

**THE EFFECTIVENESS OF CHAIN-STORY STRATEGY IN WRITING
ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF
MA DARUL ULUM NGABAR MOJOKERTO**

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Abstrak. Menulis telah menjadi salah satu keterampilan penting bagi siswa dalam belajar bahasa Inggris. Selain itu, keterampilan menulis dapat membantu mereka meningkatkan pengetahuan pendidikan mereka. Menulis juga menjadi alat penting untuk mempelajari disiplin dan melatih kosa kata siswa. Guru memiliki beberapa cara untuk meningkatkan keterampilan menulis siswa, salah satunya dengan menerapkan strategi cerita berantai. Penelitian ini bertujuan untuk mengetahui keefektifan strategi chain-story terhadap pencapaian keterampilan menulis siswa kelas X MA Darul Ulum Ngabar Mojokerto. Desain penelitian adalah pre-experimental design dengan populasi siswa kelas X. Dari populasi tersebut ditentukan apakah kelas X IPS-1 menjadi data melalui teknik random sampling. Data dianalisis menggunakan rumus T-test. Bersamaan dengan pengumpulan data, peneliti melakukan pre-test dan post-test melalui tes tertulis. Df sebesar 29 dan hasil pada taraf signifikan 5% adalah 1.699. Hal ini dapat dilihat dari hasil X: 1801, Y: 2480, D: 683.75, : 18095.41. Hal ini menunjukkan bahwa strategi cerita berantai diterapkan pada nilai keterampilan menulis siswa. Hasil penelitian menunjukkan bahwa hasil uji T adalah 13.48. Hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Oleh karena itu, hipotesis alternatif (Ha) menunjukkan bahwa strategi cerita berantai dalam prestasi menulis dapat diterima secara efektif.

Kata Kunci: efektivitas; strategi cerita berantai; keterampilan menulis

Abstract. Writing has become one of the important skills for students in learning English. In addition, writing skills can help them improve their educational knowledge. Writing also became an important tool for learning the discipline and practiced students' vocabulary. Teachers had several ways to improve students' writing skills, one of them was by applying the chain story strategy. This research was aimed to determine the effectiveness of chain-story strategy for the tenth grade students' writing skill achievement at MA Darul Ulum Ngabar Mojokerto in. The research design was pre-experimental design with the tenth-grade students as the population. From those population, it was determined if X IPS-1 class become the data through random sampling technique. Data were analyzed using the T-test formula. At the same time as the data was collected, the researchers conducted a pre-test and a post-test through a written test. The df was 29 and the results at a significant level of 5% was 1,699. It could be seen from the results of ΣX : 1801, ΣY : 2480, ΣD : 683.75, Σ : 18095.41. This showed that chain-story strategy is applied to the value of students' writing skill. The results showed that the result of the T-test was 13.48. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the alternative hypothesis (Ha) has shown that the chain story strategy in writing achievements is effectively accepted.

Keywords: effectivity; chain story strategy; writing achievement;

INTRODUCTION

Learning English language did have the advantage for students' achievement in education field. "You may

be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you

may begrudge that effort,” (Crystal, 2003: p. 3). English became one of the most favorite languages to learn this day. Many countries used English as their global communication language. “It is spoken at a useful level by some 1.75 billion people – a quarter of the world’s population,” (Rushdie, 2013: p. 5). That was indicated how popular English in society.

English also became a scientific language around the world. Researchers, education workers, businessmen, writers, even students had used this language. “As the language of communications, science, information technology, business, entertainment and diplomacy, it has increasingly become the operating system for the global conversation,” (Rushdie, 2013). As a result, writing has become a skill that must be mastered when learning English for students, alongside listening, speaking and reading. It could not be said that writing is easy learning, because people sometimes choose to speak than to write. In writing, students were expected to master the writing procedures, likewise; grammar, vocabulary, spelling, conjunction, etc. Thus, writing became the effortful thing to learn because there are too much things to be understood.

According to (Bram, 2002), the principle of writing was to produce and reproduce the written messages. Writing became the most important way to deliver some news, researches, reports, academic tasks, etc. “Writing is a process of writer goes through in order to produce final written form by considering the content, the type, and the medium of writing,” (Harmer, 2004: p. 4). A writer should be proficient in pouring the idea into a written form. In fact, not all people could be a good writer because pouring some ideas is really effortful things to do. Furthermore, (Brown, 2001) stated that writing was a written product from thinking, drafting, and revising activities. Before writing, the writer should think the ideas of what will he or she discusses about an object. Then, he or she could start the brain storming or drafting as the beginning of writing. Finished the writing does not mean the process is done. There still was revising until the written form is worthy to deliver for the readers.

It was right if not all people cannot be the good writer, but still, writing

has to be learnt. “Writing is a skill that can be fostered and trained by the learner,” (Djuharie, 2005). Although not all people could be professional writer, at least they can write to deliver the ideas or messages they had. Richards and Renandya (2002) in (Wahyuningsih, 2011), “Difficulties in writing arise not only in generating and reorganizing ideas but also in translating the ideas so that the readers can be easily able to understand about what the writing is about.” There was a difference between writing in formal or informal forms. In formal form, the structure, diction, grammar should be correct. While in informal form, as long as the message was delivered in a good way and the readers understand it well, then it is more than enough.

As if for students, writing was important to support their future education. Almost all subjects needed a writing skill, especially in English or Indonesian language subjects. Meanwhile, not all students could master the writing skill at school. “It maybe occurs because of some factors, such as students’ anxiety, students’ native language and lack of motivation to write foreign language,” (Farida, 2016). Those difficulties could trigger the bad impact for students if they are not attempted to learn the writing skill, even in a simple form. Little by little, students would finally find their interesting way in learning writing. Whether they liked or not, writing skill will become their provision in education field, especially in a university, when they must finish the final project as the graduation requirement.

“Richards and Schmidt (2002) classify modes of writing into four. They are descriptive writing, narrative writing, expository writing, and argumentative writing,” (Wahyuningsih, 2011). Those were the basics kind of text in English. In every basic kind of texts, consisted of another texts. Whether descriptive, narrative, expository, and argumentative text, had their own characteristics which distinguish them clearly. Each of those texts had many kinds of examples. Usually, teachers were asked the students to learn and understand each kind of texts and the classifications. From those kinds of texts, the researcher decided to choose recount text as the material object.

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Recount text was a part of narrative text. According to (Anderson, 2014), recount text explained and told about the past events which has already happened. The aim of the text was to retell the past event or to tell someone's experience in chronological order. This type of text was not only used at school but also at the other written and electronic media, it's used in many real social contexts. For example it was used in diary, blog, letter, biography, travel report, police report, sport report etc. The structures of the recount text were; orientation, event, and reorientation, (Wall Street English, 2020). The first structures, orientation, took the first paragraph that give and explain about the background information about the story which being told. The second structures, event, told the occasions which happened before in a coherent way. The last structures, reorientation, told the repetition of orientation structure which concludes all of the occasions happened. It also could include the writers' personal opinion about the stories.

“Writing is a psychological activity of the language user to put information in the writing text,” (Siahaan, 2008). Thus, students were required to master the writing skill no matter what happen. Teachers had to find out the fun methods to learn that skill in order to the students feel fascinated. At the end, the researcher chose the chain-story strategy to teach writing skill. Chain-story was chosen because it is regarded as the interesting method to learn for students.

RESEARCH METHOD

A. DATA COLLECTION

Test was a several questions, exercises or tools which used to measure students' ability, knowledge, or talents of a person or group, (Arikunto, 2013). The most important thing in this study was the collection of data that can subsequently determine the outcome of the study. Some methods will be used in pre-test and post-test data collection. The pre-test was given to the students before doing the treatment. By the pre-test, it could be known the students' comprehension about the lesson. Then, post-test was distributed after doing the treatment. There was a composition for scoring the writing, (brown, 2007);

Aspect	Score	Recount Performance	Weight
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are related to the topic	3 x
	3	The topic is complete and clear and the details are mostly related to the topic	
	2	The topic is complete and clear, and the details are not related to the topic	
	1	The topic is It's not complete and clear. Details are not related to the topic	
Organization (O) 20% - Orientation - Event - Re-orientation	4	Orientation completed, events arranged using appropriate joins and redirection completed	2 x
	3	Orientation almost completed, events almost placed with the correct bindings, and reorientation almost completed	
	2	Orientation not completed, events arranged with a small number of incorrect connections, reorientation completed	
	1	Orientation incomplete, events organized with incorrect use of bundles and reorientation isn't completed	
Grammar (G) 20% - Use Past Tense - Agreement	4	Few grammar or match errors	2 x
	3	Few syntax or match errors, but do not affect meaning	
	2	Many grammar or match errors	
	1	Frequent syntax or match errors	
Vocabulary (V) 15%	4	Effective selection of words and word formats	1,5 x
	3	Vocabulary, word format misuse is rare, but meaning does not change	
	2	Words and word formats are confused to a limited extent	
	1	Very poor knowledge of words and word formats and incomprehensible	
Mechanic (M) 15% - Spelling - Punctuation - Capitalization	4	Uses correct spelling, punctuation, and capitalization	1,5 x
	3	Misspellings, punctuation and capitalization	
	2	Frequent misspellings, punctuation, and capitalization	
	1	You've got it under control for misspellings, punctuation, and capitalization	

$$\text{Score: } \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 100$$

B. RESEARCH INSTRUMENT

Observation was a step to collect data and understand the impact of the action on the achievement of the goal (Arikunto, 2006). The researchers prepared several tools to collect data, and the tool used in this study was a writing test. The tests are given in a preliminary study called a pretest and at the end of a cycle called a posttest. Before using the chained story strategy, a pre-test was conducted to determine student achievement in the writing skills of the narrative text. In a post-test, students' improvement after implementing the chain story strategy was measured. The research instruments are verified by experts. Validation was done before the start of this study. The content of the instrument is a step in the study. Start with pretest, treatment steps, posttest.

C. DATA ANALYSIS

After collecting the data, the next step was to analyze the data. Because this research was quantitative research with pre-experimental research design, so the researcher used statistics technique to analysis the data. According to (Martono, 2010), quantitative research was a process of finding knowledge which used numeric data as the statistical technique of analysis tools.

1. Testing Null Hypothesis

The first step to analyze the data was using null hypothesis. "Statistical hypothesis always takes the form of null hypothesis represent as H_0 , follow with its alternative (s), alternative one hypothesis, represent as H_1 , it is H_0 that being tested in the statistical analysis," (Latief, 2003).

From the research hypothesis mentioned above about the effect of chain-story strategy for tenth grade students' achievement in writing, the hypothesis which states that the result of the post-test of the students taught writing skill used chain-story strategy is better than their pre-test can be reconstruct into a statistical H_0 statement: there is no significant difference between post-test and pre-test of the students which taught by using chain-story strategy in recount text (it represent as mean score of post-test and pre-test = 0).

From this H_0 , the alternative H_1 could be formulated as mean score of

post-test is higher than the mean score of pre-test. Statistical analysis tests whether there was enough statistical evidence to reject its H_0 . If enough evidence was found, then the researcher rejects the H_0 . In the absence of statistical evidence, the researcher accepts the H_0 . "In other words, statistical analysis allows the researcher to test H_0 and to determine whether the evidence suggest reject the H_0 , then they provide supports for its alternative hypothesis. If the statistical analysis results do not justify the rejecting of H_0 , then H_0 is not rejected, which mean that there is no support for its alternative hypothesis," Tucman in (Latief, 2003).

The inferential statistics, which was used to analyze the data collect in experiment is the t-test formula. The mean of the post-test was compared with the mean of the pre-test. To claim whether the difference between the two means were significant or not, the t-test procedure is applied. This procedure was current under the analysis of the data used in this strategy. In addition, to measure the effectiveness of using chain-story strategy in students' writing ability, the T-test was used by using the statistical program. The T-test formula as follows:

$$T = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t = t-score
MD = average difference
 $\sum D^2$ = different scores squared, the summed
 $(\sum D)^2$ = different scores summed then squared
N = number of samples

When the researcher had found out the result of the pre-test and post-test scores, then the last step is done. The last step, analyzed the scores by using the T-test calculation to find out the effectiveness of chain-story in writing the recount text ability.

RESULT OF RESEARCH

The researchers used the chain story teaching method to show students' writing results before and after teaching

in the retelling of the text. As mentioned earlier, researchers use tests as a tool to collect data. It was awarded to students of the X IPS-1 class of MA Darul Ulum Ngabar Mojokerto. The test requires students to write narrative texts about their experiences. The researchers presented and analyzed the data through two tests, a pre-test and a post-test. These tests are administered to individuals in a class of 30 students. The pre-test is conducted before the chain story is taught, and the post-test is conducted after the chain story is taught. The data collected is described in tabular form, including pre-test and post-test individual scores. Students' writing ability is assessed using an analytical grading scale. Writing elements that are graded on the form, such as content, vocabulary, organization.

A. STUDENTS' PROFICIENCY BEFORE BEING TAUGHT BY USING CHAIN STORY STRATEGY IN WRITING

In this section, researchers presented the achievements of students before and after being taught by teaching writing in recount texts using a chain story strategy. Researchers presented and analyzed the data collected through pre-tests and post-tests. This was done for 30 students in the XIPS-1 class of MA Darul Ulum Ngabar Mojokerto in the 2018/2019 semester. The researchers provided a table with a list of pre-test and post-test total scores to help identify the mean and T-test.

Before the researcher applied the strategy, the researcher gives the writing test to measure the ability of the students. From the form of the writing test, the researcher assesXs based on the rubric of rubric assessment.

The pre-test was arranged on January, 11th 2019 at 13.00-14 p.m. The table above showed that most of the students' writing score before being taught by using chain-story technique were failed. Then, the researcher presented the result of the post-test after being taught in writing by using chain-story technique in recount text. Such as the pre-test, to assess the post test was using rubric of assessment. The

description of post-test score presented following in the table:

From the table above, the mean score of the students' total scores could be found by applying the following formula:

$$MD = \frac{\sum D}{N} = \frac{683,75}{30} = 22,79$$

Mean X and Y

$$MD X = \frac{\sum X}{N} = \frac{1801}{30} = 60,03$$

$$MD Y = \frac{\sum Y}{N} = \frac{2480}{30} = 82,66$$

However, to find the T-score, based on the presented data, the calculation is done by using the formula:

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{22,79}{\sqrt{\frac{18095,41 - \frac{(683,75)^2}{30}}{30 \cdot (30-1)}}}$$

$$t = \frac{22,79}{\sqrt{\frac{18095,41 - \frac{467514,06}{30}}{30 \cdot 29}}}$$

$$t = \frac{22,79}{\sqrt{\frac{18095,41 - 15583,8}{870}}}$$

$$t = \frac{22,79}{\sqrt{2,88}}$$

$$t = \frac{22,79}{1,69}$$

$$t = 13,48$$

To find out the significant differences between the students' score before and after being taught by using chain-story strategy, the result of t – count must be consulted to t – table.

$$f = N - 1$$

$$f = 30 - 1$$

$$f = 29$$

From the T-distribution it was found that t – table for t 0,05 = 1,699.

So, t count > t-table = 13,48 > 1,699.

The chain story strategy was used to improve students' writing performance. The chain story strategy has been one of many strategies that can help students learn English, especially when it comes to writing. Before using the chain story strategy, student performance was poor. This can be seen from the score of the pre-test. After applying the chain story strategy,

student performance improved. This can be seen from the score of the post-test. Based on the results of both the pre-test and post-test results, it could be concluded that the chain story strategy can improve students' writing performance in the classroom.

From the results above, the df is 29, and the result at the 5% significance level is 1.699. The calculation above shows that the result of the T-test is 13.48. To compare whether it was significant, the researchers used a T-table. As can be seen, the significance level is 5% and the "t" with 29 degrees of freedom is 1.699. And the T-score is 13.48. In conclusion, T-score is larger than T-table. This also means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, the Alternative Hypothesis (Ha) suggests that the chained story strategy is acceptable in the writing ability of retelling texts and effective for teaching writing.

CONCLUSION

Most of the students' writing achievements at the tenth grade of *MA Darul Ulum Ngabar Mojokerto* was still low. It could be seen by the writing scores of pre-test, they can not write because of lack in vocabulary, thus, they can not express their ideas. Indeed, before using the chain-story strategy, the students' achievement of writing was low. But, after using the chain-story strategy, the students' achievements of writing are increase. Based on the results of this study, student writing scores on the post-test after learning with the chain story strategy were better than student scores on the pre-test before learning with the chain story strategy. The treatment was carried out after a preliminary test. It was meant that students have the best achievements in writing the text of the retelling. While on the basis of test results, data processing and analysis, significant differences were found in student achievement scores in writing retelling of the text before and after learning using the chain story strategy.

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