Students' Experiences on Chain Story Telling

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Abstract. In learning English, the students need interactive techniques to develop students' skill. Students frequently faced problems such as pause filler, stopping for a long time, and stammering, then the researchers applied the Chain story technique in order to solve the problems. Also, this technique is used to upgrade students' speaking skills so they can speak fluently and accurately. This research was qualitative research. The participants are third-semester students that join one English program (PKPBI) at UIN Maulana Malik Ibrahim Malang, in the Arabic Education Department (PBA) with a number of participants are 27 students. The implementation of the chain story was conducted in 2 meetings with the time learning about 120 min for each meeting. In collecting the data, the researcher used open-ended interviews, in-depth interviews, and observation. The data was presented in statistics. The data showed that 59,20% of students never experienced using chain stories in their learning of English. The rest 40, 70% of students experienced the use of chain stories in their learning of English. In addition, the use of chain story has great benefits for their English speaking skills. There are 5 items: upgrade the English skills, enrich the English vocabulary, upgrade the way of thinking, increase motivation, and upgrade creativity.

Keywords: Students' Experiences · Chain Story Telling · Speaking Skill

1 Introduction

Communication is an essential part of our life. The demand of 21th century education places communication skill, written and spoken, is one of important skills to have. It implies that the English classroom should be a space to build students' communication skill through writing and speaking session [1]. In the context of speaking, EFL speaking teachers have been challenged to situate and facilitate EFL students with stimulating speaking class. Speaking class. In Speaking we need a draft as the handout in presenting the materials. Then it needs to write the draft to perform fluently, especially when speaking about personal identity or experience. Speaking and writing a story or conversation based on an experience is a fun activity because the materials are based on the personal experiences of each student. As we know, speaking and writing personal experience does not require many scientific references or sources. In fact, some students will face some problems when they have limited experience with the topic of writing. That is why using chain stories in writing will inspire and stimulate other students' writing [2].

As we know, all English skills are integrated, then the implementation of chain stories in speaking skills cannot be separated from other skills, such as listening, writing, and reading skills. It is supported by [3] that all of the skills cannot be performed without another. So, each other hold the same position as the important skills in learning English. There is some research conducted by other researchers that there was an improvement in students' speaking skills after the implementation of storytelling in the chain. It is improved the students' comprehension, fluency, vocabulary, grammar, and pronunciation. In addition, [4] investigated the use of Chain Story in writing skills. This research showed the improvement in students' writing skills in the second grade of MTs. Al-Washliyah Tembung that the mean of the students in the second test (90.69) was higher than that of the first test (70.52) and also higher than that of the orientation test (42.72). Both of the research revealed the benefit of using chain stories in Speaking and writing skills. Based on the previous research, this research aims to investigate the use of chain stories in speaking skills based on students' experiences.

Speaking skill is a productive skill that can be directly and empirically observed [5]. It means the responses from the listeners can be known at the same time, do they understand the speech or not. The way of speaking gives a different effect to the listeners so they respond as well as possible. In addition, speaking involves many components, such as grammar, strategy, sociolinguistics, and discourse. So, it needs the right word or sentences to build a good interpersonal relationship. Speaking skills is also used to give clear information, explanation, and instructions.

2 Literature Review

There are three types of genres [6], they are speaking related to their purposes, the kind of participation, and the degree of planning. The criteria used in this research are based on the degree of planning. There is a distinction between planned and unplanned speech. In public speeches or business presentations, the speakers planned the draft for their speaking. It means the language features in the speech resemble features of written language. Planned speaking can be used also in the learning process, whereas the students prepare their draft before speaking in front of their friends. This way eliminates the error or mistakes in speaking. Such as long pauses in speaking, pause fillers, and repetitions.

In informal speaking the language is produced and processed in real-time or spontaneously, the speaker and the listener have limited time to plan, produce what they want to say, and understand what they want to hear. While in formal speaking, the speaker needs to prepare the draft or script to help them in delivering the right information and instruction. In learning English, especially for speaking skills, sometimes we need to prepare well for the oral presentation. That why, writing the draft or the script is also needed and important. So, the presentation will be accurate and fluent.

Chain stories are one of the techniques of learning English that can be used in oral or written skills. In writing, a chain story is written by many students. While speaking, a chain story is orally presented by many students [7]. It also can be used to improve listening, speaking, reading, and writing skills at once. The use of chain stories helps the students to find the inspiration of stories from other students' work. Also, this made the class more alive due to active student involvement in group activities. In this technique,

the lecturer asks the students to add another part of sentences that complete the stories. Each student has a chance to choose a word and add it to the story. Here, each student has the same chance to include in the process of chain story. The stories must be coherent and cohesive so that teamwork is also very much needed in order to reach a good social interaction and character. Also, the end of the story cannot be guessed by other students just the last students in the chain know where the story will end.

There were some steps in the implementation of the chain story, such as 1) Presenting the materials and the rules, 2) Making a group, 3) Sitting in a circle or row, 4) Writing the story, 5) Presenting the story 6) Discussing 7) Evaluating) 8) Reflecting. Some of the steps in this implementation are different from the steps of chain implementation that the teacher asks to begin telling the story and then invites the students around the class to add other lines of a story [8]. Another variation of Chain implementation is the teacher asks the students to choose a word then they add a few lines of a story. In speaking skills, the chain implementation is adapted to the genre of speaking. They do not need to use a script or draft for informal speaking. While for formal speaking, they need to use the draft or script. So, in this research, the lectures ask the students to make a draft or script for their speaking too in order to upgrade their speaking skills.

3   Method

In this research, qualitative research is used as the research design and narrative inquiry as a tool for data analysis or presentation of findings [9]. The data collections are gathered from observation, open-ended interviews in the form of questionnaires, and depth-interviews. The observation is used to know and understand the implementation of chain story in speaking skills so that the data on individual interaction in the learning process can be gathered. Open-ended Interviews and depth-interviews were used to gain a better understanding of students' experiences and responses in the implementation of chain stories in speaking skills.

The participants are the third-semester students of Maulana Malik Ibrahim the Islamic State University of Malang who join the one English year program, they are students from the Arabic Language Education Program, A class (PBA A). There are 27 students, the researcher interviewed the students and observed the process of chain implementation. The primary data sources are taken from open-ended interviews (questionnaire), while observation and in-depth interviews are used as the data seconder and also as the way of data triangulation [10].

In this research, the data from open-ended interviews or questionnaires are already collected through Google Forms, while the data from the in-depth interview are recorded. There are 11 questions in an open-ended interview that ask about personal information from the participants, the experience (the benefits and the barriers) of the use chain story, and group working [11]. The questions of the interview are in the Indonesian language in order to facilitate the process of the interview.

In observation, the researchers try to find out the data on chain story implementation. The researcher used the observation checklist to gain information about the activities or the steps related to the chain story implementation. In-depth interviews and observations are used to cross-check the data.

In data analysis, the researchers reduce the data about pre-activity in the teaching-learning process or warm-up activity, the way the teacher gives an error correction activity, and the way teachers give feedback and revision. Then the researchers categorize the data and give a code or label for the students' responses to chain story implementation.

4 Findings and Discussion

Based on the result of questionnaire, it can be known several data about the participants' understanding of the use of the chain story technique in learning English, especially in speaking formally. Whereas the drat must already be prepared correctly. In addition, some data related to the benefits and challenges of using a chain story technique are also displayed and discussed. The data.

Most of the students were unfamiliar with the use of the chain story in learning English, it is about 59,2%, while the students who familiar with the use of chain story were 40,7% . This condition strengthens the result of the observation that they felt confused at that time because it was the new activity used in their experience of learning English [12] (Fig. 1).

This situation is commonly experienced by students which challenge the teachers to manage the class stimulates the students' positive attitude toward chain story [13]. Students felt hesitate to formulate their story spontaneously. Research on speaking anxiety reveal that one of the causes is learner's inadequacies of speaking skill becomes the main barrier to the success of chain story telling [14]. They need enough preparation to build their confident. Chain story telling also challenges students' collaborative skill. This skill cannot instantly settle down on in the classroom. It is built in long stage of life. When it comes to the classroom, students must struggle coping with working with different type of students. It sometimes raises conflicting situation [15].

The student's responses to the benefits of the chain story implementation were classified into five points, they are: the use of chain story in learning English upgrade their English Skills (Speaking and writing skills), enriches their English Vocabulary, upgrades their way of thinking about learning English, increase their motivation and also upgrade
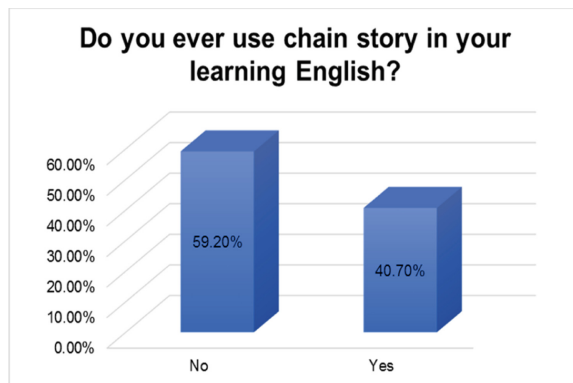

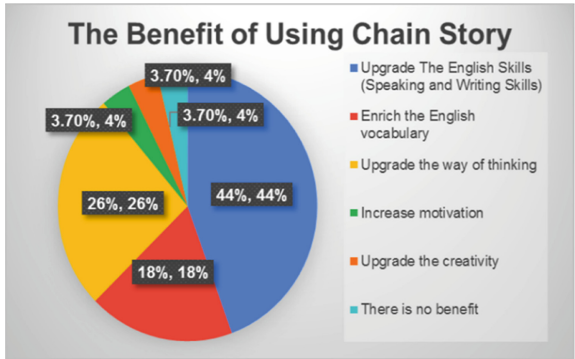**Fig. 1.** Students' responses to the use of chain story.

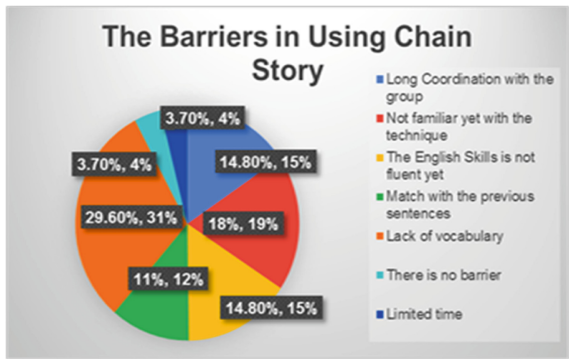**Fig. 2.** The student's responses to the chain implementation

Fig. 3. The barrier to the use of chain story

their creativity in continued the story in the English language. The highest influence is 44% describe the students' responses on the use of chain story upgraded their English skills (Speaking and Writing Skills). While 26% and 18% are the positive influence of chain stories on students' English vocabulary and way of thinking. The last two responses such as the positive influences on motivation and creativity are at 3.70%. It was also similar to the responses from the student who gave the information that there is no benefit in the use of chain stories in learning English [16].

Through chain story, students gained both pedagogical and nurturing effects. In term of pedagogical effect, students could have well-organized preparation before speaking. Their vocabulary size is also develop [17]. With the intensive exposure on chain story telling, students are familiar with involving their sense of connection into their real life which is closely related to nurturing effect. The most outstanding feature of students speaking skill emerged is upgrading the speaking skill [18].

There are seven responses that related to the barriers to using chain stories. The first response is the long coordination with the group when the chain story is implemented, it was 14.8%. The second response in 18.8% shows that some students are unfamiliar with chain stories. In the third response, in 14.8% shows that their English skills were

not fluent yet. The fourth response have trouble with the way to match the story with the previous students, it was 11.11%. The fifth response in 29.6% shows that most of the students face a barrier because of their lack of vocabulary in English. The sixth and the last responses in 3.7% told us that there is no barrier in the chain story implementation and also the limited time in the chain story implementation is the barrier.

Figures 2 and 3 gave the information that the use of chain stories has a big influence on their learning English experience even though it was the new technique used for most of them. 44% agreed that the use of chain stories improve their skill in English, especially in writing and speaking skill. It is in line with the findings from [19] that the use of chain story technique improved students' speaking skill. Then only 3.7 students or 1 student did not get any benefit from the implementation of the chain story. Also, the seven responses found from the chain story implementation stand not more than 30%, which means only a few of them faced a barrier in the chain implementation. This is a fruitful clue for teachers to concern much on speaking anxiety faced by students. This could be gradually solved by designing comfort chain story telling [20].

5   Conclusion

Based on findings, the data showed that 59,20% of students never experienced using chain stories in their learning of English, so it was the first time they used this technique in learning English especially for Speaking skill. The rest 40, 70% of students experienced the use of chain stories in their learning of English, even though they felt familiar at the same time when the teacher implemented this technique. In addition, the use of chain story has great benefits for their English-speaking skills. There are 5 items: upgrade the English skills, enrich the English vocabulary, upgrade the way of thinking, increase motivation, and upgrade creativity. This results in line with [12] findings that a chain story also improved the students' speaking aspects such as fluency, vocabulary, grammar and pronunciation.

Finally, the researchers give some recommendations for other researchers to take research related to the chain story implementation in others language skills. Also, it is suggested to take research the lecturer's response to the use of chain stories in teaching English. Research about the analysis of students' work in chain stories is also needed, whereas it will give a broad knowledge about the benefits or the barriers of the use of chain stories in teaching and learning English.

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