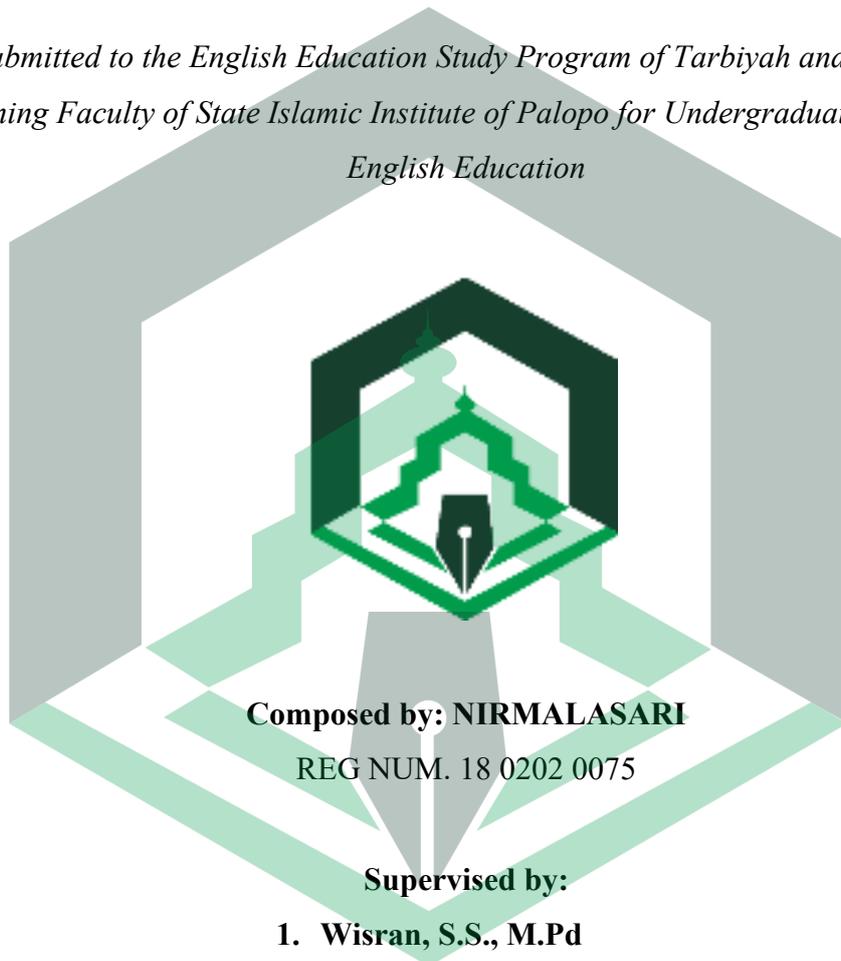


**IMPROVING SPEAKING SKILLS BY USING CHAIN STORY  
GAME FOR THE ELEVENTH GRADE STUDENTS OF  
SMAN 4 PALOPO**

*A Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in  
English Education*



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TARBIYAH AND TEACHERS TRAINING FACULTY STATE  
ISLAMIC INSTITUTE OF PALOPO**

**2022**

## THESIS APPROVAL

This thesis entitle "Improving Speaking Skills by Using Chain Story Game for the Eleventh Grade of SMAN 4 Palopo" written by Nirmalasari, Reg Num 18 0202 0075, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Intitute of Palopo has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, October 27<sup>th</sup> 2022, coincided with 01 Rabiul Akhir 1444 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, October 04<sup>th</sup> 2022

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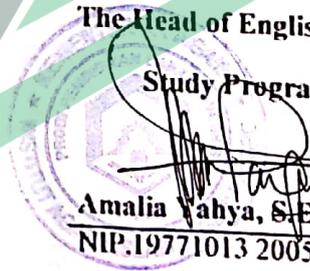
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Regards,



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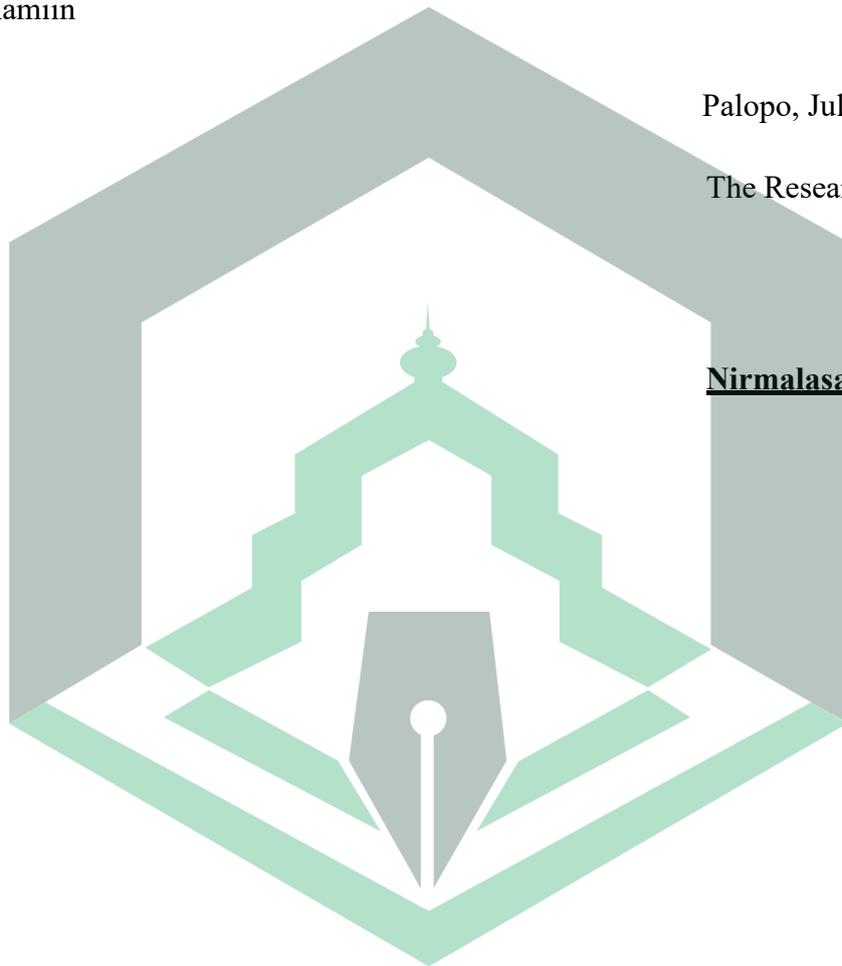
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The researcher admits that this thesis is still not perfect so the researcher will accept all inputs and suggestions from readers to improve it. Finally, the researcher hopes that Allah SWT always provides a way of direction and blesses us. Aamiin

Palopo, July 08<sup>th</sup>, 2022

The Researcher

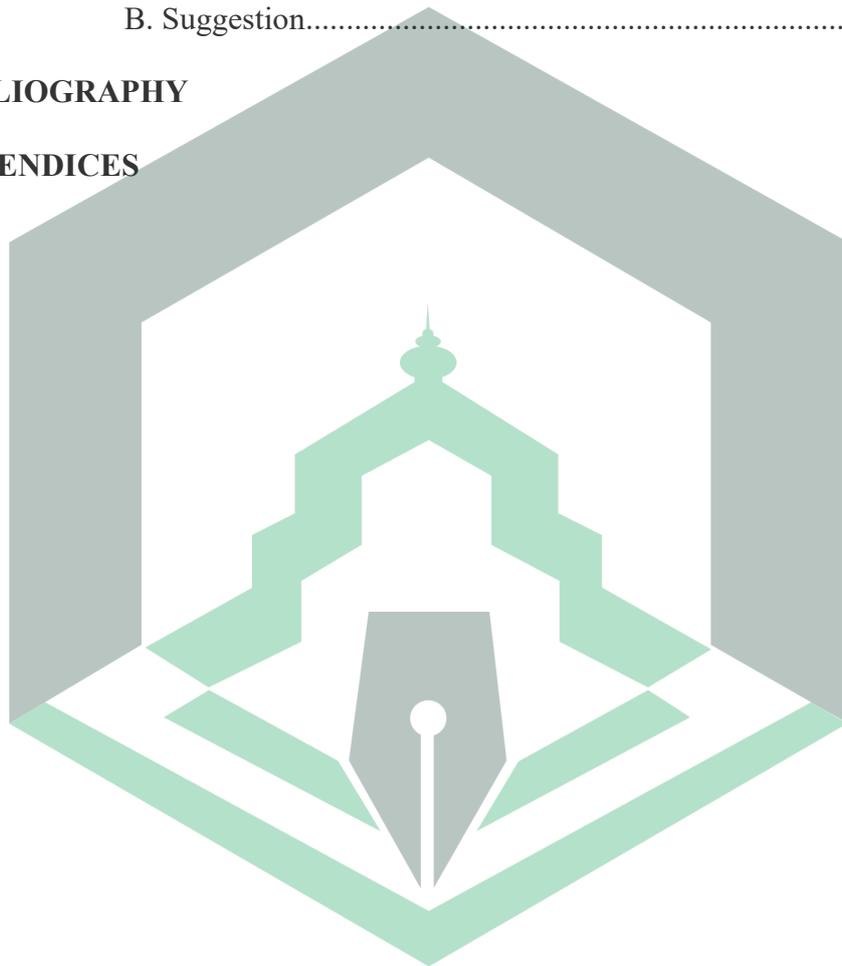
Nirmalasari



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## APPENDICES

Appendix 1 Lesson Plan

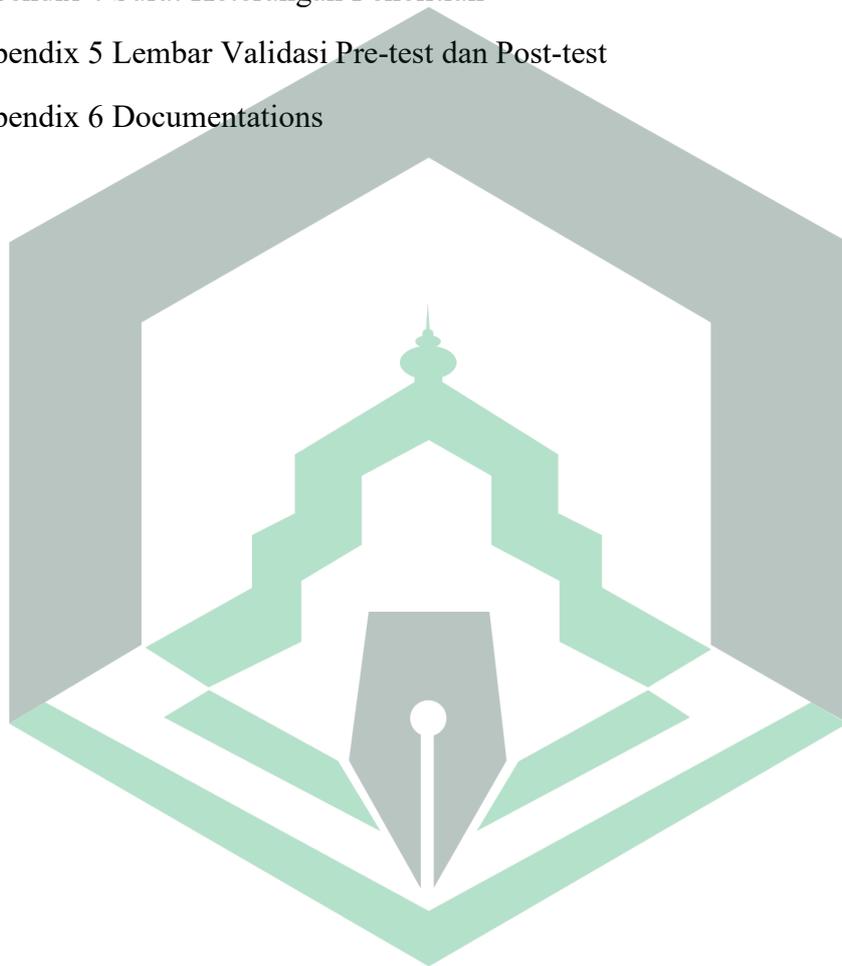
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## ABSTRACT

**Nirmalasari, 2022.** *"Improving Speaking Skill by Using Chain Story Game For the Eleventh Grade Students of SMAN 4 Palopo"*. A thesis of The English Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Wisran, S.S., M.Pd. as the first consultant and St. Hartina, S.Pd., M.Pd. as the second consultant

This study is about a chain story game to improve students' speaking skills at SMAN 4 Palopo. This thesis used a pre-experimental method with a pre-test and post-test design. The question was, "Is the use of chain story game effective to improve students' speaking skills at the eleventh-grade student of SMAN 4 Palopo?". The population in this study were students of class XI SMAN 4 Palopo. The samples were taken by random sampling, which consisted of 15 students. The research determined that the assessment classification included accuracy, fluency, and comprehensibility. This study reveals that the chain story game has improved the speaking skills of class XI IPA 1 students at SMAN 4 Palopo. The result of this research that the mean score of the post-test was higher than the pre-test ( $3.28 > 1.90$ ). The  $t_c$  ( $t_{count}$ ) is 5.137 higher than the  $t_t$  ( $t_{table}$ ) is 2.144 with the standar of significant 0.05 (5%). The researcher concludes that using chain story games effectively improves speaking skills in class XI IPA 1 students at SMAN 4 Palopo.

**Keywords:** Chain story games, Speaking Skills, Pre-experimental design

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is the act of saying something orally and is supported by a language system that includes grammar, vocabulary, pronunciation, and cultural awareness in spoken discourse (Kaharuddin: 1990)<sup>1</sup>. It is a verbal ability that plays an important role in human connection and communication when people express their thoughts, feelings, and ideas to others to cope with the concept of oral competence<sup>2</sup>. It is speaking appropriately and effectively in a real communicative situation to communicate ideas to others. This statement reflects that speaking is closely related to the language, but only some students realize the function of speaking. Therefore speaking aspects can influence some aspects of a human being's life, such as economics, education, and many more.

Speaking is very important because it can improve critical thinking skills, improve communication skills, and improve memory<sup>3</sup>. We can also express our opinion and feelings when we speak. It would be easier to have a good someone who can speak to convey their thoughts to others. On the other hand, a person with poor communication skills has difficulties communicating his thoughts to

---

<sup>1</sup>Kaharuddin Bahar. *The Communicative Competence-based English Language Teaching*, Yogyakarta: TrustMedia

<sup>2</sup> Aco Nasir. *Improving Speaking Skill Through Grammar Translation Method At Sman 3 Pare Par*. Journal of English Education Studies. Vol. 1, No.1, February 2018, Page 44-50.

<sup>3</sup> Ekwinia Anggraini Putri . 2018.  
[http://staffnew.uny.ac.id/upload/132310864/pendidikan/Tugas Akhir Ekwinia.pdf](http://staffnew.uny.ac.id/upload/132310864/pendidikan/Tugas%20Akhir%20Ekwinia.pdf)

others.

Based on the researcher and the student's interviews at SMAN 4 Palopo, the researcher noticed various difficulties. The first is pronouncing letters and words incorrectly. Students' English skills were still lacking, so many still mispronounced letters and words, making them scared to speak. The second problem is a lack of known vocabulary. Due to a lack of know vocabulary, students may become sluggish when speaking English. Third, lack of practice speaking in English. The last is there are issues with speaking, such as students being ashamed to talk in English due to a lack of confidence to speak English. As a result, they believe English is difficult and impractical.

The chain story game is a story that several students play. This game is easy and effective to apply because it does not require much time to play. A chain story is a story that a group of people collects in sequence to continue the story until it becomes an interesting and coherent story<sup>4</sup>. In other words, a chain story is a collective story by a group of people. The story is passed along from student to student, each adding a paragraph with the rule that each part should be coherent and follow the plotline of the preceding sections<sup>5</sup>.

Based on the background above, the researcher conducted a study entitled "Improving Speaking Skills by Using Chain Story Games in Class XI Students of SMAN 4 Palopo" to determine whether chain story games can improve students speaking skills.

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<sup>4</sup>Felogau, 2021. "Chain Story Technique in Improving Students' Speaking Achievement at the Eleventh Grade of SMA Negeri 1 Nabire." *Cakrawala Ilmu Jurnal Ilmiah Pendidikan*. <https://uswim.e-journal.id/CakrawalaIlmu/article/view/218/154>

<sup>5</sup>*Ibid.*

## **B. Problem Statement**

Based on the background above, the researcher formulates the research question as follows :

"Is the use of chain story game effective to improve students' speaking skills at the eleventh-grade student of SMAN 4 Palopo?"

## **C. Objective of the Research**

The objective of the research is to know whether or not the use of chain story game effectively to improve students' speaking skills in the eleventh grade of SMAN 4 Palopo.

## **D. Scope of the Research**

The scope of the research is limited to the discussion about the use of chain story games in the eleventh grade at SMAN 4 Palopo. It is focused on three aspects of speaking skills namely: fluency, accuracy, and comprehensibility.

## **E. Significance of the Research**

The significance of the research is:

### 1. Theoretically

This research contributes to learning English, especially in speaking skills and the use of chain story game for speaking.

### 2. Practically

#### a) For Students

The result of this research is to give contributions and solutions to the students of English especially for the student on Eleventh Grade Students of

SMAN 4 Palopo to find out effective methods to improve their ability in English through chain story games.

b) For Teacher

To give new information to the English teachers especially at the Eleventh Grade Student SMAN 4 Palopo as an effort to motivate the students and improve their quality of English learning, especially speaking skills.

c) For the Researcher

Researchers become teachers who can understand and know from the effective use of chain story games and improve students' speaking skills.

## F. Definition of Key Terms

To clarify the term used in this study, some definitions are put forward:

1. Speaking

Speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say<sup>6</sup>.

2. A chain story games

A chain story game is a story in which the basic rules for a chain game are very simple: each player adds another link of the "chain" in his turn, these links may consist of letters, words, or sentences and the result can be extremely long in the case of chain stories or quite funny<sup>7</sup>.

---

<sup>6</sup> Gillian Brown and George Yule. *Teaching The Spoken Language*. Cambridge University Press. 1999.

<sup>7</sup> Friederike Klippel. *Chain Games*. 1996. <https://epub.ub.uni-muenchen.de/9863/1/9863.pdf>

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Findings

There are some studies related to this research as follows:

1. Uswim Felogau (2021) in her research entitled "*Chain Story Technique in Improving Student's Speaking Achievement at the Eleventh Grade of SMA Negeri 1 Nabire*". In this research, the researcher uses Pre-Experimental Research. The students' result in the post-test is significantly improved than the students' result in the pre-test by a mean score of  $77.67 > 63.33$ . The t-test value at the significant level is 0.05 in which the probability value is lower than the significant level ( $0.00 < 0.05$ ). So, H1 will be accepted and H0 will be rejected. It can be concluded that the use of the chain story technique is effective to improve the students' speaking achievement<sup>8</sup>.
2. Awang Arningtyas (2018) in her research entitled "*The Use Of Chain Story Games In Speaking Skill at the Eighth Grade Students Especially in Class VIII-A of SMP Negeri 11 Surakarta in 2018/2019 Academic Year*". In this research, the researcher uses classroom action research (CAR). The result of this research found that "The use of Chain Story Games can improve students' speaking skill on the narrative text at the eighth-grade students of SMP N 1 Surakarta in 2018/2019

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<sup>8</sup>Felogau. "*Chain Story Technique in Improving Student's Speaking Achievement at the Eleventh Grade of SMA Negeri 1 Nabire*". Cakrawala Ilmu Jurnal Ilmiah Pendidikan. <https://uswim.e-journal.id/CakrawalaIlmu/article/view/218>. accessed on 2022

academic year, especially in class VIII-A<sup>9</sup>.

3. Lusi Fitriani & Muslih Hambali (2019) in their research entitled *"Teaching Speaking Through Chain Storytelling To The Tenth Grade Students of SMA Srijaya Negara Palembang"*. In this research, the researcher uses Experimental Research. The result showed from the independent sample t-test showed that the mean difference between the post-test of the experimental group and control group will be 2.4000 at the significance level of  $p > 0.05$  with  $t$  obtained 7.133<sup>10</sup>.

4. Tiara Wulandari, Clarry Sada, Luwandi Suhartono (2019), in their research entitled *"Teaching Speaking By Using Chain Storygame In Mts. Ikhlasul Amal Sebawi"*. The researcher applied pre-experimental research using one sample group with no control group. The data showed that the mean score of the students' post-test was (11.83) higher than the students' pre-test (9.67). Furthermore, the research indicated that the effect size (1.43) was categorized as strong effect. The  $t$ -obtained (5.12) was higher than  $t$ -table (2.228)<sup>11</sup>.

5. Lulu Jola Uktolseja and Sherly Gaspersz. (2019), in their research entitled *"Implementation of chain story techniques to improve english speaking ability at immanuel YPK vocational high school, Sorong City"*. In this research, the researcher uses Classroom Action Research (CAR). Results of the study showed that: (1) Based on the observation, the students are changed to be more brave and confident to speak English;

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<sup>9</sup>Awang Arningtyas. *"The Use Of Chain Story Games In Speaking Skill at the Eighth Grade Students Especially in Class VIII-A of SMP Negeri 11 Surakarta in 2018/2019 Academic Year"*. <https://ejurnal.unisri.ac>engi>article>view>

<sup>10</sup>Lusi Fitriani & Muslih Hambali. *"Teaching Speaking Through Chain Storytelling To The Tenth Grade Students Of Sma Srijaya Negara Palembang"*. The Journal of English Literacy Education, Vol. 6, Number 1, May 2019, pp.28-41.

<sup>11</sup>Tiara Wulandari, Clarry Sada, Luwandi Suharton. *"Teaching Speaking By Using Chain Storygame In Mts. Ikhlasul Amal Sebawi"*. Journal of Education and Learning (EduLearn) Vol. 13, No. 4, November 2019, pp. 490-497 ISSN: 2089-9823 DOI: 10.11591/edulearn.v13i4.13327

(2) Based on the test, there is a very significant change towards the positive, when compared to the value of very good and good in cycle 1 which is 42% while in cycle 2 is 80%, so there is an increase of 38%; (3) Based on the interview, the students were happy and giving the good responses about the treatment and the progress they have done<sup>12</sup>.

The researcher sees that many researchers use this method to improve students' speaking skills because the methods are very effective and easy to apply. The difference between previous research and the researcher's research is the first is the study's location, the second is the type of research, and the third is the type of narrative text used, such as folklore, fables, myths, legends, and fairytales. Therefore, in improving students' speaking skills, the researcher wants to focus more on the chain story game to be applied to students at SMA 4 Palopo.

## **B. Literature Review**

### **1. Concept of Speaking**

#### **a. Definition of Speaking Skill**

Speaking for most people is considered the most difficult Skill because it covers many aspects of English language skills such as pronunciation, listening, grammar and vocabulary at once. But all it takes is a little courage and great motivation to be able to speak English fluently.

According to Anderson in Tarigan, speaking is a communication tool<sup>13</sup>. In the education system, learning English using Speaking materials will be taught by the teacher; usually, the teacher uses discussion or dialogue techniques as the first

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<sup>12</sup> Lulu Jola Uktolseja and Sherly Gaspersz. (2019), In their research entitled "*Implementation of chain story techniques to improve english speaking ability at immanuel YPK vocational high school, Sorong City*".

<sup>13</sup> Guntur Tarigan, *speaking as a speaking skill*, Angkasa, Bandung, Revised Ed, 2008, P.9

teaching step. According to Powers in Tarigan, speaking expresses one's ideas<sup>14</sup>. Slamet also stated that speaking is self-expression<sup>15</sup>. On this speaking ability, one must have mastered pronunciation well. Pronunciation is a rule in the pronunciation of a word in English or the way a person pronounces a word. And if the person is already proficient in pronunciation, then by the time he speaks English will be very clear and sound professional with every word he speaks.

Speaker communicates to convey his intentions and objectives. The techniques learned in the form of pronunciation of English words, in addition, to the ability to speak active English means that one must be seen to be able to speak English actively.

The most important thing in learning speaking skills is that we must be active in learning to speak at least in front of friends or try public speaking and other methods that support students' speaking skills. Speaking skills are skills that mechanistic. In practice and learning to speak, a person needs to be trained: in pronunciation, voice control, self-control, gesture control, diction, and intonation, use of language is good and right, and arrangement of ideas.

## **b. Component of speaking**

### **1) Accuracy**

According to Brown accuracy is achieved to some extent by directing the students to focus on the elements of phonology, grammar, and discourse in their

---

<sup>14</sup> *Ibid*, P.9

<sup>15</sup> Slamet, *Learning Indonesian Language Skills Theory and Applications*, Graha Ilmu, Yogyakarta, 2014, Ed.2 P.56

spoken output.<sup>16</sup>

## 2) Fluency

Fluency is simply the ability to speak fast. Speed is a factor, but it is by no means the only or even the most important one<sup>17</sup>. Even though, when we speak fluently, we should pay attention to pausing. Speed without exact pausing is nothing.

## 3) Comprehensibility

Comprehension is quite complete at a normal rate of speech<sup>18</sup>. When we will mastered speaking as comprehension, it will make us easier to understand other components of speaking. It means the students should understand what they will say.

### **c. Types of Speaking**

According to Brown: there are six types of speaking

#### 1) Imitative

Imitative is a fraction of classroom speaking time that can legitimately be spent producing human voice recorder tape, such as learners practicing an intonation contour or attempting to point a new sound. This type of imitation is done to focus on a specific feature of language from the second is intensive, rather than for a meaningful engagement. Intensive speaking takes it a step farther.

#### 2) Intensive

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<sup>16</sup> H. Douglas Brown, *Teaching by principle :An Interactive Approach to Language Pedadogy* (New York : Longman Inc, 2001), P.268

<sup>17</sup>Scott Thornbury, *How to Teach Speaking*, Longman, Harlow, 2005, P.6

<sup>18</sup>H. Douglas Brown, 2001, Op.Cit, P.172

Intensive speaking extends beyond imitation to encompass any speaking performance that is intended to improve phonological or grammatical skills. Intensive speaking can be self-initiated, or it can be part of a pair work exercise in which learners go over specific language forms.

### 3) Responsive

In the classroom, a lot of student communication is reactive; short responses are usually sufficient and do not stretch into discussions.

### 4) Transactional (dialog)

This is an enhanced version of the responsive language that is used to express or share specialized information.

### 5) Interpersonal

The other type of discussion outlined in the previous chapter will be interpersonal dialogue, which will conduct more to maintain social ties than to transmit facts and information.

### 6) Extensive (monologue)

Students in the intermediate to advanced levels are expected to deliver long monologues in the form of oral reports, summaries, or even brief speeches. The register is formal and deliberate in this instance. These monologues can be prepared or spontaneous<sup>19</sup>.

Types of speaking can be explained by the activities that are mostly low to high, there are, imitative intensive responsive transactional, and extensive. All

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<sup>19</sup>H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, Addison Wesley Longman, San Francisco, 2001, Ed.2, P.271.

types of speaking are directly related to our fellow human beings to be able to understand appreciate and respond or respond to a conversation or information.

#### **d. Difficulties Experienced by Students in Speaking Skills**

Speaking is the process of delivering messages that are expressed through sound and are expressed without problems. However, there are some errors in speaking, including:

##### **1) Pause**

Many people when talking to someone suddenly stop because they forget or don't know what else to talk about. usually occurs five to ten seconds in the middle of a conversation.

##### **2) Filler**

This error is usually the speaker or fills a pause in speech with certain sounds such as the words "Ummm, hmmm" and others.

##### **3) Mental problem**

This one error is experienced by many people who are mentally deficient or in other words do not believe in themselves. because when speaking in public all eyes are on us. if not balanced with a strong mental speaking can be disrupted. it could be that the body is sweating, nervous, or even forgetting the ideas that have been designed before.

##### **4) Lack of ideas**

Some say that no matter how smart a person is, if he doesn't have something to talk about, he will be silent. have few ideas, and tend to speak briefly or repeatedly.

#### 5) Mispronunciation

Someone sometimes mistakenly pronounces vocabulary correctly so that people misinterpret the word.

#### 6) Grammatical error

In speaking, two actions need to be taken to improve the sentence structure. First, understand grammar and practice the material.

#### 7) Poor vocabulary

Vocabulary is the main foundation of speaking. The more vocabulary mastered, the more flexible we speak. and vice versa if we know a little vocabulary then our flexibility is limited when speaking.

#### **e. Assessment of Speaking**

According to Brown, a teacher should give pupils as many opportunities as possible to interact with the teacher, subject matter, and other students<sup>20</sup>. Each assessment in a learning process should be focused on the learning process itself. Assessment is a method of determining whether or not the established objectives have been met. Assessment criteria can be found in both products and processes. Product-oriented assessment is a type of assessment that focuses on the result of a process learning and assessment to determine how the process of producing a product works.

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<sup>20</sup>Alwasilah, *Op.Cit*, P.2

Arends in Alwasilah said that the assessment has six types, there are:

1) Performance assessment

The purpose of a performance assessment is to determine how well kids talk. Students are generally given issue situations to test their performance in this category.

2) Authentic assessment

Is comparable to conducting an evaluation. Students provide a real-life scenario for this evaluation. When performing an authentic evaluation, keep in mind that the exam should be focused on the students' abilities.

3) Portfolio assessment

Students' work in the form of journals, essays, and other exercises is assessed as part of their portfolio.

4) Assessment of Learning Potential

The purpose of the assessment will look at how students used their learning potential.

5) Assessment of Group Effort

The assessment of a group is done while students are in a working group.

6) Checklists and rating scales

The assessment checklist is methodically produced based on particular criteria and indicators, so that the teacher may mark the time of assessment, and based on the results of the checklist on each indication, the teacher can then complete the final assessment using a specified scale<sup>21</sup>.

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<sup>21</sup>Slamet, *Op.Cit*, P.3.

## 2. Concept of Games

### a. Definition of game

Sometimes students feel bored during when teaching-learning process. In teaching speaking, many activities can be used to teach. One of them is a game. Games can give a positive effect on the students' interest and motivation in learning English as well as improve reviews their speaking ability. Games are used as simple recreational activities most of the time, but they are not always that simple<sup>22</sup>. Cobuild in Maribel states that games are an activity or sport involving Skill, knowledge, or chance in which you follow fixed rules and try to win against an opponent to solve a puzzle<sup>23</sup>. In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other<sup>24</sup>. By using a game, the students will feel enjoyable, happy, and relaxed in following the lesson.

According to Carrier in Maribel, there are some advantages of using games in the classroom they are:

- 1) Games give a variety of tools to facilitate the teaching-learning process.
- 2) Games are flexible. It means that they can be used for aspects of the language.
- 3) Games make the lesson less monotonous.
- 4) Games raise the students' motivation.
- 5) Games make students produce language subconsciously
- 6) Games stimulate students' participation and give them confidence.

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<sup>22</sup>Maritza Maribel, *Interactive Games in the Teaching-Learning Process of a Foreign Language*, Teoria Praxis, Universidad De Quintana Roo, Mexican, 2007, P.47.

<sup>23</sup>*Ibid*, P.49

<sup>24</sup>Chris Valeska, *Application of Games for the Development of Speaking Skillin Fourth Graders From Remigio Antonio Canarte Scholl*, Thesis, Universidad Tecnologica De Pereria, 2012, P.11.

7) Games transform the teacher's role from that of the formal instructor to that of an organizer or moderator of the class.

8) Games can also serve as a testing mechanism. Because they expose the students' weaknesses and strengths<sup>25</sup>

### **b. Kind of games**

According to Palanova, there are four kinds of games :

#### 1) Listening to games

listening is usually viewed as a passive part of the lesson. In school, listening is often carried out in an uninteresting way, using only the exercise offered by the book. Listening games can be used to maintain the students' attention and interest.

#### 2) Speaking games

Used as a follow-up to the previous listening, it is an excellent way to reinforce vocabulary and expression heard earlier. However, a speaking game can be used at any time. The teacher must nevertheless make sure that a form of the game is maintained.

#### 3) Kinetic games

Kinetic games are very popular among s all age groups. They provide refreshment in the class and teaching-learning process, especially at times when students are getting tired and find it difficult to concentrate. Certainly, the kinetic games need always be joined with another activity too, be it reading, listening, or speaking.

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<sup>25</sup>Mirabel, Op.Cit, P.50

#### 4) Experimental games

Experimental games are very interesting in the sense that they may not be games as such. The real aim is not to win or complete a language task but to experience the process and learn from it. Experimental games have also a great effect on the way the students can re-use both vocabulary and grammar. It is more natural, easier, and effortless to remember the language learned through experience<sup>26</sup>.

### 3. Concept of Chain Story Games

#### a. History of Chain Story Game

W. Wallace published research in the 1920s that popularized chain tale games, and chain story games have since been a common strategy in studies. According to Nasyafi "Game Chain Story is a game or activity that engages the entire class<sup>27</sup>." A chain story is one approach to encourage people to talk in a fun way. Students will learn how to express their sentiments and communicate their ideas through this game, which will help boost their drive to speak English. Students are free to tell stories in their own words or their style as long as they understand the plot from previous stories. Beginners will enjoy the chain story game, which helps them to contribute more to the class because they are comfortable during the process.

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<sup>26</sup>Kamilia Palanova, *Use Games in English Language Teaching*, Brno, Masaryk University, 2010, P.10

<sup>27</sup>Numan Nasyafi, *The Effectiveness of Chain Story Gme in Teaching Writing of Recount Text (An Experimental Research at VII Grade students of MTs. Al Fatah Cilacap in Academic Year 2010 / 2011*. Retrieved from: <http://www.digilib.ump.ac.id/gdl.phd=browse&op=read&id=jhptump-a-numannasif-688>

## **b. Procedure of Chain Story Games**

In these games, the researcher divided the students into several groups. Each group is given the title of the story that has been heard before. Then the researcher explained how to play chain stories. A group leader is chosen from each of the groups. The leader confers with his group members, using their own words, to determine who is first, second, third, and so on. The final student will retell the story that his classmates have narrated. The researcher will present it to the students and compare it to the original story. While someone else is speaking, students are allowed to take notes and view their notes. Finally, students are free to use their own words as long as they are linked to the story and do not alter the facts or plot.

Some procedures can be used in teaching speaking skills by using Chain Story Game. In this case, the researcher use the procedures by Nation, which are:

- 1) Before learning begins the teacher has given a complete story of the day before learning begins.
- 2) Students create a circle of eleventh students.
- 3) One individual from each group is designated as the group leader.
- 4) The teacher gives one title for every group.
- 5) The chairman confers with his group members to identify who is first, second, third, and so on, using their own words.
- 6) After Student A has done telling Student B the narrative, Student B must inform Student C, and the final student will recount the story that has already been told by his group mates.

- 7) The researcher will discuss it with the class and compare it to the original story.
- 8) Students are permitted to take notes and view their notes while others are speaking.
- 9) The winning group will be the one with the highest score.
- 10) Students may use their own words as long as they are linked to the story and do not alter the facts or plot of the original story<sup>28</sup>.

#### **4. Advantages and Disadvantages of Chain Story Game**

##### **a. Advantages of chain story games**

There are advantages of chain story games :

- 1) Chain stories can make students happier than routine activities in class
- 2) Create a relaxed atmosphere in class
- 3) Can increase students' confidence and encourage students to communicate in English because the chain story game is a combination of language and practice.

##### **b. Disadvantages of chain story games**

There are disadvantages of creating story games :

- 1) In class, students who do not play games will become bored when other groups tell stories or wait for their turn to play.
- 2) When playing chain stories, the class will be noisy.<sup>29</sup>

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<sup>28</sup> Nation, I.S.P. *Language Teaching Techniques*. New Zealand : Victoria University of Wellington.

<sup>29</sup> Klippel, Friederike. (1996). Chain Games. Retrieved from : <https://epub.ub.uni-muenchen.de/9863/1/9863.pdf>

## 5. The Relationship Between the Chain Story Game and Speaking Skills.

Speaking is one of the most significant language abilities because it is the second language activity humans do after hearing. Humans learn to pronounce and eventually speak a language, depending on the sounds they hear. To influence the learning environment, speaking in the learning process necessitates careful consideration of the appropriate learning technique, especially while learning English. This is because students must master three English speaking aspects: fluency, accuracy, and comprehensibility.

### a) Fluency

The fluency of speaking is influenced because students must pay attention to their fluency in conveying the story to the next narrator, to make it easier for students to catch what the previous narrator told them, they must pay attention to fluency in storytelling.

### b) Accuracy

The accuracy, in order to become a complete story, students must pay attention to the accuracy of the letters/words when conveying the story to the next narrator, so that the next narrator does not misinterpret the meaning of the first narrator. Therefore, students must use the right accuracy.

### c) Comprehensibility

The comprehensibility in playing chain story game is treated because students must understand the story. The first narrator must be able to understand the story that will be conveyed to the next narrator. Chain stories can be used to develop fluency, accuracy, and comprehensibility by balancing the risk of free

conversation with the structure's safety<sup>30</sup>.

As a result, the chain story approach is well suited for usage in learning because its application is to develop speaking skills and increase students' interest in learning. In addition, it is intended that if children have shown courage, their speaking abilities will also improve<sup>31</sup>.

### C. Conceptual Framework

Speaking Skills is a skills that mechanistic. The more practice, the more controlled and a person skilled in speaking. No one skill spoke directly without going through the training process. In practice and learning to speak, a person needs to be trained.

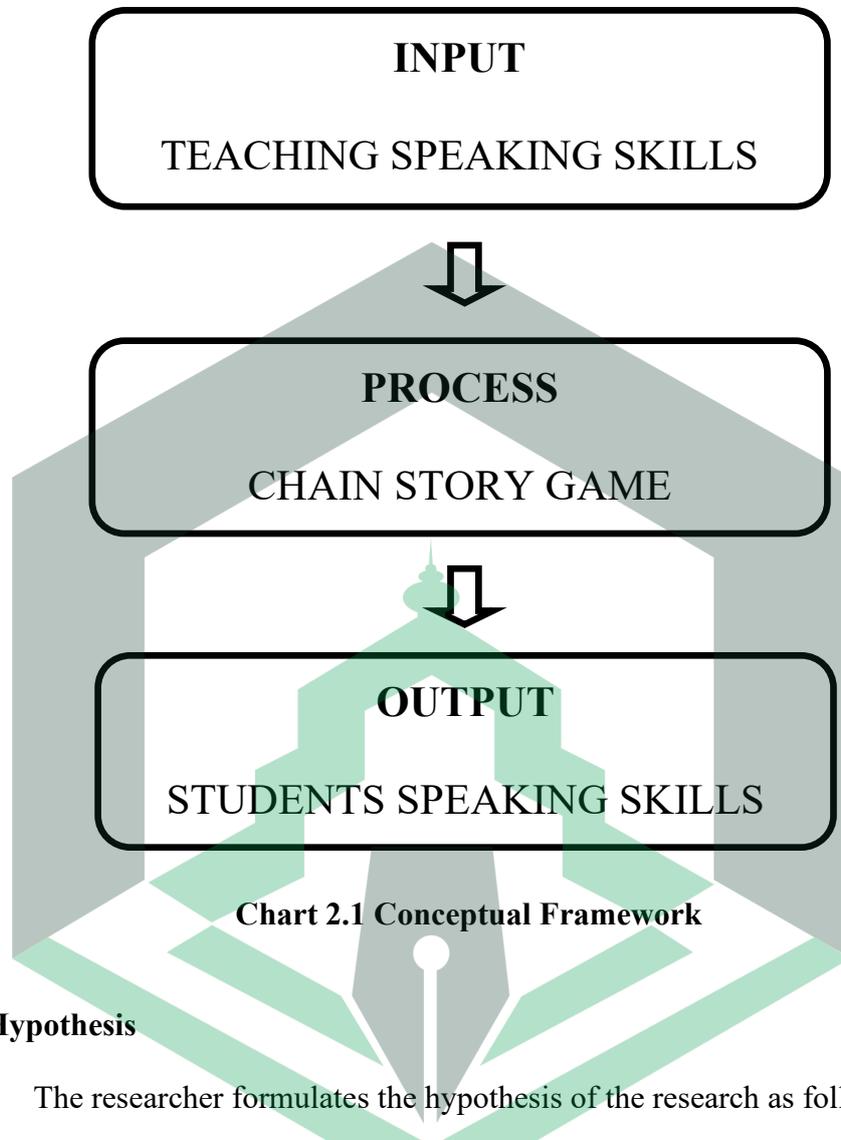
Chain story games are one approach to encourage people to talk in a fun way. This game teaches students how to express their feelings and communicate their ideas. This can help improve students' English speaking skills at SMAN 4 Palopo.

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<sup>30</sup> K. M. Bailey, and L. Savage. *New ways in teaching speaking: New ways in TESOL series innovative classroom techniques*. Virginia, VA: TESOL. (1994).

<sup>31</sup> Surya Hatma, *Improving Students' Ability to Tell Personal Experiences Through the Chain Story Method in Class IX.4 Semester 1 SMP Negeri 30 Pekanbaru Academic Year 2015/2016*, *Journal of Education*, Vol. 8, No. August 2, 2015.

The conceptual framework in this research can be seen in the chart below



#### D. Hypothesis

The researcher formulates the hypothesis of the research as follows:

H<sub>a</sub> : The use of chain story game is effective to improve students' speaking skills at the eleventh-grade student of SMAN 4 Palopo.

H<sub>0</sub> : The use of chain story game is not effective to improve students' speaking skills at the eleventh-grade student of SMAN 4 Palopo.

**CHAPTER III**  
**THE METHOD OF RESEARCH**

**A. Research Design**

The researcher used quantitative research, in the form of pre-experiment research. According to Sugiyono experiment method is a research method used to find the effect of certain treatments on others under controlled conditions. The researcher uses an experimental design because the researcher wants to know the effect of using chain story games on students' speaking skills. The design is important because it will determine the study's internal validity, which is the ability to reach a valid conclusion about the effect of the experimental treatment on the dependent variable

This research employed a pre-experimental method that applied one group pre-test and post-test. This design presents as follows:<sup>32</sup>

**Table 3.1 The Design of One Group Pre-Test and Post-Test.**

Experimental	Pre-Test	Treatment	Pos-Test
Group	T1	X	T2

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<sup>32</sup>Sumadi Suryabrata, *Metodologipenelitian*, (Cet,XXIII; Jakarta: Rajawali Pers, 2012), P.102

Where :

- T1 = Pre-Test
- X = Treatment
- T2 = Post-Test

## **B. Location of the Research**

The researcher conducted research at SMAN 4 Palopo, located at Jl. Bakau-Palopo, Balandai, Bara Regency, Palopo City, South Sulawesi Province

## **C. Variable of the Research**

1. Independent variable of this research is chain story game. A chain story game is one approach to encourage people to talk in a fun way.
2. Dependent variable of this research is speaking skills. Students speaking ability is their ability to express their ideas, feelings, experience, and opinion, and the third English component is fluency, accuracy, and comprehensibility.

## **D. Population and Sample**

### **1. Population**

The population in this study were students of class XI SMAN 4 Palopo. There were eight classes for students of class XI. They consist of XI IPA 1 to IPA 4 and XI IPS 1 to IPS 4. The total number of students is 114 students.

### **2. Sample**

The researcher used a random sampling technique in class XI IPA 1. Random sampling is a probability sampling in which everyone in the entire target population has an equal chance of being selected. The researcher used a random sampling technique because the assumption that the level of students are

almost the same. There were 24 students in this class but only 15 students were active in participating in this research from pre-test to post-test. So these 15 active students were the sample of the researcher.

### **E. Instrument of the Research**

The research instrument used a speaking test in which students took turns telling a story. The research instrument consisted of pre-test and post-test. In the pre-test, students were asked to tell stories about “Golden Snail” while in the post-test, students were asked to tell stories about “Malin Kundang”.

### **F. Procedure of Data Collection**

The procedure of collecting data in this research was described as follows:

#### **1. Pre-test**

In this study, the instrument was used as an oral speaking test. The researcher asked students to tell stories about Golden Snail, the researcher gave 5 minutes for each student to tell a story. The purpose of the oral test was to measure their speaking ability.

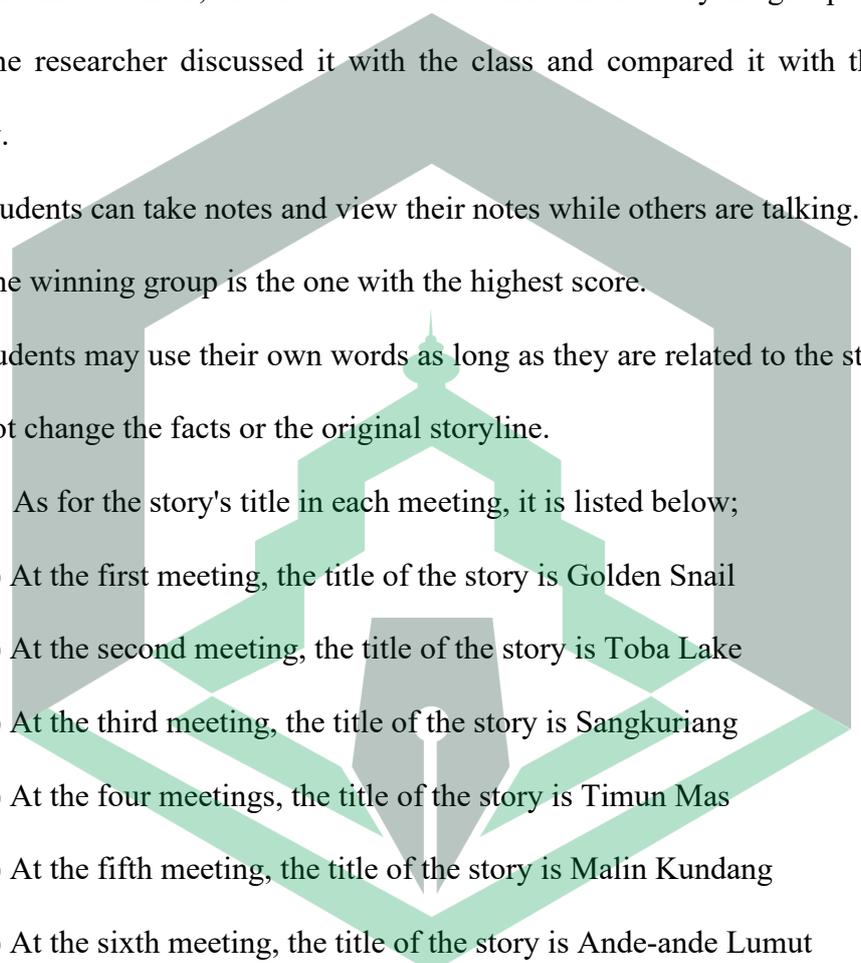
#### **2. Treatments**

After being given the pre-test, the treatment was given to the students. The treatment was carried out in six (VI) meetings. Each meeting takes 90 minutes, so the total time for six meetings is 540 minutes.

The treatment steps of this research are undertaken as follows:

#### **At the first to six meeting**

- a) Before the lesson started, the researcher gave the full story of the day.
- b) The researcher forms 4 groups, each consisting of 3 to 5 students.

- 
- c) One person from each group is appointed as group leader.
  - d) The leader consults with his group members to identify who is first, second, third, and so on, using their own words.
  - e) After Student A has finished telling the narrative to Student B, Student B must inform Student C, and the last student will retell the story his group mates told.
  - f) The researcher discussed it with the class and compared it with the original story.
  - g) Students can take notes and view their notes while others are talking.
  - h) The winning group is the one with the highest score.
  - i) Students may use their own words as long as they are related to the story and do not change the facts or the original storyline.

As for the story's title in each meeting, it is listed below;

- 1) At the first meeting, the title of the story is Golden Snail
- 2) At the second meeting, the title of the story is Toba Lake
- 3) At the third meeting, the title of the story is Sangkuriang
- 4) At the four meetings, the title of the story is Timun Mas
- 5) At the fifth meeting, the title of the story is Malin Kundang
- 6) At the sixth meeting, the title of the story is Ande-ande Lumut

### **3. Post-Test**

After the treatment was carried out, the post-test was the same as the pre-test, then the researcher asked the students to tell stories about Malin Kundang the researcher gave 5 minutes for each students to tell a story. The purpose of the post-test is to identify the improvement in speaking skills.

## G. Technique of Data Annalysis

Student speaking ability data in this study was analyzed using an observational approach that secretly assesses their speaking ability in terms of accuracy, fluency, and comprehensibility.

According to J.B Heaton, that detailed elaboration is presented as follows<sup>33</sup>:

### 1. Accuracy

**Table 3.2 Students' Rubric Scoring**

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors are confusing.
Average	3	Pronunciation is influenced by the mother tongue but

<sup>33</sup> J.B Haeton, *Longman Handbook for Language Teachers* (London and New York, 1990) P.10003

		only a few serious phonological and lexical errors, some of which confuses.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

## 2. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range

		expression.
Average	3	Has to make an effort much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
Poor	2	Long pauses while he writes for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

### 3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification are required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of

		clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort and interrupts, the speaker is unable to clarify anything he seems to have said <sup>34</sup> .

$$\text{Students score} = \frac{\text{score obtained} + 2}{n} \times 100$$

<sup>34</sup>Yusuf, *Improving Students' Speaking Skill in Retelling Story Through Picture at Third Semester Students of Stain Palopo*, (The State Collage for Islamic Studies, 2009), p.27

In addition to the technical evaluations based on the above six scales, researchers also performed evaluation classifications to measure students' speaking ability. The following will be the classification of the rating scale<sup>35</sup>.

**Table 3.3 The Scoring classification**

<b>Ability to communicated orally</b>	<b>Scale</b>
Excellent	5.01-6.00
Very good	4.01-5.00
Good	3.0-4.00
Average	2.01-3.00
Poor	1.01-2.00
Very poor	0.00-1.00

The data analysis techniques that have been collected are processed using descriptive statistics annalysis. It aims to describe the data that has been collected in the form of data, data preparation, data processing and data presentation in the form of tables, graphs, or diagrams in order to get an orderly picture, concise and clear. Descriptive statistical analysis technique is used to describe the value obtained from the research results. The purposes of this analysis, SPSS 20 was used to describe the students' mean scores and standard deviations.

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<sup>35</sup>Daryanto, *Evaluasi Pendidikan*, (Jakarta PT : Rineka Cipta, 2007), P.211

**Table 3.4 Cohen's Correlation**

<b>Interpratation</b>	<b>Correlation</b>
Small	0.10-0.29
Medium	0.30-49
Large	0.50-1.00



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The findings of this study explain the statistical data. the researcher collected the pre-test and post-test scores. furthermore, there are statistical test results that contain the average and standard deviation of the score on the pre-test and post-test.

##### 1. The students' results in the pre-test

**Table 4.1 The Score of Students' Speaking Skills in the Pre-Tes**

No	Respondents	The Aspect of Speaking Assessment			Total score	Final Score
		Accuracy	Fluency	Comprehensibility		
1	R. 01	2	2	2	6	2
2	R. 02	2	1	3	6	2
3	R. 03	1	1	2	4	1.33
4	R. 04	1	1	2	4	1.33
5	R. 05	3	2	3	8	2.66
6	R. 06	2	2	2	6	2
7	R. 07	2	2	3	7	2.33
8	R. 08	2	2	2	6	2
9	R. 09	1	1	1	3	1
10	RD 10	2	2	2	6	2
11	R. 11	3	3	3	9	3

12	R. 12	1	2	1	4	1.33
13	R. 13	2	2	2	6	2
14	R. 14	2	2	1	5	1.66
15	R. 15	2	2	2	6	2
		28	27	31	86	28.4
<b>Total</b>		<b>Mean Score</b>			<b>1.90 (poor)</b>	

**Table 4.1** reveals the students' scores on the pre-test. Several aspects are used in assessing the students' pre-test including fluency, accuracy, and comprehensibility. Total mean score at the pre-test is 1.90

#### 1) Accuracy

Before treatment, the researcher assessed the pre-test with inaccurate student scores. Scores percentage ratio table showing accuracy score, as shown in the table below :

**Table 4.2 The Percentage Score of Students' Accuracy in the Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	2	13%
5	Poor	2	9	60%
6	Very Poor	1	4	27%
<b>Total</b>			<b>15</b>	<b>100%</b>

The table 4.2 informed the accuracy scores in the pre-test. It can be seen that no student has obtained are excellent, very good and good category (0%). The majority of the 2 students (13%) get an average category, 9 students (60%) get the poor category and 4 students (27%) get the very poor category.

## 2) Fluency

The fluency scores indicated by a score percentage table can be seen in the table below :

**Table 4.3 The Percentage Score of Students' Fluency in the Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	1	7%
5	Poor	2	10	66%
6	Very Poor	1	4	27%
<b>Total</b>		<b>15</b>	<b>100%</b>	

The table 4.3 illustrated the fluency scores in the pre-test. It showed no students get the excellent, very good and good category (0%). The majority of the 1 students (7%) get the average category, 10 student (66%) get the poor category and 4 students (27%) get a very poor category.

### 3) Comprehensibility

The comprehensibility scores are indicated by a score percentage table, which can be seen in the table below :

**Table 4.4 The Percentage Score of Students' Comprehensibility in the Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	4	27%
5	Poor	2	8	53%
6	Very Poor	1	3	20%
<b>Total</b>			<b>15</b>	<b>100%</b>

The table 4.4 provided the fluency scores in the pre-test. It is clearly seen that no students get the excellent, very good and good category (0%). The majority of the 4 students (27%) get the average category, 8 students (53%) get the poor category and 3 students (20%) get a very poor category.

## 2. The students' results in post-test

**Table 4.5 The Score of Students' Speaking Skills in the Pos-Tes**

No	Respondents	The Aspect of Speaking Assessment			Total Score	Final Score
		Accuracy	Fluency	Comprehensibility		
1	R.01	3	3	4	10	3.33
2	R.02	3	3	3	9	3
3	R.03	3	2	3	8	2.66
4	R.04	2	2	4	8	2.66
5	R.05	4	3	3	10	3.33
6	R.06	3	3	3	6	2
7	R.07	3	4	3	10	3.33
8	R.08	3	3	4	10	3.33
9	R.09	2	3	2	7	2.33
10	R.10	3	3	3	9	3
11	R.11	4	4	4	12	4
12	R.12	2	4	3	9	3
13	R.13	3	3	4	10	3.33
14	R.14	3	3	3	9	3
15	R.15	3	4	3	10	3.33
		43	45	49	137	49.29
<b>Total</b>		<b>Mean Score</b>			<b>3.28 (Good)</b>	

**Table 4.5** exhibition the students' scores on the pos-test. Several aspects are used in assessing the students' pre-test including fluency, accuracy, and comprehensibility.

1) Accuracy

Before treatment, the researcher assessed the post-test with inaccurate student scores. Scores percentage ratio table showing accuracy score, as shown in the table below :

**Table 4.6 The Percentage Score of Students' Accuracy in the Post-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	13%
4	Average	3	10	67%
5	Poor	2	3	20%
5	Very Poor	1	0	0%
<b>Total</b>		<b>15</b>	<b>100%</b>	

**The table 4.6** showboat the accuracy scores in the post-test. It can be seen that no student has obtained are excellent, very good, and very poor (0%). The majority of the 5 students (13%) get a good category, 10 students (67%) get the average categoryry and 3 students (20%) get the poor category.

## 2) Fluency

The fluency scores indicated by a score percentage table can be seen in the table below :

**Table 4.7 The Percentage Score of Students' Fluency in the Post-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	4	27%
4	Average	3	9	60%
5	Poor	2	2	13%
6	Very Poor	1	0	0%
<b>Total</b>			<b>15</b>	<b>100%</b>

The table 4.7 represented the fluency scores in post-test. It is clearly seen that no students get the excellent, very good, and very poor category (0%). The majority of the 5 students (33%) get a good category, 10 students (67%) get the average category and 2 students (13%) get the poor category.

### 3) Comprehensibility

The comprehensibility scores are indicated by a score percentage table, which can be seen in the table below :

**Table 4.8 The Percentage Score of Students' Comprehensibility in the**

**Pos-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	5	33%
4	Average	3	9	60%
5	Poor	2	1	7%
6	Very Poor	1	0	0%
<b>Total</b>			<b>15</b>	<b>100%</b>

**The table 4.8.** Appearance the comprehensibility scores in the post-test. It showed no students get the excellent, very good, and very poor category (0%). The majority of the 5 students (53%) get a good category, 7 students (47%) get the average category and 1 students (7%) get the poor category.

### **3. The comparison between the result in pre-test and post-test**

In this study, the pre-test and post-test mean scores and standard deviations were recorded, and the two were compared. An outcome table with descriptive statistics is displayed:

**Table 4.9 the Mean Score and Standard Deviation of Pre-Test and Post-Test  
Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	1.90	15	.676	.174
	Posttest	3.28	15	.617	.159

The table 4.9 above reveals the mean of pre-test score was (1.90) with standar deviation was ( 0.676) and error standar was (0.174). The mean of post-test score was (3.30) with standar deviation was (0.560) and error standar was (0.144). The result is that the students ratings increased from (0.00) to (3.00).

**Table 4.10 The paired Samples Correlation of Pre-Test and Post-test  
Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	15	.452	.091

**Table 4.10** presents the data of the correlation between the pre-test and post-test. The cohen correlation table (*can be seen on page 31*) with a correlation of (0.30-0.49), it shows that the correlation score 0.452 is medium category with a significance value is 0.091. This data there is correlation between students speaking skills before and after giving the treatment.

**Table 4.11 The Paired Sample Test of Pre-Test and Post-Test**

**Paired Samples Test**

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
Pretest – Pair 1 - Posttest	-1.400	-1.055	.272	-1.984	-.815	-5.137	14	.000

The researcher obtains data with  $t_c$  ( $t_{count}$ ) = 5.137 and df (degrees of freedom) = 14 while the  $t_t$  ( $t_{table}$ ) for the standar of significant level 0,05 (5%) on df =14 is 2.144. It means the value of the t-count is higher than the value of the t-table.

$$5.137 > 2.144$$

As a result, the  $H_a$  hypothesis is automatically accepted whereas the  $H_o$  hypothesis is rejected. It was determined that there was a considerable difference between speaking students' abilities before and after the use of chain story games. Therefore, the researcher concluded that using chain story games was effective to improve students speaking skills at XI IPA 1 at SMAN 4 Palopo.

**B. Discussion**

In this study, the researcher used a chain story to improve students' speaking skills. there is a significant difference in the test results of students

before and after treatment. it can be seen that the average score in the pre-test stage was 1.90 and increased to 3.28 scores in the post-test. This study showed effectiveness in improving speaking skills based on the results of statistical scores. Based on the calculation of the 20th edition of SPSS obtained a significant 2-tailed is 0.00 which is smaller than the standard significance level of 0.05 ( $0.00 < 0.05$ ).

The results of this statistical calculation are on the condition that  $H_a$  research hers are accepted, and  $H_o$  is rejected. This shows that the use of chain story games is significant. There are several reasons why chain stories can improve students' Speaking Skills. First, the advantages of using chain story games are to increase student's confidence in speaking. This is in line with the findings of F. Felogau (2021), the application of the chain story technique is designed to increase students' speaking courage. If students have shown their courage, it is expected that their speaking skills will increase.

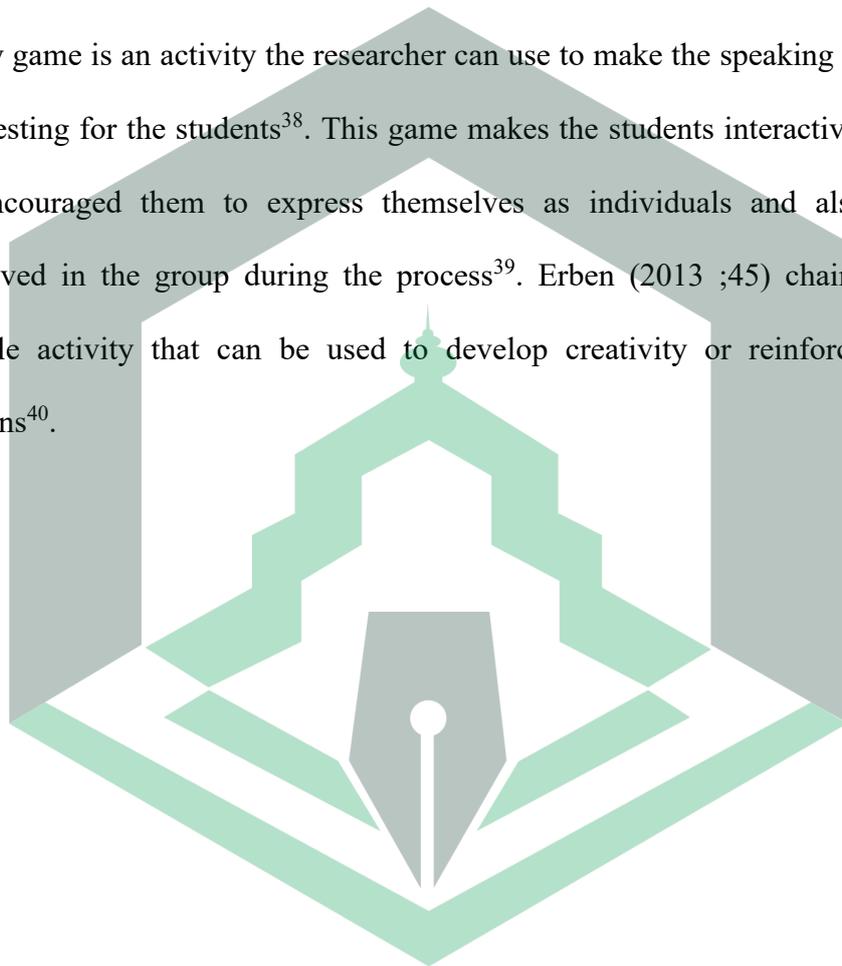
Bailey and Savage (1994) states that chain storytelling can used to develop fluency, accuracy and comprehensibility<sup>36</sup>. At first, students are still confused to express stories, sometimes they only make up two or three sentences, but after some practice, they can manage to make more sentence. They can continue the story spontaneous and fluent. Besides that, fluency improvement is also in according to the development vocabulary and grammar. More vocabulary and

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<sup>36</sup>Bailey, K. M., and Savage, L *New ways in teaching speaking: New ways in TESOL series innovative classroom techniques*. Virginia, VA: TESOL . (1994).

grammar they understand, the easier it is for them to continue the story<sup>37</sup>.

Learning to talk using chain story games is a fun and effective way to practice in class. This method can motivate students to improve their speaking skills. The researcher concludes that the chain story method can increase the efficiency and enjoyment of speaking English. Telling a story by using the Chain Story game is an activity the researcher can use to make the speaking lesson more interesting for the students<sup>38</sup>. This game makes the students interactive because it is encouraged them to express themselves as individuals and also they get involved in the group during the process<sup>39</sup>. Erben (2013 ;45) chain story is a simple activity that can be used to develop creativity or reinforce grammar lessons<sup>40</sup>.



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<sup>37</sup>*Ibid* 10

<sup>38</sup>Tiara Wulandari, Clarry Sada, and Luandi Suhartono, “*Theaching Speaking by Using Chain Story Games in MTs Ikhsanul Amal Sebawi*”, English Study Program Untan Pontianak. (2019)

<sup>39</sup>*Ibid* 3

<sup>40</sup> Tony Erben. *Calling All Foreign Language Teachers*. New York: Routledge. (2013.)

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

The use of chain story games is effective to improve the students speaking skills of the eleventh grade of SMAN 4 Palopo.

#### B. SUGGESTION

##### 1. Suggestions for Teacher

One of the methods in an effective teaching procedure to be used in class XI IPA 1 SMAN 4 Palopo is the chain story game. Teachers should play a bigger role in providing or allowing pupils to practice. Teachers must also have faith in their charges, believing that they are capable of carrying out their tasks. It is also the teacher's responsibility to watch their progress and assist pupils who are having trouble.

##### 2. Suggestions for the Student

To improve their proficiency in speaking English, students should practice speaking it more frequently. The student should put what they have learned into practice in their surroundings, whether it is with their friends or their teacher.

##### 3. Suggestions for the next researcher

Researchers advise using comparable studies to assist pupils in honing

their speaking abilities. The chain story game's implementation is anticipated to serve as a guide or source of inspiration for additional study.



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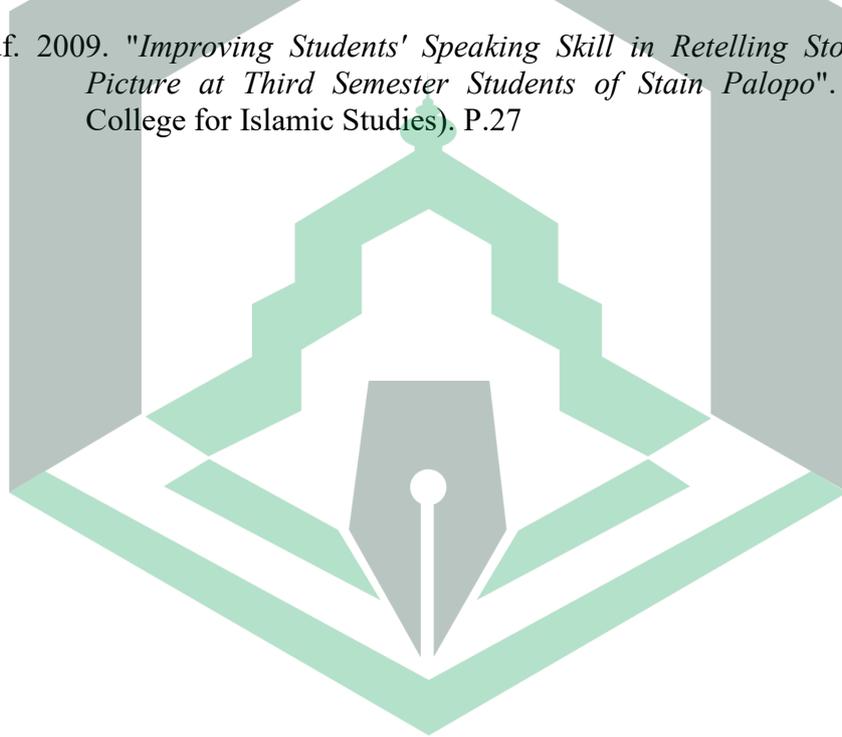
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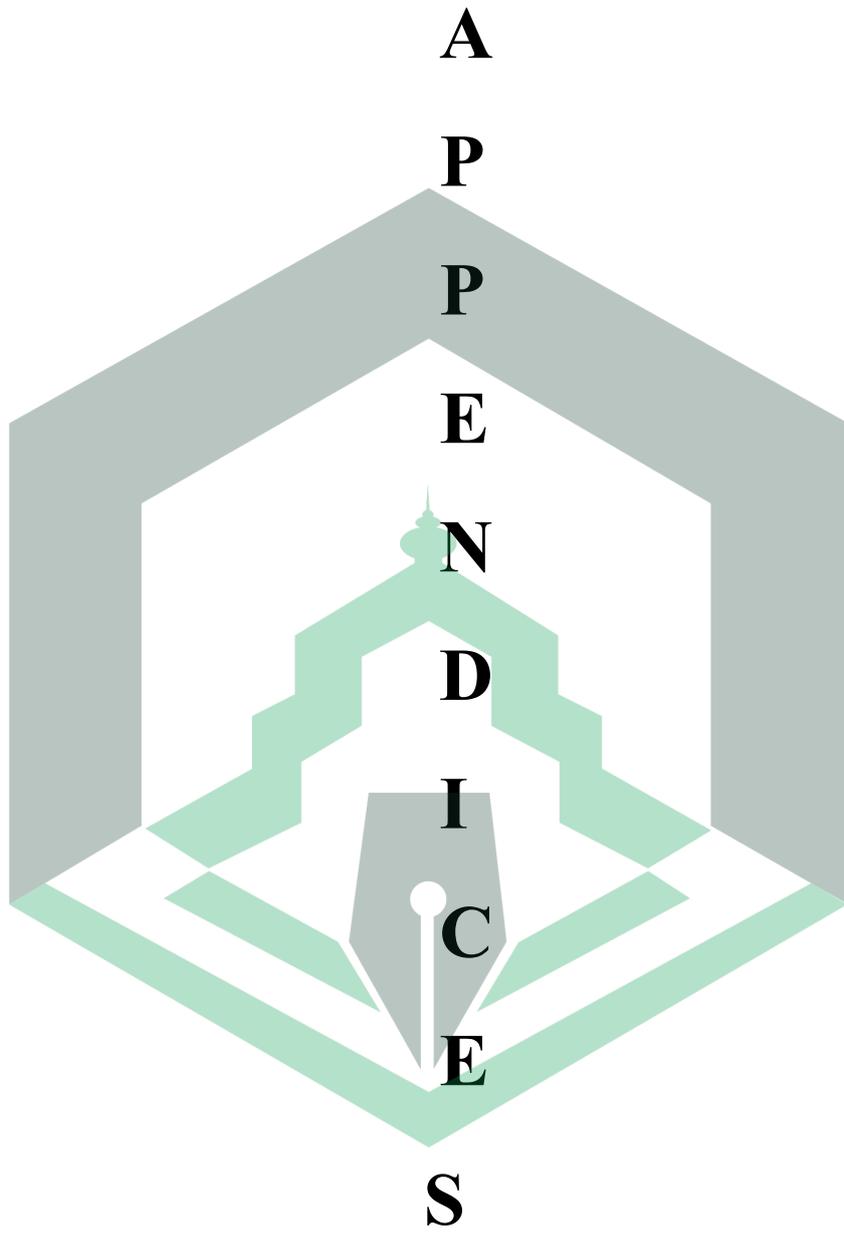
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## APPENDIX 2

### PRE-TEST AND POST-TEST

#### PRE-TEST

##### Direction:

- The researcher gives a story in the pre-test about narrative text with the title "Timun Mas"
- Time for storytelling is 5 minutes
- The purpose of the pre-test is to measure their speaking ability.

#### Timun Mas

Long time ago, there was a couple who had no children. They asked Buto Ijo to give them a child. Their request was granted. From one of the golden cucumbers planted in the garden, a very beautiful girl was born and was named Timun Mas. The agreement between this couple and Buto Ijo was to give the child to Buto Ijo when the child is 17 years old.

However, they broke their promise and instead told Timun Mas to leave when she was 17 years old. Buto Ijo was angry and went after Timun Mas. However, Timun Mas, which has been equipped with cucumber seeds, salt and shrimp paste, can avoid Buto Ijo. The cucumber seeds that she scattered towards Buto Ijo turned into tangled plants which blocked Buto Ijo's steps.

The salt she spread turned into a sea, and the shrimp paste that was thrown turned into suction mud that drowned Buto Ijo. Timun Mas was able to return home safely and gathered with her parents who loved her.



## POST-TEST

### Direction:

- The researcher gives a story in the post-test about narrative text with the title "Malin Kundang".
- Time for storytelling is 5 minutes.
- The purpose of the post-test Is there an improvement after being given treatment.

### **Malin Kundang**

Once upon a time there was a child named Malin Kundang who was born to a poor family. His mother is a widow who lived in poverty. Malin, who wanted to change his destiny, asked his mother's permission to migrate. With the permission of his mother, Malin went sailing.

Several years later, Malin returned to his hometown with a very beautiful wife. Malin had become a wealthy merchant who owned dozens of merchant ships. His mother, who heard her son's return, came to welcome him. But Malin was ashamed to see his mother in tattered clothes like a beggar.

Malin did not admit that she was his mother. His mother was so disappointed and hurt that she cursed if Malin was indeed her son, he would become a stone because he didn't want to acknowledge his mother. Malin Kundang, his wife and the entire crew turned into stones after a storm hit their ship.



# APPENDIX 3

## SURAT IZIN MENELITI



**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Alamat: Jl. K.H.M. Hasbi No.5 Kota Palopo - Sulawesi Selatan Telpom : (0471) 326548

**ASLI**

**IZIN PENELITIAN**  
NOMOR: 0374/PDPMPTSP/V/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2012 tentang Dasar Nasional Ilmu Pengetahuan dan Teknologi
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja
3. Peraturan Menteri Nomor 3 Tahun 2019 tentang Peraturan Sosial Kabupaten/Petawak
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Perizinan dan Non Perizinan Kota Palopo
5. Peraturan Walikota Palopo Nomor 34 Tahun 2018 tentang Penyelenggaraan Penyelenggaraan Perizinan dan Nonperizinan Yang Berjaring Lintas Pemerintah Kota Palopo dan Kecamatan/Petawak, dan Kecamatan Yang Mengadi Unsur Pemerintah Yang Berjaring Lintas Kabupaten/Petawak Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : **MIRWALASARI**  
Jenis Kelamin : **Perempuan**  
Alamat : **Jl. Sidi Balanda Kota Palopo**  
Pekerjaan : **Mahasiswa**  
NIM : **18 0202 1075**

Melalui dan Tujuan mengadakan penelitian dalam rangka penelitian Skripsi dengan Judul:

**IMPROVING SPEAKING SKILLS BY USING CHAIN STORY GAME FOR THE ELEVENTH GRADE STUDENTS OF SWAN 4 PALOPO**

Lokasi Penelitian : **SWAN NEGERI 4 PALOPO**  
Lamanya Penelitian : **16 Juni 2022 s.d. 16 Agustus 2022**

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  2. Menanti semua prosedur perundang-undangan yang berlaku, serta menghormati Adab Istiadat setempat
  3. Penelitian tidak menyimpang dari melaud izin yang diberikan
  4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
  5. Surat izin penelitian ini dinyatakan tidak berlaku, bila ada penyalahgunaan dan/atau tidak mematuhi ketentuan-ketentuan tersebut di atas.
- Demiakan Surat Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya

**Palopo, 16 Juni 2022**  
Kepala Dinas Penanaman Modal dan PTSP  
Kepala Bidang Pengkaji dan Pemrosesan Perizinan PTEP



**ERICK K. SIDIQ SAEG**  
Pangkat: **Pada 1k I**  
NP: **15830414 200701 1 005**

**Tersusun**

1. Surat Izin Penelitian (Surat Asli)
2. Airtolok Palopo
3. Daftar INI SWD
4. Kupon Arsitek
5. Kepala Seksi Penelitian dan Pengalangan Kota Palopo
6. Kepala Seksi Kelengkapan Kota Palopo
7. Nota Intimasi Internal (Melaksanakan penelitian)



## APPENDIX 5 SURAT KETERANGAN VALIDASI

### SURAT KETERANGAN VALIDASI

Yang berisnda terngn dibawah ini:

Nama : Dr. Masruddin, S.S., M.Pd  
Jabatan/Pekerjaan : Lektor Kepala  
Instansi Asal : Institut Agama Islam Hegeri Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

*Improving Speaking Skills By Using Chain Story Game For The Eleventh Grade Students Of Sman 4 Palopo*

dari mahasiswa:

Nama : Nirmalasari  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 18 0202 0075

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 28 JULY 2022

Validator,

Dr. MASRUDDIN, S.S., M.Pd

NIP 1980013 2005011 005

\*cocot yang tidak perlu

## APPENDIX 6 DOCUMENTATION



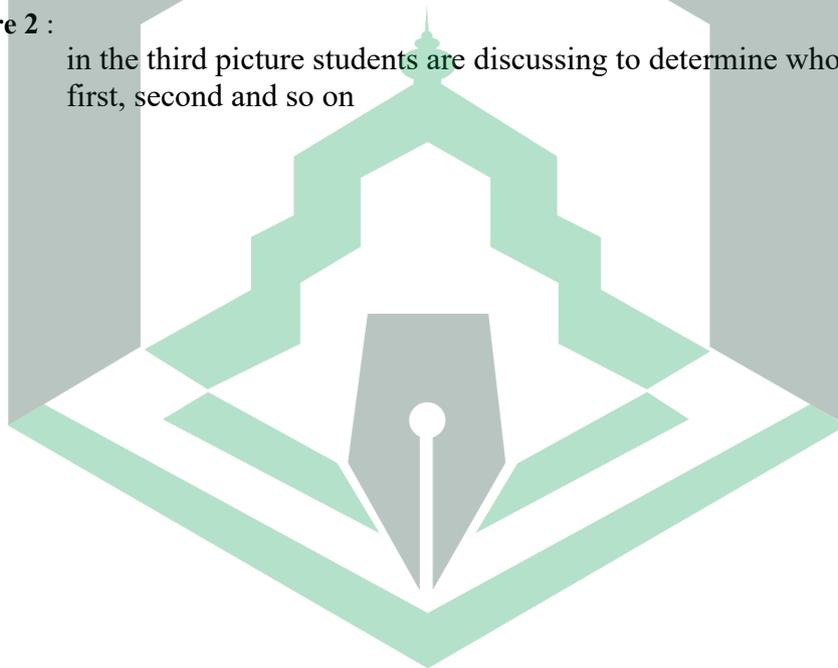
**Figure 1 :**

In the first figure, the researcher explain about the purpose of coming to the class as well as explaining a little about the narrative story.



I  
Figure 2 :

in the third picture students are discussing to determine who will be the first, second and so on





**Figure 3 :**

In the second figure students are bappearing in front of the class to play a chain story.



**Figure 4:**

In the last picture is a photo together with students in clas XI IPA 1 when the researcher have been doing the research.

