

**IMPROVING STUDENTS' WRITING NARRATIVE TEXT BY
USING CHAIN STORY TECHNIQUE**

A RESEARCH ARTICLE

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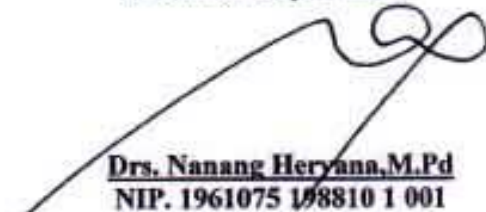
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IMPROVING STUDENTS' WRITING NARRATIVE TEXT BY USING CHAIN STORY TECHNIQUE

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Abstract

The aim of this study was to improve the students' writing narrative text using chain story technique to the tenth grade students of SMAN 1 Sungai Ambawang in academic year 2017/2018. In this research, the researcher used chain story as the technique to solve the students' problems. The method of this research was classroom action research in three cycles. Through Observation checklist, field note and writing assessment the data was collected. The subject of the research was thirty one students of tenth grade science students. The findings showed that during teaching and learning process, the students more confident in writing and enthusiastic followed the activity in the classroom. The chain story technique could also improve students writing narrative text. This could be seen from the improvement of students in writing narrative text based on its generic structures, the students could differentiate the generic structure of narrative text. In addition, the students also improved their abilities in using simple past tense correctly. It can be concluded that the use of chain story technique improved the students writing narrative text.

Keywords: *Chain Story Technique, X IPA of SMAN 1 Sungai Ambawang, writing narrative text, Classroom Action Research.*

INTRODUCTION

Writing is an activity to share information to the reader so that it is able to be understood. Nystrand (1989, p. 75) stated that "writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expect." It means the writer can communicate with the reader through the sentences. Meanwhile, Randal (2004, p. 160) stated that "writing is an ability to make a form of words that it has been down." It means the content of writing should be meaningful so that the reader can accept and get the benefit from the writing.

Writing is a process of communication to share ideas, information and feelings into a paper or other media. Writing is a part of English skills that the students have to master. There are some texts in writing that the tenth grade students have to understand

and be able to write. But in narrative text the students in SMAN 1 Sungai Ambawang especially on class IPA 2 of Tenth Grade Students still have difficulty which are the students confused to determine the generic structures of narrative text and the students did not use simple past tense in writing narrative text. It was based on the researcher's interview with the English teacher during teaching practiced in SMAN 1 Sungai Ambawang. Narrative text tells about something that already happened in the past, such as the legend of Malin Kundang, Sangkuriang, Sungai Landak and etc. Anderson and Anderson (2003) defines narrative as a piece of text which tells a story and in doing so, entertains or informs the reader or listener. Narrative can be presented or told in the first person if the narrator is one of the characters in the story, and in the third

person if the narrator is outside the story. Besides that, Woodson (1982) stated that narrating is when the writer tells a story and when the writer describes actual or fictional events which are arranged in chronological order or sequence. It can be said that sequencing the events in narration is one of important elements because narration is concerned with time. Based on the problems above, the researcher concluded that this happened because teaching and learning process was still monotonous. It caused the students bored in learning and teaching process, because the teacher only explained during teaching and learning process and the students just sat, saw and heard. They could not express their ideas freely. According to the researcher, the students need a new technique and please situation in learning writing process and give the students opportunity to express their idea so that the students will not bored during teaching and learning process. To solve this situation, the researcher tried to apply a new technique. The technique was chain story technique which could help the students to improve in writing narrative text.

Chain story technique is a technique in which the students create a series of related sentences to become a story. In this technique, the students worked in the group. Swenson (2011) stated that chain story is a great way to build confidence and get everyone involved. It means that teaching to write by using this technique is a great way to build the students' confidence in writing and make the students get involved during teaching and learning process. Chain stories technique is interesting, because the students are not bored during teaching and learning process. In this technique the teacher divided the students into group. In the group, the students have to write a story. Every student in the group write one sentence based on their opinion and then chain the sentences become a story. The students has five minutes in writing every paragraph.

Chain story makes the writing activity more interesting and easier for students because students become involved as a group

during the writing. Agado (1984, pp. 438-439) said that "who uses chain stories with children, believes that these stories work well with children because they do not feel intimidated by the format." Besides that, Spener (1990) suggested to use oral chain stories as a mean of sharing troubles or problems. Based on the explanation above, the writer concludes that chain story is an appropriate technique to be used in teaching writing because by using this technique the students will not feel intimidated and the students will be able to feel confident to write their feeling and their opinion into the paper.

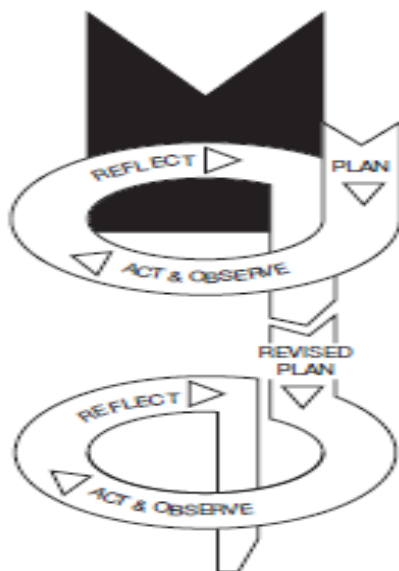
The technique has been conducted by Affan Permana Putra (2013) with the title "Using Chain Stories to Improve the Ability of the First Year Students of MA Dar El Hikmah Pekanbaru in Writing Recount text". The result of Affan's research was the students were interested in following the lesson and they became active in doing the steps in writing a recount text, chain story were very interesting for students and made their writing enjoyable and enthusiasm during the teaching and learning process, that's why it makes easier to give instruction to the students. The similarity between this research and Affan's research was the technique that was chain story technique and the method that used. The difference between this research and the previous research was the material, in this research the material was narrative text while the previous research was recount text.

RESEARCH METHODOLOGY

The researcher conducted a classroom action research where the researcher paid more attention to the teaching and learning process. Koshy (2005, p. 9) stated that "action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless." Creswell (2012, p. 592) stated that "the purpose of action research is to improve the practice of education, with researchers studying their own problems or issues in a school or

educational setting.” Besides that, McNiff and Whitehead (2006, pp. 13-14) stated that “use action research when you want to evaluate whether what you are doing is influencing your own or other people’s learning, or whether you need to do something different to ensure that it is.” Based on the explanation above, the researcher concludes that the action research is working and creating new forms of understanding. Action research is aimed to improve students’ ability in education and to solve the problems in the school.

Action Research (AR) typically involves four broad phases in a cycle of research. They are planning, acting, observing and reflecting. Each cycle involves four stage as follows:



Picture 1

(Adapted from Kemmis and McTaggart 2000, as cited in Koshy (2005))

In this research, the researcher planned an activity that hopefully could overcome the problem that appeared in the classroom. Putting the plan in action of real treatment, the researcher observed the process and finally reflected the treatment. In this research, the researcher as the collaborator and the teacher of that school taught the students by using chain story technique. Before the teacher teach the students, the

researcher explained to the teacher about this technique. The researcher administered the treatment with help of the teacher in that school.

Planning

In planning stage, there were several things that the researcher prepared. The first was to communicate and discuss with the teacher about the writers’ purpose and explained about the technique that would be used. Next, the researcher made the lesson plan to be used in the classroom. The lesson plan must be completed with the learning materials, learning media, and the assessment sheet. Besides that, the researcher also prepared the tools for collecting the data, they were observation sheet and field notes.

Acting

In acting stage, the teacher implemented chain story technique while teaching in the classroom. First, the teacher explained the material and the procedures of chain story technique. After that, the students divided into five groups consist of six students. Then those groups had to make a story based on the title that the teacher gave, every student wrote one sentence. While the students and teacher were doing their activities, the researcher made a note.

Observing

In this stage, the researcher and the teacher observed what happened during the activity, how the technique worked, how the students and teacher behave, and whether or not the method could solve the problem. All of the result wrote down in observation notes.

Reflecting

In this last stage, the researcher analyzed the data collected from the acting and observing stage. Together with the English teacher, the researcher analyzed the strengths and the weaknesses of this technique. If the result of this analysis is not satisfactory, the next cycle would be conducted by giving some improvisation.

Technique of data collection

In collecting the data, the researcher used the observation technique and measurement technique. Marczyk, DeMatteo, and Festinger (2005) stated that observation is an efficient way to collect data when the researcher is interested in studying and quantifying some type of behavior. Since the researcher observed the participants' behavior on the implementation of chain story in writing, this approach was appropriate to use in collecting the data. The researcher observed what the participants (the teacher and the students) did during learning and teaching process of implementation of chain story technique, how it was going on, and what were the strengths and the weaknesses of the method.

The measurement technique would be applied to collect the data by measuring the students' ability in writing narrative text. The items to be assessed consist of the organization (orientation, complication and resolution), vocabulary, grammar, and mechanics.

Tools of Data Collection

Observation checklist

Observation checklist used to observe the students' behavior during the implementation of Chain Story technique in the classroom. The result of the observation written in an observation checklist table and field note in order to notice on how the use of Chain Story Technique improve students' writing ability in narrative text.

Field note

The researcher used field note to write the students' behavior and everything that happened in the classroom that was out of the observation checklist table. The field note used as a progress recording in the classroom.

Writing Assessment

It included a written test that the students wrote a narrative text individually in the last meeting. It aimed to check the

students' ability in writing narrative text by using chain story technique.

Data Analysis

To know the percentage of frequency of the students' participation during learning and teaching process the researcher did the data analysis. The data was analyzed in descriptive way. The researcher described the result from the observation checklist and field note. The teacher asked the students to write a narrative text individually to know the result of the students writing composition after applying chain story technique. The students' writing was analyzed by using scoring rubric which was adapted from J. B. Heaton (1988, p. 146). The data used to see the improvement of students' writing in narrative text by using chain story technique.

In conclusion, if the students' behavior and the students' score already improved the researcher considered that using chain story technique was successful in improving the students' writing narrative text.

RESEARCH FINDINGS AND DISCUSSION

Research findings

This research was conducted in three cycles. Each cycle consists of one meeting (2 x 45 minutes). The material used in this research was narrative text. The teaching technique implemented in this research was to improve students' narrative text writing. Every cycle consisted of planning, acting, observing, and reflecting as the classroom action research procedures. The explanations of the findings are explained as follows:

Planning stage

In this stage the researcher and the English teacher prepared everything that was needed during teaching and learning process such as lesson plan, teaching media (power point and LCD projector), observation checklist and field note form. The researcher also prepared the camera to record everything that happened in the classroom during the teaching and learning process.

Acting stage

The teacher did the procedures of teaching and learning process based on the lesson plan, which the teaching and learning process divided into three parts, they were pre-activity, whilst-activity and post-activity.

In pre-activity, the teacher started the class by greeting the students, praying and checking the students' attendance. Then the teacher asked the students about the previous material and tried to connect the previous material with the material which would be taught on that day. She also mentioned the indicators of the study and let the students know what they would have after having the lesson. The next was whilst-activity, which was the second activity in teaching and learning process. In this activity, the teacher explained about the meaning of narrative text, the generic structures and the language used in narrative text. The teacher explained about the procedures of chain story technique to the students until they understand. In chain story technique, the students wrote the story based on every students' opinion. The teacher divided the students into five groups consisted of six students. The teacher gave the topic to the students that was Malin Kundang from West Sumatra.

The students started to write the first paragraph that was the orientation of narrative text. Every group wrote the first paragraph together, every student in the group wrote one sentence for example: the first student wrote "once upon a time live a poor women and her son." Then, the second student continued the sentence from the first student that was "they live in the forest of west Sumatra." It was continued until the last student in the group. Finally, after the students wrote the narrative text, the teacher asked their difficulties in writing and understanding the chain story. Some students told their difficulties and then the teacher gave them feedback by giving more explanation.

Observing stage

Based on the observation check list which was recorded by the collaborator, it was found that not all the students paid attention, when the teacher explained the technique of chain story and the material, they talked to their friends, they talked about something out of the material. The students did not pay attention when the teacher explained the material and the procedures of chain story technique, it was because the researcher unclear explained the procedures of chain story technique to the teacher, it made the teacher explained unclear to the students and also the teacher spoke too slowly when explained the procedures and the material. So, the students that sat at the back could not hear clearly. It caused the students to talk to their friends. Because of that, when the technique was applied, there were some students who were still confused and the students still could not differentiate the generic structures of narrative text. They did not know what to do.

Based on the result, after the students wrote the narrative text individually, it was found that there were 25 students who still got the scores under 70, it showed that the students' individual scores in writing narrative text was still unsatisfactory and needed to do the next cycle.

Reflecting

The teacher and the researcher made a summary of the problems happened in the class during the implementation of the chain story technique. Then the teacher and the researcher discussed for a better solution to overcome the problems so that the teaching and learning process of students' writing narrative text using chain story could be improved. . In conclusion, the first cycle was not run as expected. It needed to be revised and improved to get better score of the students. Because of that the teacher and the collaborator agreed to conduct the next cycle or the second cycle.

Planning stage

In this cycle the teacher explained more about the generic structures of narrative text which was the problem that should be solved in this research, because there were some students still confused to differentiate the generic structures of narrative text. The teacher also explained about how to use the chain story technique more detail to make the students really understand and could use the chain story technique. The teacher and the collaborator prepared the lesson plan, observation checklist, field note, power point and LCD projector to explain the material. In this cycle the teacher also would like to make sure that all of the students wrote a narrative text appropriately with the generic structures of narrative text and could follow the procedures of chain story technique. Then, the process would be done by same way as the previous cycle.

Acting stage

Firstly, the teacher started to explain about the procedures of chain story technique loudly in order to make the students who sat in behind heard what the teacher explained. When the teacher explained the procedures of chain story, the teacher and the collaborator paid attention to all the students to make sure that they gave their attention to the teacher's explanation. To check the students' understanding, the teacher asked the students what have she said before. After that, the teacher gave the topic to the students that was Sungai Landak and gave five minutes to the students to make one paragraph. Five minutes to write the orientation, five minutes to write the complication and five minutes to write the resolution. In the group, every student must write one sentence, so one paragraph consisted of six sentences. For example, the first student wrote "once upon a time there lived a poor farmer." Then, the next student or the second student in the group continued the sentence "He lived with a beautiful wife and they lived happily." It was continued until the last student. To write a whole narrative text, the students needed fifteen minutes. After the students finished

write in the group, the students submitted to the teacher. Then the teacher together students analyze every story from every group and gave the score to their writing in the group. After finished the teacher asked the students to write a narrative text individually as the individual assessment.

Observing stage

The teacher and the students made some progress in this cycle. Based on the researcher's observation, the students were more focused, they gave their attention when the teacher explained in this cycle. The teacher could control the class and the students followed what the teacher said, the students also could understand what the teacher explained about the procedures of chain story and the generic structures of narrative text. .

In this cycle there were 14 students got 60, 16 students got 70 and one student got 80. It showed that the students in cycle two had improved. Every student in the classroom improved in this cycle.

Reflecting stage

After the teacher and the collaborator discussed, they concluded that the problems in cycle one could be minimized in cycle two. In this cycle, there were some students still made mistakes in language used, they did not use past tense. In conclusion, the second cycle was run well as expected but there were still some problems happened in writing narrative text. It needed to be revised and improved in order to get a better improvement of the students. Hence, the researcher and the teacher conducted the next cycle or the third cycle.

Planning stage

The teacher and the collaborator prepared the lesson plan, the observation checklist, field note, and the material about narrative text in power point and LCD projector. In the third cycle the teacher explained about simple past tense clearly.

Acting stage

The teacher started the class by greeting and praying together, then the teacher checked the students' attendance. The teacher explained about simple past tense more detail in this cycle because in the previous cycle there were some students did not use simple past tense when they wrote the narrative text. After the students understood about narrative text, the teacher asked the students to make a narrative text individually to get the score of students in writing. After finished, the students submitted to the teacher. In last activity the students and the teacher conclude the lesson on that day and then the class was over.

Observing stage

Based on the observation result the teacher and the students made some progresses in this cycle. The teacher explained about simple past tense clearly to the students. It helped the students in writing narrative text used verb two. The students also more confident in writing narrative text, it made the learning and teaching process run well. , the students mean score in cycle three was 80 it means good. It showed that the students' ability in writing narrative text had been improved. In cycle three the result of the students' individual score was satisfactory and the students' behavior also was good during teaching and learning process, the students followed the teacher's instructions, paid attention to the teacher when the teacher explained. The score of every student had improved in this cycle, it could be seen that there was no students got score under 70. Fifteen students got 70 and sixteen students got 80 it showed that the students' individual score was satisfactory.

Reflecting stage

Based on the observation checklist and field note in cycle three, the teacher and the researcher reflected what happened in the third cycle. Then the teacher and the collaborator concluded that the third cycle was successful, the students wrote the

narrative text properly based on the generic structures of narrative text and the students wrote the narrative text used simple past tense. The students was also improve in behavior during learning and teaching process, the students followed the teachers' instructions and the students paid attention when the teacher explained. This research was successful. Hence, the teacher and the researcher decided to stop the cycle because the students had improved. In conclusion, chain story technique improved the students' writing narrative text.

Discussion

Referring to the research findings, Chain Story technique as one of teaching writing techniques was suitable to be implemented in English class. During implementing chain story in the classroom the students showed a better progress. The students followed the teacher's instruction and enthusiastic in learning and teaching process. All the problems that happened in the classroom could be solved by the teacher using chain story technique. The result of this research showed that this research succeeded in improving students' writing narrative text by using chain story technique. It can be concluded that, chain story improved students' writing narrative text. The situation during teaching and learning process also was good. The students enthusiastically followed the teaching and learning process. Chain story technique could improve students' writing narrative text in the process of teaching and learning. When chain story was implemented in the classroom the students showed their progress, slow but sure.

The research findings of this cycle were supported by the previous research conducted by Affan Permana Putra (2013) The result of Affan's research was the students were interested in following the lesson and they became active in doing the steps to write a recount text, chain story were very interesting for students and make their writing enjoyable and made the students enthusiasm during the teaching and learning

process, that's why it makes easier to give instruction to the students. After applying chain story technique in SMAN 1 Sungai Ambawang to teach writing narrative text, the result is also great, the students could improve in writing narrative text, the student enthusiastic during learning and teaching process. The research findings were also supported by the theories of some experts. Swenson (2011) stated that chain story is a great way to build confidence and get everyone involved. . Besides that Magee (1993, p.8) said that "chain story is lively activity." It means in teaching and learning process the students happy and enthusiastic, it proved when applied chain story in the classroom all of the students enthusiastic to write and they also felt happy it could be seen from their interaction when they wrote.

In conclusion, the writing problems in the tenth grade students class IPA 2 of SMAN 1 Sungai Ambawang were solved by implementing chain story as the technique to teach writing of narrative text. As the result, the predictions of the action hypothesis of this research were accepted.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and the discussion of the students' result, the researcher stated these conclusions: Chain story technique solved the first problem in this research that was the students could not differentiate the generic structures of narrative text. This problem could solve by this technique with the way the students wrote every paragraph together and the teacher explain more detail about the generic structures of narrative text. This problem solved in cycle two because in the first cycle happened some problems during implementing this technique and all the problems that happened in the first cycle could solved in cycle two.

Chain story technique also solve the second problem of this research that was the students did not use simple past tense in writing narrative text. In cycle three this problem could be solved by this technique.

The teacher explained clearly about simple past tense to solve this problem. In cycle three the students wrote the narrative text properly based on the generic structures and used simple past tense, the students were also happy, enthusiastic, and comfortable during the teaching and learning process.

Suggestion

Based on the conclusion above, the researcher would like to give some suggestions: 1). In applying chain story technique the teacher should manage the time precisely before started the class, so that all of the procedures of chain story technique can implemented. 2). the teacher have to speak loudly when explaining the material so that the students who sat in behind can heard and more focused in learning and teaching process. 3) Creates a good atmosphere in the beginning class make the students' comfortable follow the teaching and learning process. 4). Working in the group like the procedures of chain story technique is recommended for the students also to improve the students' writing, because working in the group brings the students work collaboratively. They could share their ideas and their opinions so that they are more confident to write.

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