

CHAPTER I

INTRODUCTION

In this chapter, the topic that will be discussed about: background of the research, problem of the research, purpose of the research, the operational definition of the terms, significance of the research, and scope and limitation of the research.

1.1 Background of the Research

Speaking is crucial for language acquisition but, students still have struggle to practice it. For us as learners, picking up a new language is a challenging and complex undertaking. Students can genuinely work on a new language system that is distinct from their own everyday language when they are attempting to study a foreign language that is unfamiliar to them (Irawan et al., 2013). Furthermore, they need learn how to use the new system's ideas correctly in order to become skilled learners. Therefore, everyone needs to be able to communicate, and in order for others to accept the language, speaking needs to be done in the proper linguistic order (Chandra et al., 2023).

Speaking is common knowledge that as much as it is the key to becoming proficient in a language, not many people can actually achieve it. The problem arises when students want to communicate in English but are unable to do so for various reasons, including anxiety, shyness, or lack of proficiency in the language (Felogau, 2021).

Speaking skills are a topic of learning problems in the classroom, especially in asking questions and expressing opinions in English which causes students to be afraid

and not confident. Students' difficulties to speak in English are most likely due to cognitive or psychological issues. However, if students with strong cognitive abilities still struggle to speak, motivation, self-esteem, and fear are key psychological variables that may play a role in how well students function orally. Specifically, students experience anxiety, shyness, lack of confidence and motivation, and fear of making mistakes when they have to speak in front of the class. For example, infrequent opportunities for students to speak and immediate correction from the teacher during student performances may contribute to behaviors such as excessive shyness, anxiety, and fear of making mistakes (Ariyanti, 2016).

Speaking skills especially English is an international language widely used by people around the world to communicate in different ways. Many people in Indonesia are fluent to communicate in English. If we want to be able to communicate in English, we need to learn and practice the four skills of speaking, listening, reading and writing in English. Of the four skills, speaking is the one that often arises in the problems of Indonesian people. The first issue that needs to be addressed is lack of confidence. Although it has been taught since the beginning of primary education, lack of confidence remains a challenge for English learners. Some of them may be able to understand English grammar quite well and even have a strong grasp of an essay, but their writing is very poor. The main reason for this is that Indonesians, especially students, but usually need to start practicing speaking English and learning basic grammar. There is a chance that others will laugh at them. This leads to their inability to communicate in English in front of others. This makes them lose interest in learning to speak English (Khairunas, 2022).

Similar challenges are also seen in the context of teaching at SMPN 02 Ledokombo grade VIII as observed by the researcher. At that time, the researcher observed the teacher's teaching method and the students' responses when taught to speak English using the demonstration method. The demonstration method seen when the researcher observed that the teacher demonstrated the correct way to speak, showed the right pronunciation technique, and gave examples of dialog to be imitated by students, then students followed the demonstration exemplified by the teacher, in the learning activity it was seen that students' speaking skills were still relatively low if they only followed the teacher's instructions without practicing speaking in front of the class. This is evidenced in grade 8 students who still have limited vocabulary, lack of ability to compose sentences, and lack of confidence to speak. Grade 8 junior high school students should already have better abilities in terms of using varied vocabulary, expressing ideas and opinions clearly, and being able to speak with confidence in public. Therefore, teachers should be able to create an atmosphere or learning techniques that can make students comfortable and confident when speaking.

From the explanation of the observation above, the cause of the problem in the class is due to the lack of the teacher skills in managing the class, teachers need to create a conducive learning environment and interesting learning techniques so that students can actively participate in speaking activities. Another problem is the lack of student readiness, students are less prepared and less enthusiastic in participating in learning so that students lack concentration in absorbing the material explained by the teacher. Therefore, teacher must use learning techniques that are more interesting and different

from before. Interesting learning can encourage students to actively participate in the learning process in the class.

Based on the above explanation, the researcher offers one of the techniques in teaching speaking known as chain story. Chain story is the activity of composing sentences by continuing previously given sentences with a peer to make a complete reading. However, doing a chain story activity in class can help students for those who often do not speak up in class (Iponiasih, 2018). Chain story technique facilitates group learning without being a passive approach. Each student is encouraged to participate in the learning process by making connections between the story and the assigned topic. Students will gradually learn to put words together so that they can get used to remembering each sentence. They will quickly commit phrases or sentences to memory when they are asked to collaborate, think aloud, and search for words together (Uktolseja & Gaspersz, 2019). For this reason, Chain story are an effective technique that students can use to improve their ability to speak effectively.

Previous studies on use of chain story to improving speaking skill have been conducted such as, Apriyani (2016), Arningtyas (2018), and Uktolseja & Gaspersz (2019). According Apriyani (2016) conducted an investigation titled "*Improving Students Speaking Ability Using Chain Story Technique in Recount Text for Grade VIII of SMPN 1 Wates in Academic Year 2016/2017*". In this research, the researches uses Classroom Action Research (CAR). The study findings indicate that the quantitative data results from each cycle. The average value of cycle 1 (61.7%) and the average value of cycle 2 (63.5%). This finding showed that they needed a lot of help when speaking due to pronunciation problems, which caused them to pause and speak more slowly. They stated

that speaking in groups became difficult for them. After using the chain story technique, they became clearer in their pronunciation of words or sentences.

In addition, according Arningtyas (2018) conducted an investigation titled *“The use of Chain Story Games in Speaking Skill”*. In this research, the researcher uses Classroom Action Research (CAR). The study findings indicate that according to the research mean score, some students in cycle 1 still needed improvement in their grammar, vocabulary, comprehension, fluency, and pronunciation. As a result, cycle 2 demonstrated that using chain story games helped students speaking abilities. Based on the results of pre-test, post-test 1 and post-test 2. It can be seen that there is an increase in the average value of post-test 1 (61.50) and post-test 2 (78.13) higher than the pre-test (48.13). The results show that the chain story technique is very effective in improving speaking skills.

Finally according Uktolseja & Gasperz (2019) conducted an investigation titled *“Implementation of chain story technique to improve english speaking ability at immanuel YPK vocational high school Sorong City”*. In this research, the researcher uses Classroom Action Research (CAR). The study findings indicate that: (1) Based on the observational data, students became more confident and self-aware in speaking English, (2) Based on the test results, there was a significant improvement in terms of performance when compared to the very good and good results in cycle 1 (42%), while in cycle 2 (80%), there was an increase of 38%, (3) Based on the interview, students felt happy and provided constructive criticisms regarding their work and assignments. In these results, it can be seen that the chain story technique can improve students' speaking skills to become confident and brave.

Based on statements from previous research, the chain story technique has had many positive impacts on improving speaking skills. Therefore, researchers want to further prove the use of this chain story technique so that students who are still low in speaking skills can improve with the use of these techniques.

The previous researchers agree that this method is very effective and easy to use in the classroom. Students can learn how to collaborate in a group setting more creative. The chance to share the narrative with others is offered to the students. Thus, chain story is a technique that is simple to understand and apply. However, previous studies show some weaknesses such as limited generalization of results because it only focused on one group or class and the time needed to conduct research was quite long due to the use of multiple cycles to improve students' speaking skills.

In order to deal with the gaps in the use of chain story technique for enhancing speaking performance, the present study attempts to fill in the gaps by comparing two different classes to increase the generalization of the expected findings. It is important to see whether the teaching technique offers a significantly effective way to increase speaking performance. Also, using the experimental design, the present study aims to improve the data validity and prevent subjectivity or bias. Therefore, the study aims to investigate the effectiveness of using the chain story technique to improve students' speaking skills with a thesis entitled **“The Influence of Chain Story Technique on Student Speaking Skill in Eighth Grade Students at SMPN 02 Ledokombo”**.

1.2 Problem of the Research

Based on the research background, the research problems will focus on the following question: Is there any significant difference in student speaking between

students who are taught with chain story technique and those who are taught with demonstration technique?

1.3 Purpose of the Research

The purpose of the research is to investigate whether there is any significant difference in student speaking between of students who are taught with chain story technique and those who are taught with demonstration technique in SMPN 02 Ledokombo.

1.4 The Operational Definition of the Terms

Some definitions of terms that will be used in this research are important to avoid misunderstandings.

1.4.1 Speaking Skill

The activity of communicating and expressing ideas orally in a language is referred to as speaking skill. Students who have good speaking mastery and accuracy in communicating, so that the information obtained will be easily understood by the listener. In this study, researchers focused on the mastery of speaking skills, especially on precision of speech, word order or sentence structure, and speaking fluency.

1.4.2 Chain Story Technique

A story from one author that is continued by another author is known as the chain story technique. The technique known as chain story allows students to communicate in a regulated way and allows the teacher to monitor their speech. The exercise involves composing a text by passing on the previous story to the next. Mistakes that may or may

not appear immediately can be corrected by the teacher and students. This method will enhance the learning environment as it offers a relaxed and engaging learning style.

1.5 Significance of the Research

1.5.1 Theoretical Significance

1. The results of this study can be used as teaching materials during the teaching and learning process, especially English language in teaching speaking by using the chain story technique.
2. The results of this study can be used as guidelines for those who want to conduct more in depth research in the process of teaching and learning English using the chain story technique.

1.5.2 Practical Significance

The results of the study are expected to benefit teachers after using the chain story technique to teach speaking skills so that students can compose sentences and communicate well based on the chain story technique that has been applied in the classroom.

1.6 Scope and Limitation of the Research

The scope of this study is to determine the effect of using the chain story technique can help improve the speaking skills of English students at SMPN 02 Ledokombo.