

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the various problems underlying the selection of research topics. The discussion includes an exploration of the problems encountered, which prompted the researcher to focus on this particular field of study. Additionally, the researcher provides reasons for conducting the research, highlighting the motivation and significance behind it. This chapter is structured to cover the research background, research questions, research objectives, research significance, research limitations, and definitions of key terms.

A. Research Background

Speaking is one of the most fundamental aspects of human communication. It serves as a primary means of interaction, allowing individuals to express thoughts, share ideas, and engage in social exchanges. In language learning, speaking is considered a crucial skill as it involves multiple linguistic and cognitive processes, such as pronunciation, vocabulary usage, fluency, and coherence. Effective speaking requires not only the ability to produce sounds and words correctly but also the competence to structure sentences logically and convey meaning appropriately based on the context.

Speaking skill plays an very important role in the field of education, especially at the junior high school level. At this stage, students experience rapid cognitive and social development, making effective communication skills essential to support the teaching and learning process as well as social

interactions. Speaking is not merely a tool for conveying information but also serves as a medium for critical thinking, expressing ideas, and building interpersonal relationships. In the context of language learning, speaking skill are one of the main components in mastering language proficiency. According to the Kurikulum Merdeka and the 2013 Curriculum implemented in Indonesia, students' speaking ability is one of the indicators of learning success, particularly in English subjects. This aligns with the demands of the Graduation Competency Standards, which include students' ability to express thoughts, feelings, and information orally in an appropriate and correct manner.

Speaking skill encompasses more than just fluency; it involves the ability to organize thoughts logically, use appropriate vocabulary, and pronounce words correctly. Among the many approaches to developing speaking skill, storytelling has become a particularly powerful method. Storytelling offers a creative and engaging platform for students to practice their speaking abilities. By telling stories, students not only learn to convey ideas effectively but also enhance their imagination, develop a sense of narrative structure, and build confidence in expressing their thoughts orally.

However, various studies and observations show that speaking skill remain one of the most challenging aspects for junior high school students. Many students face difficulties in expressing themselves verbally, especially in a foreign language such as English. Factors such as shyness, lack of confidence, fear of making mistakes, and limited vocabulary contribute to

these challenges. Often, students prefer to remain silent or use their first language instead of attempting to communicate in English. This reluctance to speak English in class is a common phenomenon, reflecting the students' discomfort and unfamiliarity with the language.

Furthermore, speaking skill is not only critical for academic success but also for real-world applications. In this era of globalization and technological advancement, the ability to communicate effectively is a valuable asset. Strong speaking skill enable students to collaborate, participate in discussions, deliver presentations, and engage in cross-cultural communication. These skills will equip students to face future challenges in both academic and professional contexts. Therefore, it is essential to provide opportunities and resources that encourage students to actively develop their speaking abilities.

Based on the result of pre-observation conducted in class VIII of SMP Negeri 12 Sepauk, it was found that many students were weak at speaking yet. They often seemed hesitant to speak and lacked confidence in expressing ideas in English. When they were given the opportunity to speak, they tended to revert to use Indonesian because they felt more comfortable with it. The researcher identified three main problems contributing to this issue: students' lack of confidence due to fear of making mistakes and nervousness, limited vocabulary and difficulty in organizing ideas, and low motivation to participate in speaking activities, which led to minimal practice and interaction in English.

To address these challenges, the researcher adapted collaborative learning as the instructional method and utilizes chain cards as the teaching technique. Specifically, the technique applied is Collaborative Word-Picture Chain Cards, which integrates two types of instructional aids: word chain cards and picture chain cards. In traditional picture chain cards, students are provided with a series of images that depict a story sequence, helping them visualize the narrative. Meanwhile, word chain cards consist of key vocabulary or phrases that guide students in building sentences or ideas for storytelling.

In this research, the chain cards are combined into a single integrated tool, Word-Picture Chain Cards, because visual support alone is not sufficient for students who struggle with vocabulary. Students often need both visual and verbal cues to help them organize and express their ideas effectively. The keywords serve as verbal scaffolding, guiding students to select appropriate vocabulary and structure their speech, while the picture provide context, helping them understand the storyline and stay on track.

Within the collaborative learning method, students work in small groups to interpret the content of the Word-Picture Chain Cards, discuss the flow of the story, and develop it together. This collaborative setting reduces individual anxiety, builds confidence, encourages peer support, and promotes active engagement in speaking. As students share ideas and negotiate meanings, they are also exposed to new vocabulary and sentence structures, which further enhances their linguistic competence.

Furthermore, the use of collaborative Word-Picture Chain Cards transforms speaking practice into a more interactive and enjoyable activity. It provides a low-pressure environment where students feel safe to express themselves. Through discussion and joint decision-making, students develop not only their speaking skill but also critical thinking, creativity, and social interaction.

In the context of SMP Negeri 12 Sepauk, where many students still struggle with speaking English, the application of collaborative Word-Picture Chain Cards is considered a promising solution. It creates a supportive learning atmosphere that promotes peer learning, builds confidence, enriches vocabulary, and improves students' ability to speak in a structured and meaningful way. By combining visual aids with cooperative learning, this method addresses both linguistic and affective barriers, making it an effective tool for enhancing students' speaking skill. Therefore, the researcher aims to solve the speaking problems faced by students at SMP Negeri 12 Sepauk by conducting research using the collaborative word-picture chain card technique, with the hope that students will become more involved and confident in practicing their speaking abilities.

B. Research Questions

Based on the background of this research, the research questions are as follows:

1. How can the Collaborative-Word PictureChain Cards generate students participation in speaking activities?

2. What is the effect of Collaborative-Word Picture Chain Cards to students speaking performance in storytelling?

C. Research Purpose

Based on the research questions above, the research objectives for eight grade in SMP Negeri 12 Sepauk are as follows:

1. To describe the students participation after the implementation of Collaborative- Word Picture Chain Cards.
2. To explain the effect of Collaborative- Word Picture Chain Cards to students speaking performance in storytelling.

D. Research Significance

In this research, this research is divided into two, namely theoretical and practical significance.

1. Theoretical Significance

This research offers practical solutions to the challenges faced in teaching and learning speaking skill by introducing an innovative technique in teaching speaking. The use of chain cards as a teaching tool serves as an effective strategy to improve students' speaking performance and provides valuable insights into the application of visual-based learning methods. Furthermore, this research contributes as an additional resource and reference for future research, especially for those exploring alternative techniques and media to improve speaking skill in second language acquisition.

2. Practical Significance

a. For Teacher

This research offers teachers a practical and innovative teaching strategy that can be easily implemented in the classroom. By using Word-Picture Chain Cards, teachers can create a more engaging and interactive learning environment that encourages active student participation and creativity. This method not only helps students develop their speaking skill but also provides teachers with a flexible tool that can be tailored to a variety of topics and learning objectives. In addition, this research highlights the importance of using media to meet students' needs and improve the overall effectiveness of language teaching.

b. For Students

This research provides students with an opportunity to improve their English speaking skill through a fun and interactive approach. The use of chain cards allows students to practice organizing their thoughts, developing vocabulary, and constructing sentences in a structured yet engaging manner. It also helps them overcome common challenges such as fear of making mistakes, shyness, and lack of confidence in speaking. By participating in activities involving Word-Picture Chain Cards, students can develop better communication skills, foster creativity, and gain a greater

sense of achievement in learning English, which will benefit them in academic and real-life contexts.

c. For Other Researchers

This research provides a valuable reference for future research aimed at exploring innovative teaching strategies in language education. This research contributes to the body of knowledge by demonstrating the practical application and effectiveness of Word-Picture Chain Cards in improving students' speaking skill. The findings of This research can form the basis for further research, encouraging other researchers to investigate similar methods or develop new approaches to address challenges in English language teaching and learning.

d. For STKIP Persada Khatulistiwa

The findings of this research are significant for STKIP Persada Khatulistiwa because they demonstrate the institution's commitment to producing innovative and research-oriented educators who are able to address real-world challenges in education. This research demonstrates a creative approach to English language teaching, reflecting the institution's focus on academic excellence and practical contributions to the field of education. This research also strengthens the reputation of STKIP Persada Khatulistiwa as an institution that supports and promotes impactful research, providing

valuable resources for teacher training and professional development.

e. For School

The application of this research can make a significant contribution to improving the quality of English language education in schools. By introducing chain cards as an innovative teaching tool, schools can create a more dynamic and interactive learning environment that supports students' language development. This approach is also in line with the modern educational goal of fostering student-centered learning. Furthermore, the success of this method can enhance the reputation of schools as institutions that adopt creative and effective teaching practices to improve students' academic outcomes.

E. Limitation of the Research

The problems in speaking skill are very broad and cover various aspects, such as pronunciation, grammar, vocabulary, and confidence in speaking. Therefore, this research focuses on increasing student participation in speaking learning, especially in the context of storytelling, using chain cards. This method aims to help students organize their thoughts, build coherent narratives, and express themselves more confidently. By encouraging students to share stories interactively, it is hoped that their speaking skill will improve, especially in terms of fluency and confidence.

Other problems outside the aspect of participation in storytelling are not included in this research study.

F. Terminology

To avoid the reader misunderstanding this research, the researcher provides several of items, as follows:

1. Word Picture Chain Cards

Word picture chain cards are a series of cards containing a combination of words and picture as visual clues. Each card presents a sequence of picture accompanied by keywords that guide students through a structured process in constructing sentences or telling a story. These cards are designed to help students construct narratives gradually, starting from simple triggers to more complex language use. In this research, Word-Picture Chain Cards function as a learning tool that supports students in organizing ideas, improving storytelling performance, and encouraging their active participation in speaking with visual aids that progressively guide them in developing stories.

2. Storytelling

Storytelling is the practice of telling a narrative or recounting a series of events in an interesting and structured way, often using verbal communication to engage an audience. In the context of this research, storytelling specifically refers to students' ability to construct and present stories in English with a "narrative" context using the word-picturechain cards technique, which allows them to develop their linguistic and

cognitive abilities. By participating in storytelling activities, students learn to organize their thoughts coherently, improve their vocabulary guided by the cards they receive, practice pronunciation, and improve their fluency in English, which are essential elements of effective communication.

3. Teaching Technique

Teaching techniques refer to specific methods or approaches used by teachers to facilitate learning and impart knowledge to students in an effective and engaging manner. In this research, the teaching technique examined was the use of Word-Picture Chain Cards, which served as a tool to promote storytelling in the classroom. This method aims to provide students with a structured yet creative way to express their ideas in English, encourage participation, and improve their language skills. By incorporating chain cards into the teaching process, this research explores how a visual, step-by-step approach to storytelling can help students overcome language barriers and gain confidence in speaking.

4. Collaborative Learning

Collaborative Learning refers to a learning environment where students work together in groups to achieve a common learning goal. In this setting, students engage in cooperative activities, share ideas, and support each other's learning processes. Collaborative learning emphasizes interaction, teamwork, and active participation, making it an effective approach for improving language skills, including storytelling. In this research, Collaborative Learning Setting means that students will

work in small groups to create and develop stories using the Chain Cards Technique. Each group member contributes to the storytelling process by adding parts of the story based on the given picture by keywords on cards. This setting encourages peer learning, communication, and creativity, which are essential for improving storytelling skills in English.

5. SMP Negeri 12 Sepauk

SMP Negeri 12 Sepauk is a junior high school located in Sepauk District, Sintang Regency, West Kalimantan Province. This school was established based on the Decree of the Minister of Education and Culture Number 44 of 2016 on July 27, 2016. With a land area of around 20,000 square meters, this school has facilities that support teaching and learning activities. SMP NEGERI 12 Sepauk has received C accreditation based on the Decree of BAN-SM KB Number 505 / BAN-SM KB / KEP / XI2018 dated November 17, 2018. In addition, this school has access to electricity from PLN and internet connection to support learning.