

**THE EFFECT OF USING CHAIN STORIES TECHNIQUE
TOWARD STUDENTS' SPEAKING ABILITY OF
THE FIRST YEAR STUDENTS AT ISLAMIC
SENIOR HIGH SCHOOL DAR EL
HIKMAH PEKANBARU**



BY

FEBRINA

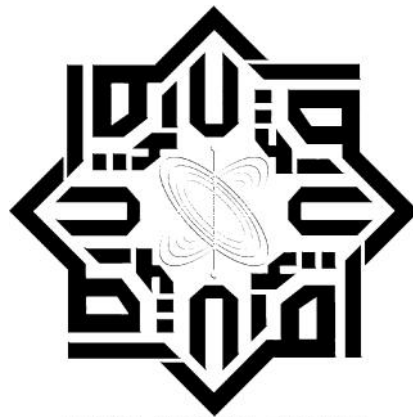
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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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Thesis

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for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRACT

Febrina (2012). The Effect of Using Chain Stories Technique toward Students' Speaking Ability of the First Year Students at Islamic Senior High School Dar El Hikmah Pekanbaru.

Problems experienced by students at Islamic Senior High School Dar El Hikmah Pekanbaru in speaking English really needed the correct solution. In this case, the teacher was expected to find a good technique to improve the students' ability in speaking by applying chain stories technique as a replacement of previous technique.

This research was conducted with purpose to know whether there is a significant effect of using chain stories technique toward speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

The researcher carried out the formulation of the problems that would be answered by using the research quantitative. That was quasi-experimental research by using non-equivalent control group design. The design based on pretest, posttest, and the use of a control group was employed in this research. To analyze the data, the researcher used *independent t-test formula*.

The result of analyzing the data was 7.75. it was compared to *t-table* at significant level 5% (2.01) and at significant level 1% (2.68). ($t_{\text{observation}}$) t_o was higher than *t-table*. In conclusion, null hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted which showed $2.01 < 7.75 > 2.68$. In other word, there was significant effect of using chain stories technique toward speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

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Finally, the writer realizes very much that this paper is still far from the perfectness; therefore comments, critics, and suggestion will be very much appreciated.

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Pekanbaru, August 13, 2012 M

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an essential skill for students of English as second and foreign language for communication, if we do not speak, the people do not know what our feelings and ideas are. It is dangerous for us because the people cannot imagine our feelings and ideas without speaking directly. Therefore, we should do interaction to express our feelings and ideas. Brown says that, “interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other”¹. It means we need the interaction to express our feelings and ideas to get reciprocal effect in speaking English.

Speaking is different from other skills especially reading and writing, because speaking is spontaneous and direct. Nunan says that speaking is unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing².

¹ H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Fransisco: Sanfransisco univercity, 1994), p.159

² David Nunan. *Practical English Language Teaching*. (Sydney: McGraw Hill, 2003), p.48

In addition Pollard in her book clarifies³:

“Speaking is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with”. It means that it is totally natural when someone speaks to another people.

MA Dar El Hikmah is one of the Islamic senior high schools in Riau province located in Pekanbaru and also one of the schools that uses School Based Curriculum (KTSP) as its guidance in teaching and learning process. As a formal education, this school also has English subject to teach the students especially, speaking skill. In speaking, the basic competence stated in syllabus of MA Dar El Hikmah for first grade is that students should be able to express the meaning in the monologue text which uses various spoken language accurately, fluency, and contextually formed in narrative, descriptive, and news item⁴.

Based on the writer’s preliminary study at MA Dar El Hikmah Pekanbaru, English subject is taught two times a week for 45 minutes. In teaching English at the first year of MA Dar El Hikmah Pekanbaru, the teacher teaches the students by using discussion method. It means that the teacher starts by giving topic to the students and then the teacher asks the

³ Lucy Pollard. *Teaching English: A Book to Help You through Your First Two Years in Teaching*. (London: University of London, 2008), p.33

⁴ Ernawati. *Syllabus of MA Dar El Hikmah Pekanbaru 2011-2012* (Pekanbaru: Unpublished, 2012), p.39

students to make groups and the last students discuss the topic in front of class. That is done by the teacher continuously.

From the explanation above, students have been taught speaking maximally. But in fact, some of the students in MA Dar El Hikmah cannot speak English well. It can be seen from the following phenomena:

1. Some of the students are not able to speak English by using proper vocabularies.
2. Some of the students find difficulties in expressing their ideas in English.
3. Some of the students are still difficult to comprehend the topic given.
4. Some of the students find difficult in pronouncing English well.

To improve students' speaking ability needs an appropriate strategy and technique helping them as solution for their problems. There is actually a technique that can help students in speaking, called Chain story. The writer chooses Chain story technique because it can make students fun and confident in speaking. According to Swenson, there are some benefits of a chain story technique: it can be really fun and improve students' confidence. In this technique, each student brings different knowledge to the class, and activities designed to pool that knowledge can really be fun⁵.

⁵Paula Swenson. *Fun English Class Activities*, <http://www.ehow.com/way5180573fun-english-class-activities.html#ixzz1IEv8v1FY>. Retrieved: 15th January 2012.

Chain stories technique are able to make students creative in story. Here, students are given the opportunity to tell the story to their friends, this technique gives the students a chance to speak mainly by using their own words without having worry of saying.

Ghararah says that in this technique, creativity is encouraged and there is no wrong or right in the composition of the story. The teacher should facilitate and encourage his students to produce correct utterances⁶.

Based on the explanation above, it is clear that chain story technique lets the students think about how to say something without having worry too much to say. In this case, the students have freedom to speak up by using their own since it can be understood by others, and the aim of speaking is for communication.

Based on the explanation above, writer is interested in researching the problems above into a research entitled: **“THE EFFECT OF USING CHAIN STORIES TECHNIQUE TOWARD STUDENTS’ SPEAKING ABILITY OF THE FIRST YEAR STUDENTS AT ISLAMIC SENIOR HIGH SCHOOL DAR EL HIKMAH PEKANBARU”**.

⁶Abu Ghararah. *The Teaching of Speaking*, <http://www.google.co.id/search?q=Abugararah%20%28technique%20in%20teaching%20speaking%20chain%20stories%29&ie=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&source=hp&channel=np>. Retrieved: 8th January 2012.

B. Definition of the Terms

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

1. Chain Story

Chain Story is in groups; the learners take turns to tell a story, each one is taking over from, and building on the contribution of their classmates, at a given signal from the teacher⁷. In this research, chain story is a technique used by the researcher to know its effect toward students' speaking ability.

2. Speaking Ability

Speaking ability is a proficiency of using the language orally⁸. It means that the way how the students explore their ideas in spoken language.

⁷ Scott Thornbury. *How to Teach Speaking*. (Brattleboro Vermont: Pearson Education, 2008), p.96

⁸ Scott Thornbury. *An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. (Malaysia: Macmillan, 2006), p.208

C. Problem

1. Identification of the Problem

Based on the background of the problem, it is clear that some of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru still get some problems in their speaking ability. To make it clear, the researcher identifies the problem as follows:

- a. Some of students unable to speak English by using proper vocabularies.
- b. Some of students find difficulties in expressing their ideas in English.
- c. Some of students still difficult to comprehend the topic given.
- d. Some of students find difficulties in pronouncing English well.
- e. The teacher not give good contribution in teaching speaking.

2. Limitation of the Problem

To avoid misunderstanding in this research, the writer limits the problems which are focused on the effect of using chain stories technique toward students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

3. Formulation of the Problem

- a. How is the students' speaking ability taught by using discussion method of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru?
- b. How is the students' speaking ability taught by using chain stories technique of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru?

- c. Is there any significant difference of speaking ability between students taught by using discussion method and by using chain stories technique of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru?
- d. Is there any significant effect of using chain stories technique toward students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out students' speaking ability taught by using discussion method of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.
- b. To find out students' speaking ability taught by using chain stories technique of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.
- c. To obtain the significant difference of using chain stories technique toward students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.
- d. To obtain the significant effect of using chain stories technique toward students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

2. Significance of the Research

The significance of this research are:

- a. To introduce to the teacher one of the good techniques in teaching speaking.
- b. To give some input for students of MA Dar-El Hikmah Pekanbaru to improve their speaking ability.
- c. To fulfill one of the requirements for finishing the writer's undergraduate study program (SI) at the Education and Teachers' Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking Ability

a. The Nature of Speaking

Speaking is very important for us in learning a language as communication. When we speak without communication we will be called crazy person. According to Celce-Murcia and Mc Intosh, “speaking, without communicating, is a tale told by an idiot”¹. In addition, Nunan says that, “speaking in a second or foreign language will be facilitated when learner are actively engaged in attempting to communicate”².

Harmer says when two people are engaged in talking to each other we can be fairly sure that they are doing so for good reasons. What are these reasons³?

1. They want to say something: ‘want’ is used here in a general way to suggest that speakers make definite decisions to address other people.

¹ Marianne Celce-Murcia and Lois Mc Intosh. *Teaching English As a Second or Foreign Language*. (Los Angeles: Newbury House Publishers, Inc. 1979), p. 90

² David Nunan. *Language Teaching Methodology : A Textbook for Teachers*. (Sidney: Macquarie University, Prentice Hall International English language, 2000), p. 51

³ Jeremy Harmer. *The Practice of English Language Teaching*. (New York: Longman Handbooks, 1991), pp. 46-47

2. They have some communicative purpose: speakers say things because they want something to happen as a result of what they say.
3. They select from their language store: speakers have an infinite capacity to create new sentences (especially if they are native speakers).
4. They want to listen to 'something': once again 'want' is used in a general way.
5. They are interested in the communicative purpose of what is being said.
6. They process a variety of language: Although the listener may have a good idea of what the speaker is going to say next, in general terms, he or she has to be prepared to process a great variety of grammar and vocabulary to understand exactly what is being said.

Based on the explanation above, it is clear that two people who are talking each other have many reasons, such as in six points above.

Speaking is also a crucial part for students in language learning process because in speaking the students not only get knowledge of target but also the students are able to interact to their friends. McDonough and Shaw say that, "when we ask our students to use the spoken language in the classroom, we require them to take part in a process that not only involves a knowledge of target forms and functions, but also a general

knowledge of the interaction between the speaker and listener in order that meanings and negotiation of meanings are made clear”⁴.

b. Speaking Ability

Students’ speaking ability takes place when someone is able to use sentence orally in social interaction. Referring to Richards and Renandya’s explanation that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction⁵. It means we can say that speaking is effective if we have ability to use the language appropriately in social interaction.

Many English students regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with other, much more than the ability to read, write or comprehend oral language. Hasibuan and Ansyari said that, “They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishment in spoken communication”⁶.

⁴ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Hongkong: by Graphicraft Ltd, 2003), p.135

⁵ Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching*, (New York: Published in the United States of America by Cambridge University Press, 2002), p.204

⁶ Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English As a Foreign Language (TEFL)*. (Riau : Alaf Riau Gruba UNRI Press, 2007), p.101

Brown states that there is Microskills of oral communication that should be mastered on speaking ability⁷:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentence constituents.

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Pearson, Education Inc, 1994), pp. 257-258

10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropriate registers implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

So, in delivering message the speaker should be carefully because the speaker not only delivers message but also the speaker is able to make interlocutor understand what the speaker said.

c. Teaching Speaking

There are four language skills that should be taught there are listening, speaking, reading, and writing. One of those skills is speaking. Teaching speaking is one of the important parts in the curriculum stated in Indonesia curriculum not only for Elementary school, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching speaking is communicative efficiency. Learners should be able to make themselves understand by using their current proficiency.

Hasibuan and Ansyari said that to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output⁸.

1. Language input: comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.
2. Structure output: focus on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

⁸ Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English As a Foreign Language (TEFL)*. (Riau: Alaf Riau Gruba UNRI press, Pekanbaru, 2007), p.102

3. Communicative output: the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

Based on hasibuans' statement about communicative efficiency above, the researcher concludes that the teacher should consider about three points in teaching speaking to help students develop communicative efficiency in teaching and learning speaking.

d. Principles for Teaching Speaking

According to Nunan, there are many principles that every teacher should consider while planning a speaking course⁹:

1. Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

2. Give students practice with both fluency and accuracy.

Accuracy is the extent to which studentns' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false stars, word searches, etc.

⁹ David Nunan, *Practical English Language Teaching*. (Sydney: McGraw Hill, 2003), pp. 54-56

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

This is very important for us as language teachers to be aware of how much we are talking in class, so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

4. Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

2. The Narrative Text

a. The Definition of Narrative text

To know students' speaking ability in narrative, there should be understood about the meaning of narrative it self. Narrative is a text which contains about story that happened in the past like fables and tales. Narrative text is a kind of text to retell the story in past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story¹⁰.

b. Social Purpose

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts are made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued.

c. Generic Structure

1. Orientation : this stage 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.

¹⁰ Shafiqoh Adia. *Narrative Text* itu, <http://4antum.wordpress.com/2009/12/03/narrative-text-itu/>. Retrieved: 11th March 2012.

2. **Complication** : in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some ways, so that the pattern of events becomes a problem for one or more of the characters.
3. **Resolution** : the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.
4. **Coda** : this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

d. Language Features

1. Use of particular nouns refers to or describes the particular people, animals and things that the story is about.
2. Use of adjectives builds noun groups to describe the people, animals or things in the story.
3. Use of time connectives and conjunctions sequences events through time.
4. Use of adverbs and adverbial phrases locates the particular incidents or events.

5. Use of past tense action verbs indicates the actions in a narrative.

6. Use of saying and thinking verbs indicates what characters are feeling, thinking or saying.

e. Spoken Narratives

Spoken narratives will be mainly retellings of narratives that students have read or listened to. Jointly constructed retellings will still be important, although students may independently retell a stage of a narrative. Teachers will need to guide retellings with questions that focus on the content of orientation and complication¹¹.

Here is the example of Narrative Text.

CINDERELLA

In the days of yore, there was a good-hearted girl named Cinderella. She very kind and beautiful, but unfortunately, her father had died. After the death of his father she lived with his mother and step sister. Every day he was tortured, by the way was told to wash the dishes, mopping floors and serving them. Nevertheless Cinderella continues to believe that one day he will live happily.

One day, a prince consort then want to look for a big dance was held at the palace, but Cinderella is not allowed to participate. Then the fairy godmother come and helps him. Cinderella was transformed into a beautiful princess. In the palace, the prince falls in love with Cinderella, and then asked her to dance.

Cinderella forgot, that he should not return more than 12 hours, because at that hour all the magic fairy godmother to an end. Tinkling bell sounds at 12, and Cinderella run. Not felt, glass shoe apart and scattered on the steps of the palace. The prince picked it up, and announced that whoever feet with shoes that fit, whoever she is, will he made his wife. However, the shoe does not fit at the foot of anyone who tried it, including 2 step sisters Cinderella. Cinderella then go try and fit legs! Cinderella eventually married Prince and lives happily.

¹¹ English K-6 Modules, Internet: <http://www.boardofstudies.nsw.edu.au> (Australia: Publied by Board of Studies NSW, 1998), p.37. Retrieved: 2nd March 2012.

3. Chain Stories in Narrative Monologue Text

Narrative discourse is a type of written or verbal communication that involves narration, or in other words, telling a story. This is one of the classic types of discourse that helps people to identify different modes of communication and different kinds of functions for speaking or writing. Narration or storytelling works this way to inform the listener or reader, bringing them through a chain of events sequentially, so that they can naturally build their understanding of the situation or scenario that is being narrated.

Narrative discourse also comes in various forms . In fiction and some other kinds of text media, the narrative often comes in the form of a continuous omniscient and chronological third person narrative. In some forms of visual media, like television and cinema, narration often comes in a first-person monologue¹². There are two advantages of chain stories technique; make the students really fun in speaking and build confidence and get everyone involved. It means, chain stories technique can makes students active and joyful during their speaking especially in monologue text.

¹²A. Laverkuhn, "What is a Narrative Discourse," <http://www.wisegeek.com/what-is-a-narrative-discourse.htm>. Retrieved: 5th April 2012.

2. The Concept of Chain Stories Technique

a. The definition of Chain Stories Technique

According to Jadhav Chain Story technique is very useful in keeping the entire class attentive¹³. Besides that Swenson states that chain story is a great way to build confidence and get everyone involved¹⁴. So, based on the opinions above, the writer concludes that the chain stories are a great technique to build confidence, attention of the students because they will involve in learning speaking.

b. The advantages of Chain stories Technique

There are some advantages of using this technique:

1. Make the students really fun to speak.
2. To build confidence and get everyone involved.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself¹⁵. There are many relevant researches which have relevancy to the research especially in speaking area. The research are various, it happens because speaking is a part of subject in studying

¹³Leena U.Jadhav," *Honing Communication Skills of Students*," <http://www.eltweekly.com/elt-newsletter/2011/03/85-research-article-honing-communication-skills-of-students-by-leena-u-jadhav/>. Retrieved: 8th January 2012.

¹⁴Paula Swenson, "Fun English Class Activities," <http://www.ehow.com/way5180573fun-english-class-activities.html#ixzz1IEv8y1FY>. Retrieved: 15th January 2012.

¹⁵ Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: LBSI, 2011), p.122

English. In this thesis, the writer only chooses two relevant researches that correlate to writer's research.

1. The research which was conducted by Rocky S (2011) entitled "Improving the ability of the first year students of SMAN 1 kuantan mudik kab. Kuantan singingi in writing recount text by using chain stories". He found that there was a significant improvement students' ability in writing recount text by using chain stories. This research has the difference from the writer's, because the writer only wants to know the effect of using chain stories technique toward speaking ability of the students¹⁶.
2. The research which was conducted by Julia Fitri (2008) entitled "The effectiveness of using picture story toward students' speaking ability of the second year students at SMAN 1 Singingi. She found that the use of picture story can affect the students' speaking ability. Furthermore, the use of picture story in teaching speaking can strongly improve the students' speaking ability¹⁷.

¹⁶ Rocky S, Improving The Ability of The First Year Students of SMA N 1 Kuantan Mudik Kab. Kuantan Singingi in Writing Recount Text by Using Chain Stories, (Pekanbaru:Unpublised, 2011)

¹⁷ Julia Fitri, The Effectiveness of Using Picture Story toward Students' Speaking Ability of The Second Year Students at SMAN 1 Singingi, (Pekanbaru:Unpublised, 2008)

C. The Operational Concept

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variables used in analyzing the data. In this research, there are two variables; they are (1) the effect of using chain stories technique as X variable and (2) students' ability in speaking as Y variable.

1. Variable X¹⁸:

a. Experimental Class

- 1) The teacher asks students to sit in a large circle.
- 2) The teacher asks students to tell a story, each takes turns to add a sentence as the story goes around the class in a circle.
- 3) The teacher asks student to begin the story.
- 4) The teacher asks students to continue the story, adding the next sentence.
- 5) The teacher asks students add the next sentence, and so on until the story has gone around the whole class.

¹⁸Miles Craven, "Minimal Resources: High-level Activities", <http://www.onestopenglish.com/support/minimal-resources/miscellaneous-ideas/minimal-resources-high-level-activities/146557-article>. Retrieved: 22nd April 2011.

- 6) The teacher asks students to conclude the story, says your first sentence again and have students repeat their parts of the story as it goes around the class once more to help them remember.
- 7) Finally, the teacher puts students into pairs and tells them to speak.

b. Control class

- 1) The teacher starts by asking students to name the story they know.
- 2) The teacher puts the students into several groups.
- 3) The teacher gives title to groups.
- 4) The teacher asks students to discuss.
- 5) The teacher asks students to deliver what the students have discussed in front of class.

2. Variable Y

- a. The students are able to speak English grammatically.
- b. The students are able to speak English by using proper vocabularies.
- c. The students are able to use an acceptable pronunciation.
- d. The students are able to express and develop their idea by using English well.

D. The Assumption and Hypothesis

The assumption and hypothesis of this research are formulated as follows:

1. Assumption

In this research, the writer assumes that (1) students' speaking English is various, and (2) teaching techniques can influence students' speaking ability.

2. Hypotheses

- a. Ho: there is no significant effect of using chain stories technique toward students' speaking ability.
- b. Ha: there is a significant effect of using chain stories technique toward students' speaking ability.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The design of this research is quasi experimental research intended to find out the effect of using chain stories technique toward speaking ability. According to Cresswell, experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable¹. Furthermore, Gay and Airasian state that quasi-experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatments².

In conducting quasi-experimental research, the researcher assigned intact groups of the control and experimental treatments, using pretest and posttest to both groups, conducting experimental treatment activities with the experimental class only.

In this research, the writer used two classes. The first class was used as control class taught by using discussion method and another one was used as experimental class taught by using chain stories technique.

¹ Jhon.W.Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 299

² L.R. Gay and Peter Airasian, *Educational Research : Competencies for Analysis and Application*. (New Jersey: Prentice-Hall, Inc, 2000), p.367

According to Cresswell the type of this research can be designed as follows:

Table III.1
The Research Design

Group	Pre – test	Treatment	Post – test
E	Test 1	X	Test 2
C	Test 1		Test 2

E = Experimental Group

C = Control Group

T1 = Pre – Test to experimental Group and Control Group

X = Receive the treatment using outlining technique

T2 = Post – Test to Experimental and Control Group

B. The Location and Time of the Research

The location of this research was the Islamic Senior High School Dar El Hikmah Pekanbaru. The duration of the time to conduct this research was done from April until May 2012.

C. The Subject and Object of the Research

Based on the title of the research, the subject of this research was the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru. Then, the object of the research was students' speaking ability.

D. The Population and Sample of the Research

The population of this research was the first year students of Islamic Senior High School Dar El Hikmah Pekanbaru. The total population of this research was 135 students from the five classes. The specification of the population can be seen on the table below:

Table III.2
The Population of the First year Students at Islamic Senior High School Dar El Hikmah Pekanbaru

	Classes	Population		Total
		Male	Female	
	X A 1	-	25	25
	X A 2	-	25	25
	X B	18	-	18
	X AB 1	12	17	29
	X AB 2	18	20	38
	Total	48	95	135

The population above is large enough to be all taken as sample of the research. Based on the design of the research, the researcher took only two classes as the sample of this research. Here, the writer took classes X A 1 and X A 2 as samples. Both classes were selected by using cluster random sampling. The class X A 1 was for control class and X A 2 was for experimental class.

E. The Technique of Collecting the Data

In this research, the writer used test to collect the data. The test used to find out the students' ability in speaking. The test was done twice, before and after treatment intended to obtain students' ability in speaking of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

1. Procedures of collecting data for control class

In control class there were three procedures of collecting data:

- a. Pre test: Pre test was given by the teacher before the students were taught by using discussion method. It was used to know students' ability before being taught by using discussion method.
- b. Teaching by discussion method: In this method, the teacher started by giving topic to the students and then the teacher asked the students to make groups to discuss the topic and the last the teacher asked them to speak in front of class.
- c. Post Test: Post test was given to the students after they were taught by using discussion method. It was used to know whether the students were able to speak narrative well.

2. Procedures of collecting data for experimental class

In experiment class there were three procedures of collecting data:

- a. Pre test : Pre test was given to the students before the students were taught by using chain stories technique. It was used to measure the students' ability in speaking narrative before they were taught by using chain stories technique.
- b. Treatment : In treatment, the students were taught by using chain stories technique. The teacher explained to the students about narrative, and taught them by using chain stories technique. Then, the students were asked by the teacher to do an exercise of narrative by applying chain stories technique.
- c. Post test : Post test was a test that was given to the students after they were taught by using chain stories technique. It was used to know whether the students could easily speak by using chain stories technique or not. The result was compared with pre test to get the effectiveness of the technique and to know students' ability in speaking after being taught by using chain stories technique.

Finally, the result of the test in discussion and in treatment was compared. By this result, the researcher could know, whether chain stories technique was an effective technique that could be used in improving students' speaking ability especially in narrative text.

The students' ability in speaking was measured by using speaking assessment³.

Table III.3
Speaking Assessment

No	Criteria	Rating Scores	Comments
1.	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrase sentence and or rest on himself to basic pattern.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrase ideas because of lexical and equities.

³ David P.Harris, *Testing English As a Second Language*, (New York: McGraw-Hill Book Company, 1969)

		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversational English.

The speaking result was evaluated by concerning five components and each component had score or level. Each component had 20 the highest score and the total of all components are 100.

3. The Validity and Reliability of Test

a. Validity

The test used for testing students' speaking ability had to have validity and reliability.

Table III.4
The Validity of Speaking Test in Control Class

Students	X	Y	X	Y	x ²	y ²	Xy
Student 1	46	58	-2	4	4	16	-8
Student 2	48	58	0	4	0	16	0
Student 3	52	60	4	6	16	36	24
Student 4	54	58	6	4	36	16	24
Student 5	54	58	6	4	36	16	24
Student 6	56	60	8	6	64	36	48
Student 7	42	56	-6	2	36	4	-12
Student 8	48	54	0	0	0	0	0
Student 9	44	48	-4	-6	16	36	24
Student 10	54	56	6	2	36	4	12
Student 11	50	54	2	0	4	0	0
Student 12	48	50	0	-4	0	16	0
Student 13	44	52	-4	-2	16	4	8
Student 14	46	52	-2	-2	4	4	4
Student 15	40	50	-8	-4	64	16	32
Student 16	56	60	8	6	64	36	48
Student 17	42	48	-6	-6	36	36	36
Student 18	48	50	0	-4	0	16	0
Student 19	46	50	-2	-4	4	16	8
Student 20	44	50	-4	-4	16	16	16
Student 21	46	48	-2	-6	4	36	12
Student 22	48	54	0	0	0	0	0
Student 23	54	56	-6	2	36	4	-12
Student 24	44	48	-4	-6	16	36	24
Student 25	52	56	4	2	16	4	8
Total	1206	1344	-6	-6	524	420	320

$$r_{XY} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{XY} = \frac{320}{\sqrt{(524)(420)}}$$

$$r_{XY} = \frac{320}{\sqrt{(220080)}}$$

$$r_{XY} = \frac{320}{469.1}$$

$$r_{XY} = 0.682$$

The result of analysis of speaking test can be scored as follows:

0.00 – 0.199 is very low

0.20 – 0.399 is low

0.40 – 0.599 is enough

0.60 – 0.799 is high

0.80 – 1.000 is very high

From the result of validity above, it can be concluded that the speaking test is valid because it is in the level of “high”.

Table III.5**The Validity of Speaking Test in Experimental Class**

Students	X	Y	X	Y	x ²	y ²	Xy
Student 1	50	68	1	4	1	16	4
Student 2	48	66	-1	2	1	4	-2
Student 3	56	72	7	8	49	64	56
Student 4	54	72	5	8	25	64	40
Student 5	50	68	1	4	1	16	4
Student 6	52	68	3	4	9	16	12
Student 7	58	72	9	8	81	64	72
Student 8	42	60	-7	-4	49	16	28
Student 9	50	66	1	2	1	4	2
Student 10	44	66	-5	2	25	4	-10
Student 11	46	60	-3	-4	9	16	12
Student 12	48	66	-1	2	1	4	-2
Student 13	52	60	3	-4	9	16	-12
Student 14	44	60	-5	-4	25	16	20
Student 15	44	56	-5	-8	25	64	40
Student 16	54	66	5	2	25	4	10
Student 17	58	68	9	4	81	16	36
Student 18	48	60	-1	-4	1	16	4
Student 19	50	62	1	-2	1	4	-2
Student 20	46	62	-3	-2	9	4	6
Student 21	54	62	5	-2	25	4	-10
Student 22	48	56	-1	-8	1	64	8
Student 23	50	62	1	-2	1	4	-2
Student 24	42	56	-7	-8	49	64	56
Student 25	44	60	-5	-4	25	16	20
Total	1232	1594	7	-6	529	580	390

$$r_{XY} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{XY} = \frac{390}{\sqrt{(529)(580)}}$$

$$r_{XY} = \frac{390}{\sqrt{(306820)}}$$

$$r_{XY} = \frac{390}{553.9}$$

$$r_{XY} = 0.704$$

The result of analysis of speaking test can be scored as follows:

0.00 – 0.199 is very low

0.20 – 0.399 is low

0.40 – 0.599 is enough

0.60 – 0.799 is high

0.80 – 1.000 is very high

From the result of validity above, it can be concluded that the speaking test is valid because it is in the level of “high”.

b. Reliability

In this research, to know the reliability of the speaking test, the writer as the researcher used inter rater reliability, because the writer had two raters in order to score the students’ speaking ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 were correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability will be.

The following table describes the correlation between score of rater 1 and the score of the rater 2 by using Pearson product moment correlation formula through SPSS 16.0 Version:

Table III.6
Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.574**
	Sig. (2-tailed)		.003
	N	25	25
Rater2	Pearson Correlation	.574**	1
	Sig. (2-tailed)	.003	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.574 correlated to r table, df=48 at level 5% and 1%. Because df=48 was not found from the r table, so the writer took df=50 to be correlated either at level 5% and 1%. At level 5% r table is 0.273 and at level 1% r table is 0.354. Thus, the r calculation is obtained higher than r table, either at level 5% or 1%. So the writer concluded that there is a significant correlation between score of rater 1 and score of rater 2. In other words, the speaking test is reliable. The reliability of speaking test is moderate relationship.

F. The Technique of Data Analysis

In order to find out whether there was a significant effect of using chain story technique toward speaking ability of the First Year Students at Islamic Senior High School Dar El Hikmah Pekanbaru, the researcher used statistical parametric data technique.

The technique of the data analysis that was used in this research was Independent T-test formula⁴.

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Note:

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : Standard deviation of experimental class

SD_y : Standard deviation of control class

N : The number of Students.

The result of T-test formula was compared to t_{table} to determine the significant level of score by using degree of freedom (df). The formula of degree of freedom:

$$df = N_x + N_y - 2$$

Statistically hypothesis:

$$H_o = t_o < t_{\text{table}}$$

$$H_a = t_o > t_{\text{table}}$$

⁴ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2010), p.206

Criteria of hypothesis:

1. H_0 is accepted if $t_0 < t_{table}$. It can be said that there is no significant effect of using chain stories technique toward students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.
2. H_a is accepted if $t_0 > t_{table}$. It can be said that there is significant effect of using chain stories technique toward students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

Before the researcher analyzed the data by using statistical parametric, the data should be tested to know the homogeneity of variance and the normal distribution data. The homogenous variance was analyzed by using F formula⁵:

$$F = \frac{\text{The highest variance}}{\text{The lowest variance}}$$

The normal distribution data were analyzed by using Chi Square formula⁶.

$$\chi^2 = \sum_{i=1}^K \frac{(f_o - f_h)^2}{f_h}$$

⁵ Sugiyono. *Statistika untuk Penelitian*. (Bandung : Alfabeta, 2011), p. 140

⁶ *Ibid*, p. 79

Note:

X^2 : Chi Square

f_o : Obtained Frequency

f_h : Hoped Frequency

The further calculating of analysis of homogeneous data and normality of data could be seen on the appendix 5.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Description of Research Procedure

The purposes of the research were to find out the students' speaking ability taught by using discussion method and ability taught by using chain story technique, and to know the significant effect of using chain story technique toward speaking ability. The data were obtained from the students' post-test scores of control and experimental class. Before treatment (only experimental class), the writer gave pre test to XA1 and XA2. The speaking test was about narrative text evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency and comprehension. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of speaking test for the post-test of experimental class. While for control class taught without using any treatments, the writer used the same format of speaking test for their post-test too.

B. The Data Presentation

There are two requirements of statistical parametric before analyzing the data. They are the data should be homogeneous variances and the data should be normal distribution. In pre-test, the researcher analyzed the data to identify the homogeneous variances between control class and experimental class. The result could be shown in the following table:

Table IV.1
The Homogeneity of Pre-Test

Sample Varian	Variables		$F_{obtained}$	F_{table}	
	Control	Experimental		5%	1%
S^2	20.9024	21.0816	1.008	1.98	2.88
N	25	25			

Based on the calculating by using F formula, the result was 1.008. It was compared to F_{table} at 5% significant level and at 1% significant level.

The testing criteria:

If : $F_{hitung} > F_{table}$, there is no homogeny data

If : $F_{hitung} \leq F_{table}$, there is homogeny data

Based on the result, $F_{hitung} \leq F_{tabel}$ ($1.98 > 1.008 < 2.88$). It means that the variances were homogeneous variances. Further, the complicated calculating can be seen on the appendix 5.

In post-test, the researcher analyzed the data to obtain the normal distribution data. The data analysis used Chi Square.

Table IV.2
The Normality of Data Test

Class	$X^2_{Obtained}$	X^2_{table}		Criteria
		5%	1%	
Control	5.3712	9.488	13.277	Normal
Experimental	6.473	11.070	15.086	Normal

The two scores of $X^2_{Obtained}$ were compared to X^2_{table} at 5% significant level 9.488 and 1% significant level 13.277 (Control), at 5% significant level 11.070 and 1% significant level 15.086 (Experimental). Based on the X^2_{table} , it showed that $X^2_{obtained}$ in control class (5.3712) was lower than X^2_{table} and $X^2_{Obtained}$ in experimental class (6.473) was lower than than X^2_{table} .

The testing criteria:

If : $X^2_{Obtained} > X^2_{table}$, there is no distribution normal data.

If : $X^2_{Obtained} \leq X^2_{table}$, there is distribution normal data.

It means that two classes had distribution normal data ($9.488 > 5.3712 < 13.277$) and ($11.070 > 6.473 < 15.086$). The complicated calculating can be seen on the appendix 5.

After getting homogeneous data and distribution normal data, independent t_{test} analysis data can be used to analyze data in this research.

The following table was the result of calculating data for the control class and experimental class.

Table IV.3

The Result of the Test for Control and the Experimental Class

Categorize	Control class		Experimental class	
	Before	After	Before	After
Total Score	1206	1344	1232	1594
Mean	48.24	53.76	49.28	63.76
Standard Deviation	4.57	4.09	4.59	4.81
Variance	20.9024	16.7424	21.0816	23.1424
N	25	25	25	25

From the table above, it could be seen that the mean score of experimental class before applying chain story technique was 49.28 and the mean score of experimental class after applying chain story technique was 63.76, it means that the experimental class after applying chain story technique was higher than before applying chain story technique.

C. The Data Analysis

The effect of using chain story technique could be measured by using pre-test and post-test design. The data analysis used statistical parametric, that was independent t-test.

1. Control Class

Table IV.4
The Students' Score of Pre-test in Control Class

No	Y	F	Fy	Fy ²	Y	Y ²	fy ²
1	40	1	40	1600	-8.24	67.8976	67.8976
2	42	2	84	7056	-6.24	38.9376	77.8752
3	44	4	176	30976	-4.24	17.9776	71.9104
4	46	4	184	33856	-2.24	5.0176	20.0704
5	48	5	240	57600	-0.24	0.0576	0.288
6	50	1	50	2500	1.76	3.0976	3.0976
7	52	2	104	10816	3.76	14.1376	28.2752
8	54	4	216	46656	5.76	33.1776	132.7104
9	56	2	112	12544	7.76	60.2176	120.4352
		N=25	1206	203604		240.5184	522.56

$$M_y = \frac{1206}{25} = 48.24$$

$$SD_y = \sqrt{\frac{\sum fy^2}{(n)}}$$

$$= \sqrt{\frac{522.56}{(25)}} = \sqrt{20.9024} = 4.57$$

$$S^2 = \frac{\sum Fy^2}{(n)} = \frac{522.56}{(25)} = 20.9024$$

Based on the calculating of pre-test in control class, mean score of students was 48.24, standard deviation was 4.57 and variance was 20.9024.

Table IV.5
The Students' Score of Post-test in Control Class

NO	Y	F	Fy	Fy ²	Y	y ²	fy ²
1	48	4	192	36864	-5.76	33.1776	132.7104
2	50	5	250	62500	-3.76	14.1376	70.688
3	52	2	104	10816	-1.76	3.0976	6.1952
4	54	3	162	26244	0.24	0.0576	0.1728
5	56	4	224	50176	2.24	5.0176	20.0704
6	58	4	232	53824	4.24	17.9776	71.9104
7	60	3	180	32400	6.24	38.9376	116.8128
		25	1344	272824		112.4032	418.56

$$My = \frac{1344}{25} = 53.76$$

$$SDy = \frac{\sqrt{\sum fy^2}}{\sqrt{(n)}}$$

$$= \frac{\sqrt{418.56}}{\sqrt{(25)}} = \sqrt{16.7424} = 4.09$$

$$S2^2 = \frac{\sum Fy^2}{(n)} = \frac{418.56}{(25)} = 16.7424$$

Based on the calculating of post-test in control class, mean score of students was 53.76, standard deviation was 4.09 and variance was 16.7424.

2. Experimental Class

Table IV.6
The Students' Score of Pre-test in Experimental Class

NO	X	F	F _x	F _x ²	X	x ²	fx ²
1	42	2	84	7056	-7.28	52.9984	105.9968
2	44	4	176	30976	-5.28	27.8784	111.5136
3	46	2	92	8464	-3.28	10.7584	21.5168
4	48	4	192	36864	-1.28	1.6384	6.5536
5	50	5	250	62500	0.72	0.5184	2.592
6	52	2	104	10816	2.72	7.3984	14.7968
7	54	3	162	26244	4.72	22.2784	66.8352
8	56	1	56	3136	6.72	45.1584	45.1584
9	58	2	116	13456	8.72	76.0384	152.0768
		N=25	1232	199512		244.6656	527.04

$$Mx = \frac{1232}{25} = 49.28$$

$$SDx = \frac{\sqrt{\sum fx^2}}{\sqrt{(n)}}$$

$$= \frac{\sqrt{527.04}}{\sqrt{(25)}} = \sqrt{21.0816} = 4.59$$

$$S^2 = \frac{\sum Fx^2}{(n)} = \frac{527.04}{(25)} = 21.0816$$

Based on the calculating of pre-test in experimental class, mean score of students was 49.28, standard deviation was 4.59 and variance was 21.0816.

Table IV.7
The Students' Score of Post-test in Experimental Class

NO	X	F	FX	FX ²	X	x ²	fx ²
1	56	3	168	28224	-7.76	60.2176	180.6528
2	60	6	360	129600	-3.76	14.1376	84.8256
3	62	4	248	61504	-1.76	3.0976	12.3904
4	66	5	330	108900	2.24	5.0176	25.088
5	68	4	272	73984	4.24	17.9776	71.9104
6	72	3	216	46656	8.24	67.8976	203.6928
		25	1594	448868		168.3456	578.56

$$Mx = \frac{1594}{25} = 63.76$$

$$SDx = \frac{\sqrt{\sum fx^2}}{\sqrt{(n)}}$$

$$= \frac{\sqrt{578.56}}{\sqrt{(25)}} = \sqrt{23.1424} = 4.81$$

$$S1^2 = \frac{\sum Fx^2}{(n)} = \frac{578.56}{(25)} = 23.1424$$

Based on the calculating of post-test in experimental class, mean score of students was 63.76, standard deviation was 4.81 and variance was 23.1424.

To find out the ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru in speaking between students taught by using discussion method and by using chain stories technique, the data were analyzed by using independent t-test formula.

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Table 1V.8

The Students' Pre-test and Post-test of Control and Experimental Class

No	Students	Control Class		Experimental Class	
		Pretest	Posttest	Pretest	Posttest
1	Students 1	46	58	50	68
2	Students 2	48	58	48	66
3	Students 3	52	60	56	72
4	Students 4	54	58	54	72
5	Students 5	54	58	50	68
6	Students 6	56	60	52	68
7	Students 7	42	56	58	72
8	Students 8	48	54	42	66
9	Students 9	44	48	50	60
10	Students 10	54	56	44	66
11	Students 11	50	54	46	60
12	Students 12	48	50	48	66
13	Students 13	44	52	52	60
14	Students 14	46	52	44	60
15	Students 15	40	50	44	56
16	Students 16	56	60	54	66
17	Students 17	42	48	58	68
18	Students 18	48	50	48	60
19	Students 19	46	50	50	62
20	Students 20	44	50	46	56
21	Students 21	46	48	54	62
22	Students 22	48	54	48	56
23	Students 23	54	56	50	62
24	Students 24	44	48	42	62
25	Students 25	52	56	44	60
	Total	1206	1344	1232	1594

$$Mx = \frac{1594}{25} = 63.76$$

$$My = \frac{1844}{25} = 53.76$$

$$SDx = \sqrt{\frac{\sum fx^2}{(n)}}$$

$$= \sqrt{\frac{57856}{(25)}} = \sqrt{23.1424} = 4.81$$

$$SDy = \sqrt{\frac{\sum fy^2}{(n)}}$$

$$= \sqrt{\frac{41856}{(25)}} = \sqrt{16.7424} = 4.09$$

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{63.76 - 53.76}{\sqrt{\left(\frac{4.81}{\sqrt{25-1}}\right)^2 + \left(\frac{4.09}{\sqrt{25-1}}\right)^2}}$$

$$t_0 = \frac{10}{\sqrt{\left(\frac{4.81}{\sqrt{24}}\right)^2 + \left(\frac{4.09}{\sqrt{24}}\right)^2}}$$

$$t_0 = \frac{10}{\sqrt{\left(\frac{4.81}{4.89}\right)^2 + \left(\frac{4.09}{4.89}\right)^2}}$$

$$t_0 = \frac{10}{\sqrt{(0.967) + (0.699)}}$$

$$t_o = \frac{10}{\sqrt{1,666}} = \frac{10}{1,29} = 7,75$$

$$df = n_1 + n_2$$

$$df = 25 + 25 - 2 = 48$$

Based on the result above, it was interpreted by comparing t_o and t_{table} . $df = 25 + 25 - 2 = 48$ (there is no df 48, therefore it used df 50). From the t_{table} , at 5% significant level (2.01) and at 1% significant level (2.68) found that t_o was higher than t_{table} ($2.01 < 7.75 > 2.68$).

The score above shows that the alternative hypothesis can be accepted and it means that there is significant effect of using chain stories technique toward speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

To identify the level of the effect of using chain stories technique toward speaking ability of the first year, it was done by calculating coefficient (r^2) by using the following formula¹:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{7,75^2}{7,75^2 + 50 - 2}$$

$$r^2 = \frac{60,0625}{108,0625}$$

$$r^2 = 0,5558$$

¹ Ridwan. *Rumus dan Data dalam Analisis Statika*. (Bandung : Alfabeta, 2008). p.125

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = r^2 \times 100\%$$

$$K_p = 0.5558 \times 100\%$$

$$K_p = 55.58\%$$

From the result of the percentage of coefficient effect above, it can be seen that chain story technique contributed 55.58% for students' speaking ability and 44.42% influenced by internal factors. These factors came from the students themselves, such as intelligence and motivation.

Based on the analysis data about the students' ability in speaking, it showed that mean of the students' ability in speaking by using chain story technique was higher than mean of the students' ability in speaking by using discussion method.

Therefore, the result of this analysis could answer the formulation of the problem:

1. The students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru taught by using discussion method had lower score. It is caused by different treatment used in teaching learning process.

2. The students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru taught by using chain stories technique had higher score.
3. There is significant difference taught by using discussion method and by using chain stories technique of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.
4. There is significant effect of using chain stories technique toward speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analyzes and data presentation in the chapter IV, finally the researcher concludes that the answer of the formulation of the problem:

1. Students' ability in speaking taught by using discussion method is lower than using chain story technique.
2. Students' ability in speaking taught by using chain story technique is higher than using discussion method.
3. The mean of students' speaking ability taught by using discussion method is different from students' speaking ability taught by using chain story technique the researcher found that the result of t_0 was higher than t-table.
4. Chain story technique gives significant effect toward students' speaking ability of the first year students at Islamic Senior High School Dar El Hikmah Pekanbaru. it can be seen from the result of the percentage of coefficient effect.

B. Suggestion

Considering the result of this study, the writer would like to give some suggestion. They are as follows:

1. Suggestion for Teachers

- a. The researcher suggests English teachers to choose the suitable techniques in teaching speaking to their students in order to make the students feel interested and not bored, and they study English based on teaching experience as what the researcher conducted research.
- b. Give feedback to the teacher that chain story technique can be used to help their students to improve their Speaking ability.

2. Suggestion for Students

- a. The students' speaking ability increases.
- b. The students will not feel bored to join the learning.
- c. The students are motivated to speak.

3. Suggestion for Next researchers

- a. Give contribution for the next researchers who conduct similar research especially about speaking ability.
- b. This study is one of the ways in improving students' speaking ability. It is expected that the findings will be used as starting points to conduct another research. There are many other techniques to make TL process more effective.

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