers. First, the chain story technique has made classroom instruction more effective, thanks to its clear learning syntax. Students are directed to work in groups and given specific instructions. This grouping helps students become more spontaneous in speaking English. This aligns with social constructivist theory, which emphasizes the importance of social interaction in learning. The interaction which every student had in their respective small groups had given them a valuable chance to interact and learn from each other without the need to feel intimidated. Al Jawad & Abosnan (2020) investigated small group interaction and stated that it is effective in enhancing students' speaking performance.

Moreover, Uktolseja & Gaspersz (2019) provided evidence that the chain story method helps students become bolder and more confident speakers. The technique makes students speak out words directly and spontaneously, without realizing they are compiling a story to be continued by the next student. Additionally, students who are usually shy and hesitant to speak English become more confident to come forward to the front of the class. The group setting allows them to discuss with each other without shame, fostering a habit of speaking without embarrassment. This collaborative environment creates a sense of community and reduces the fear of making mistakes. The reduction of speaking anxiety can be explained by the social and emotional support provided by peers. When students discuss and share their thoughts without shame, it helps normalize the act of speaking in a foreign language, making it a habitual and less intimidating activity.

The ability of students to speak spontaneously without fear of being corrected and judged by others also contribute to their fluency development. According to Segalowitz (2010), fluency involves the ability to produce speech at a normal rate and with ease. Spontaneous speaking contributes to fluency as it encourages quick retrieval of words and structures from memory, reducing the time spent on thinking and formulating sentences. By practicing spontaneous

speaking, students can develop their automaticity, which is the ability to perform tasks without conscious thought, thus making their speech more fluid and natural.

Furthermore, the chain story technique enhances student engagement in learning. By inviting students to work together to arrange words into sentences, the technique leverages active learning principles, which are crucial for deep learning and retention. The collaborative nature of the activity ensures that students do not hesitate or feel embarrassed to speak, especially in English. Awang (2018) found similar results, highlighting that the chain story technique is not passive but promotes active group learning. By connecting the story with the given topic, each student is encouraged to participate in the learning process. Within this activity, students are also encouraged to provide corrective and immediate feedback. The immediate feedback and iterative learning inherent in this technique are crucial for language acquisition. As students work together, think aloud, and search for words, they quickly commit phrases or sentences to memory. This immediate feedback loop allows for real-time correction and reinforcement, which is essential for improving speaking skills.

The chain story technique fosters both creative and spontaneous thinking, which are essential components of effective language acquisition. In this study, students were initially divided into groups of three, a strategy designed to help them recall and compile words into sentences without overloading their cognitive resources. This approach effectively minimized cognitive load, making the task more manageable and less intimidating. As students' confidence grew, they expressed a desire to increase their group size from three to seven members, indicating their increasing comfort with the activity and their willingness to embrace more complex challenges in expressing ideas. This spontaneous and creative learning environment plays a crucial role in reducing speaking anxiety, a common barrier to language acquisition, by making the activity enjoyable and engaging, thus boosting intrinsic motivation. John Sweller's Cognitive Load Theory supports this approach, positing that learning is more effective when cognitive load is optimized. Practicing spontaneous speaking reduces cognitive load over time by automating language use. As students engage in spontaneous

speaking exercises, they gradually shift language processing from their working memory to their long-term memory. This shift allows them to concentrate on the content of their speech rather than on the mechanics of language production, thereby making communication more efficient and less mentally taxing.

Moreover, the chain story technique has shown to improve students' pronunciation and sentence composition skills. Siska (2016) found that after using the technique, students became clearer in their pronunciation and could compose sentences directly according to the given topic. This improvement can be attributed to the continuous practice and immediate feedback provided during the activity. With a continuous practice, students develop the automatization of language use, where repeated exposure and practice allow language processes to become automatic. This concept is supported by the cognitive load theory by Sweller (2011). Initially, students may need to consciously think about grammar and vocabulary, but over time, these processes become more automatic, freeing up cognitive resources to focus on the content of their speech.

Furthermore, by practicing over and over through different situations and under various topics, students will develop their communicative strategies, which have been stated by Canel & Swain (1980). Part of communicative competence, strategic competence involves using verbal and non-verbal communication strategies to overcome difficulties and keep conversations going. Regular practice allows students to develop and refine these strategies. For example, when in the first round, a student fails to start a sentence, but after learning from his/her peers, he/she will deal with the difficulty to start the speaking. If they are given more chances to practice with different topics, roles, and levels of difficulties, their strategies will develop and be refined. Constructive alignment theory supports this, asserting that teaching methods should align with desired learning outcomes. Since the goal is to enhance speaking skills, methods that require frequent and meaningful practice, like the chain story technique, are particularly effective.

The chain story technique is a promising technique to be employed in a classroom of struggling learners. Confidence, this study mainly concerns with, is in fact one of the most hampering factors in students' speaking performance, and

it is usually caused by lack of speaking practices and too much hesitation overthinking from the student side. Whereas practice is vital in speaking fluency, teachers need to make sure that they have provided adequate opportunities for their students to speak without worrying of being overly corrected.

CONCLUSION

The purpose of this article is to inform readers about the influence of the chain story technique at SMPN 02 Ledokombo. The results show that based on the average results of the experimental and control classes, it is clear that the experimental class is superior to the control class, the average value of the experimental class is 59.77 while the control class is 50.91. This shows that there is a difference between the two classes. Furthermore, based on the independent t-test, the significance value is 0.043, which means that it is less than 0.05 in accordance with the predetermined significance level. This shows that the null hypothesis is rejected and the alternative hypothesis is accepted. Based on the above results, it shows that the chain story technique is very effective to be applied in speaking classes, especially English speaking.

The suggestion is for teachers to be more creative in using media or techniques to improve students' speaking skills. Teachers can use this chain story technique by further modifying it using video or power point to support students' creativity. The more students are interested in the techniques provided; the more students will take part in the learning provided. For future researchers, researchers realize that this research is far from perfect. Future researchers can further modify using media tools that can support students to be more creative and innovative to learn to speak English.

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