THE IMPLEMENTATION OF CHAIN STORY TECHNIQUE TO IMPROVE THE STUDENT'S SPEAKING SKILL

UNDERGRADUATE THESIS

By:

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STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2025

THE IMPLEMENTATION OF CHAIN STORY TECHNIQUE
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Kiyai Haji Achmad Siddiq State Islamic University of Jember
In partial fulfillment of the requirements
For Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Eduation Departement

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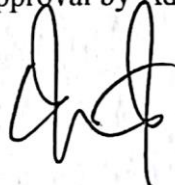Faculty of Tarbiyah and Teacher Training

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Has been examined and approved as the reqruiments to obtain abachelor degree
of Sarjana Pendidikan (S.Pd.)
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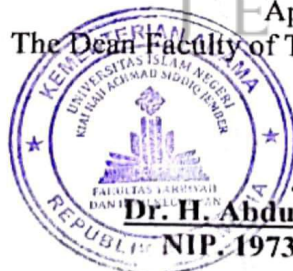Members

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MOTTO

<div dir="rtl">

ذَلِكَ بِأَنَّ اللهَ لَمْ يَكُ مُغَيِّرًا نِعْمَةً أَنْعَمَهَا عَلَى قَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَأَنَّ اللهَ سَمِيعٌ عَلِيمٌ

</div>

That is so because Allah will never change a gracce which he has bestowed on a people untul they change what is in this ownselves. And verily, Allah is Allah

Hearer, All-Knower (al-anfal: 53)[*]

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[*] Muhammad Tqi-ud Din Al-hilali and Muhammad Muhsin Khan, *The Nobel Quran, terj* (Medina Dar—us Salam ublication, 1996), 239

DEDICATION

This thesis dedicated to my beloved:

1. *My beloved Parents, my dad Samujiono and my Mom Faridatul Aini who always give me the best prayers and given me the opportunity to receive education to Bachelor Degree*
2. *My beloved young brother Wildan Bayu Ajie, who always support me*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Rabbil 'Alamin. Thanks to Allah SWT, the Lord of the universe, the Master of the Day of Judgment, who had given the writer his blessings. Because of that, the writer was in good health to complete this thesis. This thesis was a responsibility for every student at the end of their studies. Sholawat and Salam were given to our Prophet Muhammad SAW, the man who had brought us from darkness to light.

This this is for achieving the undergratuate degree of English Language Teaching of UIN Kiyai Haji Achmad Siddiq Jember. The undergraduate thesis entitled "The Implementation Of Chain Story Technique To Improve The Student's Speaking Skill.

I also fully aware that the undergaduate thesis could never finish without help and support from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM as a Rector of KH. Achmad Shiddiq State Islamic University of Jember, who has provided facilities during my studies.
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8. My students VIII class of Mts Raudlatul Ulum Panti who helped me to accomplish to the process of research

I wish Allah SWT gives His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 5th June 2025

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ABSTRACT

ARYS MAULIDATUL MALIHAH, 2024. *The Implementation Of Chain Story Technique To Improve The Student's Speaking Skill In The Second Grade Of Islamic Junior High School Raudlatul Ulum In Academic Year 2022/2023.*

Key words: Chain story technique, speaking skill,Classroom Action Research

Speaking skills are one of the essential elements in the four basic skills of English lessons. Speaking skills are very important to master, with the aim of facilitating communication with others. Mastering speaking skills is not an easy task. It requires the right strategies or techniques to improve speaking skills. Unfortunately, there are several obstacles faced by the students of MTs Raudlatul Ulum in their speaking skills. Such as, lack of vocabulary, doubt about what will be conveyed, fear of making mistakes while speaking, feeling shy to speak, and feeling unconfident to express ideas. To overcome these obstacles, English teachers and researchers agreed to implement the Chain Story technique, which is believed to enhance students' speaking skills.

This research is about the implementation of chain story technique to improve students speaking ability at the eighth grade of MTs Raudlatul Ulum Suci. The research question in this research focused on "How can implementing the chain story game improve the students speaking skill at the Second grade of Islamic Junior High School Raudlatul Ulum?". The objective of research was to investigate how the implementation of chain story is able to improve students' speaking ability.

The design used in this research was Classroom Action Research. (CAR). The classroom action and research design used in this research are collaborative classroom action research. In this study, researcher was research with the English teacher of MTs Raudlatul Ulum Suci. The researchers conducted this research at the eighth grade of MTs Raudlatul Ulum Suci of 20 students. The research was conducted in cycle 1 and cycle 2. Each cycle consisted of four steps: planning, acting, observing, and reflecting. To collect the data, the researcher used the students speaking testing, observing, and interviewing. The testing was utilized to find out the improvement of the students" speaking after the research was conducted.

The results of the research in cycle 1 showed that 68% of students who managed to get a score above the minimum mastery criterion (KKM) with the mean 68,5, and the held of cycle 2 showed that 78% of students who got the criteria of success with the mean 78,5. The criteria for success in this study is if students who achieve a minimum mastery criterion (75) are equal to or more than 75% of the total students in this study, it can be said to be successful. It showed a significant improvement, thus it fulfill the success criteria. It can be concluded that the implementation of chain story is believed to be an effective way to improve students speaking ability at the eighth grade of MTs Raudlatul Ulum Suci.

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KIAI HAJI ACHMAD SIDDIQ
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CHAPTER I
INTRODUCTION

This section presents an introduction of the research. The parts of this chapter are research background, research question, research objective, the significance of the research, limitation of the research and definition of key terms.

A. Reseach Background

As we know that English has four skills that should be learnt, namely Speaking, listening, writing and reading. Speaking is one of the abilities that students need to be proficient in among these others. Students must be able to express themselves verbally in English when communicating with their teachers, friends and other community members. Speaking is a skill that should be learned and mastered since it enables people to comprehend what others are thinking.

Matthew, speaking is a process by which people share information, ideas, and feelings[1]. This means that the function of speaking is to be able to communicate or express an idea. Speaking is one of the basic skills that requires a process of communicative competence, vocabulary, pronunciation, grammar and comprehension in order to build good communication, as stated in the Al Qur'an surah Ar Rahman verses 3-4:

خَلَقَ الْإِنْسَانَۙ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Which means: "He created man, he taught him to speak fluently"

The verse above suggested that as teachers, we had to deliver the content as clearly as possible. Of course, the teacher had to communicate clearly so that students understood the information being conveyed. As a result, speaking was extremely important in education, and the fundamental goal of speaking was to ensure that our partners understood what we were saying.

Additionally, Rao (2018) contends that speaking plays a major part in learning a foreign or second language. Teachers typically concentrate on

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[1]Gusfina Rahmawati, Dessvalini Anwar, " *Implementing Hot Seat Game to teach vocabulary as a part of Speaking Activities as Senior High School* l" Journal English Language Teaching. Vol. 7. No. 3,(September),388

encouraging children to communicate well since it helps people build their networks, personalities, and characters. The students who are proficient in the language will also benefit socially and professionally, including having access to international job prospect, scholarships, quick graduation, student exchanges, and higher education.

Students tyically participate in class discussion by speaking up, but when given the opportunity to express their opinions or make suggestions, often remain hesitant to speak out for fear of making a mistake. However, students frequently struggle with speakingEnglish, which is related to how improtant it is to develop this ability. According to Shen and Chiu's (2019) research, students. challenges when speaking English can be attribute to three main factors: psychological issues (such as anxiety, fear of making mistakes, and lack of coonfidence), linguistic issues (such as inadequate vocabulary, grammar, expressions, and sentence organization), and environmental issues (such as a lack of context for learning English).[2]

Afshar and Asakereh (2016) explained that the primary challenges encountered by students when speaking English may be categorized into three categories: emotive, social, and linguistic. Affective problems encompass a range of issuee, such as attitude, self-assurance, drive, anxiety, length of language exposure, classroom setup, suroundings, family history, and teacher and student competency. The socially-connected problems include the comprehension in speaking class and comprehension for outside English practice. The isues related to linguistic include vocabulary, fluency, grammar, and prononciation. Students frequently struggle with affective-related speech issues for a variety of reasons, including nerveousness, and low self-esteem. They all probably speak more slowly and haltingly in an effort to avoid making blunders. In the classroom, they are also reticwnt to speak up and prefer to pause

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[2] Shen, M., & Chiu, T. (2019). EFL learners' English speaking difficulties and strategy use. Education and Linguistics Research, 5(2), 88-102.

frequently. Thet always attempt to stay silent by responding to their lecturers' questions with a simple yes or no. Students with social issues typically struggle to understand what is being said when it is outside if the classroom. As soon as the lesson ends, the English-speaking activities their mother tongue or the dialect used in the area. Students also struggle with linguistic problems beause of personal factor including a lack of motivation to read books and infrequent practice speaking at home.

Those problems above relate with the observation and interview done on 9th – 21st January 2023. Based on the obsrvation and interview with the English teacher, researcher found several problems faced by students. First, the lacked of vocabulary mastered by students. Second, students felt confused and afraid to speak. The third, students practiced less when they had speaking class. Most students just memorize all the sentences in the conversation book without knowing the meaning and how to pronounce the sentences correctly. Therefore, in seventh grade MTs Raudlatul Ulum, when the researcher got the preliminary test, only 45% students of the 20 could speak English well in front of the class. This showed that only 9 students achieved the target value. It was clear that more than half of the remaining needed to improve their speaking skill because in this school the minimum mastery criterion or KKM *(Minimum Completeness Criteria)* for English is 75. The researcher and the English teacher had a discussion to determine the success criteria, they decided that 75% (seventy five percent) of students must achieve the success criteria.

Aware the issues, the teacher attempted to address them eith a different atrategy. After engaging in a discussion in group, the teacher saw that this strategy was insufficient and tired ti find another. Just a small number of students participated in the discussion; others chose to remain silent since they were unsure of what to talk. They were too busy talkig to each other to pay attention to the topic, so they didn't grasp what was

being discussed. It seems that the students' attention needed to be captured by something engaging in order for them toacqure speaking.

The researcher and English teacher agreed that problems related to students' speaking ability can be overcome by creating fun activities in the learning process. Thus, students would re-focus on receiving and capturing the material being taught. If students were able to focus and capture the material being taught, then the assignments given might also get good results. In addition, the good atmosphere of the class was needed to make students became happier, no longer felt bored and more enthusiastic in carrying out the learning process.

To address students' issues in English speaking skills, engaging learning media was essential. According to Wright, learning through media involved not only the media aspect but also the representation of places, objects, and people, which was a crucial part of the overall experience. Teachers should have helped their students overcome this. One key player in this was the teacher. Teachers had to be able to capture students' attention before delivering the knowledge. Grabbing students' attention meant redirecting their thoughts, feelings, and physical focus to the material being presented by the teacher.

The researcher and the teacher agreed to choose icebreaking as a method to improve the existing learning process. Icebreaking meant to revive an initially stiff or cold atmosphere into a joyful one. With enjoyable learning, every student didn't feel bored, and they easily accepted what the teacher conveyed. Icebreaking was an activity used to eliminate stiffness or tension within a group, especially when starting a session or meeting. The goal was to create a more relaxed, friendly, and comfortable atmosphere, enabling all group members to interact and communicate more easily.

The advantages of holding *icebreaking* are that it makes a long time short, brings a fun impact on learning, can be used spontaneously or conceptually, and creates a unified and unified atmosphere. While the drawback is that its application is adjusted to the conditions in each place. The alternative is to apply ice breaking to build student readiness when learning and with that students will foster student enthusiasm without any coercion from the teacher because a sense of enthusiasm for learning arises by itself. Thus the role of icebreaking is urgently needed to eliminate boring situations for teachers and students, and return fresh and fun [3].

One communicative learning approach that helps students communicate using the English language is through speaking. By speaking, students can express everything on their minds. In speaking lessons, students often encounter various challenges. Icebreaking techniques are effective in teaching speaking because they are enjoyable and provide students with the opportunity to get to know their peers while casually using English.

There are many types of icebreaking, one of which is the Chain Story Game. In this context, the teacher and the researcher focused on the use of the Chain Story Game technique to enhance students' learning abilities. Referring to Mts Raudlatul Ulum, through observations and interviews with teachers, it was found that students' speaking abilities were lacking. This is evident in the low number of students who can orally respond to teacher questions during converstions. Furthermore, students consistenly scored below the required minimum competency levels in speaking skills. The reseracher also indicated that learning to speak is indeed more challenging but can be achieved through numerous exercises in real-life sitiations. Meanwhile, the lack of attractive

[3]Komang Arimbawa, *"The Effect of Using Icebreaking on the Learning Motivation of Elementary School Students.* Journal of Early Childhood, Vol 7 No.4,

techniques or materils can be considered another contributing factor. In other words, these factors contribute to the low motivation of students n speaking classes, and students perceive the topic as uninteresting in their conversation.

As said by Graha in Fitri, Pudjiati and Mawarni (2012), Chain Story encourages creativity and does not provide a right or incorrect answer to the story's compossition. It is the teacher's responbility to assist and motivate students to make approppriate speech. The describtion provided above makes it it evident that the Chain Story technique allows studets to consider what to say without feeling pressurre to tell too much. Since communication is the goal of speaking, the students are free to speak up in this situation by using their own since it is understandable to others.

A narrative game called "chain story" is played by multiple syudents. Because it doesn't take much time to play, this game is simple to use and effectve. A chain story is one that a number of individuals gather sequentially in order to develop it into a compelling narrative (Folegau, 2021). Stated differently, a chain story is the collective story of several individuals. The story is paased down from student to student, with each adding a paragraph and adhering to the previous section's plotline as a guide[4].

Chain Story is a story that is collected by a group of people sequentially to continue the story so that it becomes a coherent story. In other words, a chain story is a story that is carried out collectively by a group of people. The story is passed from student to student, each adding a paragraph with the rule that each part must be coherent and follow the plotline of the previous part.

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[4] Fitri, A., Pudjiati., D., Mawarni, V.Using Chain Story Technique To Improve Speaking Skill

Chain story is a simple activity that can be used to develop creativity or strengthen grammar lessons, so they can develop and organize their ideas[5]. In line with Aeningtyas, she also confirmed that the implementation of Chain Story Game can enhance the students' speaking skills including grammar, vocabulary, understanding an pronunciation.

Therefor, the present reserach aims to improve the students speaking skill through Chain Story Game.

B. **Research Question**

Based on the background described above, the researcher formulated a research question as follow:

"How can implementing the chain story game improve the students speaking skill at the Second grade of Islamic Junior High School Raudlatul Ulum?"

C. **Research Objective**

Based on the research question above, the objective of this study was to find out the improvement of Students' speaking skill through implementing Chain Story Game at Mts Rudlatul Ulum Academic Year 2022/2023.

D. **Research Significant**

The results of this research are expected to provide theoretical and practical knowledge, which are explained as follows:

1. Theoretical

Theoretically, this rsearch is expected to be one of the contributions in the intellectual world, the development of information and references in education, especially in creating fun learning using the chain story technique.

2. Practically

    a. For English Teachers

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[5] Erben, (2013;45)

This study would provide useful activities to improve students' speaking skills. The English teacher would learn that there are many things that can be done to make the class more lively and enjoyable to learn.

b. For the sudents

This research can make them more active in the teaching and learning process, especially in speaking. As a new experience in the learning process that can increase student enthusiasm for learning so that it can make it easier for students to be brave and be able to speak English.

c. For the future researchers

This research can be a source for conducting further research that is relevant to this problem, especially for those who study at the Department of English Education.

E. **Definition of Key Term**

The definition of terms contains the meaning of important terms which are the point of attention in the title of this research. To provide direction and avoid misunderstanding, the researcher describes the definitions of the terms that will be the focus of the research:

1. Implementation

Implementation is the process of interaction between goals and actions to achieve specific outcomes. They emphasize the importance of coordination and communication among implementing agencies[6].

Implementation in chain story referred to the process of applying or carrying out a collaborative storytelling technique, where one person began the story and others continued it in turns. This implementation involved various aspects, depending on its context of use, such as in education, creative writing, or literacy games.

2. Chain Story

Chain Story Game was a game that involved the whole class to be active in determining ideas in a fun way. It was an appropriate

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[6] Pressman, J. L., & Wildavsky, A. (1973). *Implementation: How Great Expectations in Washington Are Dashed in Oakland*. University of California Press.

learning medium to apply in teaching and learning speaking in the seventh class because it helped students who had difficulties in vocabulary, grammar, and fluency. Chain Story Game trained students to work together in groups and was able to form creative students in telling stories. So, Chain Story Game was a technique that was easy to learn, do, and implement.

The first student was invited to tell a sentence in accordance with the agreed theme, then it was continued by the next student until it was finished. The teacher arranged that the story was not finished before the last student gave their part of the story. The story ended when all students had told their stories.

3. Speaking Skill

Speaking is one of the skills in English for interactive communication, expressing opinions, commenting, and disagreeing with others if their opinions do not align with ours, as well as the ability to ask and answer question[7].

The concept of speaking skill in the chain story activity was closely related to interactive, creative, and collaborative speaking abilities. In this case, the researcher used narrative text material to facilitate students in developing their creativity in constructing a story. Students are expected to communicate effectively in English class.

4. CAR (Classroom Action Research)

Classroom Action Research is a method of finding out what worksare best in your own classroom, so that you can improve student learning. CAR is more informal and personal than formal educational research. In CAR a teacher focuses on attention of problem or question about his or her own classroom. The goal of

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[7] Brown, H. D. (2007)**.** *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Education.

CAR is to improve our own teaching in our own classroom so it can improve the students' learning activities.

In this classroom action research, the teacher was made the researcher and was fully responsible. The researcher in this case was fully involved in planning, acting, observing, and reflecting on each cycle. These four actions were closely related and continuous. This was one of the characteristics of Classroom Action Research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents review of previous studies and theorical framework.

A. Previous Research

There have been several previous studies on the chain story game technique on students reading, writing, listening, speaking, and others. Researcher have selected six relevant studies.

The first is the article joural entitled Improving Speaking Skill By Using Chain Story Game For The Eleventh Grade Students Of SMAN 4 Palopo (2022). This researcher uses a quantitative method in the form of pre-experimental research. The population in this study were students of class XI SMAN 4 Palopo. Samples were taken randomly consisting of 15 students. This research determines that the assessment classification includes accuracy, fluency, and completeness. The result of this study is that the average score of the post-test is higher than the pre-test (3.28 > 1.90). Tc (tcount) is 5.137 higher than tt (ttable) of 2.144 with a significance level of 0.05 (5%). So it can be concluded that the use of the Chain Story Game can improve the speaking skills of class XI students of SMAN 4 Palopo[8].

Second, the thesis written by Yohana Sepina Pakpahan (2021) entitled "The Effect of Using Chain Story Techniques in Writing Descriptive For The Grade Students of SMP Negeri 14 Medan" aims to improve students' writing dc skills by using the chain story technique. This study uses a quantitative method. This research can improve students' writing skills in the form of increasing the writing scores of students who pass the KKM (Minimum Completeness Criteria), the teaching and learning process creates a positive atmosphere in the classroom and makes students more creative in finding ideas

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[8] Nirmalasari, *"Improving Speaking Skill By Using Chain Story Game For The Eleventh Grade Students Of SMAN 4 PALOPO"*. 2022

and can be seen from the experimental results. This shows that the use of the chain story technique has a significant influence on the application of the chain story technique in the teaching and learning process of writing. The research method used Classroom Action Research, data collection techniques using written tests. The rest is used pretest and posttest, observation as a method to obtain data and information and finally researchers will take data from documentation.

The Third is the Journal of English Education Studies entitled The Influence Of Using Chain Story Activity On Procedural Text Towards Students' Speaking Skill (2018). This study aims to determine the effect of using chain story activities in procedural texts on students' speaking skills. Researchers used quantitative research with experimental methods. He used a quasi-experimental design in a non-equivalent type of control group to obtain a sample. The population is students of grade II Madrasah Aliyah Mathla'ul Anwar Pusat Menes, totaling 157 students. The sample of this study were 26 students of class XI IPA 2 as an experimental class who were given treatment with chain story activities and 24 students of class XI IPA Tahfidz as a control class who were given treatment without being given chain story activities. From the research findings and after calculating the data, the result is that there is a significant influence in the use of chain story activities in procedural text on students' speaking skills[9].

The fourth is an article written by Rahayu, SP Tyas (2016) with the title The Effectivenes Of Chain Storytelling In Teaching Speaking Ability. This research design is quantitative. This research is a pre-experimental research. In this study using a simple random sample as a technique in selecting the sample. The population is 37 students and the sample is 18 students. The results of calculations with a significance level of 5% show that (t0) 8.000 because 8.000> 0.05, there is a significant difference in students' speaking ability before and after using the chain story technique. t0 (8,000) ÿ

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[9] Iponiasih, *"The Influence of Using Chain Story Activity on Procedural Text towards Students' Speaking Skill".* 2018

tt(2,11)Hÿ accepted. This means that the chain story technique is considered effective in teaching speaking skills for class XIIA MA Al-Ishlah Bungkal Ponorogo students in the 2015/2016 academic year[10].

The fifth is a journal (2013) entitled The Effect Of Using Chain Story Tecnique Toward Students' Speaking Ability Of The First Year Students At Islamic Senior High School Dar El Hikmah Pekanbaru. This research was conducted with the aim of knowing whether there was a significant effect of using the chain story technique on the speaking ability of first year students at Madrasah Aliyah Dar El Hikmah Pekanbaru. Researchers use quantitative methods. This research is a quasi-experimental study using a non-equivalent control group design. Designs based on pre-test, post-test, and use of control groups were used in this study. To analyze the data, this researcher uses the *independent t-test formula* . The results of the data analysis were 7.75, compared to the t-table at a significant level of 5% (2.01) and at a significant level of 1% (2.68). (observation table) was higher than the t-table. In conclusion, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted which shows 2.01<7.75>2.68. In other words, there is a significant effect of using the chain story technique on the speaking ability of the first year students at Dar El Hikmah Islamic High School Pekanbaru[11].

From previous research, it has several known similarities. All of them use quantitative research as a method and measure some skills in English, such as writing and speaking. Uniquely, this study uses the Classroom Action Research method. Since some problems due speaking are fuced by students, CAR research design is necessary to be applied. For a more in-depth explanation, the researcher has included previous research shown in table 2.1

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[10] Rahayu, S.P Tyas, *"The Effectiveness of Chain Storytelling in Teaching Speaking Ability".* 2016
[11] Febriana *"The effect of Using Chain Stories Technique Towards Students' Ability Of The First Students at Islamic Senior High School Dar El Hikmah Pekanbaru".* 2013

Table 2.1

Previous of Research

No	Name and Title	Similarities	Differences
1	2	3	4
1	A thesis written by Nirmalasari (2022) entitled "Improving Speaking Skills Using Chain Story Game For The Eleventh Grade Students of SMAN 4 Palopo"	- Both of the researcher used Chain Story Game as a technique to improve students speaking skill.	-The previous research used quantitative research, while this research used Classroom Action Research (CAR) -The previous research used Senior High School students as research subjects, while this research used Senior High Scholl Students as reserach subjects

1	2	3	4
2	The thesis written by Yohana Sepina Pakpahan (2021) entitled "The Effect of Using Chain Story Technique in Writing Descriptive For The Grade Students of SMP Negeri 14 Medan"	-Both of the researcher used Chain Story as a technique -Both of Junior High School students as research subjects	-The previous research used qualitative methods, while this research used Classroom Action Rsearch (CAR) as research design -The previous research Improve students writing skills, while this research to improve students speaking ski

1	2	3	4
3	The Journal of English Education Studies entitled "The Influence Of Using Chain Story Activity On Procedural Text Towards Students' Speaking Skill" (2018)	-Both of the researcher used Chain Story as a technique	- The previous research used procedural text, while this research used narrative text
4	Thesis written by Rahayu, SP Tyas (2016) "The Effectiveness Of Chain Storytelling In Teaching Speaking Ability"	-Both of the researcher used Chain Story as a technique to improve students' speaking skill	-The previous research used quantitative method, while this research used Classroom Action Research (CAR) as the design -The previous research used storytelling materials, while this research uses Narrative Text materials -The previous research used Senior High School students as research subjects, while this research used Junior High School as research subjects

1	2	3	4
5	The thesis written by Febriana (2013) with the title "The Effect Of Using Chain Story Technique Toward Students' Speaking Ability Of The First Year Students At Islamic Senior High School Dar El Hikmah Pekan Baru"	-Both of the researcher used Chain Story as a technique	-The previous research used quantitative methods, while this research used Classroom Action Research (CAR) as the rsearch design -The previous research used senior high

So, by reading the previous studies above, the researcher concluded that there were similarities and differences between the author's research and previous research. The similarities between previous research and the author's research were using Chain Story in teaching speaking, and the difference between the researcher and previous researchers was the material used. Previous research used storytelling and recount text materials, while this study used narrative text to teach speaking English. Previous research used quantitative methods, while this study used Classroom Action Research (CAR).

This research was not to repeat previous research, but to develop previous research. Therefore, this study used the chain story game technique in narrative text material focusing on Narrative Text. For other researchers who conducted the same research with the same technique, they could do a chain story game technique related to the material.

B. **Theoretical Framework**

1. speaking

   a. Definition of Speaking Skill

   Speaking is a language skill that develops in a child's life only through listening skills, it is during this period that the ability to speak and speak is learned[12]. Speaking is direct verbal communication between speakers and listeners which can also use audio or audiovisual oral communication media. Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning.[13]

   Speaking is a tool for communicating ideas that are arranged and developed according to the needs of the listeners. Speaking is an instrument that reveals to the listener almost directly whether the speaker understands or not, both the speaker's material and the listener's, whether he is calm and adapts or not when he communicates his ideas and whether he is aware of and enthusiastic or not.[14]

   Speaking is not just the pronunciation of sounds or words, but speaking is a communication tool in which there are components that must be mastered before someone can carry out speaking activities. These components are:

   a) The ability to compose and communicate ideas or ideas according to the needs of listeners

   b) The ability to understand or master the speech material and listeners

   c) The need for adaptation and calm attitude in communicating ideas

   d) Alert and energetic in appearance

   There are five purposes of speaking, namely as follows: a) speaking to entertain, b) speaking to communicate, c) speaking to stimulate, d) speaking

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[12]Nugraheni, AS *Character-Based Indonesian Language Teaching.* (Yogyakarta: Mentari Pustaka, 2012)

[13]WF Mackey In Martin Byangate, 2000

[14]Tarigan, HG *Speaking as a Language Skill.* (Bandung: Angkasa, 2015)

to convince e) speaking to move. In speaking, there are two linguistic factors and non-linguistic factors. Basicity factors include: a) Accuracy of speech, b) Placement of stress, c) Choice of diction, d) Accuracy of target and speaker. While non-linguistic factors include: a) a natural attitude, calm, and not rigid, b) views directed at the other person, c) willingness to respect the opinions of others, d) appropriate gestures and expressions, e) loudness of voice, f) Fluency, g) Relevance, and h) Topic mastery.

b.   Elements of speaking

There are six components of speaking skills which are usually recognized as important aspects that must be mastered by them in learning to speak English. [15]These six components must be well understood by teachers and students in order to be able to apply and practice speaking. The six components of speaking are described as follows:

1)   Pronunciation

The teacher must have good pronunciation standards so that students can imitate them in every teaching and learning process, but the teacher cannot expect his students to sound exactly like native speakers and the teacher must introduce activities that will be carried out sequentially providing opportunities for lots of repetition.

2)   Vocabulary

Vocabulary is generally divided into two types; active and passive vocabulary. Active vocabulary is words that students need to understand and use. On the other hand, passive vocabulary is the words the teacher wants the students to understand, but the students won't use.

3)   Grammar

Grammar has an important role in speaking English. If students are poor in grammar, they automatically have difficulty in constructing sentences or expressing their ideas in English. In general, grammar is introduced in one of two ways in most textbooks. Either

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[15]Richard and Rodgers, 2001: 64

the new grammar is included in dialogue and narration, or presented in example sentences at the start of the lesson. After students have studied these initial presentations, the individual grammar points are isolated and practice.

4) Fluency

Fluency is the property of a person or system that conveys information quickly and with expertise. So, fluency in communicative language courses is the initial goal in teaching language or fluency is the skill to speak. So that students can speak spontaneously by using language rights.

c. Type of speaking

Brown divided the types of speaking into five parts, they are[16]:

1) Imitative

Mimicking is the fraction of legitimate classroom speaking time spent producing a tape recorder of the human voice, such as students practicing intonation or trying to demonstrate new sounds. This type of imitation is done to focus on specific language features of the second intensive, not for meaningful involvement. Intense speaking took him a step further.

2) Intensive

Intensive speech goes beyond imitation to include any speech performance intended to increase phonological or grammatical skills. Intensive speaking can be started alone, or it could be part of a pair work exercise in which the learner discusses a particular form of language.

3) Responsive

In the classroom, much of the student's communication is reactive; short responses were usually sufficient and do not extend to discussion.

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[16]H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (New York: Longman, 2004), 141 – 142

4) Transactional (dialogue)

It is an enhanced version of a responsive language that is commonly used to express or share custom information.

5) Interpersonal

Another type of discussion described in the previous chapter is interpersonal dialogue, which will do more to maintain social bonds than convey facts and information.

6) Extensive (monologue)

Students at intermediate to advanced levels are expected to be able to deliver long monologues in the form of oral reports, summaries, or even short speeches. The list is formal and intentional in this respect. This monologue can be prepared or spontaneous.[17]

d. Speaking function

Mastery of speaking skills in English is a priority for many second and foreign language learners. Several language exports have attempted to categorize the function of speaking in human interaction. According to Brown and Yulo there are three functions of speaking, a three-part version of Brown and Yule's framework (after Jones 1996 and Burns 1998): speech as interaction: speech as transaction: speech as performance. Each of these speaking activities is quite different in terms of form and function and requires a different teaching approach[18].

1) Talk as interaction

Our daily communication remains interactional with others. It refers to what we say as conversation. Interactive communication carried out spontaneously by two or more people. Therefore, they must use speaking skills to communicate with others. The main intention in this function is social relations.

2) Talk as a transaction

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[17]H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy, Wesley Longman Addition, San Francisco,* 2001, *Ed.2,* P.271
[18]Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice,* New York: Cambridge University Press, 2008. P. 21

In conversation as a transaction, the focus is more on the message being conveyed and making other people understand what we want to convey, clearly and accurately. In this type of spoken language, students and teachers usually focus on meaning or talk about what they are aiming for.

3) Speak as a show

In this case, speaking activities focus more on monologues than dialogues. The function of speaking as a show occurs in speeches, public talks, public announcements, retelling stories, telling stories and so on.

2. Technique of speaking

   a. Engineering definition

   Technique is a concrete way used when the learning process takes place[19]. In this case the teaching staff can use different techniques even though the method used is the same. Speaking teaching techniques to students must use techniques that are fun and not boring. Many people think that learning speaking is complicated and it takes students' courage to produce utterances. This is what teachers often fear.

   Most people think that speaking takes a long time and is difficult for students to adapt. There are several techniques that can be applied in learning English . With the right technique, students no longer think that speaking is a difficult subject can be minimized. There are many techniques that can be used by teachers in the learning process such as cooperative learning, collaborative learning, and based learning. However, researchers only focused on cooperative learning in conducting this research.

   b. Variety of Techniques

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[19]Atik Rokhyani and Agung Dwi Nur Cahyo, *Improving Student Speaking Skills Through the English Debate Technique,* Muria Kudus University, 2015

According to Fatimatuzuhroh there are 4 kinds of techniques for teaching speaking for various groups, namely as follows[20]:

1) Discussion

The discussion technique is one of the most frequently used techniques. Discussion can be applied when students finish working on the problem. Teachers can invite students to discuss the problems they have worked on, then ask them to provide conclusions and solutions. Or give them a particular topic that's trending and then ask them to share their opinion.

2) Role Play

With this, students will carry out their proper role as a society that faces a social context. The teacher will provide information to students about the roles played, then students will be faced with a problem. So students will make a conversation in the case experienced.

3) Story telling

Story telling activities will make students tell a story they have heard before. You can also make up a story of your own to tell your classmates. Story telling requires a high level of creativity, so it will encourage students to think outside the box.

4) Story Completion

This game involves all students. So, all students will form a circle. Then the teacher will tell a fairy tale with truncated sentences. The student's task is to complete the previous sentence with their ideas, adding roles, characters and descriptions. This technique is really fun to do.

3. Teaching Speaking

In the context of English language learning, speaking skills represented one of the fundamental competencies that students were required to master. Nevertheless, many students often experienced a lack of confidence or encountered difficulties in constructing

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[20]Fatimatuzzuhroh, *How to Teach Speaking for Various Groups.* 2022

grammatically correct sentences, primarily due to their limited mastery of vocabulary and grammar, particularly at MTs Raudlatul Ulum. To address this issue, the researcher employed an engaging and communicative instructional approach, namely the use of the Chain Story technique.

In its implementation, the researcher initially determined the topic or theme of the story, such as fantasy narratives, humorous experiences, or adventure tales. The activity began with the first student initiating the story using their own sentence, which was then continued sequentially by other students. Each student contributed one sentence, allowing the story to develop progressively in a collaborative manner.

Through this technique, students were encouraged to think creatively, select appropriate vocabulary, and construct sentences using accurate grammatical structures. The teacher was also able to direct students' attention to specific linguistic aspects, such as the use of the past tense in narrative texts, the application of adjectives for describing characters or settings, and the employment of conjunctions to connect ideas coherently.

The use of the Chain Story game contributed to a more dynamic and enjoyable learning atmosphere. Students were not merely speaking in response to questions but were actively involved in constructing a narrative together. This activity fostered their confidence, enhanced their spontaneous thinking abilities, and improved their skills in selecting appropriate vocabulary and constructing grammatically correct sentences.

a. Teaching Speaking in Junior High School

In the process of learning language at school students develop abilities vertically not horizontally[21]. The point is that they have been able to express the message completely even though it has not been perfect. The longer this ability becomes more perfect, in the sense

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[21]Ahmad Rofi'uddin and Darmiyati Zuhdi, 2001: 7

that the structure becomes more correct, the choice of vocabulary is appropriate, the sentences are varied and the delivery is coherent. Non-horizontal development starts from phonemes, words, phrases, sentences, and discourse as well as at the linguistic level.

According to Ellis (in Ahmad Rofi'uddin and Darmiyati Zuhdi, 2001: 7) suggests there are three ways to develop speaking ability vertically. The three ways are: (1) imitating the speech of other people (especially teachers); (2) developing the forms of expression that have been mastered, and (3) bringing closer or aligning the two forms of expression, namely self-expression which is not yet correct and expressions of adults (especially teachers) which are correct.

b. Teaching speaking using the Chain Story Game

One form of story used in learning was the Chain Story Game. The chain story technique was a technique that could be applied in learning English by taking turns telling stories until the story was retold to the person who first got the story. The application of the chain story game was intended to arouse students' courage in speaking. If the students had shown their courage in speaking, it was hoped that the teacher and students would benefit. According to Samuel, the communicative approach and chain story technique could also increase students' self-confidence.

4. Chain Story

a. Definition of Chain Stories

The importance of speaking lessons as an effort to improve oral language skills for junior high schools, researchers using the chain story technique in teaching speaking this technique is expected to invite students to speak in front of the class, motivate students, to stimulate students to improve their thinking and imagination skills. In addition, it is also expected that students have the courage to communicate.

The application of the chain story technique is intended to arouse students' courage in speaking, if students have shown their courage, then their speaking ability is expected to increase.

The chain story technique can be started from students who receive information from the teacher, then the last student inspires the information with another friend, and the friend who receives the prompts passes it on to another friend and so on. At the end of the activity will be evaluated, students who received true or false information. Students who receive wrong information will also be wrong to provide information to others. On the other hand, it can happen that the information received by students is correct but they pass it on wrongly to other friends, therefore sufficient consideration is needed from the teachers to assess the success of these story chains.

Chain story is a simple activity that can be used to develop creativity or reinforce grammar lessons[22]. The chain story game was a game that involved all students in the class to be active in determining ideas in a fun way. The teacher directed students to make stories and pass them on to the next student. After a certain time allocation, students discussed the results as a conclusion and told stories in front of the class. It helped students to share, develop, and generate their ideas. The chain story game was an appropriate technique to be applied in the teaching and learning process of speaking in class VIII. It helped students who had difficulties in vocabulary, grammar, comprehension, and fluency. The story of the chain game trained students to work in groups and be able to form creative students in telling stories. Students were given the opportunity to tell the story to their friends. So, the chain story game was a strategy that was easy to learn, do, and implement.

b. Process of Playing Chain Story Game

Chain Story Game can be applied as follows[23]:

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[22]Erben, Tony, *Calling All Foreign Language Teachers.* New York: The Route (2013:45)

[23] Sunarto, M.Pd, *Icebreaker Dalam Pembelajaran Aktif*, 2017

a) Students are invited to form a large circle.

b) The teacher explains the purpose of the game is to build imagination, train the courage to communicate, and train creative thinking.

c) The teacher makes an agreement to determine the theme of the story together.

d) The teacher prepares notes to record student stories.

e) The first student is asked to tell a sentence that fits the theme being discussed. The storytelling activity is continued by another student on his right.

f) The teacher arranges that the story should not be finished before the last student tells his story.

g) The story ends when all students have told at least one sentence for each student.

The implementation steps for this strategy are as follows:

a) The teacher divides the students into several groups.

b) The teacher provides a sampel text and explains about review texts.

c) The teacher explains and demonstrates the process of a chain story to the students.

d) The teacher writes the first sentence on the whiteboard.

e) The students guided by the teacher, write the following sentence on their paper. Each student is given the opportunity to contribute.

f) Students pass their papers to the right (this pattern continues until the story is finished).

g) Students peer-correct the story under the guidance of the teacher, who provides an editing checklist on the whiteboard to help students focus on specific errors (vocabulary or grammatical structure).

c. Advantages of Using Chain Story Game Technique

The benefits of the Chain Story Game are as follows[24]:

1. This game is great for building students' imagination and creative thinking.

2. Students become brave to express ideas and ideas will also be awakened by this game.

3. Mutual understanding between students in the class will increasingly produce good story works.

d. Weaknesses using the Chain Story Game

Based on its implementation in the use of chain story games, there are several drawbacks, namely as follows[25]:

1. Can only be implemented in groups of students whose number of groups is small.

2. In larger groups it is very difficult to detect errors in the content of the story being told.

3. Students' poor hearing will be a barrier in implementing this chain story game.

e. Narrative text

a) Definition of Narrative Text

Narrative text is a text which contains about story (fiction/no fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolutions.

Narrative text is a form of writing that tells a story or recounts a sequence of events. It typically includes characters, settings, plot development, and a resolution. The purpose of a narrative is to entertain or convey a message trough storytelling.

b) Generic Structure of Narrative Text

A narrative text will consist of the following structure:

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[24] Ibid

[25] Jupri, *Improving Speaking Skills with Serial Story Games for Grade IV-C Students at SDN Ditotunan 01 Lumajang, Vol.1. No.3, 2023*

1. Orientation: Introducing the participants and informing the time and place.

2. Complication : Describing the rising cries which the participants have to do with.

3. Resolution: Showing the way of participants to solve the crises, better or worse.

Example of Narrative Text:

"The Magical Journey"

One upon a time, in a quaint town nestled between rolling hills, lived a coruious girl named Maya. One sunny day, she discoveredan old, dusty book in her grandmother's attic. Little did she know, this book held the key to a magical journey.

Generic Stucture:

1. Orientation

Maya was a the-year-old with a heart full of curiosity. Living with her grandmother, she often explored the nooks and crannies of their charming house.

2. Complication

As Maya opened the mysterious book, she found a map that led to a hidden realm. Intrigued,she decided to embark on a journey to uncover the secrets hidden within.

3. Resolution

Equipped with the map and a sense of adventure, Maya followed the winding paths, encountering enchanted creatures and magical landscapes. Along the way, she discovered the power of kindness and courage.

c) The Language Feature of Narrative Text

There are some language features of narrative text as belows:

1. Focus on specific and usually individual participants

2. Use of material processes (in this text, behavior, and verbal processes)

3. Use of rational processes and mental processes

4. Use of temporal conjunctions and temporal states

5. Use of the past tense

In this study, researcher discussed the Chain Story Tecnique which could improve students' speaking skills and to find out to what extent the implementation of the Chain Story Game could improve students' speaking skills for class VII students of Mts Rudlatul Ulum in the 2022/2023 academic year.
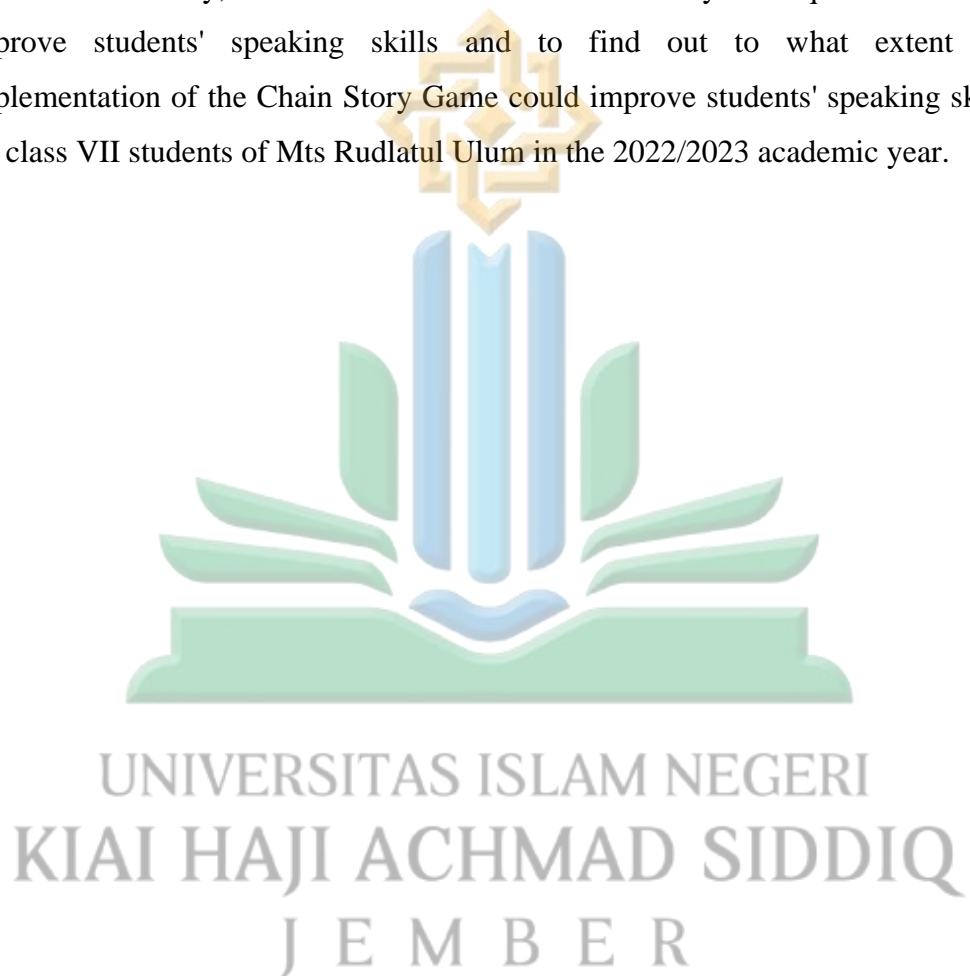
CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the research method applied in this research. It includes research settings, research designs, and procedures, data collection techniques, data analysis techniques and achievement indicators.

A. Research Design

In this study, the researcher use Classroom Action Research (CAR) as the research design. CAR is research conducted by teacher with the aim of improving the quality of learning practices in their classes[26]. In this classroom action research, researcher use collaborative classroom action research. This means that researcher works with the English teacher as observer and collaborator. In this case the teacher is fully responsible and the teacher is fully involved in planning, acting, observing, and reflecting on each cycle. These four actions are closely related and continuous. This is one of the characteristics of Classroom Action Research.

In this study, the role of the researcher was as an English teacher, especially speaking. Meanwhile, the real English teacher is an observer or collaborator who observes the class. He also acts as a collaborator with researchers in designing lesson plans and conducting reflections.

The researcher will use the Kemmis and Mc Taggart model classroom action research which consisted of four steps: planning, action, observation, and reflection. This model is shown in the following figure.[27]

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[26]Arikunto Suharsimi, Suhardjono, Supardi. *Classroom action research.* (Jakarta: Bumi Aksara, 2015), 124

[27]Anne Burns, *Doing Action Research in English Language Teaching:* A Guide for Practioners, (New York: Routletge, 2010), 9.

32

Planning :

- Scheduling the study
- Preparing lesson plan
- Preparing Chain Story Game Technique
- Preparing the materials
- Preparing the instrument of the research
- Preparing the scoring rubric
- Setting the criteria of succes

Acting :

Carrying out the teaching of speaking using Chain Story Game Technique that had been planned

Observing :

Observing and documenting the teaching and learning speaking process using Chain Story Game Technique, and the obstaclas which might appear then write them into the instrument already provided

Reflecting :

Evaluating the result of the implementation of the actions whether there are some improvements and obstacles or not, then deciding the next cycle

Succeed   **Unsucceed**

Concluding and Reporting

Revise plan and Proceed into the next cycle

Pictures 3.1

The Model of Action Research of Kemmis and Mc. Taggart

The Model of Classroom Action Research (Kemmis and Mc. Taggart, 2014)

From the picture above the CAR stages include:

1. Planning

The planning stage includes: 1) recognizing students' needs, 2) preliminary selection of plans to be disseminated, 3) choosing material to be studied, 4) planning roles to be carried out for each student and 5) re-checking students' understanding about the materials[28]. The preparatory stages that need to be carried out also in planning are:

a. Prepare the material of Narrative Text that would be taught by using chain story game

b. Make a lesson plan along with a new lesson plan that contains the stages carried out by students in the context of implementing corrective actions that had been implemented.

c. Prepare facilities and supporting facilities needed in class, for example worksheets and pictures.

d. Setting up a tool to record and analyze data related to the process and results of corrective actions.

e. Make the post test (speaking test)

f. Make the observation checklist
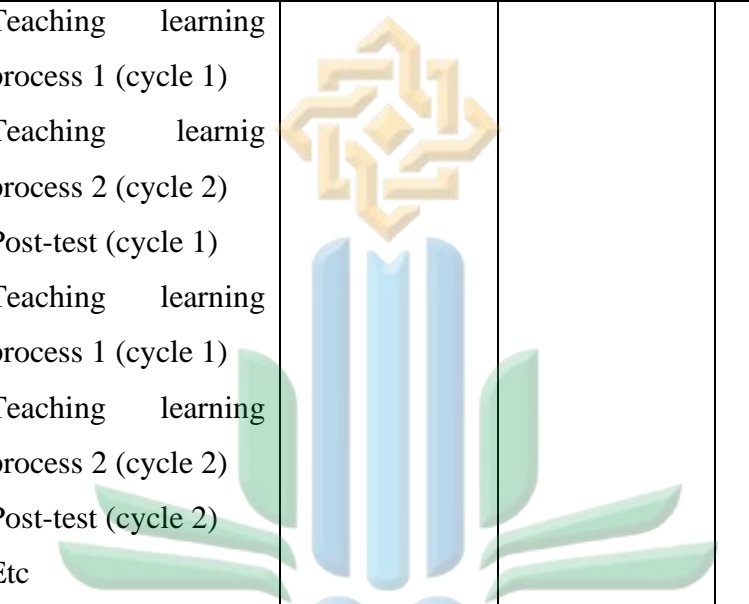
The researcher prepared everything that was related to the research as follow:

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[28]Wina Sanjaya, *Classroom Action Research,* Jakarta, Prenada Media Group, 2011. 54

a. Establishing research schedule

Table 3.2

Research Schedule

No	Activities	Mei	June	July
1.	Teaching learning process 1 (cycle 1)			
2.	Teaching learnig process 2 (cycle 2)			
3.	Post-test (cycle 1)			
4.	Teaching learning process 1 (cycle 1)			
5.	Teaching learning process 2 (cycle 2)			
6.	Post-test (cycle 2)			
7.	Etc			

b. Preparing lesson plan

c. Preparing the material it was used narrative text

d. Preparing the guidance of observation

e. Establishing criteria of success

   In this study, the research succed if there are 75% of students who can pass the test score, which is 75 based on the agreement of research and teacher and the criteria for the level of completeness (KKM) is 75 (seventy five).

f. Establish an analytical research rubric

   Student test was graded using Brown's speaking rubric.[29]

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[29] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Fransisco State University, 2003), 172-173

No	Criteria	Scale	Information
1	Pronounciation	5	Easy to understand has a native speaker's accent
		4	Easy to understand with accent
		3	There are several pronunciation problems that make listeners have to concentrate more and sometimes there are misunderstanding
		2	Difficult to understand because there are problems with pronunciation, asked to repeat
		1	Pronounciation is very bad and incomprehensible
2	Grammar	5	There are no mistakes in grammar
		4	Sometimes makes mistakes in grammar but doesn't affect the meaning
		3	Often make mistakes in grammar and it affects the meaning

		2	There are many mistakes in gammar that hinder meaning and have to rearrange sentences
		1	The grammatical errors are terrible and they are so difficult to understand
3	Vocabulary	5	Use a variety of vocabulary
		4	Sometimes using the existing vocabulary is not appropiate
		3	Using inappropiate vocabulary, the conversation becomes limited because the vocabulary is limited
		2	Using incorrect and limited vocabulary is difficult to understand
		1	Vocabulary is so limited that conversation is impossible
4	Fluency	5	Speak fluently and with little hesitation
		4	Speak with a little hesitation
		3	Speech is often hesitant and jerky, sentences may be left unfinished
		2	Speech is often confused and not feeling well
		1	Speech was so disjointed and disjointed that conversation was nearly impossible

In this speaking score, the researcher and English teacher gave scores to students based on the speaking rubric. The aspects of speaking that were evaluated were pronunciation, grammar, vocabulary, and

fluency. Each aspect had a score of 1 to 5, which represented a low to high score, and the maximum score was 5 for each point. For example, when the researcher and English teacher gave 5 points in each rubric score to students, the scores were accumulated and then the total score was multiplied by 20. The reason the score was multiplied by 20 was because, in this study, the researcher used four aspects, namely: pronunciation, grammar, vocabulary, and fluency.

g. Establish research instruments

2. Acting

In this step the researcher and English teacher would teach the speaking skill by using Chain Story Game. The Reasearcher and English teacher is to prepare the material, the researcher makes an agreement to determine the theme that the story would made of together. Second, the researcher invitd students to form a big circle. Next, the teacher explains the purpose of the game is to build imagination, train the courage to communicate, and train creative thinking. The researcher prepared notes to record students' stories. The first student is asked to tell sentence that fits the theme being discussed. The researcher arranged that the story should not be finished before the last student gave his story. The story endid when all students had told at least one sentence for each student.

The stage of implementing the actions, realization and teaching techniques as well as the actions or treatments that have been prepared at the beginning. The implementation stage of the action is the implementation or planning that has been made. The researcher must carry out it well after being made during the planning stage so that the results obtained are the same as those expected. At this stage based on the scenario that has been designed:

a. Order directions and encourage students before material preparation begins.

b. Prepare materials.

c. Give questions to the group to work on.

d. Make improvements to all students.

e. Give reward to the best group[30].

3. Observation

Observation Checklist

No	Behavior	Grade	Score
1.	Students were interested in Chain Story Game		
2.	Students paid attention to the researcher as a teacher		
3.	Students focus on learning when his friend told the story		
4.	Students could retell the story with correct pronunciation and vocabulary		
5.	Students could express their sentences well and correctly		
Total			

Note:

1 = Very bad (No attention or response from the students)

2 = Bad (Only few attention and response from the students)

3 = Fair/enough (Some of students / half of students gave attention and response)

4 = Good (More than half students gave attention and response)

5 = Very good (Almost all of students gave attention and response)

[30]Wijaya Kusuma and Dedi Dwi Atmaja, *Getting to Know PTK,* Jakarta, Index, Index, 2010. 178.

The score of the observation was as follows:

$$P = \frac{S}{N} \text{ X } 100\%$$

4. Reflecting

The English teacher and the researcher conducted a reflection on the learning objectives and evaluated the previous stages. They discussed the learning process to determine whether the learning device used had been successful or not. Furthermore, they identified the weaknesses and strengths of the device and sought appropriate solutions. If the students had not yet achieved the targeted score or still encountered some problems, it was necessary to proceed to the next cycle until the issues were resolved..

In Classroom Action Research (CAR), reflection is an effort to explore problems that have occurred or have not yet occurred, as well as what has been completed or improved through the actions taken. The results of this reflection are necessary to carry out the subsequent process as an effort aligned with the objectives of CAR.

The urgent aspects of reflection activities included carrying out improvements to success and achieving action goals. Another urgent aspect of reflection is the emergence of an increase in the professional competence of teachers. Therefore, teachers are classified as professionals, namely teachers who have the ability to change and follow changes for learning steps and services carried out in a sustainable manner.

B. Research Setting

This research was conducted at MTs Raudlatul Ulum, located at Jalan A Yani 05 Suci Panti, Jember. The researcher chose this school because several problems were observed in the students' speaking skills, including limited vocabulary, mispronunciation, and reluctance to speak in English. Additionally, the Chain Story Game technique had never been utilized by the English teacher. Therefore, the researcher and the English teacher

implemented the Chain Story Game technique in teaching speaking. Permission to conduct this research was granted by the principal of MTs Raudlatul Ulum. Furthermore, the researcher was also involved as a prospective teacher at this school. For these reasons, the researcher selected this school as the research location.

C. Research Subjects

The subjects of this study were class VIII students of MTs Raudlatul Ulum in the 2022/2023 academic year. Based on interviews with the English teacher, there were 20 (twenty) students in this class, and students who passed the speaking skill score, namely ≥75, were only 45% (nine students). This indicated that the students had low speaking skills, so the teacher recommended this class to be the subject of the research. Therefore, the students needed the appropriate strategy in teaching and learning English, especially in speaking.

D. Data collection technique

In classroom action research, researcher collect data using several techniques, namely as follows:

1. Speaking Test

The researcher gave a speaking test to the students to obtain research results and observe student activities during the teaching and learning process. The researcher used oral tests and administered post-tests to the students. Then, the post-test was conducted at the third meeting. The test focused on speaking and was carried out individually. The material was about short narrative texts. The students had to tell a story, and to assess their speaking skills, the researcher asked the students to come forward. From this activity, the researcher and collaborators took scores to evaluate the students' understanding of speaking skills.

2. Observations

Observation is a conscious effort to collect data that is carried out systematically, with standardized procedures[31]. Observation is one of the data collection techniques that is carried out through observation. Observation results can be maximized if equipped with an observation format as an instrument. At the time of observation, the researcher is not just taking notes, but also has to make judgments, then make an assessment into a graded scale[32].

Preliminary observations were made before the researchers conducted the research. Researchers observed what problems occurred at MTs Raudlatul Ulum, especially in class VIII. In this case the researcher observed the teaching and learning process in class to find out the situation and condition of the class. Teacher performance in class and students' responses about speaking skills.

The source and place to be observed next was the atmosphere of the class when learning took place. The teacher attracted students' attention to focus on the material that was going to be or was being delivered by the teacher.

The reason for the researcher in the process of collecting research data using the observation method was because the data to be achieved by the observation method could support the data that had been obtained through other methods, and the data obtained by the researcher became more effective and efficient.

3. Interviews

Interviews were conducted to assess an individual's situation, such as gathering information about students' and parents' backgrounds, education, attention, and attitudes. Through interviews, more detailed data could be obtained as they allowed for a thorough exploration of

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[31]Arikunto Suharsimi. *Research Procedures A Practice Approach.* (Jakarta: Rineka Cipta, 2010) 265

[32]Deni Damayanti. *Clever Writing Scientific Papers Since College* (Yogyakarta: Araska 2016) 75-76

thoughts and opinions. This highlighted the importance of researchers possessing strong communication skills when conducting interviews.

Broadly speaking there are two kinds of interview guidelines, namely as follows:

Unstructured guidelines were interview guidelines that only contained an outline of what would be asked. Of course, the interviewer's creativity was needed, and the results of interviews with this type of guideline depended more on the interviewer. Structured interview guidelines were interview guidelines that were arranged in detail so that they resembled a check-list.

The reason researchers used the interview method in collecting research data was to avoid misinformation and by using interview techniques researchers were able to obtain accurate, honest, comprehensive and objective information.

Below are some of the sources that were be interviewed:

1. The first is the Head of Madrasah Tsanawiyah Raudlatul Ulum related the researcher asked the headmaster to the permission for the researcher to conduct the research besides, the reasearcher also found some information related the school.

2. The second is an English teacher for class VIII Mts. Raudlatul Ulum. The researcher asked the English teacher about the students' problems, the condition of the students involved in the class, especially speaking skills and students' scores for knowing speaking problems which made their scores in speaking skills still low.

3. The third is a class VIII student of MTs Raudlatul Ulum. How did he feel when learning to use the Chain Story Game method.

4. Document Review

Researcher used document analysis to collect data, such as school profile data (school background, school vision and mission), number of teacher and students attendance lists, document review, lesson plans, and students' speaking scores.

E. Data analysis technique

The data analysis technique in this study was qualitative data analysis carried out on data obtained from the results of teacher observations of the learning process with the chain story game and the results of observing students' speaking skill and interviews of researcher with teacher and students regarding learning before implementing the chain story game and after implementing it. chain story game. Qualitative data is conveyed by describing the final results of the observed data as an illustration of the learning process using the chain story game.

In this study, students' interest in learning was calculated through the following stages, namely at each end of the calculation of the observation cycle students' interest in learning was calculated with the following formula[33].

The data analysis technique in this study was descriptive qualitative data analysis carried out on data obtained from the teacher's observation of the learning process with chain story games and observations of students' speaking skills and interviews of researcher with teacher and students regarding learning before the chain story game was applied and after applied. Qualitative data is conveyed by describing the final results of the observation data as an illustration of the learning process using a chain story game.

F. Validity of Data

Validity is one of the important requirements for educational testing that can represent acceptable action research. Arthur Hughes stated that a test can be said to be valid if the test measures what will be measured. Validity is not an absolute feature of technical evaluation. Validity must be determisned by the goals achieved by using the test. Therefore, validity refers to the extent to which the results of an evaluation procedure serve the particular intended use[34].

In this study, the researcher employed content validity. Brown stated that if a test actually sampled the subject matter from which it was intended to

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[33]Suharsimi Arikunto, *Research Procedure A practical approach,* (Jakarta: Rineka Cipta, 2010) 193
[34]Arthur Hughes, *Testing for Language Teachers second edition,* (Camridge: Cambridge University Press, 1989),26

draw conclusions, and if it required test takers to perform the behavior being measured, it could be considered to have evidence of content-related validity. The test given to students had to be developed by individuals who were experts or had a thorough understanding of the test, and it had to align with the curriculum. Furthermore, the content of the test needed to correspond to the instructional material and be designed in accordance with its intended purpose.

G. Success Criteria

A CAR is considered sucessful if it can achieve or surpass the determined criteria, and it fails if it cannot meet the established criteria. In this research, it can fail if it is unable to do so. The research will be successful if there are 75% of the total students who can achiave some improvement scores.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and the discussion of this research. The description is based on the student's speaking test and observation checklist

A. The Description Of The Object

The area under study is Madrasah Tsanawiyah Raudlatul Ulum Panti Jember, approximately 15 km north of the city center of Jember, located at Jl A. Yani No. 05, Suci Village, Panti District. It was established in 2002 with an initial enrollment of 50 students and 7 teachers. Currently, the number of students at Mts. Raudlatul Ulum is 102, with 11 teaching staff.

The purpose of establishing Madrasah Tsanawiyah Raudlatul Ulum Suci 03 was due to a proposal from the surrounding community to establish a high school in the Dusun Gaplek area of Suci Village, Panti District. The aim was to provide a nearby alternative for secondary education without having to leave the pesantren environment and still be within reach of the local kiyai (religious leaders) within the pondok. Another objective was to support the government's mandatory 9-Year Education Program.

The school consists of 5 classroom buildings. The vision of Mts. Raudlatul Ulum is "Realizing Quality Individuals, Pious, and Noble in Character." Its mission is to "establish an educational institution that stimulates students to master Science and Technology (IPTEK) based on faith and taqwa (IMTAQ), develop and implement education and training processes through quality learning that provides optimal services to students according to their talents and abilities, and enhance potential in extracurricular fields according to the students' capabilities." As of the 2022-2023 academic year, Mts. Raudlatul Ulum has a total of 102 registered students.

B. Research Findings

The research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted at Mts Radlatul

Ulum during the academic year 2023/2024 in January 2024. The implementation of this action research was carried out in two cycles, with each cycle consisted of two meetings, and the final meeting of each cycle included a post-test. This was done to assess the improvement in students' speaking skills. The explanation is as follows:

1. **The First Cycle**

This section would discuss the data containing the results of the first cycle of the research, which consists of two meetings, with each meeting allocated a time of 1 hour or 2 sessions of 30 minutes each. This lesson begins with several stages, namely:

a. Planning

Planning activities were conducted to design learning activities for the teaching intervention. These activities included the development of lesson plans with carefully selected and relevant teaching materials, the observation of students during the learning process, and the completion of observation sheets. The researcher and the teacher collaboratively developed a Lesson Plan (RPP) based on oral presentation using the Chain Narrative Game technique, with the material focused on fairy tales. Cinderella was used as the primary text in the first meeting. The researcher and the teacher scheduled two sessions to teach the continuation of the narrative text using the Chain Story Game technique, followed by one session dedicated to administering the post-test.

b. Implementation Stage of Cycle 1

During the acting stage, the researcher conducted the teaching and learning process using the chain story game technique. The researcher took on the role of a teacher, implementing actions in teaching eighth-grade students at Mts. Raudlatul Ulum using the Chain Story Game technique. Classroom activities consisted of three main components: pre-activity, core activity, and post-activity. The introductory activities include opening the teaching and learning process, such as greetings, praying, having attendance, motivating students, and reviewing the final material. In the

core activity, the researcher applied the Chain Story Game technique related to the material, and then students continued the story until all students had shared their narratives. The concluding activity involved reviewing the learning process. The following is a description of the actions carried out.

1) First Meeting in Cycle 1

The first meeting was held on Thursday, January 18th, 2024, from 10.00 a.m. to 11.00 a.m. The lesson began at 10.00 a.m. A researcher and English teacher entered the eight-grade class. The English teacher sat at the back as an observer. The researcher initiated the learning process by greeting the students, exchanging pleasantries, asking the students to pray, asking about their well-being, checking the attendance list, providing motivation to the students, and reviewing the previous material acquired by the students and relating it to the next material.

The process continued with an explanation of the activities that the students would undertake. Additionally, the teacher provided an explanation of the technique to be employed—namely, the Chain Story Game technique—which was to be implemented throughout the learning process. Introducing the technique was essential to ensure that the students understood their tasks and the objective of the activity, thereby allowing the learning process to proceed smoothly, as intended by the teacher. The researcher informed the students that a key aspect of implementing this technique was the necessity for them to think critically and creatively.

Before the researcher started the chain story game, they explained the material and provided an apperception related to the material. The researcher asked some questions to the students regarding the theme. The researcher asked, "Apakah kalian tahu cerita Cinderella?" Some students answered, "Iya, tahu bu." Some students answered enthusiastically in Indonesian.

In the main activity, the researcher taught speaking using the chain story technique, since it was done in groups, the researcher divided the class into four groups, each consisted of 5 students. Next, the researcher explained the material to them. The researcher explained the meaning of narrative text, the generic structure of narrative text, the characteristics of narrative text.

After the researcher finished explaining the material, then she explained the game that would be played. In each group, there were 2 students considered by the researcher as leaders because of their English language skills, which were higher than the others. This researcher adjusted based on the students' abilities during the pre-test. In the first meeting, the researcher distributed five picture to each group, when arranged, would become a story. Those five students in each group had to show their own sentence based on the picture orderly and orally. Before they showed it, they discussed with their group to determine which picture would be the first, the second, the third, the fourth and the last. They had to tell the picture into words, so, they were allowed to open the dictionary and asked their friends or the researcher when they did not know the meaning of the words. They also asked to the researcher how to pronounce the word when they confused how to pronounce the word well and asked the grammar used to compose the sentence. The researcher, then, listed the difficult words on the whiteboard and gave the meaning of them, then pronounced them correctly and asked the students to follow after her. Each group was given 5 minutes to tell the picture into words. After that, each group told the story they had composed. Initially, the students were not able to compose well, especially in the use of articles and "to be." The researcher provided some suggestions, especially regarding articles and "to be." The researcher also noted the sentences uttered bys the students and filled in the observation checklist.

In this case, many students still appeared shy and lacked confidence to speak in front of their classmates. They always said, "saya

malu, saya lupa, saya tidak tahu, saya tidak tahu bagaimana cara ngomongnya, saya tidak tahu artinya." The students seemed confused about how to connect the words because they lacked pronunciation and vocabulary and did not know how to pronounce words properly. After practicing the chain story game technique, the researcher asked the students to return to their seats.

To conclude the meeting, the researcher and students summarized and reviewed the material of the day and also reflected on the entire activity. The researcher asked the students to study at their boarding school, then closed the meeting with recited "hamdallah" and said greetings.

2) Second Meeting in Cycle 1

The second meeting was conducted on January 19th, 2024, from 07.00 to 08.00. The researcher and collaborator entered the classroom, with the collaborator (English teacher) sitting at the back of the class. The researcher started the learning session by greeting the students, inviting them to pray, checking the attendance list, providing motivation to the students, and reviewing the last material related to the upcoming topic.

To ensure that the students still remembered the material provided in the first meeting about Cinderella, the researcher asked the students about the understanding of narrative text, types of narrative texts, generic structure, and examples of narrative texts. However, as this was the second meeting, some students still encountered difficulties when the researcher used English throughout the session. They seemed uninterested because they were still unfamiliar with some new vocabulary.

Same as the previous meeting, the researcher brought pieces of pictures to the main activity so that students could compose a story to told. The researcher asked each group of students to make a story according to the picture they got, followed by other group members

in sequence. Students were able to arrange photos correctly, but there was still less variation in word choice, and their way of speaking did not follow correct English syntax. The first student in group one told his sentence incorrect garmmar, he said "a letter from the king *come* to their house ....." the word "come" should be "came" because it is in the past tense.. The researcher tried to corrected the students' grammar. Beside the incorrect grammar, the researcher also corrected the pronunciation and the vocabulary used by the students.

When the researcher asked about their lack of confidence when speaking in front of their friends, students consistently answered with "saya malu, bu, tapi saya ga bisa bacanya" and "saya tidak tahu bu, karena ga tau artinya." The researcher motivated the students to be confident, and asked them to work together with their friends in their group. The researcher also asked them to support each other to increase their confidence. After doing learning by using chain story game, the researcher instructed the students to return to their seats.

Before closing the meeting, the researcher, along with the students, summarized and reviewed the material of the day. The researcher encouraged the students to study at their respective boarding schools, then closed the meeting by recited "hamdalah" and said greetings.

3) Third Meeting in Cycle 1

The third meeting took place from 8:00 to 9:30 on Monday, January 22nd, 2024. The collaborator, an English teacher, was sat at the rear of the class when the researcher and collaborator entered. The researcher greeted the students, led a prayer, checked attendance, inspired the class. After the pray activity the researcher gave the post test to the students. The post test 1 held in 60 minutes with 20 participants. In this test, the students were asked to retell the story based

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on the picture given by the researcher. Each students should told the story in 2 – 3 minutes.

The researcher and also the English teacher scored the students based on 4 indicators of speaking, namely pronunciation, vocabulary, grammar and fluency.

And of the third meeting the researcher closed the meeting by recited "hamdalah" together and said goodbye.

c. Observing the Action

Observation was conducted to observed the students' activities during the teaching and learning process using the chain story game technique, including student participation, enthusiasm, and responses throughout the teaching process. The English teacher observed the teaching process from beginning to end. The data is described as Appendix 9.

Based on the list of observations in appendix 9, it could be concluded that many students actually paid attention to researcher as teacher. However, as students, they were less focused on applying chain story game techniques, especially during games. They're less enthusiastic about continuing sentences, often saying "saya tidak tahu, bu" and also saying "susah, bu" when it came to their turn. Many students still have difficulties with pronunciation and words for example, when they say "he lives with his grandmother" with inaccurate pronunciations like on the word 'he' should read 'hi:' but there are still some of them reading it with 'he'. They also said 'laifs' for 'lives' instead of 'lives'.

Moreover, the classroom conditions were still not fully controlled; there were still some students who disturbed others during the teaching and learning process. Based on the observation notes taken by the English teacher (observer), the researcher was advised to pay more attention to the students and provided additional motivation. Students also seemed shy and lacked confidence in speaking English

when continuing the story. As seen in the table, only 52% of the students were interested in participating in the teaching and learning process using the chain story game technique and told the story correctly.

d. Evaluating and Reflecting

Reflection is the final stage of the cycle. Reflection is an evaluation or feedback process involving actions. In this stage, data would be collected from observations during the teaching and learning process in relation to the students' speaking test results. In this phase, the researcher and the teacher evaluated and reflected on the actions taken in Cycle 1. In the last meeting of Cycle 1, the researcher conducted post-test 1 on Monday, January 2024, from 07:00 to 08:00 AM. This test aimed to assess the improvement in students' speaking skills. The data for the students' speaking post-test scores are as follow:
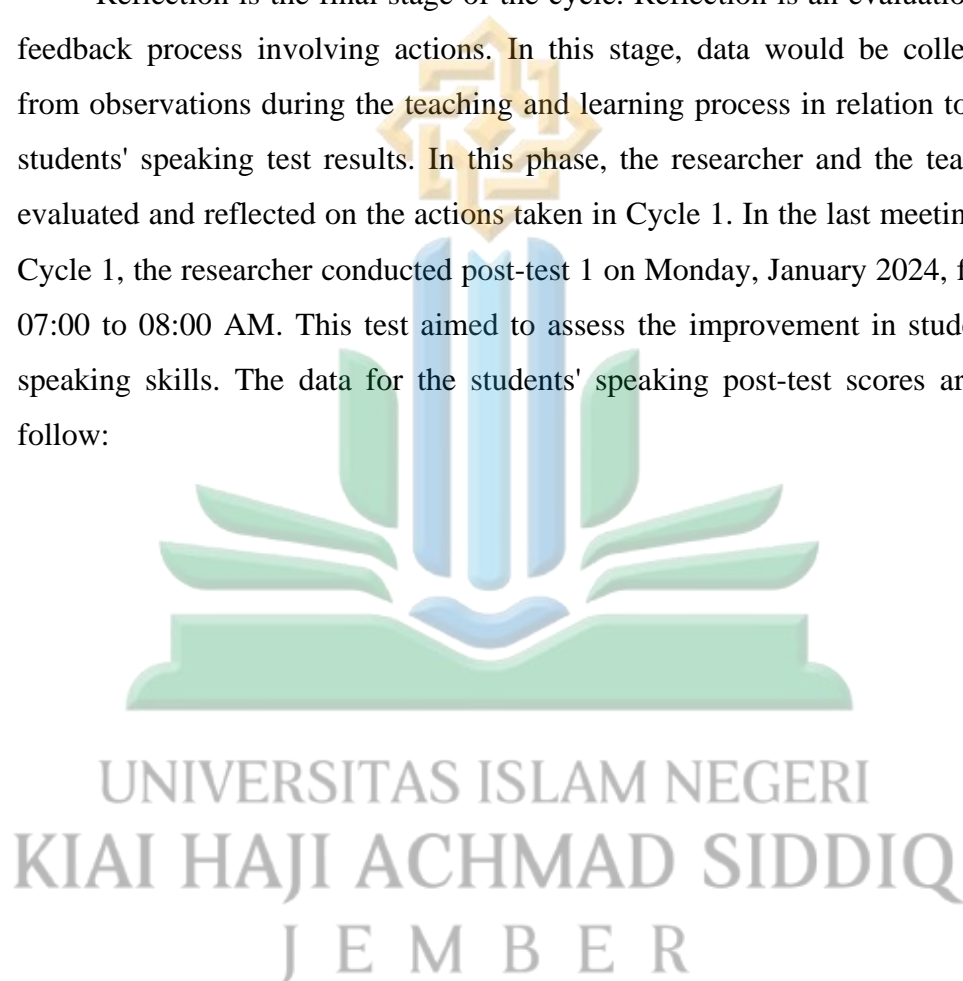
Table 4.1

Students Speaking Score in Post-Test 1

No	Students Initial Name	Student' Speaking Score				Total Score	Conversation
		Vocabulary	Grammar	Pronunciation	Fluency		
1.	AA	4	4	5	4	17	85
2.	ABK	5	4	4	4	17	85
3.	AAA	3	2	3	2	10	50
4.	AR	4	3	5	4	16	80
5.	AMQ	4	4	4	4	16	80
6.	AD	3	3	3	3	12	60
7.	AJ	4	4	4	4	16	80
8.	FNL	4	4	4	4	16	80
9.	HA	2	2	2	2	8	40
10.	IJ	3	3	4	4	14	75
11.	MIA	4	3	4	3	14	75
12.	MH	2	3	3	2	10	50
13.	NSI	3	2	2	3	10	50
14.	NY	4	4	3	4	15	75
15.	RSS	2	2	3	2	9	50
16.	SK	4	4	3	4	15	75
17.	SNA	4	3	4	4	15	75
18.	TP	4	4	4	4	16	80
19.	VATN	5	4	4	4	17	85
20.	YF	2	2	2	2	8	40
Total		70	64	70	67	271	1370
Mean		3.5	3.2	3.5	3.35	13.55	68.5
Precentage							68.5%

From the table above, the results of post-test 1 in Cycle 1 show that the total student score is and the number of students who took the test is (number of students), so the average score is:

$$x = \frac{\sum x}{n} X\ 100\%$$

$$= \frac{1370}{20} X\ 100\%$$

$$= 68.5\ \%$$

The percentage of students passing post-test 1 was:

$$P = \frac{F}{N} X\ 100\%$$

$$= \frac{13}{20} X\ 100\%$$

$$= 65\%$$

Based on the table above, the average student score was 1370, indicating that the students' speaking performance remained below expectations. Only 13 out of 20 students successfully achieved the target score of 75. This indicated that additional efforts were necessary to meet the success criteria of 75%. The percentage of students who passed the Minimum Mastery Criteria (KKM) corresponded to 13 students, while 7 students remained below the 75% criteria of success.

From the observation results and test scores in Cycle 1, it can be concluded that the learning process using the chain story game technique had not met the success criteria of the research. This failure was evident from the meetings in Cycle 1, where only 13 out of 20 students were actively participating in class. Cycle 1 has concluded, but the results had not met the success criteria. Students still lacked of confidence in speaking in front of their peers. This was due to their incorrect pronunciation and limited vocabulary. It appears that the teacher only provided the material to the students and gave little examples of how to

pronounced the words. Some students were still confused about the material presented. It seems they needed a more in-depth explanation of the material.

Therefore, in the next cycle, the researcher needed to make improvements more. The English teacher (as an observer) suggested that the researcher should manage time and the classroom effectively, motivate students, and be more active in constructing sentences. The English teacher (as an observer) and the researcher still needed to make additional efforts to help students achieve the target scores. The researcher planned to prepare the material thoroughly, provided more explanations, and offered more examples related to the material. They also agreed to use video in cycle 2 in order to attrack the students' attention and to ease the students to tell the story. Since the observation results and post-test indicate that the actions in the first cycle did not meet the success criteria, the researcher decided to conduct Cycle 2 to achieve better improvement.

1. The Second Cycle
   a. Planning in cycle 2

   At that point, the researcher revised the problem-solving approach based on the reflections from Cycle 1. The second cycle differed from the first in that the students were shown a film related to narrative texts. During this phase, a new learning plan tailored to the students' needs was developed by the researcher and the observer (English teacher), who invited the students to watch a folktale video. Drawing from the assessments and reflections of the first cycle, an appropriate method—the Chain Story Game—was implemented to ensure that the students thoroughly understood the subject matter. The researcher and the teacher designed three lessons focused on teaching narrative texts using the Chain Story Game technique, along with one session designated for administering the post-test.

   b. Acting in cycle 2

   Actions in cycle 2 were carried out on January 25th, 2024. In cycle II, the researcher taught students using the same technique, namely the Chain Story Game Technique. At this stage, the teaching and learning

process is the same as the previous cycle, including pre-activities, core activities, and post-activities. Activities carried out include opening such as greetings, praying, checking attendance, reviewing previous material, and motivating students to learn English better than before. There is a slight difference in the core activities; before carrying out the chain story technique, students are invited to watch a fairy tale video first. Next, the researcher applied the Chain Story Game Technique in the teaching and learning process, and then students responded through oral presentations regarding the material. The next activity is to review the learning process. The actions taken are described as follows:

1) First meeting in cycle 2

The first meeting was held on Thursday, January 25th, 2024, from 10.00 to 11.00. The researcher began the class by greeting the students, leading a prayer, checking attendance, motivating the students, and reviewing the previous material related to the upcoming lesson.

To ensure that the students still remembered the material provided in the previous meeting in cycle 1, the researcher asked the students about the understanding, objectives, characteristics, and examples of Narrative Text. Five students were very enthusiastic about providing examples such as "Malin Kundang, The Little Mermaid, The Legend Of Banyuwangi, and Timun Emas ." The researcher also attempted to select one student to explain the function of Narrative Text. However, some students still answered the questions using Indonesian.

In the main exercise, the researcher asked the students to form groups. According to the researchers, pupils were able to retell what they observed to the best of their abilities, although they were not flawless in terms of organization or pronunciation. During the first meeting, the researcher asked students to watch an English fairytale movie with Indonesian subtitles. Students then work in groups to

rebuild the story. Following that, pupils were instructed to retell the narrative one by one in front of the class in English.

During this meeting, the kids began to be able to build stories with better sentences because their vocabulary had expanded significantly after seeing the film. However, several students struggled to give the story due to a lack of confidence in front of the class. They frequently said "lupa bu," indicating humiliation. After practicing the chain tale game technique, the researcher instructed the students to return to their seats. The researcher then refined the sentences phrases that were not entirely accurate.

Before the researcher concluded the meeting, they, along with the students, summarized and discussed the story material of that day. The researcher encouraged the students to study at their Islamic boarding schools and at home. Then, the researcher closed the meeting by reciting "hamdalah" together and bidding farewell.

2) Second meeting in cycle 2

The second meeting took place on Friday, January 26th, 2024, from 07.00 to 08.00. The researcher and the English teacher (collaborator) entered the class at 07.00. The researcher started the class by greeting the students, leading a prayer, checking attendance, motivating the students, and reviewing the previous material related to the upcoming lesson.

The researcher instructed the students to assemble in their groups for the main task. The researcher then went over the prior meeting and gave the students an explanation of the content. The chain tale game was continued when the researcher concluded their discussion of the subject. This was done to improve the kids' ability to understand and pronounce words correctly when speaking.

In the second meeting, the researcher provided a video without subtitles, but still within the same genre, which was a folktale Malin Kundang. Afterward, the researcher asked the

students in each group to arrange the story and then retell it in front of the class in a chain manner.

In this case, there were still students who were not fluent in connecting the parts of the story, as they lacked confidence when speaking in front of the class and were afraid of being mocked by their peers. They often said, "Lupa, Bu," or "Takut salah, Bu," and showed signs of embarrassment. After practicing the Chain Story Game technique, the researcher instructed the students to return to their seats. The researcher then corrected the students' inaccurate sentences. To address pronunciation errors, the researcher employed the choral repetition or shadowing technique, and the students repeated the corrected sentences by mimicking the teacher's intonation. In terms of grammar, the researcher focused on the use of the Simple Past Tense. For example, one student said, "The older woman called him her son...".

Before concluding the meeting, the researcher conducted a reflection session with the students by asking questions such as, "What new vocabulary did you learn?", "What grammar did you use?", and "Which part was difficult to pronounce?" Some students responded that the new vocabulary they had learned included words such as recognized, punish, felt, and others. They stated that the most challenging aspect was forming sentences using the Simple Past Tense. After discussing and summarizing the day's story material with the students, the researcher adjourned the discussion. The

students were urged by the researcher to study at home and in their pesantren. The researcher then said goodbye and led the group in reciting "hamdalah" to end the meeting.

3) Third meeting in cycle 2

The third meeting took place from 8:00 to 9:30 on Monday, January 29th, 2024. The collaborator, an English teacher, was sat at the rear of the class when the researcher and collaborator entered. The researcher greeted the students, led a prayer, checked attendance, inspired the class. After the pray activity the researcher gave the post test to the students. the post test 1 held in 60 minutes. In this test, the students were asked to retell the story based on the picture given by the researcher. Each students should told the story in 2-3 minutes.

The researcher and also the English teacher scored the students based on 4 indicators of speaking, namely pronunciation, vocabulary, grammar and fluency.

And the and of the third meeting the researcher closed the meeting by recited "hamdalah" together and said goodbye.

c. Observing the Action in cycle 2

In this stage, observations were conducted by the researcher. Several observations had been made, such as observing student activities and observing evaluation results. At this stage, students were more active and enthusiastic in participating in the teaching and learning process. The data was described as Appendix 10.

Based on the observation checklist in appendix 10, it was concluded that many students paid close attention to the researcher as the teacher. However, as students, they lacked focus in applying the Chain Story Game technique, especially during the game activities. They showed less enthusiasm in connecting sentences, often expressing concerns such as "takut miss" and "susah" when it was their turn. Some students still experienced difficulties with

pronunciation and vocabulary; for example, pronouncing "she lives with her stepmother" correctly. Despite these challenges, there was an improvement in this cycle, with more students able to answer questions using correct pronunciation and vocabulary. Additionally, some students still disturbed others during the teaching process. Based on observation notes made by the English teachers (observers), it was recommended that the researcher pay closer attention to the students and provide them with additional motivation. The students also began to appear more confident in speaking English when asked to continue the story. As shown in the table, only 84% of the students were interested in participating in the teaching and learning process using the Chain Story Game technique.

d. Evaluating and Reflecting

Reflection is the final stage of the cycle. Reflection is a process of evaluation or feedback in the form of action. In this process, data would be collected from observations during the teaching and learning process regarding student speaking test results. At this stage, the researcher and teacher evaluate and reflect on the actions of cycle 2. At the last meeting of cycle 2, the researcher carried out post-test 2, which was held on Friday, February 2nd, 2024, from 07.00 to 08.00 WIB. This test is carried out to assess the improvement of students' speaking skill.

The data for post-test 1 speaking scores are as follows:

Table 4.2

The Student's Speaking Post-Test 2 Score

NO	Students Initial Name	Student Speaking Score				Total Scores
		Vocabulary	Grammar	Pronunciation	Fluency	
1.	AA	5	4	5	4	90
2.	ABK	5	4	5	4	90
3.	AAA	4	3	4	4	75
4.	AR	3	3	4	3	85
5.	AMQ	4	5	3	4	85
6.	AD	4	3	4	4	75
7.	AJ	5	4	4	4	85
8.	FNL	5	4	4	4	85
9.	HA	4	3	3	3	50
10.	IJ	5	4	4	4	85
11.	MIA	5	4	4	4	85
12.	MH	4	3	4	3	70
13.	NSI	4	4	3	4	75
14.	NY	4	4	4	4	80
15.	RSS	4	4	4	3	75
16.	SK	5	4	4	4	80
17.	SNA	4	4	4	4	80
18.	TP	5	4	4	5	85
19.	VATN	5	4	5	4	90
20.	YF	3	3	3	4	55
Total						1575
Mean						78.75
Precentage						79%

From the table above, the result of the post-test in cycle 2 showed that the total of students' score was 1585 and the total of students who did the test was 20, so, the mean of students' score was:

$$x = \frac{\sum x}{n}$$

$$= \frac{1575}{20}$$

$$= 78.75$$

The percentage of students who passed the post test 2 was:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{20} \times 100\%$$

$$= 85\%$$

The results of cycle 2 indicate that students had met the Minimum Mastery Criteria (KKM). The average post-test score in the second cycle is 78.75. This score is better compared to the average score of the first cycle. In the second cycle, the average post-test score shows a significant improvement from 68.5 to 78.75. This indicates that students have increased their scores in speaking. The researcher concluded that the implementation of the chain story game technique can improve students' behavior in learning to speak, thus enhancing students' speaking scores.

Table 4.3

The improvement of students' speaking skill

No	Initial name	Pre-test score	Post-test 1 score	Post-test 2 score
1.	AA	75	85	90
2.	ABK	68	85	90
3.	AAA	45	50	75
4.	AR	75	80	85
5.	AMQ	75	80	85
6.	AD	55	60	75
7.	AJ	76	80	85
8.	FNL	77	80	85
9.	HA	35	40	50
10.	IJ	75	75	85
11.	MIA	75	75	85
12.	MH	30	50	70
13.	NSI	45	50	75
14.	NY	60	75	80
15.	RSS	50	50	75
16.	SK	70	75	80
17.	SNA	62	75	80
18.	TP	75	80	85
19.	VATN	75	85	90
20.	YF	35	40	55
	MEAN	61.65	68.5	78.75
	PERCENTAGE	45%	68%	78%

From the table above, the pre-test resulted in an average student score of 61.65 with a passing percentage of 45%. This meant that 10 students met the success criteria, while 9 students did not. In Post-Test 1, the average student

score increased to 68.5, with a passing percentage of 68%. This indicated that 13 students met the success criteria, and 7 students did not. Furthermore, in Post-Test 2, the average student score reached 78%, showing that 17 students met the success criteria, while only 3 students did not.

Moreover, when the students applied the Chain Story Game in practice, they were required to speak with their classmates by orally connecting parts of the story in English. Whenever pronunciation or vocabulary errors occurred, the researcher immediately provided the correct vocabulary, and the students repeated it. The relaxed and enjoyable atmosphere allowed the students to enjoy the learning process and reduced their anxiety, which in turn made it easier for them to understand the material. This situation had a positive impact on their speaking skills, particularly in terms of pronunciation and vocabulary. It could be concluded that the implementation of the Chain Story Game technique contributed to an improved classroom atmosphere, facilitating the students' learning process—especially in speaking. This indicated that the application of the Chain Story Game technique yielded significant results in enhancing students' speaking abilities, particularly in pronunciation and vocabulary.

Furthermore, in Post-Test 2, the students' scores increased significantly and reached the target score. The results of Post-Test 2 were satisfactory, as most students achieved high scores. This improvement occurred because, after the implementation of the Chain Story Game technique, students perceived the learning process as enjoyable and game-like. As a result, they felt more relaxed, enjoyed the learning experience, and became more confident when speaking and responding to questions from other groups in front of their peers. It was concluded that practicing the Chain Story Game technique had a positive impact on enhancing students' speaking skills. Engaging in speaking activities through the Chain Story Game allowed students to practice pronunciation more frequently and expand their vocabulary. They were required to construct sentences in English. With appropriate teaching methods and well-designed activities, students became more accustomed to speaking English, which

contributed to improved fluency and grammatical accuracy in their spoken language.

C. Discussion of the Research

This section presents a discussion of research findings related to theory. In order to achieve better learning outcomes, teachers must be more creative in presenting and facilitating students in an appropriate manner. There are many methods and techniques that teachers can choose from. One popular method is cooperative learning. Barkley et al. (2005) state that cooperative learning techniques can be loosely categorized based on the skills each one enhances, although it is important to recognize that many cooperative learning exercises can be developed to fit into several categories, including discussion, reciprocal teaching, graphic organizing, writing, and problem-solving. One of these categories is graphic organizers, which aim to transform complex information into meaningful displays. They can provide a framework for understanding and organizing information.[35]

One of the techniques chosen by the researcher is the Chain Story. Swenson (2012) in Febriana (2013) states that chain stories are a great way to build confidence and engage everyone.[36] The researcher chose the Chain Story Game technique to teach speaking in the classroom. The Chain Story Game was one of the techniques used in English language teaching and learning. Many teachers had utilized this technique to teach various English language skills, including writing, reading, and speaking. According to Tarigan, the implementation of Chain Stories was intended to encourage students' confidence in speaking; when students demonstrated courage in speaking, their speaking skills were expected to improve.

According to Batta, Chain Story in the year 2000 is a technique that can help students become interested in speaking activities, making all their knowledge active because they have to think mentally, argue, recall, and

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[35] Chain Story Facilitaty Audiotory, Visual, and Kinesthetic Students For Learning Speaking, *Dyah Nuraini.* (2017)
[36] ibid

make logical connections. Chain Story is a teaching technique that can make students enjoy and find speaking activities more interesting and easier because students are involved as a group during speaking. Febriana concludes that Chain Story is a great technique to build confidence and capture students' attention as they are engaged in speaking activities[37]. The application of the Chain Story Game technique helped students in delivering narrative text stories. This was evident from the students' scores, which gradually increased. Data from the preliminary study showed that the average student score was 45%, indicating that the students' speaking abilities were still low.

Furthermore, the results of the students' speaking test scores in post-test 1 showed a mean score of 68,5, with students or 68% of the students achieving the minimum mastery criteria (KKM 75). Meanwhile, 7 students were below the criteria. It can be said that it was not successful because the students' speaking test scores in post-test 1 did not meet the criteria.

Based on the results of the students' speaking test scores in post-test 2, it was found that the mean score was 78.75, with 78% of the students achieving the minimum mastery criteria (KKM 75). Meanwhile, 3 students were below the criteria. It could be said to have been successful because the students' speaking test scores met the success criteria.

The application of the Chain Story Game technique can assist students in delivering narrative text stories. This is evident from the students' gradually improving scores. Preliminary study data showed an average student score of 45%, indicating that the students' speaking abilities were still low.

Furthermore, the students' speaking test scores in post-test 1 showed a mean score of 68, with 13 students, or 68%, achieving the minimum competency criterion (KKM 75). Meanwhile, 7 students scored below the criterion. It could be said that the attemp was unsuccessful, since the students' speaking test scores in post-test 1 did not met the criteria.

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[37] *The Effect of Using Chain Stories Technique toward Students' Speaking Ability of The First Year Students at Islamic Senior High School Dar El Hikmah Pekanbaru*. Febriana, Pekan Baru: UIN Suska Riau. (2013)

Meanwhile, based on the results of the students' speaking test scores in post-test 2, it was found that the mean score was 78.75, with 78% of the students achieving the minimum competency criterion (KKM 75). However, 3 students scored below the criterion. It could be said the attemp had been successful, since the students' speaking test scores had met the success criteria.

The use of the Chain Story Game was undoubtedly beneficial for improving students' speaking abilities. The researcher found that the students became more creative in expressing their ideas while arranging and composing stories. All students worked in groups to complete tasks and share ideas, and they were able to speak in front of their peers because the researcher had provided interesting topics that resonated with the students' real-life experiences. This was evident in the way students enjoyed the learning process and demonstrated creativity as they practiced speaking using the Chain Story technique. This observation is supported by Dyah Nuraini's statement that the chain story technique can enhance students' speaking skills as well as their learning styles, whether visual, auditory, or kinesthetic[38].

Students' speaking skills improved in several aspects: vocabulary, grammar, pronunciation, and fluency. In terms of vocabulary, their abilities were better compared to before implementing the chain story technique. They began to understand the meanings of words because the researcher provided more vocabulary after explaining the material, and then asked them to pronounce the words together. According to Lado's theory, there are several steps that can be taken in learning vocabulary: listening to the word, pronouncing the word, understanding its meaning, creating sentence illustrations, practicing expressing the meaning, saying the word out loud,

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[38] Chain Story Facilitaty Audiotory, Visual, and Kinesthetic Students For Learning Speaking, *Dyah Nuraini.* (2017)

and writing the words[39]. In the chain story technique, students are asked to deliver stories orally to practice their pronunciation and vocabulary.

Furthermore, in terms of pronunciation, students showed improvement after implementing the chain story technique. This was evident when they practiced and pronounced many vocabulary words, and when they delivered stories in front of their peers, they could pronounce the words correctly. If they made mistakes in pronunciation, the researcher corrected them, allowing students to learn from their errors. Once they knew the correct pronunciation, they felt more confident in speaking. They felt more confident in expressing their thoughts, which made their speech more fluent. Vocabulary and pronunciation not only need to be known but also must be readily available for use. If they know the vocabulary and pronunciation, they can speak fluently and feel confident speaking in front of their peers. Brown added that fluency is the ability to speak spontaneously, flowing well, without frequent stops and pauses[40]. Fluency is also accompanied by speaking at a fairly fast pace. Speaking English fluently requires the speaker's confidence to speak.

The students also showed improvement in grammar. Before implementing the chain story technique, students spoke with incorrect grammar. However, after practicing and studying the material, and applying the chain story technique, students were able to construct sentences correctly. Grammar is crucial for forming and structuring sentences. This is supported by Chomsky, as cited in Richard, who states that knowledge of grammar underlies the ability to produce sentences in a language.[41]

Additionally, this technique is seen as a way to provide extra motivation to students. According to Kim (1995) in Muhartoto and Meilina, the benefits of using games in the classroom include providing a break from the usual

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[39] Robert Lado, language Teaching, A Scientific Approach, (Bombay-New Delhi: Tata McGraw-Hill Publishing Co.LTD,1979)

[40] H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy,* Second Edition, (New York: Pearson Education, 2001), 20

[41] Jack Richard, The Context of Language Teaching (Cambridge: Cambridge University Press, 2008), 18

classroom routine. Games motivate and challenge students, and learning a language requires a lot of effort[42]. Games help students maintain their learning efforts and provide language practice across various skills— speaking, writing, listening, and reading. They encourage students to interact and communicate, creating meaningful contexts for language use.

The researcher chose this game because it was considered a very useful teaching technique for effective and enjoyable learning. Games were also believed to have a positive impact on students' interest and motivation in learning English, as well as improving their speaking abilities. Games can help teachers build students' understanding by demonstrating how language is useful and meaningful.[43] Students need to know what to do, and they speak or write to express their opinions, their own viewpoints, or to provide information to others. It can be said that this game not only serves as a time-filling activity but also provides educational benefits that enable students to achieve these goals.

The researcher obtained data from previous studies conducted in Cycle 1 and Cycle 2. The research carried out by the researcher demonstrated that the Chain Story Game Technique was effective in teaching and learning speaking. This was evident from the development in the percentage of students' speaking skills from the pre-test to Post-Test 2. The research results indicated an improvement in the students' speaking abilities, as shown in the table below:

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[42] Muhartoyo;Meilina, The Effectiveness of train game in the improvement of speaking skills of english course students: A Case Study At Ef Tanjung Duren, 2011
[43] ibid

Tabel 4.4

The percentage of students' speaking skill

Test	Total of students who got the score 75	Percentage
Pre test	9	45%
Post test 1	13	68%
Post test 2	17	78%

Based on the table above, there is an improvement in students' speaking skill scores using the Chain Story Game Technique. The results indicate an increase in students' scores from the pre-test to the post-test of the second cycle. In the pre-test, 9 out of 20 students scored 75 (45%). In post-test 1, 13 out of 20 students scored 75 (68%). And in post-test 2, 17 out of 20 students scored 75 (78%).

From the data obtained, the researcher concluded that students are more active and confident when speaking in front of their peers. They are also more creative in expressing their ideas in connecting stories. It is concluded that the application of the Chain Story Game technique in English speaking learning is better than before, especially in pronunciation and vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion obtained from post test and the improvement of students' speaking skill by using chain story game technique. The descriptions were based on the research findings and discussion.

A. Conclusion

The research used chain story game technique to teach speaking second class of MTs Raudlatul Ulum Jember in academic year 2023/2024. Based on the result of the study, the resercher conclude that implementing chain story game throwing technique make the students' speaking skill was better than before.

There was an increase in students' speaking test scores from the pre-test to Post-Test 2. In the pre-test, the percentage of students who met the Minimum Mastery Criteria (KKM) was 45%. The percentage of students who passed in Cycle I was 68%, and then in Cycle II, it increased to 78%. Seventeen students passed the Minimum Mastery Criteria (KKM).

In conclusion, students' speaking skills gradually improved with the implementation of the chain story game technique. Students' speaking skills improved in several aspects: vocabulary, pronunciation, grammar, and fluency. The students' ability to speak is better; they are more confident in speaking English in front of their peers, and they are also more active in the teaching and learning process, especially in composing and connecting stories.

B. Suggestion

After drawing the research conclusions, several suggestions for English teachers and future researchers in this paper can be proposed and hopefully prove beneficial to the readers. Here are some suggestions offered:

1. For English teachers:

   The researcher suggests the chain story game technique as one of the alternative teaching techniques in English language learning, especially in speaking. This is because the chain story game technique used in this research effectively enhances students' speaking skills compared to before.

2. For future researchers:

   The researcher hoped that this study could be beneficial for future research to conduct further studies related to a broader scope. Furthermore, the researcher hoped that this study could be used as a reference for conducting similar research in the same field in the future.
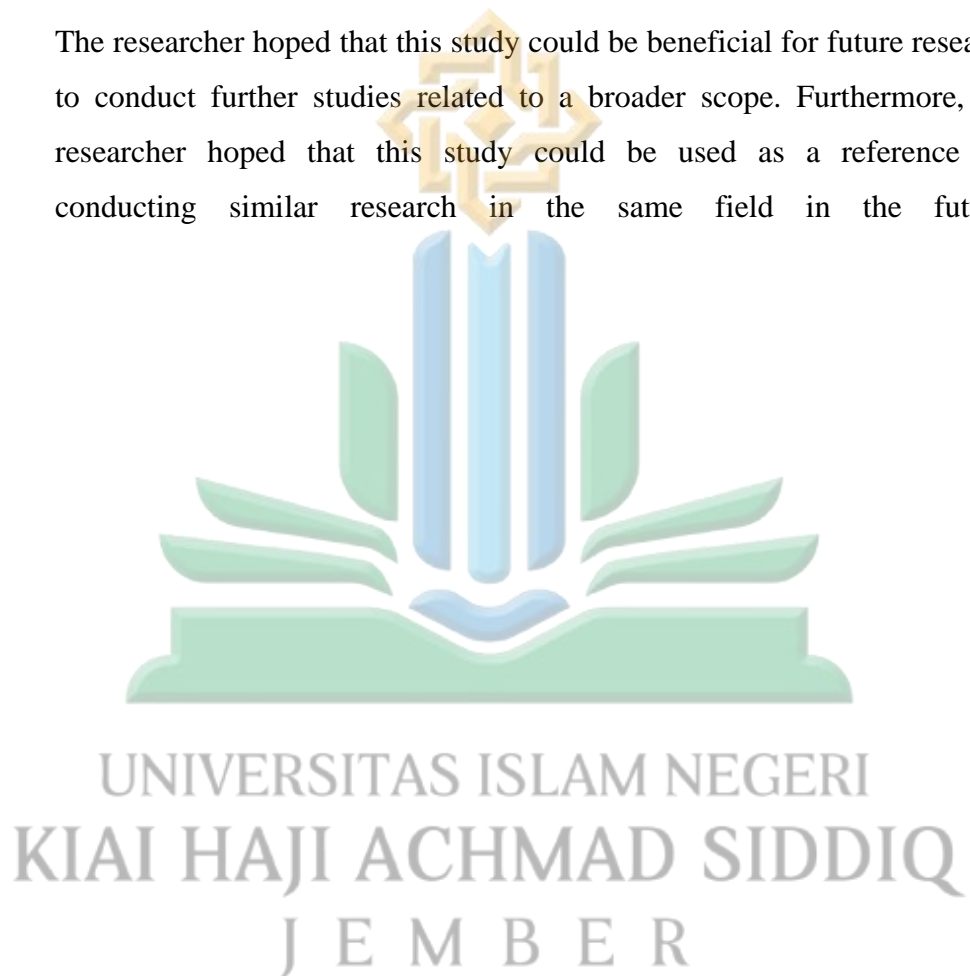
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PICTURES

CYCLE 1

Students was doing the test of cycle one, they practice the chain story technique.

CYCLE 2

The students watching the material of Malin Kundang

Students was doing the test of cycle two, they retell the video they have seen.

Appendix 1

Research Matrixs

TITLE	VARIABLE	INDIKATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM

"The Implementation Of Chain Story Technique To Improve The Student's Speaking Skill"	Speaking Skill	1. Vocabulary
		2. Pronounciation
		3. Grammar
		4. Fluency
			1. Respondent:
			- Second grade students (pre-test and post-test)
			2. Informants:
			- The head master
			- English Teacher
			3. Document Review
			- RPP
			- Student's Score
				1. Research Design
				Classroom Action Recearch
				2. Type of Research
				- Field Research
				3.Data Collection Technique
				a) Observation
				b) Interview
				c) Document Review
				4. Data Analysis technique:
				a. Qualitative Stage of CAR:
				   1) Planning
				   2) Acting
				   3) Observing
				   4) Reflecting
				b. Quantitave
				$X=\frac{\sum x}{N}$
				X= Mean
				$\sum x$ = Individual score
				N= number of students
				$P=\frac{F}{N}$ x 100%
				P= the class percentage (students who pass the test)
				F= total percentage
				N= number of students
				5. Criteria of Succes: 75%
					How Can Practicing Chain Story Thecnique Improve The Speaking Skill?

	Chain Story	1. Procedure 2. The adventages and disanvantages 3.Student Engagement			

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Appendix 2

THE RESULT OF OBSERVATION

(Field Note)

Time and Place Of Interview

Day   : Thursday

Date   : 19th January 2023

Time   : 08.00 – finish

Respondent

1. English Teacher

2. Students of class VIII

Note

R   : Researcher

ET   : English Teacher

S   : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : bagaimana perkembangan Bahasa Inggris pada siswa kelas VIII pak?

ET : pembelajaran bahasa inggris kelas 8 masih sangat kurang diminati oleh siswa karena bagi mereka pelajaran bahasa inggris itu sangat sulit.

R : apa yang membuat mereka merasa sulit dalam pembelajaran bahasa inggris?

ET : karena memang bahasa inggris adalah bahasa asing yang mulai dari penulisan dan cara membacanya itu sudah sangat berbeda, belum lagi mereka harus belajar menyusun membuat kalimat dan lain-lain.

R : Bagaimana kemampuan *speaking* siswa kelas VIII pak?

ET : mungkin sekitar 55% persen siswa rendah di *speaking*

R : menurut bapak, faktor apa yang saja yang membuat mereka rendah atau kesulitan dalam *speaking*?

ER : menurut saya mbak, karena mereka sudah terlanjur tidak suka, tidak tertarik dan menganggap bahasa inggris itu pelajaran yang sulit sehingga membuat mereka agak malas ketika pelajaran sehingga apa yang kami sampaikan sulit mereka terima. Seperti ketika disuruh menghafal kosa kata mereke itu susah

sekali. Padahal saya sudah memberi arahan kpada mereka agar menulis kosa kata yang saya berikan pada buku kecil agar mudah dibawa sehingga memudahkan mereka untuk menghafal. Tetapi mereka mengentengkan dan beralasan di pondok banyak hafalan, kegiatan dan lain-lain sehingga mereka jarang setor hafalan kosa kata dan mereka juga jarang praktik. Sehingga sewaktu-waktu disuruh membaca atau berbicara di depan kelas mereka tidak percaya diri, takut salah dan malu dengan temannya karena lingkungan kita masih belum terbiasa. Mereka takut di sorakin temannya. Untuk membuat kalimat saja mereka hanya menggunakan kosa kata yang familiar untuk kosa kata yang jarang mereka temui masih kurang, akhirnya ketika disuruh maju mereka bingung harus pakai kosa kata yang mana yang harus mereka pakai.

R : eeemmm enggeh pak, lalu bagaimana untuk *strategy* atau *technique* yang sudah bapak aplikasikan untuk meningkatkan *speaking* siswa disini.

ET : saya jarang sekali menggunakan *strategy* atau *technique* mbak, saya hanya menjelaskan materi melalui buku paket dari sekolah. Kadang praktik satu persatu atau berpasangan ke depan kelas mbak. Karena saya mengejar materi dan target. Jadi itu saja mbak, kalau semisal mbak mau menggunakan *strategy, game* atau *technique* atau yang lainnya silahkan justru itu sangat bagus dan saya sangat berterima kasih.

R : rencananya saya akan menggunakan *chain story tecnique* untuk mengajar *speaking* pak, bagaimana menurut bapak jika saya menggunakan *chain story technique* di kelas VII?

ET : iya monggo mbak tidak apa-apa, asalkan *technique* yang akan mbak terapkan dapat meningkatkan *speaking* siswa dan memudahkan saya juga nantinya

R : baik pak, untuk jadwal mengjar di kelas VIII di hari apa saja dan waktunya jam berapa nggeh pak?

ET : senin jam 08.05-09.20, kamis jam 10.00-11.00, dan jum'at jam 07.00-08.05

R : baik bapak terimakasih atas waktunya, mohon maangaf sudah mengganggu waktu jenengan, jika ada yang masih ingin saya tanyakan mohon izin saya akan menghubungi bapak kembali nggeh.

ET : iya mbak sama-sama, samean bisa wa saya saja nanti. Semoga di beri kelancaran mbak.

R : Aamiin, baik bapak terimakasih.

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : kalian suka bahasa inggris atau tidak?

S : biasa aja kak dan ga terlalu suka sih

R : ken apa begitu? Emang menurut kalian bahasa inggris itu suli?

S : iya kak, sulit sekali

R : kenapa kok merasa sulit. Alasannya apa

S1 : ga tau bacanya kak

S2 : ga tau artinya

S3 : bacanya susah miss

S3 : banyak rumusnya miss

R : terus kalo semisal ngomong pake bahasa inggris gimana? susah juga?

S : sulit banget miss. Kita tidak tahu cara ngomongnya gimana dan ga tau mau ngomong apa

R : kuncinya kalo mau bicara bahasa inggris itu kita harsu banyak tahu kosa kata bahasa inggris, caranya yang pasti kita harus menghafal dan membaca buku bahasa inggris, mendengarkan lagu atau bisa juga nonton film, sering praktik sama temennya biar bisa dan terbiasa berbicara bahasa inggris dan yang juga kita harus percaya diri.

S : baik kak

R : semisal nih kak arys mau berbagi biar kita semua bisa berbicara bahasa inggris dan tentunya bisa menambah kota kata dan juga pasti menyenangkan, bagaimana? Kalian mau?

S : mau banget kak

R : baik, nanti kita coba ya. Tapi sebelumnya kak arys ucapkan terimakasih karena kalian mau menjawab pertanyaan kakak, dan kak asry juga minta kerjasamanya untuk penelitian kakak supaya penelitiannya berjalan dengan lancar.

S : iya kak.

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah	: MTs Raudlatul Ulum	Alokasi Waktu	: 2 JP
Mata Pelajaran	: Bahasa Inggris		
Kelas/Semester	: VIII / Ganjil		

KD :	
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	4. 7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

Materi : Teks Naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya

Pertemuan Pertama

Tujuan Pembelajaran :

Setelah mendengarkan penjelasan dar guru dan mengkaji referensi, peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan yang didengar dan dibaca dan memiliki keterampilan untuk melakukan tugas mengenai Teks Naratif menggunakan permainan Chain Story yang diamati. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.

Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 1. Tanya Jawab 2. Diskusi Kelompok 3. Penugasan	**PENDAHULUAN (Lampiran Permen No 22 Tahun 2016)** ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran.
Model : *Cooperative Learning* tipe *Think, Pair, and Share*	
Sumber Belajar : 1. Zaida Nur. 2018. *Bright An English*. Jakarta : Erlangga.	
Media Pembelajaran : 1. Story Story Telling 2. Lembar kerja	**KEGIATAN INTI :** 1. Guru membagi peserta didik menjadi beberapa kelompok. 2. Guru memberikan kalimat pengantar dan kemudian dilanjutkan oleh peserta selanjutnya hingga siswa terakhir 3. Secara berkelompok, peserta didik diminta mendiskusikan dan mengkaji mengenai pengertian, tujuan dari Teks Naratif. 4. Peserta didik juga diminta **mengidentifikasi** structure dan ciri – ciri Teks Naratif dari cerita.
Alat Pembelajaran 1. Spidol 2. Papan tulis	
Bahan ajar : Buku Pegangan Guru dan LKS	**PENUTUP** ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil. ❖ Guru melakukan post test ke peserta didik dengan memberikan beberapa pertanyaan mengenai materi yang dipelajari. ❖ Guru menyampaikan materi pembelajaran yang akan dibahas untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
Penilaian	1. Penilaian Sikap : Observasi 2. Pengetahuan : Tes lisan 3. Keterampilan : Unjuk kerja (Berbicara)

Kepala Madrasah

Ahmad Bashari, S.Pd

Jember, 6 Juli 2023
Guru Bidang Studi

Rian Ardiansyah, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah	: MTs Raudlatul Ulum	Alokasi Waktu	: 2 JP
Mata Pelajaran	: Bahasa Inggris		
Kelas/Semester	: VIII / Ganjil		

KD :	
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	4. 7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
Materi : Teks Naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	

Pertemuan Kedua

Tujuan Pembelajaran :
Setelah mendengarkan penjelasan dari guru dan mengkaji referensi, peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan yang didengar dan dibaca dan memiliki keterampilan untuk melakukan tugas mengenai Teks Naratif menggunakan permainan Chain Story yang diamati. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.

Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 4. Tanya Jawab 5. Diskusi Kelompok 6. Penugasan	**PENDAHULUAN** (Lampiran Permen No 22 Tahun 2016) ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran.
Model : Cooperative Learning tipe Think, Pair, and Share **Sumber Belajar :** 2. Zaida Nur. 2018. *Bright An English.* Jakarta : Erlangga.	
Media Pembelajaran : 3. Story Story Telling 4. Lembar kerja	**KEGIATAN INTI :** 1.Guru membagi peserta didik menjadi beberapa kelompok. 2.Guru memberikan beberapa potongan gambar dan meminta pada masing-masing kelompok untuk mendiskusikan gambar tersebut. 3.Secara berkelompok, peserta didik diminta untuk mendeskripsikan gambar tersebut secara bergantian.
Alat Pembelajaran 3. Spidol 4. Papan tulis	**PENUTUP** ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil. ❖ Guru melakukan post test ke peserta didik dengan memberikan beberapa pertanyaan mengenai materi yang dipelajari. ❖ Guru menyampaikan materi pembelajaran yang akan dibahas untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
Bahan ajar : Buku Pegangan Guru dan LKS	
Penilaian	4. **Penilaian Sikap** : Observasi 5. **Pengetahuan** : Tes lisan 6. **Keterampilan** : Unjuk kerja (Berbicara)

Jember, 6 Juli 2023

Kepala Madrasah   Guru Bidang Studi

Ahmad Bastari, S.Pd   Rian Ardiansyah, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah	: MTs Raudlatul Ulum	Alokasi Waktu	: 2 JP
Mata Pelajaran	: Bahasa Inggris		
Kelas/Semester	: VIII / Ganjil		

KD :		
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	4. 7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

Materi	: Teks Naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya

Pertemuan Ketiga

Tujuan Pembelajaran :

Setelah mendengarkan penjelasan dari guru dan mengkaji referensi, peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan yang didengar dan dibaca dan memiliki keterampilan untuk melakukan tugas mengenai Teks Naratif menggunakan permainan Chain Story yang diamati. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.

Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 1. Tanya Jawab 2. Diskusi Kelompok 3. Penugasan **Model :** *Cooperative Learning* tipe *Think, Pair, and Share* **Sumber Belajar :** 3. Zaida Nur. 2018. *Bright An English*. Jakarta : Erlangga. **Media Pembelajaran :** 5. Story Story Telling 6. Lembar kerja **Alat Pembelajaran** 5. Spidol 6. Papan tulis **Bahan ajar :** Buku Pegangan Guru dan LKS	**PENDAHULUAN (Lampiran Permen No 22 Tahun 2016)** ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran. **KEGIATAN INTI :** 1.Guru membagi peserta didik menjadi beberapa kelompok. 2.Guru memberikan beberapa potongan gambar dan meminta pada masing-masing kelompok untuk mencocokan dan menyusun gambar tersebut. 3.Secara berkelompok, peserta didik diminta untuk mendeskripsikan gambar tersebut secara bergantian. **PENUTUP** ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil. ❖ Guru melakukan post test ke peserta didik dengan memberikan beberapa pertanyaan mengenai materi yang dipelajari. ❖ Guru menyampaikan materi pembelajaran yang akan dibahas untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
Penilaian	7. **Penilaian Sikap :** Observasi 8. **Pengetahuan :** Tes lisan 9. **Keterampilan :** Unjuk kerja (Berbicara)

Jember, 6 Juli 2023

Kepala Madrasah   Guru Bidang Studi

Ahmad Bastari, S.Pd   Rian Ardiansyah, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah	: MTs Raudlatul Ulum	Alokasi Waktu	: 2 JP
Mata Pelajaran	: Bahasa Inggris		
Kelas/Semester	: VIII / Ganjil		

KD :		
3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	4. 7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

Materi	: Teks Naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya

Pertemuan Ke Empat

Tujuan Pembelajaran :

Setelah mendengarkan penjelasan dari guru dan mengkaji referensi, peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan yang didengar dan dibaca dan memiliki keterampilan untuk melakukan tugas mengenai Teks Naratif menggunakan permainan Chain Story yang diamati. Peserta didik juga mampu bersikap toleransi, disiplin, tanggung jawab dan kerja sama.

Langkah-langkah pembelajaran:

Kegiatan Pembelajaran	
Metode : 7. Tanya Jawab 8. Diskusi Kelompok 9. Penugasan **Model :** *Cooperative Learning* tipe *Think, Pair, and Share* **Sumber Belajar :** 4. Zaida Nur. 2018. *Bright An English*. Jakarta : Erlangga. **Media Pembelajaran :** 7. Story Story Telling 8. Lembar kerja 9. Viewer **Alat Pembelajaran** 7. Spidol 8. Papan tulis **Bahan ajar :** Buku Pegangan Guru dan LKS	**PENDAHULUAN (Lampiran Permen No 22 Tahun 2016)** ❖ Guru melakukan pembukaan dengan salam. ❖ Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. ❖ Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. ❖ Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. ❖ Guru menjelaskan tujuan pembelajaran yang akan dicapai. ❖ Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. ❖ Guru Menjelaskan langkah – langkah pembelajaran. **KEGIATAN INTI :** 1.Guru membagi peserta didik menjadi beberapa kelompok. 2.Guru mengajak peserta didik untuk menonton video berbahasa inggris yang ada terjemah bahasa indonesia. 3.Secara berkelompok, peserta didik diminta untuk menceritakan kembali cerita yang terdapat pada video tersebut secara bergantian. **PENUTUP** ❖ Guru mengulang sedikit materi dan menyimpulkan. Peserta didik diminta bertanya mengenai kesulitannya. ❖ Guru melakukan refleksi baik proses maupun hasil. ❖ Guru melakukan post test ke peserta didik dengan memberikan beberapa pertanyaan mengenai materi yang dipelajari. ❖ Guru menyampaikan materi pembelajaran yang akan dibahas untuk pertemuan selanjutnya ❖ Guru menutup proses pembelajaran dengan berdoa bersama.
Penilaian	10. Penilaian Sikap : Observasi 11. Pengetahuan : Tes lisan 12. Keterampilan : Unjuk kerja (Berbicara)

Kepala Madrasah

Ahmad Bashari, S.Pd

Jember, 6 Juli 2023
Guru Bidang Studi

Rian Ardiansyah, S.Pd.

Instrumen Penilaian

Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
3	Grammar					
4	Fluency					

- Analytical scoring rubric

No	Criteria	Scale	Information
1	Pronounciation	5	Easy to understand has a native speaker's accent
		4	Easy to understand with accent
		3	There are several pronunciation problems that make listeners have to concentrate more and sometimes there are misunderstanding
		2	Difficult to understand because there are problems with pronunciation, asked to repeat
		1	Pronounciation is very bad and incomprehensible
2	Grammar	5	There are no mistakes in grammar
		4	Sometimes makes mistakes in grammar but doesn't affect the meaning
		3	Often make mistakes in grammar and it affects the meaning

		2	There are many mistakes in gammar that hinder meaning and have to rearrange sentences
		1	The grammatical errors are terrible and they are so difficult to understand
3	Vocabulary	5	Use a variety of vocabulary
		4	Sometimes using the existing vocabulary is not appropiate
		3	Using inappropiate vocabulary, the conversation becomes limited because the vocabulary is limited
		2	Using incorrect and limited vocabulary is difficult to understand
		1	Vocabulary is so limited that conversation is impossible
4	Fluency	5	Speak fluently and with little hesitation
		4	Speak with a little hesitation
		3	Speech is often hesitant and jerky, sentences may be left unfinished
		2	Speech is often confused and not feeling well
		1	Speech was so disjointed and disjointed that conversation was nearly impossible

Nilai maksimal = 20

Nilai = $\frac{Nilai\ yang\ di\ dapat}{Nilai\ maksimal}$ x 10

Appendix 4

SPEAKING TEST PERFORMANCE

Create a story of narative text about Ce teacher ask teh students to cerate a story in group. Each group consist 5 students. The students have to performe the story in front of the class in 5 minutesinderella and Malin Kundang in group. Each group consist of 5 students. The students have to perform the story in front of the class in 5 minutes!

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 5

RESEARCH JOURNAL ACTIVITIES

Name : Arys Maulidatul Malihah

NIM : T20186098

Tittel : The Implementation of Chain Story Technique to Improve Speaking Skill

Location : Mts Raudlatul Ulum Suci

No	Day/Date	Activity	Intitials
1.	Monday, 4th December 2023	The researcher gives a "Surat permohonan penelitian" to the school and discusses with English Teacher	
2.	Thursday, 18th January 2024	The researcher implemets the action (first meeting) in cycle one	
3.	Friday, 19th January 2024	The researcher implements the action (second meeting) in cycle one	
4.	Monday, 22nd January 2024	The researcher gives a speaking test to the students (post test 1)	
5.	Thursday, 25th January 2024	The researcher implements the action (first meeting) cycle two	
6.	Friday, 26th January 2024	The researcher implements the action (second meeting) in cycle two	
7.	Monday, 29th January 2024	The reseacrher gives a speaking test to the students (post test 2)	
8.	Thursday, 1st February 2024	The researcher asks for a letter of research finishing	

Jember, 22nd April 2024

The Head Master of
Mts Raudlatul Ulum Suci

Ahmad Bashari, S.Pd

Appendix 6

INSTRUMENT VALIDITY

INSTRUCTION

1. Put a check mark (√) in the column according to your opinion
2. If there ia a need to be revised, please write in the column

	Aspek yang di nilai	\multicolumn{4}{l}{Skala penilaian}	Catatan
		1	2	3	4	
A.	**ISI**					
	1. Isi Materi sesuai dengan Kompetensi Dasar			✓		
	2. Indikator soal sesuai dengan materi				✓	
	3. Petunjuk pengerjaan soal yang di sediakan				✓	
	4. Pedoman penskoran yang telah di tetapkan				✓	
	5. Kesesuaian lokasi waktu dengan soal yang telah disediakan			✓		
B.	**KONSTRUK**					
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan siswa "*speaking*" siswa				✓	
	2. Soal disusun sesuai dengan teori *simple present tense*				✓	
	3. Soal *speaking test* disusun sesuai dengan teori *speaking* yang mana mengharuskan siswa untuk bicara			✓		
	4. Penilaian kemampuan *speaking* siswa di adaptasi dari buku H. Douglas Brown				✓	

C.	BAHASA					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan *grammatical*			✓		
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna			✓		
	3. Rumusan soal tidak mengundang kata-kata yang menyinggung peserta didik				✓	

Note :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

Jember, 22nd April 2024

IHYAK MUSTOFA, M.Li

INSTRUMENT VALIDITY

INSTRUCTION

1. Put a check mark (√) in the column according to your opinion
2. If there ia a need to be revised, please write in the column

	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
A.	**ISI**					
	1. Isi Materi sesuai dengan Kompetensi Dasar				√	
	2. Indikator soal sesuai dengan materi				√	
	3. Petunjuk pengerjaan soal yang di sediakan				√	
	4. Pedoman penskoran yang telah di tetapkan				√	
	5. Kesesuaian lokasi waktu dengan soal yang telah disediakan				√	
B.	**KONSTRUK**					
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan siswa "speaking" siswa				√	
	2. Soal disusun sesuai dengan teori simple present tense		√			
	3. Soal speaking test disusun sesuai dengan teori speaking yang mana mengharuskan siswa untuk bicara				√	
	4. Penilaian kemampuan speaking siswa di adaptasi dari buku H. Douglas Brown				√	

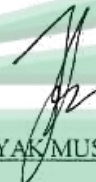| C.	BAHASA				
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan *grammatical*			✓	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna			✓	
	3. Rumusan soal tidak mengundang kata-kata yang menyinggung peserta didik			✓	

Note :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

Jember, 22nd April 2024

RIAN ARDIANSYAH, S.Pd

Appendix 7

The Presence list of VIII Class

NO	INITIAL NAME
1.	AA
2.	ABK
3.	AAA
4.	AR
5.	AMQ
6.	AD
7.	AJ
8.	FNL
9.	HA
10.	IJ
11.	MIA
12.	MH
13.	NSI
14.	NY
15.	RSS
16.	SK
17.	SNA
18.	TP
19.	VATN
20.	YF

Appendix 8

Students Speaking Score in Pre-Test

No	Students Initial Name	Student' Speaking Score				Total Score	Conver sation
		Vocabulary	Grammar	Pronunciation	Fluency		
1.	AA	4	4	3	4	15	85
2.	ABK	4	4	4	3	15	80
3.	AAA	3	2	3	2	10	40
4.	AR	4	3	3	3	13	75
5.	AMQ	4	4	3	4	15	80
6.	AD	2	3	2	3	10	50
7.	AJ	3	4	4	4	15	80
8.	FNL	4	3	4	4	15	75
9.	HA	2	2	2	2	8	35
10.	IJ	3	3	4	4	14	70
11.	MIA	4	3	4	3	14	70
12.	MH	2	3	3	2	10	50
13.	NSI	3	2	2	2	9	45
14.	NY	3	4	3	4	14	75
15.	RSS	2	2	3	2	9	45
16.	SK	3	3	3	4	13	70
17.	SNA	4	3	3	4	14	65
18.	TP	3	4	4	4	15	75
19.	VATN	4	3	4	4	15	80
20.	YF	1	2	1	2	6	40
	Total	65	61	62	64	249	1285
	Mean	3,25	3,05	3,1	3,2	12,4	64,25
	Precentage						45%

Appendix 9

Table 4.3
Observation Checklist In Cycle 1

No	Behavior	1	2	3	4	5	Score
1.	Students were interested in chain story game technique			√			3
2.	Students paid attention to the reasercher as a teacher			√			3
3.	Students focused in learning when his friend told a story			√			3
4.	Students could retell the story with correct pronounciation and vocabulary		√				2
5.	Students could express their sentences well and correctly		√				2
Total							13

Note:

1 = Very poor (No attention or response from students)

2 = Poor (Only minimal attention and response from students)

3 = Fair (Some students/half of the students paying attention and responding)

4 = Good (More than half of the students paying attention and responding)

5 = Very Good (Almost all students paying attention and responding)

Observation scores are as follows:

$$P = \frac{S}{N} X\ 100\%$$

$$= \frac{13}{25} X\ 100\%$$

$$= 52\%$$

Appendix 10

Table 4.3
Observation Checklist In Cycle 2

No	Behavior	1	2	3	4	5	Score
1.	Students were interested in chain story game technique				√		4
2.	Students paid attention to the reasercher as a teacher				√		4
3.	Students focused in learning when his friend told a story				√		3
4.	Students could retell the story with correct pronounciation and vocabulary			√			3
5.	Students could express their sentences well and correctly					√	5
Total							19

Note:

1 = Very poor (No attention or response from students)

2 = Poor (Only minimal attention and response from students)

3 = Fair (Some students/half of the students paying attention and responding)

4 = Good (More than half of the students paying attention and responding)

5 = Very Good (Almost all students paying attention and responding)

Observation scores are as follows:

$$P = \frac{S}{N} X \ 100\%$$

$$= \frac{19}{25} X \ 100\%$$

$$= 76\%$$

Appendix 11

Profile of MTs Raudlatul Ulum

MTs Raudlatul Ulum was established by the caretakers of The Raudlatul Ulum Islamic boarding school, Suci Panti Jember. MTs Raudlatul Ulum is located Street A. Yani No 05 Suci Panti Jember. This school was built 2013 on land area of 1.200 m2 .Which consist 14 classroom buildings, a computer laboratory, a library, a prayer room, a teacher's office room, a canteen, 2 toilets of female, 2 toilets of male, and 2 toilets of teachers. This school has been accredited "C" and also applied Merdeka curriculum.

1. **MTs Raudlatul Ulum's Vision and Mission**
a. Vision
    1. The creation of Islamic behavior and achivements in academic and non-academic fields
    2. Students behave well towards the community and the madrasah environment
    3. Able to develop their potential according to the talents and interests of the students
  b. Mission
    1. Increasing Faith in Allah SWT.
    2. Enhanching the spirit of seeking knowledge and practicing it
    3. Improving the quality of learning
    4. Creating achivements in academic and non-academic fields
    5. Creating cooperation between the Madrasah and the community
    6. Developing children's potential according to their talents and interests

Appendix 12

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-9477/In.20/3.a/PP.009/11/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Mts Raudlatul Ulum
Jl. A. Yani nomor 05 Gaplek Suci

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20186098
Nama   : ARYS MAULIDATUL MALIHAH
Semester   : Semester Dua belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai THE IMPLEMENTATION OF CHAIN STORY TECHNIQUE
TO IMPROVE THE STUDENT'S SPEAKING SKILL
IN THE SECOND GRADE OF
ISLAMIC JUNIOR HIGH SCHOOL
RAUDLATUL ULUM IN ACADEMIC YEAR 2022/2023 selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Ahmad Bashari, S. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 November 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 13

YAYASAN PENDIDIKAN RAUDLATUL ULUM
MTS RAUDLATUL ULUM
Jl. A. Yani No.05, Desa Suci Kecamatan Panti (68153) Kabupaten Jember
NSM: 121235090222, gmail: mtsraudlatululum99@gmail.com

SURAT KETERANGAN
Nomor :E/01/MTSRU/IV/2024

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Raudlatul Ulum Kecamatan Panti Kabupaten Jember menerangkan bahwa :

Nama	: Arys Maulidatul Malihah
NIM	: T20186098
Jenis kelamin	: Perempuan
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Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Jember, 22 April 2024
Kepala Madrasah

AHMAD BASHARI,S.Pd

Appendix 14

<div align="center">

DECLARATION OF AUTHORSHIP

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      State the thesis entitled "The Implementation Of Chain Story Technique To Improve Speaking Skill In The Second Grade Of Islamic Junior High School Raudlatul Ulum In Academic Year 2022/2023" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible foe the thesis if there is any objection or claim for other.

Jember, 11th of May 2025

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Appendix 15

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