
The Implementation of Chain Words in Improving Students' Speaking Skill at University of Mega Buana Palopo

Tri Endar Yogi Setiadi Saputra

Fakultas Kesehatan Universitas Mega Buana Palopo

saputradi554@gmail.com

**corresponding author*

Abstrak

Penelitian ini mempunyai dua variabel yaitu keterampilan berbicara siswa sebagai variabel bebas dan kata berantai sebagai variabel terikat. Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan kata berantai efektif atau tidak dalam meningkatkan keterampilan berbicara mahasiswa Universitas Mega Buana Palopo. Penelitian ini menggunakan metode Pre-Eksperimental, dimana siswa diberikan pre-test dan post-test. Populasi penelitian ini adalah mahasiswa Fakultas Kesehatan Universitas Mega Buana Palopo yang berjumlah 32 orang. Peneliti memilih 15 siswa sebagai sampel. Sampel diambil dengan menggunakan teknik purposive sampling. Hasil penelitian menunjukkan probabilitas $0,000 < 0,05$. Berdasarkan fakta tersebut dapat ditunjukkan bahwa H_0 ditolak. Oleh karena itu, terdapat perbedaan rata-rata nilai pre-test dan post-test pada kelas ini. Dengan melihat hasil tersebut, dapat dipahami bahwa kata berantai efektif untuk meningkatkan keterampilan berbicara siswa.

Kata Kunci : Kata-kata Berantai; Keterampilan Berbicara; Universitas Mega Buana Palopo

Abstract

This research has two variables, namely the students' speaking skill as independent variable and chain words as dependent variable. The aim of the research is to find out the implementation of chain words is effective or not in improving students' speaking skill at University of Mega Buana Palopo. The research applied Pre-Experimental method, where the students were given both pre test and post test. The population of this research is Students of Health Faculty at University of Mega Buana Palopo with the total number of the students was 32. The researcher chose 15 students as sample. The sample was taken by using purposive sampling technique. The result of this research showed the probability was $0.000 < 0.05$. Based on this fact can be showed that H_0 was rejected. Therefore there was different mean score of pre test and post test in this class. By looking at this result, can be understood that chain words was effective to improve students' speaking skill..

Keywords: Chain Words; Speaking Skill; University of Mega Buana Palopo

INTRODUCTION

Speaking as one of the productive skills is considered by students as a difficulty, especially when they have to perform in front of their friends and teachers in the classroom. This learning era also bring challenges for the student, teacher and lecturer. This thing can be like that because there are some media and learning strategies that accommodate learning needs. In this era media is very important part for the students in learning in the classroom. In another part the teacher or lecturer must chooses suitable media for the students.

As a solution to motivate students to learn and communicate in English is to provide interesting teaching media and strategy. This is very important for them to give more spirit and motivation in learning. One of the interesting learning strategies is using interesting activity. It



can determine the spirit and motivation from the students. If they have big spirit and motivation exactly they will get the maximal result from their learning process. They can get good score and also good skill especially in speaking skill.

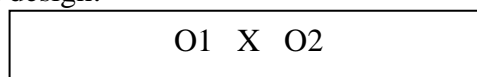
Chain words are applied when the students are very need vocabularies especially in improving their speaking skill. They need it because without vocabulary they cannot speak English well. In applying the chain words they the teacher or lecturer just write one word on white board. After that the students just make attention on last letter from the word. The next step they have to look for the new word with the same first letter with the last letter from the word that has been written by the teacher or lecturer. After that the next student also continues the same process until the last students.

This process from the chain words can make students enjoy the learning process. They can get and produce many vocabularies without think hardly. They are free to determine the new word or vocabulary by using this strategy. All of the vocabularies that have been collected by using this strategy can be main component to practice the speaking skill. Later they can practice and also improve their speaking skill by using the vocabularies form the chain words strategy.

Based on the some explanation above the researcher believes that this strategy is very suitable for the students especially at University of Mega Buana Palopo. Beside that this strategy also new for them. They do not get yet about this strategy from their lecturer in teaching and learning process. Therefore by looking this event the researcher is interested to research about “The Implementation of Chain Words in Improving Students’ Speaking Skill at University of Mega Buana Palopo”.

METHOD

This research applied pre experimental design with kinds of pre test and post test one group design. This research was conducted at University of Mega Buana Palopo. This research applied just on one group without comparison group. It aims to know the implementation of chain words in improving students’ speaking skill. This is the rule of Pre Experiment One Group Pres test and Post test design:



The first thing that was conducted by the researcher by giving the test before applying the treatment or method. This test can be called pre test. The aim of the test here is to know the students’ prior knowledge and then find out their problem about their material. After finding the problem the researcher gave the treatment or strategy. This strategy here is chain words. After applying the strategy the researcher gave the test again. The test is post test. Based on the test both of them can be known the result of their skill. After that the researcher compared based on the result between pre test and post test.

This research conducted on 2023. The location of this research is at University of Mega Buana Palopo. The population of this research is the Students of Health Faculty at University of Mega Buana Palopo. The researcher chose one class for the sample of the research. The total numbers of the students are 32 students. The sample was the own consideration. The consideration here by looking their interest in learning process. Therefore the sample of this research is 15 students.

In collecting the data, the researcher used speaking test as an instrument of the research.

1. Pre test
 - a) The students was given the test with the topic “beach”,
 - b) The students told everything about the topic,
 - c) The researcher collected the result after finishing the pre test.
2. Treatment. This treatment was given by the researcher in six times into the students. These are the steps of the method, like:
 - 1) The researcher explained the material about speaking skill into the students,
 - 2) The researcher wrote one new word on the whiteboard,
 - 3) The students continued the word by looking the same first letter with the last letter from the word that has been written by the researcher,
 - 4) The students continued this process until the last students,
 - 5) After finding all the vocabularies the students can practice by using them,
 - 6) The students practiced by speaking with their friends from the vocabularies on the whiteboard,
 - 7) This treatment continued until six meeting is finish.
3. Post test
 - a) The students was given the test with the topic “library”,
 - b) The students was told everything about the topic,
 - c) The researcher collected the result after finishing the post test.

Procedure of Collecting Data: 1) The students will be taught by using and implementation of chain words in improving speaking skill; 2) There is one word that has been provided by the researcher; 3) Every student pay attention on the research’s explanation about the strategy of chain words, After that the students will find out the vocabularies after applying this strategy; 4) After finding all the vocabularies the students will practice their speaking skill with their friends; 5) Based on the result in pre test and post test will be calculated the last score.

RESULTS AND DISCUSSION

a. Pre test

Table 1. Students’ score in pre test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	2	2	3	39
2.	S2	3	2	3	44
3.	S3	2	3	2	39
4.	S4	2	3	3	44
5.	S5	2	3	3	44
6.	S6	3	2	2	39
7.	S7	3	3	2	44
8.	S8	3	3	3	50
9.	S9	2	2	2	33
10	S10	3	2	2	39
11	S11	3	2	2	39
12	S12	2	3	2	39
13	S13	2	1	1	22
14	S14	2	2	3	39
15.	S15	2	1	2	28

Total	Mean Score	38,8
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Table 1 above that indicated of pretest score in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table above also showed the mean score of students' pretest.

The next part researcher also conducted one of the most important parts in this research. The table showed the rate of percentage of students' pretest. The rate of percentage of students' pretest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 2. The rate percentage of students' pretest in accuracy

No	Classification	Rating	Pre Test	
			n	%
1	Excellent	6	0	0
2	Good	5	0	0
3	Fair Good	4	0	0
4	Fair	3	0	0
5	Poor	2	9	70
6	Very Poor	1	6	30
	Total		15	100

From the table previously can be understood that no students who got excellent, good, fair good, and fair (0%). There were 9 students (70%) who got poor and there were 6 students (30%) who got very poor. In other words possible all students performed incorrectly on pretest of speaking skill

2) Fluency

Table 3. The rate percentage of students' pretest in fluency

No	Classification	Rating	Pre Test	
			n	%
1	Excellent	6	0	0
2	Good	5	0	0
3	Fair Good	4	0	0
4	Fair	3	3	15
5	Poor	2	10	75
6	Very Poor	1	2	10
	Total		15	100

From the table previously can be understood that no students who get excellent, good, and fair good (0%). There were 3 students (15%) who got fair. There were 10 students (75%) who got poor and there were 2 students (10%) who got very poor.

3) Comprehensibility

Table 4. The rate percentage of students' pretest in comprehensibility

No	Classification	Rating	Pre Test	
			n	%
1	Excellent	6	0	0
2	Good	5	0	0
3	Fair Good	4	0	0
4	Fair	3	5	25
5	Poor	2	9	70
6	Very Poor	1	1	5
	Total		15	100

From the table previously can be understood that no students who get excellent, good, and fair good. There were 5 students (25%) who got fair. There were 9 students (70%) who got poor and there was just 1 student (5%) who got very poor.

b. Post test

In this section the researcher described the students' score in accuracy, fluency, and responsibility, mean score, and rate percentage of students' score. The result was presented in this table:

Table 5. Students' score in post test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	3	4	4	61
2.	S2	4	3	4	62
3.	S3	3	4	3	56
4.	S4	3	3	4	56
5.	S5	4	3	4	61
6.	S6	4	3	3	56
7.	S7	4	4	3	61
8.	S8	3	3	4	56
9.	S9	3	4	3	56
10.	S10	4	3	3	56
11.	S11	4	3	3	56
12.	S12	4	3	3	56
13.	S13	4	3	3	56
14.	S14	3	3	4	56
15.	S15	4	3	3	56
Total		Mean Score			57,4

Table 5 previously showed that of posttest scoring in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table also showed the mean score of students' post test.

The next session researcher also conducted again one of the most important parts in this research. The table showed the rate of percentage of students' post test. The rate of percentage of students' posttest here consists of accuracy, fluency, and comprehensibility.

1) Accuracy

Table 6. The rate percentage of students' post test in accuracy

No	Classification	Rating	Post Test	
			n	%
1	Excellent	6	0	0
2	Good	5	0	0
3	Fair Good	4	9	70
4	Fair	3	6	30
5	Poor	2	0	0
6	Very Poor	1	0	0
Total			15	100

From the table previously can be understood that no students who got excellent, and good. There were 9 students (70%) who got fair good. There were 6 students (30%) who got fair and no students who got poor and very poor.

2) Fluency

Table 7. The rate percentage of students' post test in fluency

No	Classification	Rating	Post Test	
			n	%
1	Excellent	6	0	0
2	Good	5	0	0
3	Fair Good	4	4	20
4	Fair	3	11	80
5	Poor	2	0	0
6	Very Poor	1	0	0
Total			15	100

From the table previously can be understood that no students who got excellent and good (0%). There were 4 students (20%) who got fair good. There were 11 students (80%) who got fair. There was no student who got poor and very poor (0%).

3) Comprehensibility

Table 8. The rate percentage of students' post test in comprehensibility

No	Classification	Rating	Post Test	
			n	%
1	Excellent	6	0	0
2	Good	5	0	0
3	Fair Good	4	6	30
4	Fair	3	9	70
5	Poor	2	0	0
6	Very Poor	1	0	0
Total			15	100

From the table previously can be understood that no students who got excellent and good (0%). There were 6 students (30%) who got fair good. There were 9 students (70%) who got fair. There was no student who got poor and very poor (0%).

c. The Mean Score of the students in pre test and post test.

Table 9. Mean Score

			Statistic	Std. Error
Pre Test	Mean		38,8	1.279
	95% Confidence Interval for Mean	Lower Bound	56.59	
		Upper Bound	62.08	
	5% Trimmed Mean		59.81	
	Median		60.00	

Post Test	Variance		24.524	
	Std. Deviation		4.952	
	Minimum		45	
	Maximum		65	
	Range		20	
	Interquartile Range		0	
	Skewness		-1.737	.580
	Kurtosis		4.637	1.121
	Mean		57,4	.591
	95% Confidence Interval	Lower Bound	75.07	
	for Mean	Upper Bound	77.60	
	5% Trimmed Mean		76.20	
	Median		75.00	
	Variance		5.238	
	Std. Deviation		2.289	
	Minimum		75	
	Maximum		80	
	Range		5	
	Interquartile Range		5	
	Skewness		1.176	.580
Kurtosis		-.734	1.121	

d. Analyzing of hypothesis acceptability

Table 10. The Paired Sample of Pre Test and Post Test

		Paired Differences					t	df	p
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test	-	4.928	1.272	-19.729	-14.271	-13.360	14	.000
	Post Test	13.000							

From the table previously can be understood that the mean score from pre test and post test was 13.000, standard deviation from this research was 4.928, and standard error was 1.272. Based on the confidence interval of the difference the lower from this research was -19.729 while the upper was -14.271. The last from the probability sig. $0.000 < 0.05$. This thing showed that H_0 was rejected.

Hypothesis

H_0 : There is no difference of the mean score of pre test and post test

H_1 : There is difference of the mean score of pre test and post test

The criteria of taking decision

a. If probability (sig.) > 0.05 it means that H_0 is accepted

b. If probability (sig.) < 0.05 , it means that H_0 is rejected

This study aimed to find out the implementation of chain words in improving students' speaking skill at University of Mega Buana Palopo. After the data collection and analysis, it can be seen clearly that chain words effectively improve students speaking skill. By using

chain word the students can practice their speaking skill and also their pronunciation. This is one of the powers of chain word; there are many words that can practice the students' speaking skill.

In this research the researcher used 15 students as sample. Before conducting the research she gave the pretest to them. The purpose of the pre test was to find out their prior knowledge and their condition before doing the treatment. The result of the pretest can be seen on the table previously. After giving pretest the researcher gave the treatment to them in order that can improve students' speaking skill. After giving treatment the researcher gave test again. The name of the test was posttest. The purpose of this test is to find out the improvement of their speaking skill.

The result of pre test was low because the students at University of Mega Buana Palopo have low ability in English especially in speaking skill. By looking this condition the researcher was interested to apply chain words. After applying chain words the students' speaking skill was improved. It can be seen from the result of mean score and the probability score sig. $0.000 < 0.05$. It means that H_0 was rejected. From the result can be understood that there is difference score between pre test and post test. In other words chain words was effective for the students.

CONCLUSION

From the findings and discussion previously the researcher concluded especially from paired sample test. The probability was $0.000 < 0.05$. Based on this fact can be understood that H_0 was rejected. Therefore there was different mean score between pre test and post test in this class. By looking this result, the researcher concluded that chain words can be used for speaking skill and it was effective in improving students' speaking skill.

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