

THE EFFECT OF CHAIN STORY IN WRITING NARRATIVE TEXT ON THE SECOND YEAR STUDENTS OF SMAN 5 PEKANBARU

Annisa Hafizah Gamal, Rumiri Aruan, Novitri

Email: annisagamal@gmail.com, rumiri.aruan@lecturer.unri.ac.id, novitri_11@yahoo.com

Contact: +6282285007175

*Students of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau*

Abstract: *This pre-experimental research aimed to find out whether there is a significant effect of chain story on the ability of the second year students of SMAN 5 Pekanbaru in writing narrative text. This research was conducted by using one-group pre-test post-test design. Class XI IPA 5 was chosen as the sample by using cluster random sampling. A paired samples t-test was conducted to compare the students' writing score before and after the treatment and to analyze the hypotheses. The result showed that the t-test score was 17.148 while t-table score in significance level 5%, $df=34$ was 2.032. Since t-test was higher than t-table, it can be concluded that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It can be further understood that chain story has a significant effect on the ability of the second year students of SMAN 5 Pekanbaru in writing narrative texts. Based on the research findings, it is suggested that chain story can be used by teachers in teaching writing narrative text.*

Key Words: *Effect, Chain Story, Writing, Narrative Text*

PENGARUH PENGGUNAAN CERITA BERANTAI DALAM MENULIS TEKS NARATIF PADA SISWA KELAS DUA SMAN 5 PEKANBARU

Annisa Hafizah Gamal, Rumiri Aruan, Novitri

Email: annisagamal@gmail.com, rumiri.aruan@lecturer.unri.ac.id, novitri_11@yahoo.com

Nomor telepon: 082285007175

Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui ada tidaknya pengaruh dari penggunaan cerita berantai dalam menulis teks naratif pada siswa kelas dua SMAN 5 Pekanbaru. Penelitian ini dilaksanakan dengan menggunakan desain satu grup pre-test post-test. Kelas XI IPA 5 terpilih sebagai sampel menggunakan teknik cluster random sampling. Uji-t sampel berpasangan digunakan untuk membandingkan nilai menulis siswa dan untuk menganalisis hipotesis. Hasilnya menunjukkan bahwa nilai t-test yang diperoleh sebesar 17.148, sementara nilai t-tabel pada level signifikansi 5%, $df=34$ adalah 2.032. Nilai t-test lebih tinggi dari nilai t-table sehingga dapat disimpulkan bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Dengan kata lain, cerita berantai memiliki pengaruh signifikan terhadap kemampuan siswa kelas dua SMAN 5 Pekanbaru dalam menulis teks naratif. Berdasarkan hasil penelitian ini, penulis menyarankan penggunaan cerita berantai oleh guru dalam mengajar menulis teks naratif.

Kata Kunci: Efek, Cerita Berantai, Menulis, Teks Naratif

INTRODUCTION

Writing skill is an important part of communication. It is a mean of developing, organizing and communicating ideas (Yates, 2000). Based on School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan 2006), students in senior high school level are required to develop their writing skill by writing various interpersonal, transactional and functional texts which includes report, narrative, exposition and spoof.

In this research, narrative text was chosen as it is one of the texts that should be learned based on the syllabus of School-Based Curriculum for second year students of senior high school. Narrative is a text which relates a series of events which is in chronological order (Browne, 1999). This text use past tense as the language feature.

Based on the informal interview with the teacher of the second year in SMAN 5 Pekanbaru, a lot of students faced difficulties in writing. They found it difficult to express their ideas into written form as they only work by their own. When writing was done in the form of group, not all students contributed to the work.

According to Storch (2013), writing is generally perceived as a solitary, individual activity. Refers to Grief (2007), some students suggest that writing alone can be an isolating and possibly stressful experience. However, when writing is done as a collaborative activity, it can have many benefits. Bangert-Drowns, et al. (2004) state the story chain strategy gives students the opportunity to demonstrate their understanding of newly learned material. It will create a language friendly environment in which young language learners are motivated to comprehend and write stories in related languages. In this research, chain story activity will be a favorable collaborative writing activity. Chain story is an activity in which stories are written by multiple authors; each writer contributes a sentence to the story then forwards the entire text to a partner (Erben, 2007). By conducting chain story activity in class, students can contribute equally in producing a story.

METHODOLOGY

The design of this research is an experimental research. In this research, the writer used pre-experimental design with one group pre-test post-test design. In the one-group pre-test post-test design, a single group is measured before and after exposed by a treatment. There are two variables in this research, chain story activity and students' ability in writing narrative paragraph. Chain story activity is independent variable (X), while students' ability in writing narrative text is dependent variable (Y). The writer compared the pre-test and the post-test to see whether the treatment has a significant effect on the students' writing ability or not.

Table 1. Research Design

| Pre-test | Independent | Post-test |
|-----------------|--------------------|------------------|
| Y_1 | X | Y_2 |

(Ary, et.al 2014)

The population of this research was the second year students of SMAN 5 Pekanbaru. There were 10 classes of second year students in SMAN 5 Pekanbaru which consisted of 6 science classes and 4 social classes. The total of population was 416 students.

In this research, the technique which was used to determine the sample was cluster sampling because the students were homogenous and not individual but group. According to Fraenkel and Wallen (2006), cluster random sampling is the selection of groups or clusters of subjects rather than individual. As the result, class XI IPA 5 was chosen as the sample of the research which consisted of 35 students.

The instrument in this study was a writing test about narrative text in the pre-test and post-test which were designed based on the School-Based Curriculum 2006 for the second year students of senior high school. The students' writing score were assessed by using grading criteria that is adopted from Hughes's scoring system (1989). The aspects that were measured in the test include grammar, mechanics, vocabulary, form and fluency.

Pre-test was given to the students before the treatment. The purpose of the pre-test was to find out the level and the score of the students' writing ability. There were six meetings conducted after the pre-test. The time allocation for each meeting was 90 minutes. In the treatment, students wrote narrative texts collaboratively in the chain story activity. There were different topics in each meeting.

Table 2. List of Topics

| No. | Meetings | Topics |
|-----|-----------|------------------------------------------------------------------------------------|
| 1. | Meeting 1 | Sangkuriang |
| 2. | Meeting 2 | Golden Fish The Legend of Surabaya |
| 3. | Meeting 3 | Keong Mas The Legend of Prambanan Temple Batang Tuaka |
| 4. | Meeting 4 | Jack and the Beanstalk Gingerbread Man Hans and Gretel |
| 5. | Meeting 5 | Little Red Riding Hood Goldilock and the Three Bears Alice in the Wonderland |
| 6. | Meeting 6 | The Crying Stone Lutung Kasarung Pied Piper of Hamelin The Frog Prince |

After applying the treatment, the post-test was given after the sixth meeting. The aim of this test was to find out the effect of the chain story on the writing ability of the second year students of SMAN 5 Pekanbaru.

Three raters were asked to measure the students' writing in both pre-test and post-test. The score was calculated from the raters to find out the real score. Then, the

data were analyzed statistically by using paired samples t-test in SPSS to compare the mean of writing score and to analyze the hypotheses. The criteria of testing the hypotheses according to Schervish (1996) are if the p-output (sig.2-tailed) is lower than 0,05 and t-value is higher than t-table on significant level 5%, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted and if mean score of pre-test is higher than post-test, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

RESULT AND DISCUSSION

Result

The test results are presented to show the students' ability in each aspect of writing. In writing, the students were assessed in five aspects; there were grammar, vocabulary, mechanic, form and fluency. This section presents the finding based on the data obtained from the three raters.

Result of Pre-Test

In the beginning of the research, the pre-test was given to obtain the base score as the comparison for the data in post-test after the treatment. The test was given before using chain story activity in the teaching and learning process. The result of the pre-test was evaluated by three raters. After the score from three raters were collected, the writer calculated the score to know the students' ability in writing. The result shows that the average score of the students' writing ability in the pre-test was 58.79. The data of students' average score on the aspects of writing is presented in Table 3:

Table 3. Students' Ability in Each Aspect of Writing in the Pre-test

| No. | Aspects of Writing | Average (R1+R2+R3) |
|---------------------|--------------------|-----------------------|
| 1. | Grammar | 62.86 |
| 2. | Mechanics | 56.51 |
| 3. | Vocabulary | 61.90 |
| 4. | Form | 55.56 |
| 5. | Fluency | 57.14 |
| Average Total Score | | 58.79 |

Table 3 shows that the average score of the pre-test are 58.79. The highest score of the pre-test is in grammar aspect which is 62.86. The score of vocabulary aspects is 61.90, the score of fluency aspect is 57.14 and the score of mechanics aspect is 56.51. The lowest score in the pre-test is the form aspect which is 55.56.

The Result of Post-Test

The post-test was conducted after the treatment was finished. It was held to find out whether there was a significant effect of using chain story activity while teaching and learning process in writing narrative text. The result of the post-test was also obtained from the three raters before being analyzed by the writer. The result of each aspect of writing is presented in table 4.

Table 4. Students' Ability in Each Aspect of Writing in the Post-test

| No. | Aspects of Writing | Average (R1+R2+R3) |
|---------------------|--------------------|-----------------------|
| 1. | Grammar | 78.25 |
| 2. | Mechanics | 76.03 |
| 3. | Vocabulary | 75.4 |
| 4. | Form | 72.86 |
| 5. | Fluency | 72.7 |
| Average Total Score | | 75.05 |

Table 4 shows that the highest score of the post-test is in grammar aspect which is 78.25. The score of mechanics aspects is 76.03, the score of vocabulary aspect is 75.4 and the score of form aspect is 72.86. Then, the lowest score in the post is the fluency aspect which is 72.7. The table also indicates the average score which is 75.05.

The Comparison Between Pre-test and Post-test

The findings of this research showed positive result of the use of chain story activity in students' writing ability. The improvement of the students' writing ability was shown through the pre-test and post-test result. The comparison of the pre-test and post-test score in each aspects of writing can be seen in the Table 5.

Table 5. Students' Average Score in Each Aspect of Writing

| No. | Aspect of Writing | Pre-test | Post-test | Score Difference |
|-----|-------------------|----------|-----------|------------------|
| 1. | Grammar | 62.86 | 78.25 | 15.40 |
| 2. | Mechanics | 56.51 | 76.03 | 19.52 |
| 3. | Vocabulary | 61.90 | 75.4 | 13.49 |
| 4. | Form | 55.56 | 72.86 | 17.30 |
| 5. | Fluency | 57.14 | 72.7 | 15.56 |

As shown in the Table 5, the score of each aspects of writing is increased. The biggest score difference is mechanics aspect which is 19.52. The form aspect increased 17.30, followed by fluency aspect which increased 15.56

and grammar aspect which increased 15.40. The lowest score difference is vocabulary aspect which increased 13.49. These score differences proved that there is an effect of using chain story activity in students' writing ability.

Result of Paired Samples t-test

In this research, t-test was used to compare the pre-test and post-test result in determining whether the hypothesis could be accepted or rejected. The pre-test and post-test scores were analyzed by using paired sample t-test in SPSS version 22.

The values of t table on the df (degree of freedom) 34 is 2.032 with the level of significance (α) = 5%.

**Table 6. T-test Table
Paired Samples Test**

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|------------------------------|--------------------|-------------------|-----------------------|-------------------------------------------------|----------|--------|----|--------------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 Posttest – Pretest | 16.25400 | 5.60780 | .94789 | 14.32765 | 18.18035 | 17.148 | 34 | .000 |

From table 6, the estimate for the mean difference between the pre-test and post-test result is 16.254. The standard deviation is 5.60780 and the standard error mean is 0.94789. The low standard deviation indicates that the data points tend to be very close to the mean. Furthermore, the value of standard error mean shows the sample is representative.

The value of t-test is 17.148. Meanwhile, the values of t-table on the df (degree of freedom) 34 is 2.032 with the level of significance (α) = 5%. The level of significance is 17.148 > 2.032. Moreover, the Sig. (2-tailed) is .000 which is lower than 0.05. From the data analysis it could be identified the H_0 (Null Hypothesis) is rejected; on the other hand H_a (Alternative Hypothesis) is accepted. So, it can be concluded that chain story activity has a significant effect on the ability of the second year students of SMAN 5 Pekanbaru in writing narrative text.

Discussion

Based on the research findings, the researcher concludes that applying chain story is effective in teaching writing narrative text on the second year students of SMAN 5 Pekanbaru. Magee (1993) states that chain story make writing an interactive experience because students become involved as a group during the writing of a story, yet they are encouraged to express themselves as individuals. By working as a group, chain story activity gives students the opportunity to contribute equally to their group work.

The students' ability in writing has improved in all aspects of writing which includes grammar, mechanics, vocabulary, form and fluency. The highest score in post-test is grammar. In line with the result, Erben (2007) states that this activity can be used to develop creativity or reinforce grammar lesson. Mechanics, vocabulary, form and fluency aspects also improved along with the grammar aspect. In chain story activity, before writing their sentence to continue the story, students have to check the previous sentence to make sure the story continue fluently. This step influenced the students to use the same grammar pattern. It also affected the students to learn various vocabularies from the other students' sentences. The biggest score difference is mechanics aspect. In mechanics aspect, students became more aware about the capitalization and punctuation as they kept practicing to write the story. Form and fluency are the two lowest aspects in post-test. However, these two aspects were also improved as the students learned more about the social function and organization of the text.

CONCLUSION AND RECOMMENDATION

Conclusion

The research findings shows that there is a positive effect of using chain story activity toward the writing ability of the second year students of SMAN 5 Pekanbaru in writing narrative text. The chain story activity helped students to participate actively in the group as every student had the same chance to contribute in their group work.

The improvement of students' writing ability in narrative text after being taught by chain story activity can be seen through the difference in the pre-test and post-test score. In the pre-test, the mean score is 58.79 while in the post-test the mean score is 75.05. The mean score increases 16.25. The improvement is also revealed through the t-test calculation where t-test is higher than t-table, the level of significance is $17.148 > 2.032$. From these findings, it can be concluded that chain story has a significant effect on the second year students' ability of SMAN 5 Pekanbaru in writing narrative text.

Recommendation

Based on the research findings, it is clear that chain story activity has a significant effect on students' writing ability. Thus, the writer suggests the teacher to use chain story activity in teaching and learning process to improve students' writing ability. Before doing the activity, teacher should plan the activity, topics, and grouping carefully. During the chain story activity, the teacher should also be sensitive to what is happening in the group and make sure the students are progressing well. By planning and conducting the activity well, teacher can encourage students to work collaboratively and contribute equally in the group. Then, the teacher has to provide feedback and check the students' work so that they can improve their ability in writing.

The students may use chain story activity to improve their writing ability. This activity make writing an interactive experience where students become involved as a group during the writing of a story. Furthermore, the students need to pay attention the

teacher's explanation so that they can understand the social function, text organization and language feature of the text very well.

Furthermore, it is expected for other researchers to conduct the research in different areas. Chain story can be implemented in different grades or even other language skill such as speaking. Other researchers can also use different methodology of research and techniques in teaching writing.

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