
Using chain story technique in writing narrative text at the tenth grade students of SMAN 1 Barangka

Wa Ode Cici Malimua Shalihi¹, Rohmana², Wawan Cahyadin³

malimuac@gmail.com

^{1,2,3}Halu Oleo University, Indonesia

ABSTRACT

The objective of this research was to find out whether there was a significant effect of the chain story technique in writing a narrative text at the tenth grade of SMA Negeri 1 Barangka. This research used a pre-experimental design that consisted of one class as a treatment class. The population in this research was the tenth grade of MIA, and the sample of this research was students at the class X Mia 2 of SMAN 1 Barangka in academic years 2020/2021. The sample was taken using purposive sampling, and the total number of students was 20. The research instrument was a writing test that focused on narrative text. The researcher collected the data by giving pre-test, giving treatment in the class using chain story technique, and lastly giving the post-test. The data were analyzed by descriptive statistics and normality tests. For testing the hypothesis, the researcher used paired sample t-test, which was calculated through SPSS 17.0. The result of this research showed that students' mean post-test score was 76.53, which raised 38.33 points from the pre-test (38.20). Additionally, the Sig (2 tailed) was 0.000. It meant that the probability (Sig) value was lower than α ($p\text{-value} < \alpha$ or $0.000 < 0.05$). Therefore, the chain story technique significantly affected students' writing achievement at the tenth-grade students of SMAN 1 Barangka.

Keywords:

Chain Story Technique, Writing Achievement, Narrative Text.

1. Introduction

The four abilities that must be acquired in order to master English are reading, speaking, listening, and writing. According to Alexander (1975), writing is the most crucial four fundamental language abilities after speaking. Writing is one of the language skills that should be mastered by students in learning the language after listening, speaking, and reading (Lena et al., 2019). Moreover, writing is also mental labor to find ideas, consider how to express them, and organize them into statements and paragraphs that are understandable to readers (Nunan, 2003). It is important to master writing because their writing performance measures learners' language proficiency. Writing is forming letters, making a mark of the flat surface of some kind.

On the other hand, Grabe & Kaplan (1996) claimed that learning to write in English is the most challenging task. This is due to the intricacy of writing skills,

which necessitate the arrangement of thinking abilities, information, and ideas to produce effective writing, including appropriate organization, syntax, vocabulary, and mechanics. Furthermore, according to Pranoto (2004), writing entails emptying ideas into writing or expressing one's story to others. Writing may also be viewed as a means of expressing sentiments. To put it another way, we can converse informally through the writing process.

A study by Hasnia et al. (2020) mentioned that the role of the teacher is important in the classroom of writing. They must be a mediator in the teaching writing process. The teacher teaches the students how to produce good writing. Writing in English is a talent that may be deemed complicated since a writer must follow the current standards of excellent writing in order to generate good writing. We must understand the laws of writing in order to write in English. The rules are as follows: 1. Keep your sentences short and simple. By keeping your words short and simple, you will be able to beat the reader's short attention span and get your point over before they leave. 2. Write in an active voice; your work will be more approachable to your readers. When you speak directly to them, they will feel more at ease. 3. Use simple terms and word combinations. If you're having trouble making a powerful argument, consider using simpler words and word combinations in your writing. The message will become clearer. 4. Correctly place the quote marks. Sharing someone else's ideas or words might sometimes be the best method to boost your writing or express anything. However, a short attention span can also be a hindrance. As a result, you must make the quotation as efficient as feasible. 5. Use action verbs and powerful adjectives to avoid weak writing. Avoid terms that need the words significantly or very preceding them. This is a poor adjective that will detract from your work. 6. Use correct punctuation to maintain the sense of your sentences; nevertheless, this does not imply that you must follow all punctuation rules. Instead, it's about abandoning some of those norms in order to give them the proper interpretation. 7. Be detailed in your writing; this will assist in balancing your writing and make it simpler for you to convey thoughts to readers. 8. When feasible, tell your readers to use just the term "you." 9. Avoid jargon and complicated words; as far as possible, avoid utilizing specialist jargon and terminology in your writing. 10. In writing, after establishing the primary concept, it is necessary to support it with further proof and facts. 11. You don't need exclamation marks to make powerful points and inform the reader that you need to pay attention to what you're talking about if you use correctly crafted phrases (Norton, 2019).

The narrative text is one of the texts taught in writing skills. According to Rebecca (2003), a narrative text connects a sequence of logically and chronologically related events created or experienced by causes. A narrative is a text that tells a tale and entertains or instructs the reader or listener in the process (Anderson, 1997). Furthermore, according to Browne (1999), a narrative is a text that connects a sequence of events that occur in chronological order. Narrative Text, such as Cinderella and Snow White, is a long-lasting text that will always demand and delight its readers. Narratives come in a variety of forms. Narratives can be fictional or true. Anderson et al. (2003) classified the types of stories as comedy, romance, crime, real-life fiction, mystery, fantasy, science fiction, diary books, and adventure.

Devigantari (2015) explored producing narrative text utilizing short animated stories, one of the academics that has looked into it. The usage of short animated stories was beneficial in improving students' narrative writing skills due to her research. They significantly improved their writing abilities in content, organization, vocabulary, grammar, and mechanics. Nurhasanah (2014) also researched narrative text using a round table strategy. Her findings suggest that using a round table method to teach students how to write narrative text can help them improve their skills. Some areas of writing abilities, such as grammar, organization, and mechanics, have improved.

Unlike the other studies, the researcher in this study uses the chain story technique to teach writing narrative text. According to Bangert-Drowns et al. (2004), the chain story technique helps students learn freshly taught content. It offers an atmosphere that encourages young language learners to comprehend and compose stories in related languages. According to Magee (1993), writing a chain story is an exercise that teachers may employ to make writing courses more engaging for students. This practice is recommended by Boylan et al. (1984) for reviewing vocabulary and grammatical structure. According to Erben (2007), this practice may foster creativity or reinforce grammatical lessons. The grammatical element, mechanics, vocabulary, form, and fluency all increased.

There has been some previous study on the chain story technique. Febrina (2013) investigated the use of chain stories in enhancing students' speaking abilities. Her study demonstrates that the chain story technique can increase students' speaking skills compared to traditional techniques. Students who employ chain story tactics score higher than traditional methods. In addition, Wahyuni (2018) investigated the chain story technique to increase student recall text writing ability. The findings of her study revealed that the chain story technique could improve students' capacity to write recount prose and their overall score.

There has been no study employing chain story techniques to teach the narrative text. The narrative text is one of the texts taught in high school, and it is one of the texts taught at SMA Negeri 1 Barangka. According to the interview, there are certain issues in this school's instruction of narrative text writing. The first issue is that many students still struggle with writing narrative text. They really do not know how to use the past tense, and some of them make up stories with unusual word orders. The second issue is one of appearance. The intended message is not delivered when a student-created story has an unclear framework. The second issue is a lack of vocabulary. In their writing, they use a smaller vocabulary and use fewer words. As a result, this research aims to see if chain story techniques can be utilized to educate and enhance students' ability to write narrative text.

Furthermore, they are passive in a class when there are just a few active students. When the teacher asked for their thoughts, they did not share or express them. When the teacher asked them some questions, just a handful responded. As a result, researchers attempt to discover new techniques to instruct students, as the instructor plays a critical part in the teaching and learning process. Teachers must use innovative teaching methods not to be bored and desire to learn. According to Ali & Asrori (2006), creativity can create something completely unique. Something

new here does not have to be entirely new; it might mix previously existing elements.

The differences between previous research and current research were as follows; first, previous research only focused on using chain story techniques to improve students' abilities in narrative text. While in this current research, the researcher wanted to know whether there is a significant effect by applying a chain story technique on writing narrative text. Second, the researcher only focused on writing skills and speaking skills. While in this current research, the researcher wants to know whether there is a significant effect by applying a chain story technique on writing narrative text.

Therefore, the researcher was interested in conducting a study about "Using Chain Story Technique in Writing Narrative Text at the Tenth Grade Students of SMAN 1 Barangka" in order to find out whether there is a significant effect of applying chain story technique in writing a narrative text at the tenth grades of SMA Negeri 1 Barangka.

2. Methods

This research followed a quantitative approach, using a pre-experimental research design that included a type one group pre-test and post-test. According to Arikunto (2010), one group pretest-posttest design was a research activity that offered a pre-test before being provided treatment, then gave a final test (post-test). Following this knowledge, it may be stated that treatment outcomes can be predicted more precisely since they can be compared to the circumstances before treatment. The population of this research was all of the tenth-grade students (X MIA) at SMAN 1 Barangka in Academic Year 2020, consisting of 3 classes. The total was 61 students, consisting of 42 females and 19 males. The researcher utilized purposive sampling in this research. Purposive sampling collected samples based on a specific factor such as demographic features or known qualities (Notoatmodjo, 2010). One class was chosen as a representative sample from the population. As an experiment class, they had X MIA 2. The researcher picked the class because they were facing a difficulty that fit the study's objectives; namely, many students still struggle to write narrative prose.

The researcher utilized a test-type instrument in this study. A writing test was the sort of test used by the researcher in this study. In both the pre-test and post-test, students were given a written test. Before beginning treatment, the students were given a pre-test to determine their capacity to write narrative text. The researcher then administered a post-test at the last meeting to see if the narrative text composition increased after the treatment. Each student was given a written test in which the researcher provided a topic and the first phrase. The students were then instructed to finish the sentence and turn it into a nice story on the topic.

To determine the difference of result between pre-test and post-test, the researcher used statistical parametric data techniques on the SPSS 17.0 application. The first step was to enter the data or student scores on the SPSS to find the descriptive statistics (mean score, maximum score, minimum score, etc.). The second step is to enter the data or student scores into the SPSS again to find out the normal distribution of the data. It was helpful to see what steps would be used next. If the

data were normally distributed, then the statistical test to be used as parametric statistics, but if the data was not normally distributed, then the statistical test used was non-parametric statistics. The last step was to use Paired Sample t-Test (statistical parametric) to determine whether there was a significant difference in student scores before and after being given treatment.

3. Result

3.1. Descriptive Analysis of Pre-Test

Descriptive statistical analysis is helpful for describing research data, including the amount of data, the maximum value, the minimum value, and the average value. The pre-test result is measured by using the scoring rubric adopted from Anderson (1968). The description below is the result of the student's scores on the pre-test. The result of the students' scores obtained from the pre-test result can be seen in the following table:

Table 1. The Frequency of Students Score on Pre-test

No.	Student score	Frequency	Percentage(%)
1	16,67	1	5%
2	22,22	1	5%
3	25,00	1	5%
4	27,78	2	10%
5	30,56	2	10%
6	33,33	2	10%
7	36,11	3	15%
8	41,67	3	15%
9	44,44	1	5%
10	47,22	2	10%
11	52,78	1	5%
12	91,67	1	5%
TOTAL		20	100%

The table above shows the frequency and percentage of all students' scores. The values that appear most often or occur the most are two values, namely 36.11 and 41.67; the two students' scores both often appear 3 times. While the other values have frequencies of 2 and 1.

Table 2. The Descriptive Statistic of Students Score on Pre-test

			Statistic	Std. Error
PreTest	Mean		38.1950	3.47812
	95% Confidence Interval for Mean	Lower Bound	30.9152	
		Upper Bound	45.4748	
	5% Trimmed Mean		36.4200	
	Median		36.1100	
	Variance		241.946	
	Std. Deviation		15.55461	
	Minimum		16.67	
	Maximum		91.67	
	Range		75.00	

Interquartile Range	15.27	
Skewness	2.146	.512
Kurtosis	7.048	.992

The data shows that the minimum score of the pre-test is 16.67, maximum score is 91.67, deviation standard is 15.56, median is 36.11, and the mean score of the pre-test is 38.20. There are still many students who cannot write well in the pre-test. Many sentences are incomplete. Their grammar is irregular, and many still use the present tense.

3.2. Descriptive Analysis of Post-Test

This section explains the descriptive analysis of the post-test. The scoring of students' writing achievement in the post-test of control and the experimental class is measured using the bands' score adopted from Anderson (1968). The description below is the result of the students' scores at the post-test after being taught the chain story technique. The detailed explanations are in the following table:

Table 3. The Frequency of Students Score on Post-test

No.	Student score	Frequency	Percentage(%)
1	63,89	2	10%
2	66,67	2	10%
3	69,44	2	10%
4	72,22	3	15%
5	75.00	2	10%
6	77,78	2	10%
7	80,56	2	10%
8	83,33	2	10%
9	91,67	1	5%
10	94,44	2	10%
TOTAL		20	100%

The table above shows the frequency and percentage of all students' scores on the post-test. The values that appear most often or occur the most is 72.22, that student score often appears 3 times, while the other values have frequencies of 2 and 1.

Table 4. The Descriptive Statistic of Students Score on Post-Test

			Statistic	Std. Error
PostTest	Mean		76.5275	2.09873
	95% Confidence Interval for Mean	Lower Bound	72.1348	
		Upper Bound	80.9202	
	5% Trimmed Mean		76.2344	
	Median		75.0000	
	Variance		88.093	

Std. Deviation	9.38579	
Minimum	63.89	
Maximum	94.44	
Range	30.55	
Interquartile Range	13.20	
Skewness	.624	.512
Kurtosis	-.381	.992

The table shows that the minimum post-test score is 63.89, the maximum score is 94.44, the standard deviation is 9.39, median is 75.00, and the mean score of the post-test is 76.53. In the post-test, almost all of the students have increased the skill of writing narrative text.

3.3. Comparison of Pre-Test and Post-Test Score

The comparison of students' scores of the tenth grade of SMAN 1 Barangka before and after applying chain story technique and conventional method can be seen in Table 4.5 below:

Table 5. The Summary of the Description Statistics from the Students' Pre-Test and Post-Test in the Experimental and Control Class

Score	Pre-Test	Post-test
	Experimental	Experimental
SUM	$\sum 20$	$\sum 20$
MEAN	38.20	76.53
SD	15.56	9.39
MAX	91.67	94.44
MIN	16.67	63.89

From the data above, the researcher concludes that the students' mean score raises 38.33 points, from 38.20 (pre-test) to 76.53 (post-test). It can be said that the means scores of the students' post-test are higher than the means score of the students' pre-test. Therefore, it is proved that there is a significant difference in students' writing skills taught by the chain story technique.

The hypothesis testing is used to determine whether or not there is a difference in the effect of chain story technique on students' writing skills, especially narrative text, at the tenth-grade students of SMAN 1 BARANGKA using t-test with a significant level (0.05). In addition, the calculation results must indicate whether H_1 is accepted or H_0 is rejected. In this research, hypothesis testing is also used to explain the conclusions. However, the hypothesis testing uses SPSS 17.0 to test data normality and paired sample T-test.

4. Discussion

This research is intended to determine whether there is an increase in writing narrative text in SMAN 1 Barangka. The researcher has conducted pre-test and post-test in the experimental class. Three writing components consisting of grammar,

vocabulary, and form are assessed by comparing the difference of scores obtained by students in the pre-test and post-test.

This research found that using the chain story technique helped students improve their ability to write narrative text. This result is similar to Bangert-Drowns et al. (2004); the chain story technique helps students show their knowledge of freshly taught content, especially in writing texts. It offers an atmosphere that encourages students to comprehend and compose stories related to languages. Students made growth in the experimental group in grammar, vocabulary, and organization. The aspect that has improved the most is the student's vocabulary, where students can construct sentences using correct vocabulary without the assistance of Indonesian. The second aspect that has significantly improved is organization; many students can write paragraphs by paying attention to the paragraph structure of each point in the story, just as they do with organization. The last is grammar; although not many students can distinguish tenses, the students' grammar in the post-test is much better compared to the pre-test results.

Improving students' ability to write narrative text in the three aspects mentioned above is possible because the chain story technique allows each student to contribute in compiling the text narrative so that collaboration is created (Thornbury, 2008). By working in a group, students can discuss how to write the text, and they can also exchange information to complete their story by following the language structure of the narrative text. It allows each student to explore and share their knowledge with other students, creating interaction and collaboration. Magee (1993) stated that chain stories make writing an interactive experience because students become involved as a group while writing a story. Yet, they are encouraged to express themselves as individuals. Furthermore, the advantage of the chain story technique is that the students share and apply different writing techniques. Second, the students are introduced to different thinking to explore their ability through chain story writing. Next, the students can collaboratively learn to compose the story in every meeting while the teacher guides students to use the words independently. Moreover, this technique can teach the students to produce English sentences using suitable vocabulary and grammar. The last, students feel comfortable and at ease with the format. This activity applies to students' knowledge, skills, attitude, and awareness, creating an optimum environment for learning. According to Magee (1993), chain stories make writing an interactive experience because students are encouraged to express themselves as individuals while working as a group on a story. The chain story exercise allows students to contribute equally to their group work by working as a group.

Additionally, feedback is also crucial in helping students improve their writing abilities. The researcher then corrects and gives comments after selecting one group to write down the outcomes of their conversation on the whiteboard. In addition to providing written comments, the researcher also engaged students in editing exercises, in which they were given samples of sentences with problems and instructed to repair them. The researcher then re-explained where the mistakes in the sentences were located, such as tense errors, the usage of to be, and sentence structure. So that students become more adept at detecting and interpreting their common errors.

The results of this research are the same as the study by Wahyuni (2017) and Febrina (2013), showing that the chain story technique can improve students' writing skills. In addition, the results of this research confirm the effectiveness of the chain story technique to improve students' writing skills in recount and narrative text types. However, tested with different research designs (quasi-experimental and CAR).

Two points can be given to teachers, especially English teachers, from this research. First, the teacher can improve students' writing skills by providing various language activities and innovative teaching techniques that are appropriate for their students' capacities. Next, teachers can utilize the approach developed in this study to enhance practice in the classroom. This technique not only improves communication between teachers and students, but it also improves student communication among themselves.

5. Conclusion

Based on the findings, it was found that employing the chain story technique had a substantial impact on students' writing skills at SMAN 1 Barangka. The experimental class's mean pre-test score is 38.20, while the experimental class's post-test score is 76.53. Furthermore, the paired sample t-test revealed that H1 is acceptable. The importance value shows this. The significant value, $p(0,000) 0.05$ is lower than Sig (2 tailed). As a result, producing narrative text using the chain story technique substantially impacts students' writing abilities, and the chain story technique can be considered effective. The result of data analysis showed that the writing achievement of students who have been taught with the chain story technique has increased. The students in the experimental class are interested or motivated in using the chain story technique for the students to write their paragraph with the help of a friend in connecting the sentences.

The researcher offers several recommendations, first, for the teacher. The chain story technique can be an option for teaching writing because it gives opportunities to develop various activities through combining writing tasks with fun activities. Second, for future researchers. The researcher suggests investigating the effectiveness of the chain story technique in other skills, namely speaking. Lastly, the research may see the application of the chain story technique in improving students' writing achievement in all aspects of writing.

References

- Alexander, L. G. (1975). *Practice and Progress an Integrated Course for Pre Intermediate students*. Longman Group Ltd.
- Ali, M., & Asrori, M. (2006). *Psikologi Remaja, Perkembangan Peserta Didik*. Bumi Aksara.
- Anderson. (1997). *Text Types in English 2*. Cambridge University Press.
- Anderson, J. (1968). *Testing for Language Teachers*. Cambridge University Press.
- Anderson, Mark, & Kathy, A. (2003). *Text Types in English 3*. Macmillan.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Cipta.
- Bangert-Drowns, R. L., Hurley, M. M., & Wilkinson, B. (2004). The Effects of School-Based Writing-to-Learn Interventions on Academic Achievement: A Meta-

- Analysis. *JSTOR*, 74(1), 29–58. <https://www.jstor.org/stable/3516060>
- Boylan, C. Alice, & Patricia, C. (1984). *Strategies for Personalization in the Language classroom* Hastings-on-Hudson. American Council on the Teaching of Foreign Languages.
- Browne, A. (1999). *Teaching Writing; Key Stage 1 and Before*. Stanley Thornes.
- Devigantari, A. (2015). *Improving Students' Ability in Writing Narrative Texts using Short Animated Stories at Class VIII C of SMPN 2 Sanden, Bantul in the Academic Year of 2013/2015* [Universitas Negeri Yogyakarta]. <http://eprints.uny.ac.id/id/eprint/26574>
- Erben, T. (2007). *Calling All Foreign Language Teacher*. Taylor and Francis.
- Febrina. (2013). *The Effect of Using Chain Stories Technique toward Students' Speaking Ability of the First Year Students at Islamic Senior High School Dar El Hikmah Pekanbaru* [Universitas Islam Negeri Sultan Syarif Kasim Riau]. <http://repository.uin-suska.ac.id/id/eprint/9712>
- Grabe, W., & Kaplan, R. (1996). *Theory and Practice of Writing*. Addison Wesley Longman.
- Hasnia, Mursalim, & Agustina, S. (2020). The Effect of Probing Prompting on Students' Writing Achievement at Tenth Grade of MAN 1 Bombana. *Journal of Teaching of English*, 5(2), 140–148.
- Lena, N., Jaya, A., & Mursalim, M. (2019). An Analysis of Students' Anxiety and Self-Efficacy in Writing at English Department of Halu Oleo University. *Journal of Teaching of English*, 4(2), 151–162.
- Magee, B. (1993). *Chain Stories - A Collaborative Writing Activity*. Educational Resources Information Center (ERIC).
- Norton, D. (2019). *11 Basic Writing Rules – Common Mistakes & Fixes*. Custom-Writing.Org. <https://custom-writing.org/blog/rules-of-writing>
- Notoatmodjo, S. (2010). *Metodology Penelitian Kesehatan*. Rineka Cipta.
- Nunan, D. (2003). *Practical English language teaching; First edition*. Mc Graw Hill.
- Nurhasanah. (2014). *Improving Students' Ability In Writing A Narrative Text by Using Round Table Strategy at Grade VIII C of Smp Negeri 11 Kota Bengkulu.Bengkulu* [Bengkulu University]. <http://repository.unib.ac.id/id/eprint/8285>
- Pranoto. (2004). *Mengajar Menulis Fiksi untuk Para Guru*. Wisma Nugra Sabtana.
- Rebecca, J. L. (2003). *A Critical Handbook of Children's Literature*. Pearson Education, Inc.
- Thornbury, S. (2008). *How to teach speaking*. Pearson education Limited.
- Wahyuni. (2017). *Using Chain Story Game To Improve Student's Ability In Writing Recount Text*. Iain Tulungagung.
- Wahyuni, S. (2018). *Using Chain Story to Improve Students' Ability in Writing Recount Text at X IPS-2 Grades of MA Nurul Umum Munjungan-Trenggalek Academic Year 2015/2016* [UIN SATU Tulungagung]. <http://repo.uinsatu.ac.id/id/eprint/7086>