ABSTRACT

Key Words: Chain Storytelling Technique, Speaking Ability.

Language is an important aspect in our dailylife. Without language people cannot communicate with others. Language is a fundamental aspect used by human to express idea. There are many languages in the world. One of the languages is English. English is an intenational language. Beside for communication, English is the key to the international technology, commerce and knowledge. In language teaching, we often talk about the four language skills (speaking, listening, reading and writing) in term direction and modality. To increase students speaking ability, the teachers need suitable technique to conduct in the classroom. Chain story telling technique is more effective to practice with their friends. Then, Chain storytelling technique is able to make students creative in making a story. Here, students are given the opportunity to speak about the story. The problem statement of this thesis: is there any significant difference on students' speaking ability before and after using chain storytelling technique.

The design of this research was quantitative. This research was pre-experiment research. The reseacher used one group as pre-test and post-test group. In this case, the researcher used simple random sample as technique in choosing the sample. The populations were 37 students and sample was 18 students. Here, technique of data collection used by the researcher were documentation and test. To calculate the data, the researcher used SPSS 16.0 programs and to analyze the data the researcher used Normality Test and T-test.

The result of calculation with 5% significant level revealed that $(t_0)8,000$ because $8,000>0,05$ so, there is significant difference on students' speaking ability before and after using chain storytelling technique. The $t_0(8,000) \geq t_t(2,11)H_\alpha$ was accepted. It means that between both variables there is any significant differences. Chain storytelling technique was considered effective in teaching speaking ability of XIIA class at MA AL-ishlah Bungkal Ponorogo in academic year 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important aspect in our dailylife. Without language people cannot communicate with others. Language is a fundamental aspect used by human to express everything, face to face communication, scientific inquiry, and many other purposes.[1] People can get insight and knowledge by using the language which is used by people in daily communication. Language is a complex system that requires the coordinated action of four subsystems there are phonology, semantics, grammar and pragmatics.

There are many languages in the world. One of language is English. English is an intenational language. Beside for communication, English is the key to the international technology, commerce and knowledge. In Indonesia education, English is getting more important because English is an obligatory part of inof the school curriculum, but the fact that it is a compulsory subject for all students does not pose a problem as most pupils are highly motivated and parental attitudes are positive and supportive. In fact, learning English is part of a personal agenda for most people as it enables us to move around in the European community. It isn't difficult to see real reasons for learning English for jobs or studies.[2] In education, language learning has specific

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[1] Elly van Gelderen, History of The English Language (USA: John Benjamins B. V.2006), 20.

[2] Tricia Hedge, Teaching and Learning in the Language Classroom (Oxford: University Press.2000), 8.

objective. It means that the learning should achieve the objective to improve and develop students', proficiency in English by mastering four skills use them in communication.

Therefore, Indonesian goverment has decided that English is one of subject taughtin Indonesia. It becomes a local content in elementary school, a compulsory subject in junior and senior high school and a complementary subject of the higher education institute. This is hoped that Indonesian student can master English.

One of the life skills that must be mastered by the students is English speaking. As we know speaking is one of the central elements of communication.[3] Speaking was not acknowledge at all as worthy of attention in the grammar-tranlation approach. Yet communicative language teaching has tended to see speaking largely either as the prime medium for creativity in language development or as the site for intractive learning.[4]

In language teaching, we often talk about the four language skills (speaking, listening, reading and writing) in term direction and modality.[5]A teacher must know of each students' strengths and weaknesses during instruction and when assigning task.[6] Teacher has to be creative to improve student's English Competence, especially in English speaking. In fact, not all

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[3]Jack C. Richard and Willy A. Renandya, Methodology in Language Teaching (Cambridge: University Press), 210.

[4] H long and Doughty, The Handbook of language teaching, 412.

[5]Kathleen M. Bailey, Practical English Language Teaching:speaking international Edition 2005 (America: The Mc Grow hill Companies. 2005), 2.

[6]Multilevel Monograph, Teaching in the Multilevel Classroom. Pdf. 4.

teachers can do it well. They seldom make variety of teaching and learning process.

According to Nunan, speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.[7] Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it.

Students are considered succesful in their language by communicate effectively in English. English teacher always guided students to master speaking ability simultaneously. In fact, most of students are still difficult to master speaking ability. One problem is to speak English. Certainly, students don't talk, ashamed and couldn't answer questions when learning english at class or school.

In language teaching, the most essential goal of applying teaching technique is to make the students being able to communicate in the language taught. There is communicating between students to another student. In other hand, there are active interactions among students. There are many approach and methods to choose, and such a choice may be influenced by the age and level of the students, time, special needs media and resources course that available to the instructor.

The researcher has research at the twelfth grade in MA AL-Ishlah Bungkal Ponorogo. To know some problems at the twelfth grade students the

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[7]David Nunan, Language Teaching Methodology (Sydney: Longman Pearson Prediction.2000), 39.

researcher was interviewing one of the English teacher (Anik Nurhayati), the researcher asked about studying competence especially on speaking learning. The teacher explained that students' competence at twelfth grade is very low in their speaking learning. Mrs, Anik said that students at twelfth grade must be able to speaking English well, because speaking English is very important face their future, work wide and also in international wide. So, the teacher hope to researcher can give good technique for the twelfth grade students.[8] There are some problems that made student's competence decreasing. One of those problems was coming from students, for example weakness of student's confident, and student's vocabulary is very low and other. In one hand, those problems also come from teachers, for example less of motivation and the teachers don't give good technique for students. In this case the researcher gives solution for students to more active in learning English. The researcher gives good technique for students and to be introducing for teachers. Chain Storytelling is good technique that can increase speaking learning of students because of that previous teaching, this technique is never use. This technique is very attractive and more fun to apply at the twelfth grade students in Chain Storytelling technique students can make group to discuss story their make. Then, students practice in front of the class. The researcher used one group as pre-test and post test to get the data.

The researcher is eager to learn whether there is effectiveness of chain storytelling technique on teaching speaking ability. This technique aims to

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[8] Anik Nurhayati, interview on 8 April 2016.

develop the students' communication competence using their speaking in the class. Using Chain Storytelling Technique is more effective because the students easy to remember of words in the story.

According to Swenson on Sri Sofiati's jurnal chain story is each individual student brings different knowledge to the class, and activities designed to pool that knowledge can really be fun. Chain story are a great way to build confidence and get everyone involved. Chain Story involve each person in the group taking a turn adding to the story. They can build one word at a time, 3 words at a time, or sentence by sentence, depending on the level of the students. Chain Stories work best in groups of 5-8, if you have a bigger group, start more than one story. Ask one person the story so that it can be read back to the whole class at the end. In this technique, each students brings different knowledge to the class, and this activities make the group that can really be fun. Chain story technique is able to make students creative in making a story. Here, students are given the opportunity to speak about the story.[9]

The researcher assumes chain storytelling is important for teachers in teaching speaking at the twelfth grade students of MA AL-Ishlah Bungkal Ponorogo. Based on the explanation above, the researcher conducts field research at the twelfth grade students of MA AL-ISHLAH Bungkal Ponorogo.

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[9]www.ehow.com/way_5180573_fun-english-classactivities.html#ixzzllEv8vlFY

The title of researcher is : "The Effectiveness of Chain Storytelling Technique in Teaching Speaking at the students Twelfth Grade of MA Al-Ishlah Bungkal *Ponorogo in Academic Year 2015/2016''*.

B. Limitation of the Study

This research only focused on using Chain Storytelling technique and speaking class of twelfth grade students of MA Al-Ishlah Bungkal Ponorogo in Academic Year 2015/2016

C. Statement of the Problem

From the background of study above, problems can be identified as Is there any significant different on students' speaking ability before and after using Chain Storytelling technique at the twelfth grade students of MA Al-Ishlah Bungkal in academic year 2015/2016?

D. Objective of the Study

To know whether there is any significant differences on students' speaking ability before and after using chain storytelling technique in teaching speaking at the twelfth grade students of MA Al-ishlah Bungkal in academic year 2015/2016?

E. Significances of Study

    a. Theoretically

    To explore the effectiveness, weakness, and strength of chain storytelling technique

    b. Practically

        1. Teacher

        This study is expected could be reference for teachers of MA Al-ishlah Bungkal in teaching speaking.

        2. Students

        This study is expected can give knowledge to students about chain storytelling technique to process of learning enable the students to grade their speaking competence. Especially for twelfth grade students of MA Al-ishlah

        3. Reader

        The researcher is expected to give a contribution to reader, particularly the students of English Department of STAIN Ponorogo.

        4. The other researcher

        This research can enrich reference for the next research and to give knowledge for all researchers

F. **Organization of The Thesis**

To make easy to arrange the thesis, in the section will explain about the organization of thesis. There are five chapters. They are:

CHAPTER I : INTRODUCTION

This chapter consists of background of study, Limitation of the Study, Statement of the Problem , Objective of the Study, Significances of the Study

CHAPTER II : REVIEW OF RELATED LITERATURES

This chapter consists of theoretical background, Previous Study, Theoretical Framework, and Hypothesis.

CHAPTER III : RESEARCH METHODOLOGY

This chapter consists of research design, Population and Sample, Instrument ofData Collection, Technique of Data Collection, and Technique of Data Analysis.

CHAPTER IV : RESEARCH FINDING

This chapter consists of research location, Data Description, Data Analysis, and Discussion

CHAPTER V : CLOSING

This chapter consists of Conclusion and Recommendation.

CHAPTER II

LITERATURE STUDY

A. Theoretical Background

1. Chain Story Telling

a. Definition of Chain Story Telling

Chain storytelling is knowledge to express idea for the other students. The students can express idea and make a story with in their paper. Chain storytelling is a good technique for make easy to remember of some words and to try practice conversation.

Stories can exhibit joy by being fun or by being meaningful in a way that makes the listener feel fulfilled even if the story is not a happy one. The joy comes not just from the story but also from connecting with others while sharing story.[10] Storytelling, as a form entertainment representing the past and the many ways of being human that are possible, not only can be a joy in self, but it can also counteract the numbing effect of the enormous changes that we are undergoing in society today. Storytelling not only can prevent wreckage, but it also can make the journey fun for everyone as travel into this new world we are creating. Tell your stories and have fun.[11]

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[10] Amy E. Spaulding, The Art of Storytelling Telling, Truths Through Telling Stories (UK: The Scarecrow Press, Inc., 2011), 13.

[11] Ibid., 20.

Storytelling is a way of expressing thoughts, emotions and ideas in various forms of transfer and come back to the ancient times though all modern innovations, the appeal of art storytelling has not completely disappeared, in particular, in the field of education where it still carries a major importance.

According to Swenson, chain story is each individual student brings different knowledge to the class, and activities designed to pool that knowledge can really be fun. Chain story are a great way to build confidence and get everyone involved. Chain Story involves each person in the group taking a turn adding to the story. They can build one word at a time, 3 words at a time, and sentences, depending on the level of the students. Chain Stories work best in groups of 5-8, if you have a bigger group, start more than one story. Ask one person the story, so that it can be read back to the whole class at the end. In this technique, each student brings different knowledge to the class, and activities designed to pool that knowledge can really be fun. Chain story technique are able to make students creative in story. Here, students are given the opportunity to speak about story.[12]

Chain Story telling is a teaching technique that can improve students' writing skill and makes the writing activity more

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[12]www.ehow.com/way_5180573_fun-english-clasactivities.html#ixzzllEv8vlFY, Accesed on 16 november 2015

interesting and easy for students because students become involve as a group during the speaking.

According Batta, chain story is a technique that can help students to be interested in writing activity which make all the students' knowledge active because they have to mentally think, argue, recall, and make sensible links. These techniques help students to understand the material. In this activity, students are stimulated to develop thinking skills and imagination.

b. Types of Story

Choosing a story to tell is very important, so an overview is a good mind to start. The easiest way to begin is to explain the different categories and discuss the implications of these distinctions for those looking for tales to tell.

a. Folklore is the generic name for all kinds of folk stories, jokes, and superstitions.

b. Folk tales are those stories that have been told through many generations for so long that no one knows who originally thought them up, who changed them, or how. They represent the values of the culture that they come from.

c. Wonder tales are a cross between fairy tales and myths. They are usually literary versions of tales that were originally myths.

d. Pour quoi tales are tales that explain why something is the way it is, as the French word suggests.

e. Myths should be treated with respect, for myths were once believed as part of a religion system.

f. Legends supposedly happened. Many have a religious base, but even those that don't usually have a lesson, whether overtly stated or not.

g. Parables are teaching stories, usually with a strong moral attached, whether or not it is specifically stated.

h. Ballads can be any kind of story, although they are usually romantic.[13]

c. **Steps of Using Chain Story Telling**

According to Putra, the steps of using Chain story were drawn as follows:

1. Teacher constructs the students' mind and knowledge from the basic knowledge by asking the students' experience that related to recount text.

2. Teacher gives opportunity to the students to find out knowledge, skill or information before the teacher explanation.

3. Teacher gives some questions to encourage students' thinking ability

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[13] Amy E. Spaulding, The Art of Storytelling Telling, Truths Through Telling Stories (UK: The Scarecrow Press, Inc.,2011), 35-45.

4. Teacher devides the students into groups of four.

5. Teacher gives a sample of a recount text. Teacher explains about recount text.

6. Teacher explains and models to the students the process of chain story.

7. Teacher writes the first sentence "when I was in the first year of elementary school, I had unforgettable experience" on the board.

8. Students by the teacher write the next sentence in their own paper. Each student will be given one minute to give the contribution (more time needed as the stories grow longer)

9. Students pass their paper to the right (this pattern continuous until the stories are complete)

10. Students correct the stories in pairs led by the teacher by providing an edit checklist on the board to aid students in focusing on particular errors (vocabulary or grammatical structure).[14]

d. Advantages and Disadvantages of Chain Storytelling

Miler states, Storytelling is an ancient human activity. In many culture, people use stories to make sense of their world and to pass knowledge on to future generation. Making use of stories in education usually start already during early childhood when the parents

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[14]http://popesovia.blogspot.co.id/2013/09using-chai-story-to-improve-students.html

teach children values and understanding of the world using a language and metaphors that can easily be understood by the children. Educational stories are typically told by the educators in order to convey certain values or information to the learners.

The use of stories in education has been finding to be most usefully in language learning, with emotional aspect, and for encouraging students to share personal experiences. These are the following of advantages and disadvantages of storytelling.

1) **Advantages of Storytelling**

There are some advantages or strengths of storytelling in improving students' speaking skill

- Students can use storytelling to share stories of success and develop a sense of community.
- Storytelling enhances creativity, imagination and concentrates of their lives.
- The use of imagination enables stories to be remembered
- Storytelling enhances critical thinking and listening skill
- Storytelling maintains the oral tradition

2) **Disadvantages of storytelling**

Besides that, storytelling also has some weaknesses for teacher in conducting teaching speaking in the classroom.

- Preparation for storytelling takes time

- Students require a safe environment and may feel uncomfortable to share their stories

- Topics may challenge personal values and therefore be threatening

- Students may need directions and guidance at various stages of storytelling

- The students' response depends on their earlier exposure to storytelling

- Storytelling requires visualization skills and may not suit everyone's learning style.[15]

2. **Speaking**

a. **Definition of Speaking**

Speaking is one of the four skills in English, include in the productive skill. Speaking is important in communication and being able to conduct communication in the language learns is a proud for its learners.

According to Kathleen, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[16] It means that, when somebody is speaking, she was producing sounds, words, or sentences that she wants somebody else

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[15]Duveskog M., Tedre, M. Sedano, C.I. & Sutinen, E, Life Planning by Digital Storytelling in a Primary School in Rural Tanzania. Educational Technology & Society (2012), 225-237.

[16]Kathleen M. Bailey, David Nunan, Practical English Language Teaching Speaking, (Singapore: McGraw-Hill Companies 2005), 2.

to understand. On the other hand, she wants to give some information or same ideas from other people.

In teaching English, speaking is mastering of language art.[17] So speaking skill has important role in teaching learning English and it prepared all the material before learning activity and every part of skill.

Speaking is the single most important aspect of learning a foreign language. It can measure students' ability in practicing a conversation.

According to Jack C.Richards, speaking is one of central elements of communication.[18]Speaking is not simple saying something which is written. Speaking involves the use of complex range of language and sub– skills, such as knowing when to initiate conversation, turn – taking and knowing when to stay quiet.[19]

b. Speaking Components

There are components to make students fluent in speaking or producing speech. The components in speaking are: fluency, and accuracy.

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[17]David Nunan, Language Teaching Methodology (Sydney: Macquarie University 1991), 39.

[18]Jack C. Richards, Methodology in Language Teaching, 210.

[19]Peter Lucantoni, Teaching and Assessing Skills In English as a Second Language (New York: Cambridge University Press, 2002), 37.

a. Fluency

Fluency is the capacity to speak fluidly, confidently and rate consistent with the norms of the relevant native speech community.[20] It is also an important dimension of communication.

b. Accuracy

Accuracy is the ability to speak proper that is selecting the correct words and expression, to convey the intended meaning. Accuracy involves over the linguistic code.[21] As the result of this, there is miscommunication or misunderstanding in speaking process.

c. **Speaking Activities**

Teacher must create the classroom condition be more effective in teaching speaking. It means that there are speaking activities which interesting for students. Many ways to create classroom-speaking activities that will develop communicative competence. There are some activities to promote speaking are: [22]

1). Discussions

After a content-based lesson, a discussion can be held forvarious reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is

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[20]Kathleen M. Bailey, David Nunan, Practical English Language Teaching Speaking (Singapore: McGraw-Hill Companies 2005), 5.

[21]Ibid., 5.

[22]Kayi Hariye, Teaching Speaking: Activities to Promote Speaking in a second language, (online) http: (//unr.edu/homepage/heyriyek.), Accessed on 8 Mrch 2016.

set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2). Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3). Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4). Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the

task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5). Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6). Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7). Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8). Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9). Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10). Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds**: Earning money

- **Hearts**: Love and relationships

- **Spades:** An unforgettable memory

- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in thegroup.

For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?

- What is the easiest way of earning money?

- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11). Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating

12). Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13). Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

d. Types of Classroom Speaking Performance

Brown stated that, the speaking test assesses speaking ability in relation to the workplace. There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1. Intensive speaking, goes one stop beyond imitative to that is include any speaking performance that is designed to practice some phonological or grammatical aspect language.

2. Responsive, a short replies to teacher or students-initiated questions or comments

3. Transactional (Dialogue) carried out for the purpose of conveying or exchanging information

4. Interpersonal (Dialogue) carried out for the purpose of maintaining social relationship rather than for the transmission of facts of facts and information.

5. Extensive (Monologue) designed for intermediate to advance level students, to give extended monologue in the forms of oral reports, summaries, short speech.[23]

For instance, to test whether learners can speak, it is necessary to get them to actually say something. To do this they must act on knowledge of fluency, grammar and vocabulary. By giving learners speaking practice and oral exams we can recognize the student's

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[23]H. Doughlas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, 271-274.

ability in teaching speaking.

The speaking test which used in this study is extensive (monologue) designed. Here, to measure students' ability in teaching speaking, students able to speak English in front of the class with the topic have discussed in class. When students performance their speaking, the teacher can know how good they use speak fluently, vocabulary, and grammatically. From that, the teacher can know student's achievement in teaching speaking.

e. **Speaking Ability**

Ability is perspicacity to do things extraordinarily. It is based on practice and personal training. One should learn the method voluntarily and merrily. Speaking ability is defined as the capacity of the individuals to perform various tasks in speaking activity.

The mastery of speaking ability in English is a priority for many second languages or foreign language learning. Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Therefore, students' speaking ability is very important to be paid a lot of attention during the language learning process.

3. **Teaching Speaking**

a. Definition of Teaching Speaking

Speaking is generally know as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Teaching speaking is that teachers should provide something for learners to talk about.[24]

4. **Principles for Teaching Speaking**

a. Principles for teaching speaking for beginner learners

In this section will consider the principles which can influence and inform our decision as we teach speaking for beginner and false beginner learners. These principles are:

1. Provide something for learners to talk about.

2. Create opportunities for students to interact by using group work or Pair work.

3. Manipulate physical arrangements to promote speaking practice.

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[24]David Nunan, Practical English Language Teaching (Singapore: McGraw-Hill Companies, 2003), 37.

b. Principle for teaching speaking to intermediate learner

This section will consider three principles that are most relevant to teach speaking to intermediate students. These principles are:

1. Plan speaking task that involve negotiation for meaning.

2. Design both transactional and interpersonal speaking activities.

3. Personalize the speaking activities whenever possible.[25]

c. Principle for teaching speaking to advanced learners

This section will considered important principles for teaching speaking to beginning students, false beginners, and intermediate students. There are additional key principles for teaching speaking to advanced learners:[26]

4. Help learners to combine fluency and accuracy

5. Encourage learners to take reasonable risks in speaking English

6. Provide opportunities for learners to notice the gap

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[25] Ibid., 36-39.
[26] Ibid., 124.

B. **Previous Study**

There were some previous studies that were closely related the implementation of chain storytelling technique in teaching speaking. The research that was conducted by A'Malun Nafi'ah tried to implement the action on improving speaking ability through retelling story for the eleventh grade students of MA-ISLAM Joresan Mlarak Ponorogo in academic year 2012/2013.[27] This study focused on improving the students' ability particularly in term of fluency, vocabulary, and structure through retelling story. The result of study shows that there is significance between speaking ability and retelling story. Furthermore, there are some differences between this research and A'Malun Nafi'ah research such as, kinds of research, background of research, object of research and calculate of data analysis then technique of data collection.

Other research was presented by Sri Sofiati "the Effect of Using Chain Story towards the Students' Ability in Writing Recount Text: An Experimental Study at First Grade Students of SMA Negeri 8 Mataram in Academic Year 2013/2014". The result of study is the result of pre-test in class experiment and control group can be seen in the data below: Group Highest score Lowest score Average score Experimental group 77 45 52.12 Control group 78 44 51.59.[28] Based on the result of research for the

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[27] A'malun Nafi'ah (210909080), "The Effectivemess of Retelling Story Technique on *Students' Speaking Achievement at the Eleventh grade of MA AL*-Ishlam Joresan Mlarak Ponorogo in Academic Year 2012/2013". (Thesis,STAIN,Ponorogo,2013).

[28] Sri Sofia (EID 109 074), *The Effect of Using Chain Story Towards the Students' Ability* in Writing Recount Text: An Experimental study at First Grade Students of SMA Negeri 8

experimental group in the pre-test, the highest and the lowest score were 77 and 45 with the average score was 52.12. For the control group, the highest and the lowest score were 78 and 45 with the average score was 51.59. Sri Sofiati's research concludes that Using Chain Story can improve students'Ability in Writing Recount Text. This previous study, the researcher knows that chain storytelling had been used in writing recount text. In this case the researcher tries to use technique chain storytelling in speaking ability in same experiment research.

Beside, the previous research also conducted by Rima Novia Ulva with the title "Improving Speaking Ability through Storytelling for the tenth grade students of MA AL-Mawaddah Ponorogo in academic years 2010/2011. This research is in three cycles, the researcher got data that the students were challenged to do the activities and the result is the students' average score raised 9 point from 66 up to 75. The highest score remained in 90 up to the last cycle and the lowest score increased from 50 to 70. Besides, at the end of cycle 3, all of students passed the target score. Using storytelling can help students in improving their speaking ability. Thus, the researcher suggest teacher to use it as variation in teaching English.

C.   **Theoretical Framework**

Speaking is one of the important skills which the learners should be able to master because it is a productive skill meaning that is a product of learning language. It's also important because the basic function of language is to communicate. In order to achieve the purpose, the teacher should create kinds of techniques so that the students are freely to use their knowledge and implement it.

The technique which may apply in teaching speaking is chain storytelling. Chain storytelling is an excellent teaching strategy because chain story ignite students interest, help students to remember about word in story, add vocabulary students and this help students better understand and memorize some of words and express idea. So the researcher chooses Chain Storytelling Technique in Teaching Speaking Ability. Based on the statement above, the researcher can determine X and Y variable as follow:

X   : Chain Storytelling Technique

Y   : Speaking Ability

From two variables above, the researcher can conclude the theoretical framework as follows:

a. If the students are using chain storytelling technique, the students' speaking achievement is high.

b. If the students are not using chain storytelling technique, the students' speaking achievement is low.

D.   **Hypothesis**

Hypothesis in is research can be stated based on the theoretical analysis and theoretical framework.

1. Null Hypothesis (N0)

There is no significant different before and after using Chain Story Technique in teaching speaking ability.

2. Alternative Hypothesis (Ha)

There is any significant different before and after using Chain Story Technique in teaching speaking ability.
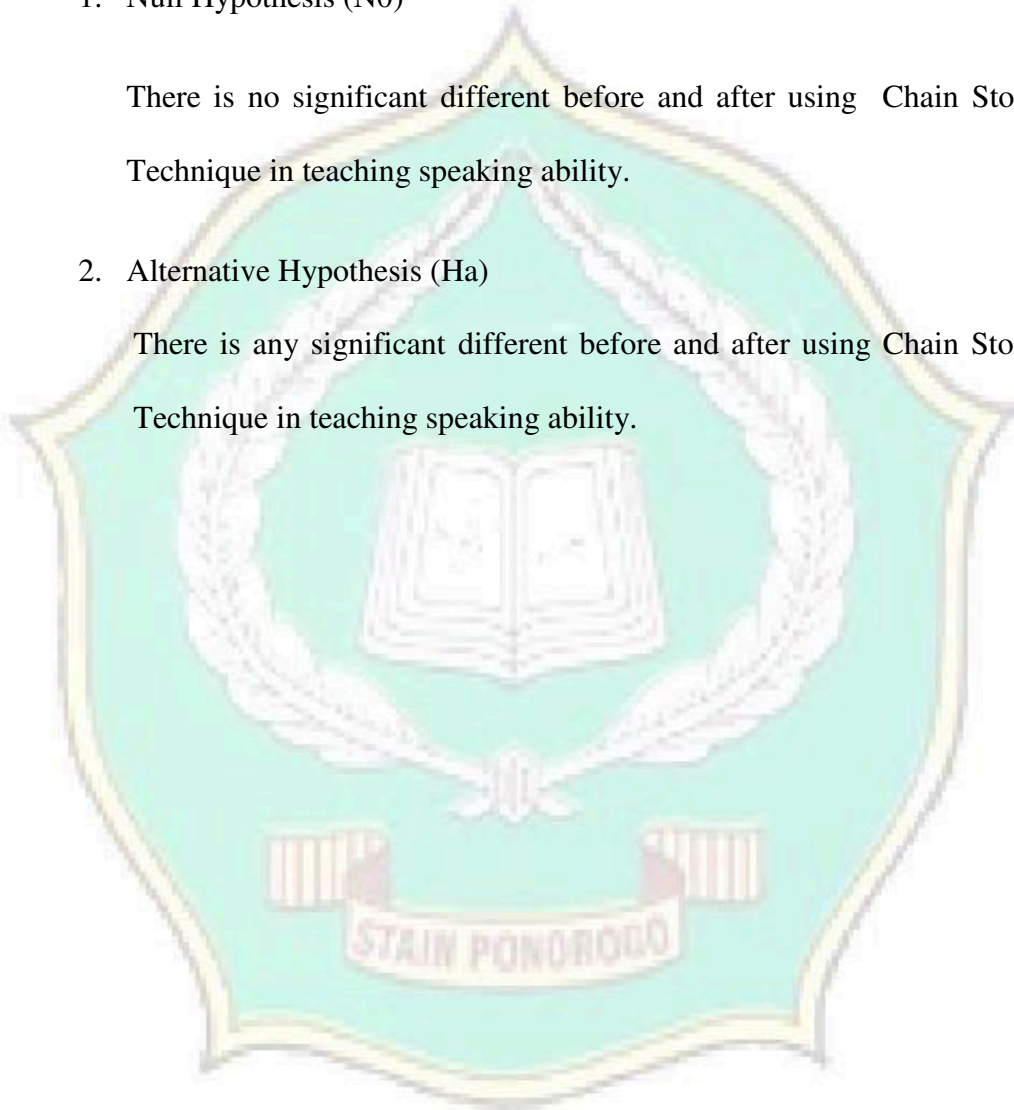
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. An experimenter deliberately and systematically introduces change and the observe consequences of that change. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. The experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another.[29]

This research applied quantitative approach. Quantitative approach provides the form of description, which use statistic number. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.[30] Quantitative research refers to the systematic investigation of social phenomena via statistical, mathematical or computational techniques. As a John W. Creswell said quantitative

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[29]Donal Ary et, al, Introduction to Research in Education Belmont (USA: Wadsworth, Cengage Learning, 2010), 265.
[30]Ibid, 22.

research is a means for testing objective theories by examining the relationship among variables. These variables in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion.[31]

This research has two variables, dependent and independent:

1. Independent variable : Chain Storytelling Technique

2. Dependent variable   : Speaking Ability

The research employed a pre-experimental method with one class pretest and post test design. The diagram was given below:

Group A   0l ……………….X ……………..02[32]

Where:

01 = Pretest

X = Treatment

02 = Post test

From the design above, the sample of the research was given pre-test first to get the students' achievement. After that, they are given treatment (taught by chain storytelling technique) and they are given post test. The results of pre –test and post-test then computed statistically.

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[31]John W. Creswell, Research Design: Quantitative, Qualitative & Mixed Methods Approach, (California: SAGE Publications Inc, 2009), 4.
[32]Ibid., 160.

B. **Population and Sample**

1. Population

Suharsimi Arikunto states, "Population is overall the study subjects. He said that,"if someone wants to have all the elements that exist in the area of research, the research was population research". If the researcher wants to conduct a research and use all subject in one area, so the research can be called population research.[33]

The population in this research is twelfth grade students at MA AL-ishlah Bungkal Ponorogo in academic year 2015/2016, the total number of population is 37.

2. Sample

According to Suharsimi Arikunto, sample is partially or representative populations in research. Sample is one part of whole that can be examined in order to see what the test is like. Sample is a half or a part of the population which is being researcher.[34] The sample is smaller than the total population.

Sample was a sub group of the target population that the researcher plans to study for generalizing about the target population. Sampling was the process done to choose and

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[33]Suharsimi Arikunto, Prosedur Penelitian (Jakarta : PT. Rineka Cipta, 2000), 102.
[34]Ibid., 114.

take sample correctly from population so that it could be used as valid representative to the population.[35]

In this research, the writer used simple random sampling. The sample was chosen from two classes. The researcher prepares two pieces of paper. Its paper there was twelfth A and B, Then the researcher chosen one of them. The sample that chosen was twelfth A which consist 18 students there are 6 male and 12 female in MA AL-ishlah Bungkal Ponorogo in academic year 2015/2016.

C. Data Collection Instrument

Data is most important thing in the research, to get the data the researcher has to arrange the instrument and technique data are needed to collect the data.[36] Here the instrument of data collection used to make easy the process of gathering the data.

The researcher determines the instrument of data collection, the researcher explains about the research instrument. It is described in the following table:

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[35]Sugiyono, Metode Penelitian Kuantitatif Kualitatif and R & D (Bandung: Alfabeta, 2005), 82.

[36] Suharsimi Arikunto, Manajemen Pendidikan (Jakarta : PT. Rineka Cipta, 2000), 134.

Table 3.1 Indicator Variable

Title	Variable	Indicator
The Effectiveness of Chain Storytelling Technique in Teaching Speaking Ability at The Students Twelfth grade Students of MA Al-ishlah in Academic year 2015/2016	Variable X Chain Storytelling Variable Y Speaking Ability	The students can understand about the story and are able to communicate their understanding to their friends in terms of fluency on their speaking, accuracy on their speaking, provide with good pronunciation and cover the content in dept.

From the explained above, the researcher uses test to get the data and the test is based on syllabus for this grade. Therefore, standard competent and base competent on speaking skill as the object of the study are described clearly to help the researcher in designing the instrument to collect data. They are described in the following sentence:

1. Standard Competent

    Speaking and writing

    4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, explanation, dan discussion dalam konteks kehidupan sehari-hari.

    6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana narrative, explanation, dan discussion dalam konteks kehidupan sehari-hari.

2. Base Competent

    4.1. Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari (teks Pengumuman).

    6.2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, explanation, dan discussion.

    In line with standard competent and base competent above, the researcher makes oral test criteria and indicator of oral test achievement, as follow:

1. Oral test criteria

Table 3.2 Oral Test Criteria[37]

cores	luency	A ccuracy	C ontent	Pr onunciation
	peaks with little hesitation that does not interfere with communic ation	U ses a variety of structures with only occasional grammatical errors	U se a variety of descriptive vocabulary, an appropriate text organization and an appropriate language features of description text	Co mmunicates affectively, have a good intonation and pronunciation
	peaks with	U ses a variety	U se a variety	Co mmunicates

[37]H. Dowglas Brown, Language Assesment: Principles and ClassrooPractices, (NewYork: Pearson Longman Education Inc, 2004), 255.

some hesitation that does not interfere with communication	of structures with more than occasional grammatical errors	of descriptive vocabulary, an enough appropriate text organization and an enough appropriate language features of description text	affectively, have a good enough intonation and pronunciation
S peaks with some hesitation that interferes with communication	U ses a variety of structures with frequent errors or uses basic structures with only	U se a some of descriptive vocabulary, an lacking appropriate text organization and an	Co mmunicates acceptably, have a lack of intonation and pronunciation

		occasional grammatical errors	lacking appropriate language features of description text	
		S peaks with much hesitation that gently interferes with communic ation	U ses basic structures with frequent errors	U se a basic of descriptive vocabulary without text organization and language features of description text	Co mmunicates marginally, have and bad intonation and pronunciation

An instrument is needed to get the data in research. There are two ways to collect the data in research. Those are test and documentation.

D. Technique of Data Collection

Top get the data is very important to choose the best technique. To collection the data a research need instrument. There are some instrument used to collect data, there are:

1. Documentation

   Documentation is a kind of important technique to get the data about everything or variable which is in the form of notes, transcript, book, newspaper, magazine, meeting and result, ledger.[38]In this researcher, documentation is used to get some data about students' English achievement in twelfth grade students of MA Al-ishlah Bungkal Ponorogo in academic year 2015/1016. The data got from documentation of students' used chain storytelling technique.

2. Test

   In this research, data obtained from the assessment conducted by the researcher. The data cover the aspects of speaking fluency, accuracy, content, pronunciation aid in this study, test is done through some steps. First, researcher asked students from each class to used chain storytelling technique. The researcher makes a group member to make a story narrative text and practice to chain storytelling technique. After that, the researcher give explain about

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[38]Brown, Language assessment: Principles and Classroom Practices, 243.

procedure to make a narrative text chain storytelling and give example to practice chain storytelling technique.

There are two methods to measure in the test:

a. Test of reliability

Reliability is the degree of consistency with which it measures whatever it is measuring.[39] It is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. A reliability test is consistent and dependable.[40] Indicator of high and low reliability based on Sugiono:

Table 3.3 The indicator of reliability

0.800-1.000	Very high
0.600-0.799	High
0.400-0.599	Enough
0.200-0.399	Low
0.000-0.199	Very low

In this research, the writer will count the reliability of fluency, accuracy, and content and pronunciation test. A data collection test is considered to be reliable if it yields consistent

[39]Donald Ary, et.al., Introduction to Research in Education, 8th ed. (Canada: Wadsworth Cengage Learning, 2010),

[40]H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy (New York: Longman), 386

results in its successive administration. The result test of validity

is r_{table} 0,482.

b. Test of Validity

The validity of a test as extent to which it measures what it is supposed measure and nothing else. According to H Douglas Brown, validity is the degree to which the test actually measures what it is intended to measures.[41] Validity is the most important consideration in developing and evaluating measuring instruments.[42] In this research, the writer counts the validity of fluency, accuracy, and content and pronunciation test. To test the validity of the instrument in this research, researcher used a type of construct validity for the variable in this research relates to phenomena and abstract objects, but the symptoms can be observed and measured. To calculate it by used the product moment correlation with the help of SPSS 16 program for Windows.

The result test of validity presents the value of reliability coefficient for the speaking test is 0.458 and it categorized into

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[41] Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, 387.
[42] Ary, et.al., Introduction to Research in Education, 8th ed, 225.

enough. So can we know from reliability and validity the result in test is valid.

E. Technique of Data Analysis

In this research, the researcher used statistical data analysis technique to know the different score between the students' achievement in speaking ability before and after being taught by using chain storytelling technique. This technique of data analysis belongs to quantitative data analysis and the data are analyzed statistically by using T-test. In this case, researcher counts the data to answer statements of the problem and try to test the hypothesis. Before testing data by using T-test, the data must fulfill the assumption in which the data must be normally distributed. Therefore, normality test must be provided.

1) Normality Test

This research used Kolmogorov- Smirnov to normality test, that calculate by using SPSS 16.0 program.

F. Hypothesis Testing

Quantitative research is testing objective theories by examining the relationship among variables. Testing the hypothesis in research is done

after getting the reliability and validity of the data by using ANOVA 2 x 2 techniques.

    Ha   : There is any significance difference of students' speaking ability before they are taught by using drilling technique and after they are taught by using drilling technique.

    Ho   : There is no significance difference of students' speaking ability before they are taught by using chain storytelling technique and after they are taught by using chain storytelling technique.

      Calculate the data by using SPSS 16.0 program for Windows.
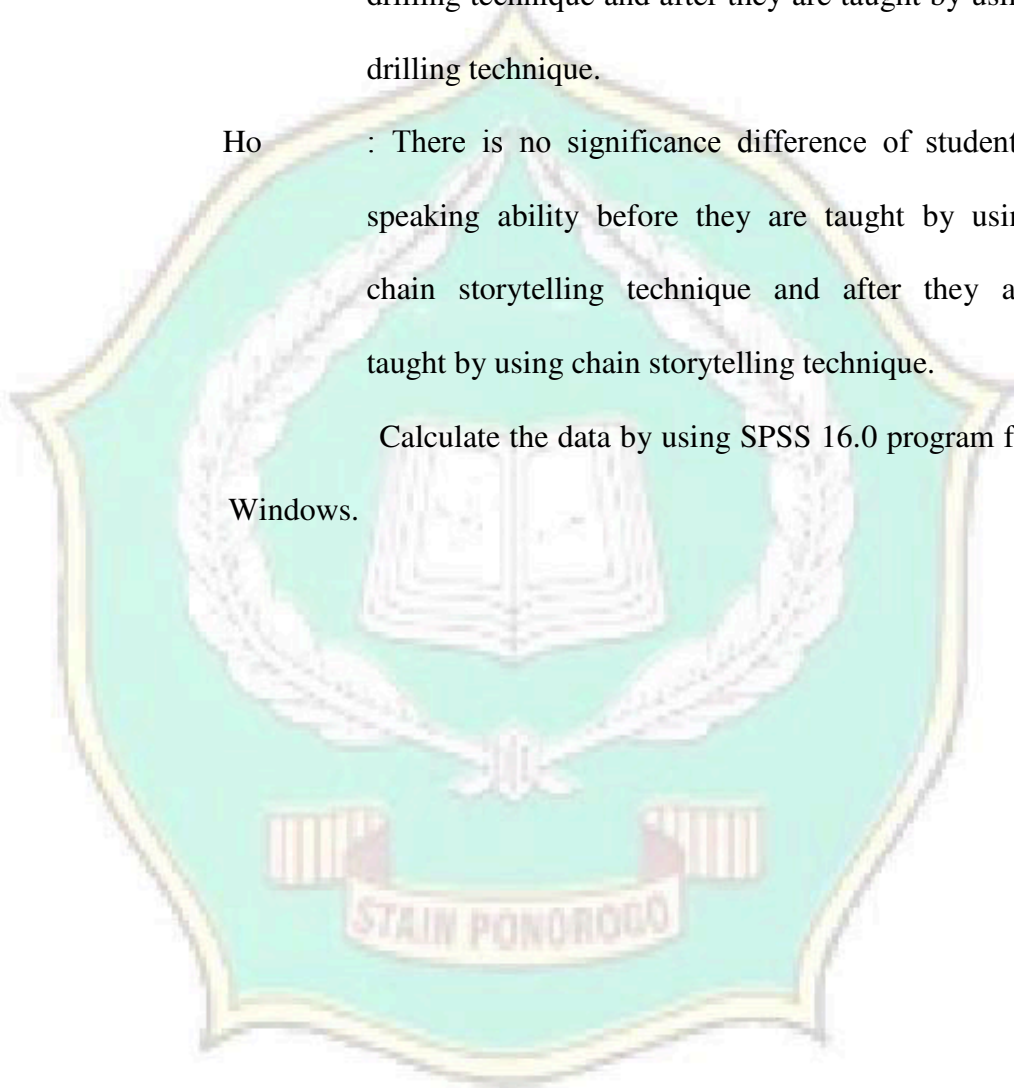
CHAPTER IV

RESEARCH FINDING

A. General Finding

The researcher explained about some kinds of general finding, there are: Research Location, School Profile, Vision and Missions, school's Goals Condition of Students and Facilities and Infrastructure.

1. Personal Location

   The research was conducted at MA AL-ishlah Bungkal Ponorogo. It is location at Bungkal - Ponorogo sreet. MA AL-ishlah has a very strategic location, because this school was located not far from Main Street and this location is near to the market. It is also supported by the ease of transportation.

2. School Profile

   The name of school studied is MA AL-ishlah Bungkal Ponorogo with statistical number of school is 131235020005 and has a good accreditation. Full address school is Bungkal Ponorogo Street, village Kalisat, and district Bungkal Ponorogo district, East Java province with a phone number (0325) 371690 while the tax number of school is 02.820.507.8-647.000. MA AL-ishlah led by Mr. Drs, Qomari.

Vision and Missions

Vision

Faithful, devoted, knowledgeable and tech

Mission

a. Implementing learning, tutoring actively so that every students can learn optimally in accordance with its potential.

b. Foster appreciation of education and islam religion, Al-Qur'an Hadits, and Ahlussunah walJama'ah as a source of wisdom in every action and instill religious insight Ahlussunah WalJama'ah.

c. Optimally cultivate the spirit of excellence to all society.

d. Encourage and assist students to recognize her potential, so that it can develop optimally.

e. Implement of management by involving the participant of all society and committee of the school.

f. Encourage and guide the students, to practice their religion in an orderly manner, akhlaqulkarimah and implement syati'at Islamic Ahlussunah WalJama'ah.

3. School's Goals

a. Foster attitudes and Islamic religious Amaliyah.

b. Gives provisions of certain basic abilities and to carry out in life society.

c. Gives provision ability of knowledge, experience and attitude required to continue pursue higher education.

d. Able to push the technological capabilities.

4. Students of Condition

The students of MA AL-ishlah Bungkal Ponorogo in academic year 2015/216 are 91 students. It consists of 29 students for X grade, 25 students for XI grade, 18 students for XIIA grade and 19 students for XIIB.

5. Facilities and Infrastructure

Facilities and infrastructure are a component that also determines the success as of the learning process. Education process that is supported by sufficient infrastructures, the learning process can run well. In edition; facilities and infrastructure of MA AL-ishlah Bungkal Ponorogo consist of classrooms, library, office, mosque, UKS, multimedia laboratory and etc.

Table 4.1 Data Infrastructure

No	Types of Infrastructure	Number of Rooms	Room of good Condition	Room of Good Condition	Damage Category		
					Damage	Minor damage	Heavily Damage
1	Classroom			2			
2	Library						

No	Room						
3	Science Laboratory						
4	Biology Laboratory						
5	Physics Laboratory						
6	Chemistry Laboratory						
7	Computer Laboratory			1			
8	Language Laboratory						
9	Boardroom			1			
10	Staffroom						
11	Administration room						
12	Counseling room						
13	Place of Pray						
14	Infirmary						
15	Toilets			2			
16	Storage						
17	Circulation space						
18	Sports Venues						
19	Students Organization			1			
20	Others rooms						

6. Organization Structure of MA AL-ishlah Bungkal Ponorogo

In an educational institution, it is necessary to facilitate the structuring of school organization to share duties in an organization. It

is needed to make the authority of individual units work together and help to achieve the objectives that have been defined.

B. **Specific Finding**

1. **Time of Research**

Place of location research in MA AL-Ishlah Bungkal Ponorogo. On Monday-Thursday the researcher did research at twelfth grade A. In the class consist of 18 students. In the class all students is present. When did research, the researcher have 120 minutes in the class to do experiment. The researcher in the class want a prove theory to the students, especially in teaching speaking. The researcher wants to know about score and competence in twelfth grade students. To know about score and competence, the researcher did some treatment like a pre-test and post-test.

2. **Procedure of the Research**

In procedure of the research, the first step the researcher tried pre-test in the class. Then, the researcher asks for all students to make a small group. After that, the students discussed about story with friends in their groups. The students can express idea and express new knowledge in the class and forget to remember and

memorize their story. The last steps the students must practice and tell for all students in the class.

After the researcher tried pre-test, the researcher try again in post-test. In post-test very detail in explained, because in post-test the researcher give explained before do practice in Chain Storytelling. Steps in post-test the first, the researcher give explained well for all students about Chain Storytelling. Then, the researcher asks the students to make a small group and discussion about topic from researcher. After that, students can more understand about this technique and felt have fun and can discussion with their friends. This technique the students must express idea and give new knowledge for the others students and memorize story. The last students practice in class same in pre-test, but in post-test the students more understand and more have good score.

The data of the research put toward in table 3.1 tabulation of data that consist of four columns. First columns is the list of number of students, second column is the list of name students, third column is value of pre-test (X) and next column is value of post test (Y).

3. **The Result of Score Validitas and Reliabilitas**

Table 4.2 The Result of the Students' Pre-Test and Post Test of Chain Storytelling Technique

O	Name	Fluency	Accuracy	Content	Pronunciation	Total
.	B l				3	0
.	C g				2	
.	H l				3	
.	T y				2	
.	I p				3	2
.	U ilm				2	
.	O l				3	0
.	O p				2	1
.	P g				1	
0.	T r				1	
1.	A b				2	

No.	Name				
2.	Mkn				1
3.	Lmg				2
4.	Klmr				3
5.	Wbhbs				2
6.	Jbn				3 0
7.	Maba				4 4
8	Nnbn				2 1
9.	Risky				3

Based on the table above, there are 19 students this score for data Validitas and Reabilitas.

4.   The Result of Pre Test.

The researcher used chain storytelling technique to remember of the word and share the story to other groups with used chain

storytelling technique. The table below showed the score of students'
speaking practice before they are taught by using chain storytelling
technique. The score of students' speaking ability are:

**Table 4.3 The Result of the Students' Pre-Test of Chain
Storytelling Technique**

O	NAME	RE-TEST (X)
	Aristaningsih	6
	Bonari	4
	Dantiana	6
	Irham Munasir	6
	Isna Zakiatul Fuadah	8
	Lini Setiowati	2
	Mahdiani	8

	Muhamad Danang Wahyu	0
	Muhamad Rosyid	4
0	Pitriana Kartika Sari	4
1	Rina Dwi Nur Asyah	2
2	Ribiatun Khusnul	2
3	Siti Iin Widyowati	4
4	Sri Winih	0
5	Susi Rahayu	6
6	Syukur Wahyudi	8
7	Ahmad Fais Robert	2
8	Siti Nur Jannah	0

Based on data obtained from an oral testto18 student's show that highest score was 92 and the lowest score was 80.

The result of students' speaking ability can be seen clearly on the following table:

Table 4.4 frequency Distribution of Pre-Test speaking

score

pre_test

		requency	ercent	Valid Percent	Cumulative Percent
alid	0		.6	.6	5.6
	2		6.7	6.7	22.2
	4		2.2	2.2	44.4
	6		2.2	2.2	66.7
	8		6.7	6.7	83.3
	0		1.1	1.1	94.4
	2		.6	.6	100.0

pre_test

		requency	ercent	alid Percent	umulative Percent
alid	0		.6	.6	5.6
	2		6.7	6.7	22.2
	4		2.2	2.2	44.4
	6		2.2	2.2	66.7
	8		6.7	6.7	83.3
	0		1.1	1.1	94.4
	2		.6	.6	100.0
	otal	8	00.0	00.0	

From table above, could be seen that the score of students' speaking was varieties. There were 5,6% 0r 1 student got score 80, 5,6% or 3 students got score 82, 16,7% or 4 students got score 84, 22,2% or 4 students got score 86, 22,2% or 3 student got score 88, 16,7% or 2 student got score 90, 11,1% or 1 student got score 92, and 5,6% .

Based on the table above, the histogram can be seen in as follows:

Table 4.5 Histogram for the pre test

Pre Test

Mean =85.67
Std. Dev. =3.236
N =18
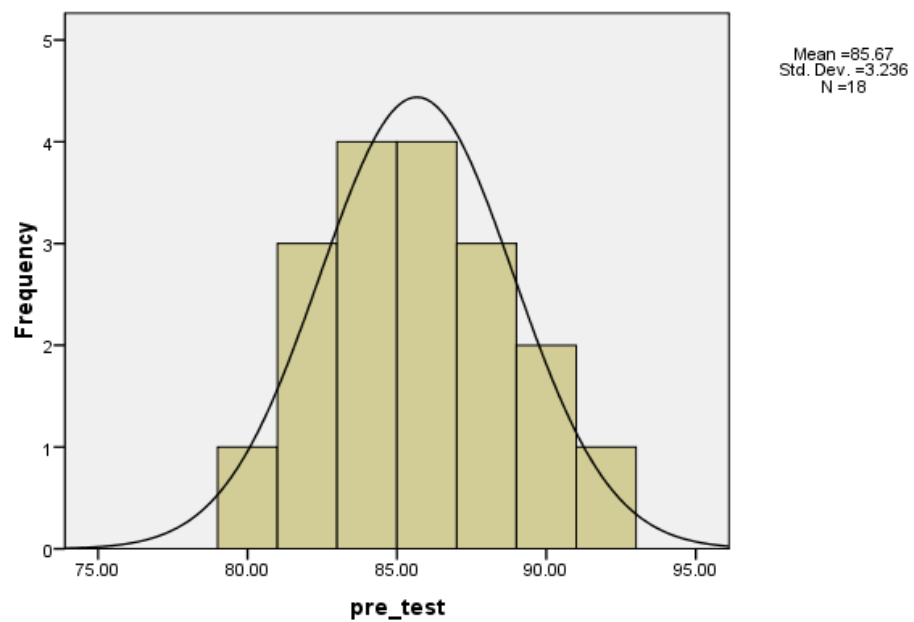
From the histogram above, it is stated M= 85,67 and SD = 3,236. To determine the category of the speaking ability practice was good, medium or poor, the researcher grouped scores using the standard as follows:

1) More than M + 1.SD (85,67+3,236= 88,906) is categorized into good

2) Between M– 1.SD (85,67 – 3,236= 82,434) to M + 1.SDx (88,906) is categorized into medium.

3) Less than M - 1.SD (82,434) is categorized into low.

Thus it can be seen that the scores which are more than 88 is considered into good, while the scores which are less than 82 is categorized into low and the score of between 88-82is categorized medium. That categorization can be clearly seen in the following:

Table 4.6 The categorization of students' score on speaking ability

o	Score	requency	Percentage	Category
1	More than 88	4	2,3%	Good
	Between 82-88	1 1	1,0%	Medium
	Less than 82	3	6,7%	Low
	Total	1 8	00%	

From the such categorization can be seen that the students' speaking score showed that 22,3% in the good category, 61,0% in a medium category and 16,7% in a low category.

5.   **The Result of Post Test.**

The researcher used chain storytelling technique to remember of the word and share the story to other groups with used chain storytelling technique. The table below showed the score of students' speaking practice after they are taught by using chain storytelling technique. The score of students' speaking ability are:

Table 4.7 The Result of the Students' Post Test Chain Storytelling Technique

O	NAME	RE-TEST (X)
	Aristaningsih	2
	Bonari	0
	Dantiana	2
	Irham Munasir	0
	Isna Zakiatul Fuadah	4
	Lini Setiowati	8
	Mahdiani	

		6
	Muhamad Danang Wahyu	6
	Muhamad Rosyid	8
0	Pitriana Kartika Sari	4
1	Rina Dwi Nur Asyah	2
2	Ribiatun Khusnul	4
3	Siti Iin Widyowati	0
4	Sri Winih	2
5	Susi Rahayu	6
6	Syukur Wahyudi	2
7	Ahmad Fais Robert	0
8	Siti Nur Jannah	4

Based on data obtained from an oral test to 18 students' shows that highest score was 92 and the lowest was 80.

The result of students' speaking ability can be seen clearly on the following table:

**Table 4.8 Frequency Distribution of Post-Test speaking score**

Posttest

		requency	ercent	Valid Percent	Cumulative Percent
alid	8		.6	5.6	5.6
	0		2.2	2.2	27.8
	2		7.8	7.8	55.6
	4		2.2	2.2	77.8
	6		6.7	6.7	94.4
	8		.6	5.6	100.0
	otal	8	00.0	100.0	

From table above, could be seen that the score of students' speaking was varieties. There were 5,6% or 1 student got score 88, 5,6% or 4 students got score 90, 22,2% or 5 students got score 92, 27,8% or 4 students got score 94, 22,2% or 3 student got score 96, 16,7% or 1 student got score 98, 5,6.

Based on the table above, the histogram can be seen in as follows:

Table 4.9 Histogram for the pre test

Post Test

-
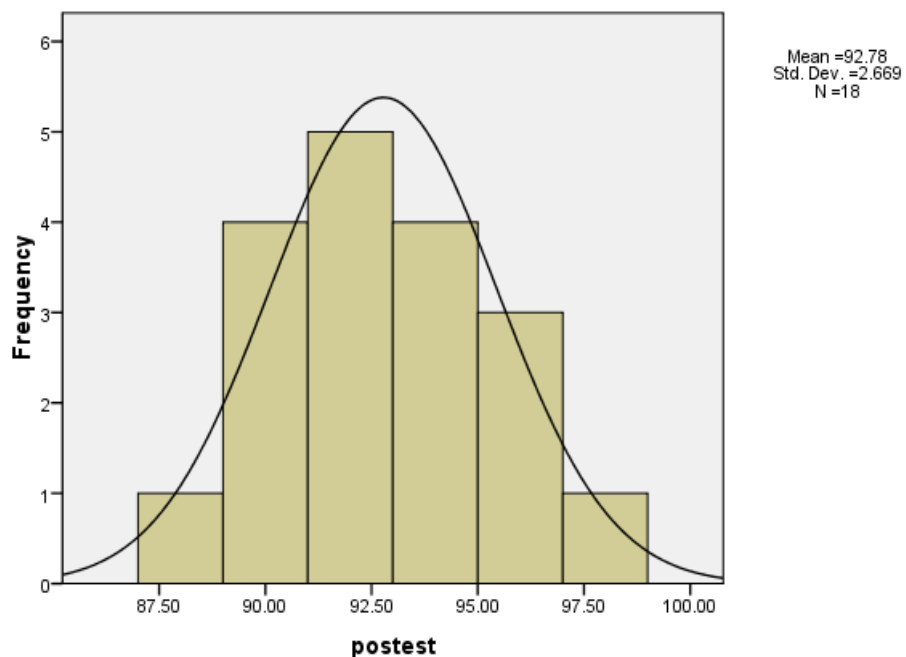
From the histogram above, it is stated M= 92,78 and SD = 2,669. To determine the category of the speaking ability was good, medium or poor, the researcher grouped scores using the standard as follows:

4) More than M + 1.SD (92,78+2,669=95.449) is categorized into good

5) Between M– 1.SD (92,78 – 2,669=90.111) to M + 1.SDx (95,449) is categorized into medium.

6) Less than M - 1.SD (90,111) is categorized into low.

Thus, it can be seen that the scores which are more than92 is considered into good, while the scores which are less than 90is categorized into low and the score of between 90-92is categorized medium. That categorization can be clearly seen in the following:

Table 4.10 The categorization of students' score on speaking ability

No	Score	Frequency	Percentage	Category
1	More than 90	5	27,7%	Good
	Between 90-92	9	50%	Medium
	Less than 90	4	22,3%	Low
	Total	18	100%	

From the such categorization can be seen that the students' speaking score showed that 27,7% in the good category, 50% in a medium category and 22,3% in a low category.

C.   **Data Analysis**

1.   **Assumption Test Analysis**

Assumption test analysis conducted as the prerequisite for testing hypothesis. The Assumption is the data are normally distributed. It can be done by conducting **Normality Test.**

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16.0 for Windows. It is in the following:

c.   Test of validity

The validity of a test is the extent to which it measures what it is supposed measure and nothing else. According to H Douglas Brown, validity is the degree to which the test actually measures what it is intended to measures.[43] Validity is the most important consideration in developing and evaluating measuring instruments.[44] In this research, the writer counts the validity of pronunciation test. Validity can be divided into four types, namely content validity, construct validity, predictive validity, and concurrent validity. To test the validity of the instrument in this research, researcher used a type of construct validity for the

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[43]H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy (New York: Longman), 387.

[44]Donald Ary, et.al., Introduction to Research in Education, 8th ed.(Canada: Wadsworth Cengage Learning,2010), 225.

variable in this research relates to phenomena and abstract objects, but the symptoms can be observed and measured. To calculate it by used the product moment correlation with the help of SPSS program for Windows.

The validity of each item was then analyzed by using SPSS 16.0 for Windows. The validity of each item was then analyzed by using SPSS 16.0 program for Windows. The analyzed to found out the r_{xy} after finding the r_{xy} then consulted with r_{table} with 5% significant level. If the value of r_{xy} is higher that the value of r_{table} it indicated that the item is valid. Based on the r_{table} the value for N=19 on the 5% significant level is 0,482 the result of SPSS 16.00 program.

Correlations

/Variables=Var00001 Var00002 Var00003 Var00004 Var00005

/Print=Twotail Nosig

/Missing=Pairwise.

Table 4.11 the result of validity by SPSS calculation

Correlations

			Total
tem 1	Pearson Correlation	*	.762**
	Sig. (2-tailed)		.000
	N		19
tem 2	Pearson Correlation	*	.763**
	Sig. (2-tailed)		.000
	N		19
tem 3	Pearson Correlation		.426
	Sig. (2-tailed)		.069
	N		19
tem 4	Pearson Correlation	*	.652**
	Sig. (2-tailed)		.002
	N		19
otal	Pearson Correlation		1
	Sig. (2-tailed)		

	N	19

**. Correlation is significant at the

0.01 level (2-tailed).

The table above showed that 4 items of speaking test were valid because the value in X_{total} coulom is greater than the value of r_{table}, (0,482).

The table above showed that 4 items of speaking test were valid because the value in X_{total} coloum is greater than the value of r_{table} 0,482. On this research the reliability was calculated by using SPPS 16.0 program for Windows.

d.   Test of Reliability

The reliability test is conducting in order to measure whether the data is in reliable distribution or not. Reliable if the students can conduct chain storytelling technique with good. The criteria of the test used to measure the reliability of population of this research is H0 is unrejected if the asyimp-sig (2-tailed)>than the alpha decided (5%).

Table 4.12 Reliability Statistics

Cronbach's Alpha	of Items
.548	

From Table 3.3 presents the value of reliability coefficient for the pronunciation test is 0.548 and it categorized into enough.

e.   The normality of test

This research used Kolmogorov- Smirnov to normality test, that calculate by using SPSS 16.00 program.

Examine Variables=Var00001 Var00002

/Plot Boxplot Stemleaf Npplot

/Compare Group

/Statistics Descriptives

/Cinterval 95

/Missing Listwise

/Nototal

Table 4.13 The result of normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	tatistic	f	ig.	tatistic	f	ig.
re-test	141	8	200[*]	964	8	689
ost test	170	8	180	950	8	421

a.   Lilliefors   Significance

Correction

*. This is a lower bound of the true

significance.

Based on calculation using Kolmogorov- Smirnov and the calculation by using SPSS 16.0 program, the result of the test explained in table 4.9. Referring to the table 4.9 above, it can be concluded that the data is normally distributed. The data is normally distributed if the significant value > 0, 05. In the Kolmogorov-Smirnov column, we can view that the significant value for chain storytelling technique is 0,200. Therefore, the significant value is greater than 0, 05. Moreover, the result of Kolmogorov-Smirnov column for students' speaking ability in the following table showed 0.180, it means that the data for students' speaking ability is normally distributed.

1. Testing Hypothesis

From both tables of pre-test and post test, the researcher compare the mean score of students' speaking ability before taught by using chain storytelling technique (X) and the students' speaking ability after taught by using chain storytelling technique (Y) with SPSS 16.0 program.

f. T- tes

T-test Pairs=Var00001 with Var00002 (paired)

/Criteria=ci(.9500)

/Missing=Analysis.

Table 4.14 Paired Samples Test

		Paired Differences							ig. (2-taile d)
					95% Confidence Interval of the Difference				
		ean	td. Deviatio n	td. Error Mean	ower	pper		f	
air 1	AR0 000 1 - VAR 000 02	7.11111	.77124	88889	8.98650	5.23572	8.000	7	000

Based on the table above, it can see that the result of T-test was 8.000, and t table = 2, 11. Since the result of t test is higher than t table (t test=8.000 > t table= 2, 11). Then, the result of significant value 2-tailed = 0,000 was smaller than 0, 05. It means that Ho is rejected and Ha is accepted. Therefore, chain storytelling technique is effective on teaching speaking ability.

D.   Discussion

From the computation above, it was shown that the difference coefficient of students taught by chain storytelling in speaking ability is 8.000 it was used to find out whether the difference coefficient was a significant coefficient or not, and furthermore it could be used a basic to generate the population.

Hypothesis test (t_0) at 8.000 from the computation above would be compared to the "t" index (t_t) 0, 05 with the condition stated below:

1)   If the result of t test > t table (2, 11), Ho was rejected and H_α was accepted.

2)   If the significant value ≤ 0, 05, H_α was accepted. It means that the mean difference of both variables was significant difference.

From the data above, the researcher concluded that there was any significant different in speaking score between the students taught by chain storytelling technique. In other word, chain storytelling technique was

effective in increasing students' speaking ability at the twelfth grade of MA

AL-ISHLAH Bungkal Ponorogo in academic year 2015/2016.
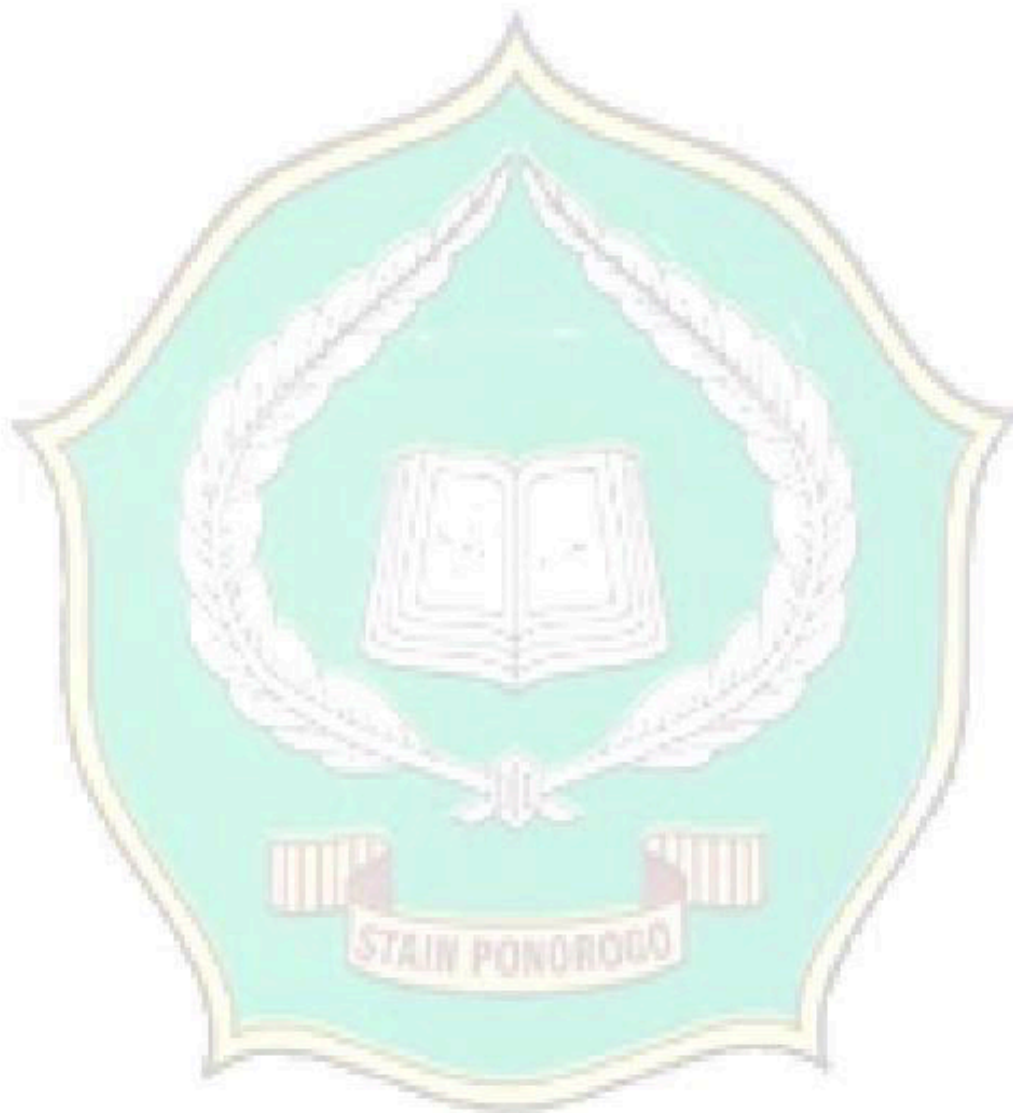
CHAPTER V

CLOSING

A.   Conclusion

Based on the chapter I, II, III and IV can perform this chapter The Effectiveness of Chain Storytelling in Teaching Speaking Ability is conclusion drawn from the findings and suggestions for the students, teachers and further researchers.

Based on the data analysis and discussion, it can be concluded as follow:

The data analysis has been found that value in T-test process on SPSS 16.00 Program to know the effectiveness of chain storytelling technique in teaching speaking ability is (t_0) at 8.000 because 8.000>0,05 So the writer concludes that there is any significant difference on students' speaking ability before and after using chain storytelling technique at the twelfth grade of MA AL-ishlah Bungkal Ponorogo in academic year 2015/2016

(t_0) at 8.000 from the computation above would be compared to the "t" index (t_t) 2,11 with the condition stated below:

the $t_0 \geq t_t$ H_α was accepted. It means that the mean difference of both variables is any significant difference.

B. Recommendation

Based on the result of the study, the researcher wants to give some suggestion as follow:

1. For Teacher

   a. Chain storytelling technique has relationship with speaking achievement.

      So, the searchers should give good model or technique and always motivate the students to improve and develop in their speaking.

   b. The Teacher should develop the use of Chain storytelling technique more effectively in order to the students' speaking ability is increase.

2. For Students

   a. The students should develop their speaking and practice diligently to speak English well. So, the students can increase their achievement in English speaking.
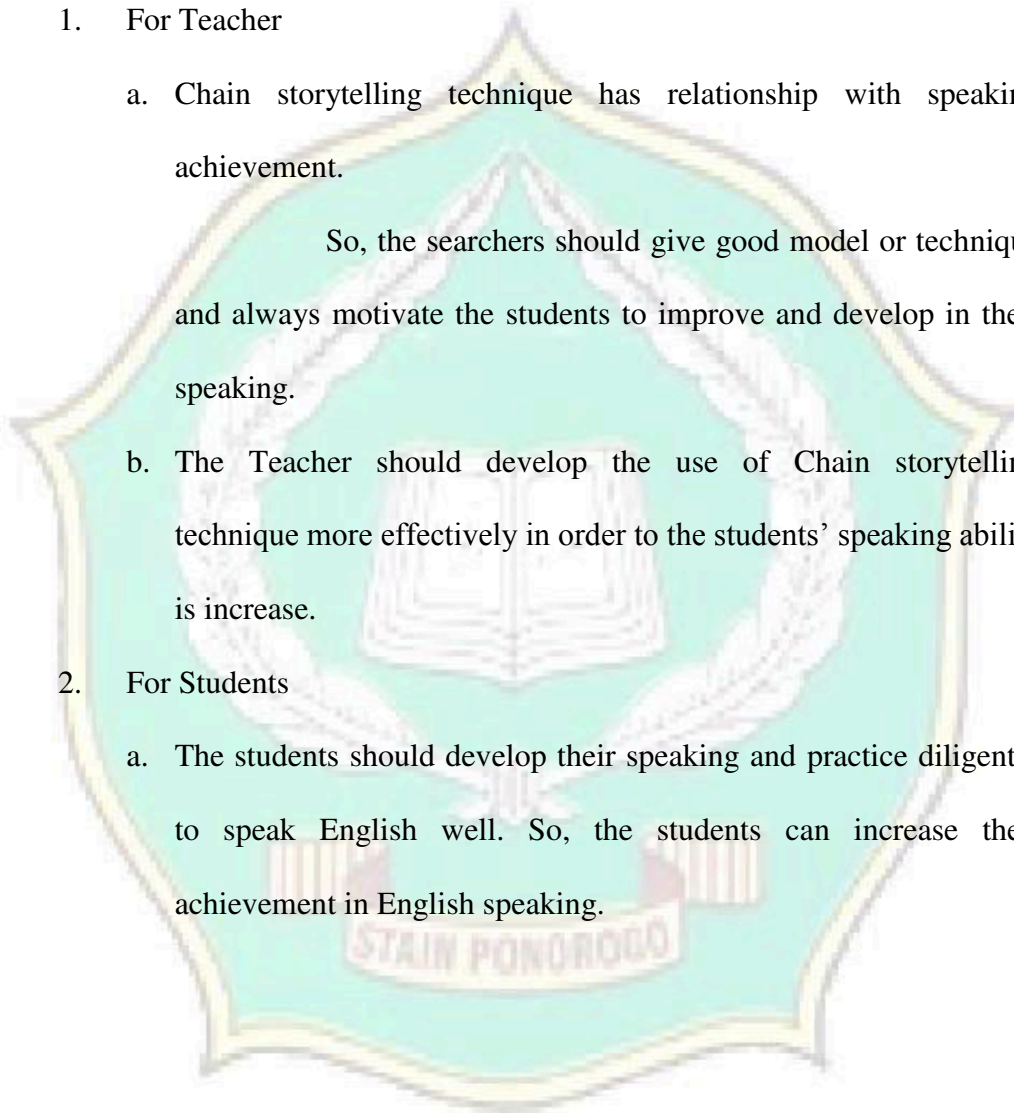
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