

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents a brief explanation of several theories that support the research. The theories are related to chain stories, visual media, students' experiences, speaking activities, English courses, and Tsybulsky's concept.

#### **2.1 Theoretical Framework**

##### **2.1.1 Chain Stories**

Chain story is one of the activities of creating stories spontaneously which is carried out in groups and the story continues from one person to another. Chain story is a technique in speaking activities where the teacher provides five pictures that are related to each other. Then, the first student who is appointed must create a story based on picture A, then the story is continued by the second student based on picture B, and so on up to the fifth student. The implementation of this technique is intended to raise students' courage in speaking. If students have shown courage, it is hoped that their speaking skills will improve (Nurhalimah, 2020). Besides, according to Uktolseja and Gaspersz (2019), teachers should be enthusiastic, full of energy, and take a learner-centered approach. So, to ensure that the learning process runs smoothly and the learning objectives are achieved, accuracy in the technique selection is necessary. The chain story will fulfill the demand for it when it comes to teaching speaking skills to actively use English. According to Rohmah et al. (2023), one of the English learning techniques that can be applied to oral and writing skills is chain stories. Many students collaborate to write a chain story. Also, many students give a chain story verbally while speaking. Additionally, it can be utilized to simultaneously enhance reading, writing, speaking, and listening skills. The use of chain stories helps the students in gaining inspiration for their own stories from the other students' work. Then, a chain story is one strategy for obtaining people to talk in an entertaining way (Nirmalasari, 2022).

There are several steps for using chain stories with visual media in students' speaking activities that can be used by the teacher. The research was adapted from the article by Rohmah et al. (2023), namely: (1) Presenting the materials and rules; (2) Making a group consisting of 4-5 students; (3) Sitting in a circle or a row; (4) Providing a visual media or picture (each group gets a different picture); (5) Each student creates a story spontaneously and the next student must continue the story based on the picture; (6) Evaluating; and (7) Reflecting.

### **2.1.2 Visual Media**

Visual media is one way to deal with students' problems with speaking. Students can also use this media to assist in improving their speaking skills. Visual media is an illustration that can be utilized to represent a person, place, or item in two dimensions. It provides us with a visual representation of certain distant things. According to Ge (2019), he stated that through visual media, teachers can show theoretical learning materials in concrete. Students can easily understand the materials. In addition, visual media can also offer assistance to show objects that are too large that cannot be shown in the classroom or show objects that are too small or that are difficult to see with the exposed eye.

Furthermore, Vanesa and Setiawati (2021) stated that using contemporary mediums in the classroom encourages students' enthusiasm for studying English. The materials that the teacher provides are not going to bore the students. One of the tools teachers use in the teaching and learning process is visual media, such as pictures. In addition to providing factual information, visual media also illustrates a subject's general organization and the relative significance between its essential parts.

Additionally, visual media can be used effectively for learning activities. The primary objective of this study is to provide an engaging way of teaching through the use of visual media in the teaching and learning process, which will facilitate student speech and make the material easier for students to absorb it. Then, students are also typically taught and aided by visual media.

### **2.1.3 Students Experiences**

Utami (2023) stated that any interaction, communication, or other learning experience has been referred to as students' experiences. This may occur in traditional academic settings including classrooms and schools, or non-traditional settings including outdoor areas or places outside of schools. It can also involve traditional educational interactions for example students learning from professors and teachers, or non-traditional interactions for example students learning through games and interactive software.

Furthermore, whenever teachers apply pedagogical approaches to impart educational content, it is referred to as students' experiences. It includes employing teaching techniques to maintain students' attention and provide the material in a comprehensive and meaningful way. The term "learning experience" in psychology refers to a student's feelings, perceptions, and mental processes during the process of receiving their understanding. To assist students in comprehending concepts, student-centered experiences combine gamified learning, project-based learning, and experiential learning. An understanding of each student's individual needs and designing activities to meet those needs, experiential learning and facilitating immersive, hands-on activities, intrinsic and extrinsic motivation through real-world relevance, and sensory-rich experiences where lessons incorporate sights, sounds, and emotions are all necessary for developing effective learning experiences (Faizah et al., 2023).

### **2.1.4 Speaking Activities**

Speaking is a basic skill in language learning. According to Nunan (1991) as cited in (Wulandari, 2012), stated that speaking is verbal communication as a way of presenting information and expressing ideas and thoughts that are in your head. Learning to speak is important when learning a foreign language because speaking represents a parameter of communicative value and competence.

Students speaking in the classroom is encouraged for three key reasons. First and foremost, speaking activities give students the chance to practice speaking in public while being safe in the classroom. Second, speaking activities where students attempt to use some or all of the language they are familiar with give feedback to the teacher and the students. Everyone can see how well they are doing, including how successful they are and any linguistic difficulties they may be having. Finally, students' usage of the many language components they have stored in their brains becomes more automatic the more opportunities they have to employ them. As a result, students will be able to speak clearly and without giving it much consideration (Harmer, 2007).

In English learning, speaking is a challenge for non-native English speakers, especially foreign language learners (Abrar et al., 2018). The difficulty of learning English stems from the fact that students believe that speaking is difficult to master. Finally, students have to master some elements like pronunciation, vocabulary, grammar, and language skills. Then, there are also several challenges to overcoming these problems such as students' unwillingness, lack of motivation, unattractive teaching techniques and methods, and so on (Wulandari, 2012). The utilization of interesting techniques in English speaking activity is recommended, because this will overcome these problems, especially lack of motivation for learning English speaking.

### **2.1.5 English Courses**

English courses are offered informally to provide students with further knowledge. It is commonly referred to as pre-college courses at the undergraduate level before majoring in the field. It can enhance one's abilities for independent learning outside of a formal setting. Students in English courses learn how to develop their skills according to their areas of interest. Students can learn English outside of school by participating in English courses (Hidayat, 2021). Foremost, several schools, particularly in urban areas, provide programs where students dedicate a part of their regular classroom day to studying English in small groups under the strict supervision of an ESL teacher. Students can explore every subject taught in school and establish an

interest in learning the English language in an English course. In Indonesian it is called *Bimbel* (*Bimbingan Belajar*).

Furthermore, for just recent high school graduates who want to enroll in college, English courses are beneficial. English courses, commonly referred to as pre-college courses in college, assist students with a wide range of educational backgrounds in studying the language at all competence levels, from basic to advanced (Tillayeva, 2020). Besides, English courses are designed to assist students become more interested and focused on achieving their goals. Students are encouraged to learn at their convenience in the courses. According to Azmi (2020), the course members have highly adaptable learning styles. For instance, because introverted students find it challenging to comprehend their teachers during lessons and they are unwilling to raise questions, it is beneficial for them to take an English course. For students who have studied English outside of the classroom, these courses could function as an additional education. Since practicing is the greatest method to retain the subject, students can find several ways to answer questions in the courses and have ample opportunity to practice. At this moment, students require time to expand their understanding of the English language they are interested in learning. In this instance, English courses assist students in focusing their areas of interest.

#### **2.1.6 Tsybulsky's Concept of Meaningful Experience**

Based on previous research, the researchers stated that students need interesting methods to improve their skills when learning English. Then, students often have difficulty conveying ideas or opinions when carrying out speaking activities because they are confused about what they want to talk about. So, they need interesting ways to get better at learning English, especially at speaking.

In this study, the researcher focused on students' experiences in using chain stories with visual media. Therefore, in making interview guidelines, the researcher used the Tsybulsky concept. According to Tsybulsky (2019), two domains in the

conceptual framework were suggested for analyzing the meaningful experiences of the participants. First, the domain of the quality of the experience, such as how participants experienced the teaching and learning process (i.e., how they perceived it positively or negatively). She specifically looked at how the participants' experiences changed and evolved. Then, keep in mind that experience is a collection of a person's or a group's thoughts, feelings, and emotions, each of which might have a unique quality about a particular moment in time and the phenomena being observed, experienced, or investigated (Tsybulsky et al., 2020). The second is the domain of the content of the experience, or the kinds of experiences that participants considered significant. For example, when teachers or students discussed something they had learned and understood it was classified as a cognitive experience; when they discussed how they felt about the introspective and reflective aspects of the experience, or about an experience they connected to memories from the past or experiences they looked forward to, it was classified as an introspective experience; and lastly, when they talked about different social interactions they had, it was classified as a social experience.

## **2.2 Study of the Relevant Research**

Many studies investigate the use of chain story techniques in language learning. First, Rohmah et al. (2023) conducted research entitled "Students' Experiences on Chain Story Telling". The researchers found that students gained educational and nurturing impacts through chain stories. Students might prepare carefully before speaking, which would have a pedagogical benefit. Then, their ability to speak English also greatly improved from the utilization of chain stories.

In addition, Uktolseja and Gaspersz (2019) also conducted research entitled "Implementation of Chain Story Techniques to Improve English Speaking Ability at Immanuel YPK Vocational High School, Sorong City". This research produced the result that the chain story technique helps students to learn in groups but not passively. Each student is invited to be involved in learning by connecting a story whose topic has been given first. Then, Immanuel YPK Vocational High School, Sorong City as

one of the vocational schools in Sorong City under the Christian Education Foundation in Papua certainly continues to work to improve students' abilities in English because Vocational Schools always want to produce graduates who are ready to enter the workforce.

Furthermore, Nirmalasari (2022) investigated the use of the chain story technique. This research is entitled "Improving Speaking Skills by Using Chain Story Game for the Eleventh-Grade Students of SMAN 4 Palopo". The results showed that the use of chain story games is significant. This is in line with the use of chain stories, namely to increase students' confidence in speaking English. Besides that, the researcher concluded that the chain story method can increase the efficiency and enjoyment of speaking English because this method makes the students more interactive during the teaching and learning process.

Lastly, Novitasari (2019) conducted research regarding the effectiveness of chain stories in writing activities. This research is entitled "The Effectiveness of Using Chain Story Technique towards Students' Ability in Writing Descriptive Text at the First Semester of the Eighth Grade of SMP Perintis 2 Bandar Lampung in The Academic Year of 2018/2019". The results show that the chain story technique can be very fun and increase students' self-confidence. In this technique, each student brings different knowledge to the class, and activities designed to gather that knowledge can be a lot of fun. In conclusion, the chain story technique has been proven to be effective during writing activities and this technique also has advantages and disadvantages for students.