TEACHING STORYTELLING THROUGH COLLABORATIVE- WORD PICTURE CHAIN CARDS AT CLASS EIGHT OF SMP NEGERI 12 SEPAUK

THESIS

Submitted as a Partial Fulfillment of the Requirement for the Attainment of Sarjana Pendidikan degree in English Language Education Research Program

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STATEMENT OF WORKS ORIGINALLY

Except where references is made in the text of the thesis, this thesis contains no material publisher elsewhere or extracted in whole or in part from thesis or any other degree diploma.

No other person's work has been used without due acknowledgement in the main text in the thesis.

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All research procedures reported in this thesis were approved by the researcher's advisors and did not break any faculty or university research ethics.

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Aisyah

MOTTO

"For indeed, with hardship [will be] ease."
"Indeed, with hardship [will be] ease."

(QS. Al-Insyirah: 5-6)

"At home, there are two hearts who wait patiently for your return, not just with a smile, but with news that makes them proud. Do not let them down. Hold back your complaints, for your weariness today is nothing compared to the sacrifices they made to raise you, to sustain you, and to guide you to this very point. One step of your success is the answer to a thousand of their prayers."

(Aisyah)

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ABSTRACT

Aisyah, 2025.Teaching Storytelling Through Collaborative-Word PictureChain Cards Technique at Class Eight of SMP Negeri 12 Sepauk. Thesis, English Language Education ResearchProgram, STKIP Persada Khatulistiwa Sintang. Advisor I: Sijono, M.Pd. Advisor II: Ilinawati, M.Pd.

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This research conducted to address the problems faced by eighth-grade students at SMPN 12 Sepauk, particularly their low participation and limited speaking skill in English storytelling activities. The students showed minimal engagement during speaking tasks and struggled to perform well in storytelling. Therefore, this research aimed to describe how the Collaborative Word-Picture Chain Cards technique enhance students' participation in speaking activities and to examine its effect on their storytelling performance. This research employed a Classroom Action Research (CAR) design. The data were collected through various techniques, including observations, interviews, speaking tests, and documentations, and the data were analyzed using both qualitative and quantitative methods. The instruments used in this research were observation checklists, field notes, interview guidelines, speaking test rubrics, and video recordings. The findings showed that the implementation of the Collaborative Word-Picture Chain Cards technique contributed to a substantial improvement in students' speaking ability and classroom participation. The students demonstrated greater confidence, enhanced fluency, and a higher level of involvement in storytelling activities, indicating that the strategy was successful in fostering both linguistic development and active engagement. These results suggest that the use of Collaborative Word-Picture Chain Cards can be a valuable strategy in teaching English speaking, particularly storytelling. Theoretically, it supports the view that visual media and collaborative activities enhance students' oral performance. Practically, it provides teachers with an alternative technique to increase students' participation, confidence, and creativity in storytelling.

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Sintang, July 11th 2025

The Researcher

Aisyah

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