

THESIS**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE
TEXT THROUGH CHAIN STORY TECHNIQUE AT SECOND GRADE
OF MTS AL- WASHLIYAH TEMBUNG**

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ABSTRACT

KASNIATI HARAHAHAP. IMPROVING STUDENTS' ACHIEVEMENT
IN WRITING NARRATIVE TEXT THROUGH CHAIN STORU TECHNIQUE
AT SECOND GRADE OF MTS. AL-WASHLIYAH TEMBUNG (2017)

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This research was aimed to find out wheter the students' writing be
improved by implementing Chain Story Technique. The subject of this research
was the second grade of MTs.Al-Washliyah Tembung 2016/2017 Academic
Years, which consist of 29 students.

This research was applied by classroom action research. The instruments
for collecting data of this study was applied by using qualitative and quantitative
data. The qualitative data were taken from interview, observation sheet, diary
notes, and documentation. The quantitative data were taken from the test. In the
first writing test there was 14% (4 students) who got points of over 70. In the
second writing test there was 59% (17 students) who got points over 70. It means
that there was an improvement about 45%. In the third writing test there was 80%
(23 students) got points over 70. There was an improvement about 21% from the
second vocabulary test, and about 66% from the first writing test to the third one.

The findings of this research were that Chain Story can help the students
improve their writing. By using this Chain Story, the score of the students in
writing kept improving from the orientation-test until the second-test of Cycle II.
It was proved by the data which showed that the mean of the students in the
second-test (90.69) was higher than that of the first-test (70.52) and also higher
than that of orientation-test (42.72).

Therefore, Chain Story Technique can improve the students' writing at
second grade of MTs.Al-Washliyah Tembung.

CHAPTER I

INTRODUCTION

1.1. The Background of Study

Language proficiency consists of four skills, namely reading, speaking, listening and writing that should be achieved by the students who learn English. Listening and speaking are conducted through oral expression while reading and writing use written expression.

In an English learning classroom, the teacher aims at developing four skills of his/her learners: the ability to understand, to speak, to read and to write. The ability to write occupies the last place in this order, but it does not mean that it is the least important. Reading makes a full man, speaking a ready man and writing makes an exact man. It is an important tool which enables man to communicate with other people in many ways. Our abilities in many languages are made perfect in writing.

Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy. From such a wealth of approaches and themes, this book will be concerned with what is immediately relevant to the teaching and learning of writing in EFL at advanced levels.¹

¹ Horvath Jozsef, *Advanced Writing as a Foreign Language*, Lingua Franca Csoport, 2001, p. 5

Writing is also the most difficult one to master, that writing is the most difficult skills for learners to master. Writing trains ears and eyes and fixes vocabulary, spelling and patterns in our mind. Speaking and reading form the basis for written work emphasis should be paid to written work, which is in no way less important than reading and speaking. As a matter of fact four linguistic abilities develop simultaneously they can not be treated in isolation. Like speaking, writing is also an art, a creative art in which the acquired skills in language and innate interest are made manifest. While it may be argued that learners may not write much, and the skills is mainly for examination purpose, writing nevertheless, help learn and practice new words and structures, and since writing is done, slowly and carefully, it helps to focus students' attention on what they are learning. Writing is a creative process because it is a process of reaching out for one's thought and discovering them. Writing is a process of meaning making. Writing is also a non linear, exploratory and generative process whereby writers discover and reformulate their ideas.²

School based curriculum (KTSP) of junior high school on grade eight, issues that the students must be able to write various types of the text such as recount, procedure and narrative. Nevertheless, the students are still having some difficulties in writing, especially in writing narrative, from the data KKM found that the students' achievement in writing must be 70 but in fact, based on the preliminary observation in MTsS Alwashliyah Tembung, many students in the grade eight could not pass the minimal completeness criterion (KKM: Kriteria Ketuntasan Minimum) apply by the school in English subject. The Minimal

²Hugh Trappes, *Theory in Language Teacher Education*, longman, p.25

Completeness Criteria applied by the school is 70. From the data, it can be concluded that the students' ability in English, especially in writing is still low. The students' problem in writing achievement are affected by many factors such as content, forms, cohesion, coherence, confident in grammar, lack of interest to write, lack of vocabularies, and the students' disabilities to distinguish characteristics of text. Those are founded by the writer in *Teacher Training Practice* in MTs Alwashliyah Tembung. Based on the syllabus, the students had been produced a narrative text in the end of semester on grade eight, but in fact when the writer thought grade nine, the students couldn't produce a narrative text even explained about narrative text.

Based on data from sources of internet. The students' problem of grade eight junior high school in writing as follows : limited vocabulary 8% , difficulty in organizing ideas 16%, no ideas to write about 20 % , no motivation to write 20 % , and lack of confidence in grammar 36%. Yufrizal states in his blog that students of junior high school could not write a narrative paragraph well. For these reason. It is important to use concret activities.³

Based on those information, the researcher tries to solve the problem by offering one teaching technique for teaching writing called chain technique. There is actually that can help the teacher to overcome the students' problem in writing narrative text. The researcher chooses Chain Story Technique because it can make students fun and confident in writing. According to swanson⁴, there are some benefits of chain story technique: it can be really fun and improve students'

³(<http://gallery.carnegiefoundation.org/collections/quest/collections/sites/mooreenee/media/files/pdf/classdataanalysis.pdf>)

⁴ (<http://ehow.com/way5180573fun.english.classactivities.htm#ixzzIIEv8v1FY>), 04 Desember 2016

confidence. In this technique, each students bring different knowledge to the class, and activities design to pool that knowledge can really be fun.

Chain Story Technique is able to make students' creative in story. Here students give the opportunity to write the story, this technique give the students a chance to writing. From the explanation above, the writer interest to do this research to **improve the students' achievement in writing narrative text through Chain Story Technique.**

1.2. The Formulation of Study

Based on the background above, it is necessary to formulate the problem of this research as : "Is the students' achievement in writing narrative text significantly improved if it is taught by using chain story technique?"

1.3. The Limitation of Study

This study will be focuse on improving student's achievement in writing narrative text particularly fiction through Chain Story Technique. The study is conducted the students of grade eight of junior high school.

1.4. The Aim of Study

The objective of the study is to find out wether students' writing achievement in narrative text will be improved by usingChain Story Technique.

1.5. The Significance of Study

The significance of this study are useful for:

- a. Teachers: to improve their knowledge in applying various methods of teaching especially writing narrative text.
- b. Students: to make teaching and learning proces fun and relax, in order to improve their writing ability and understand the english well.

- c. To other researchers: to give them the view to make a further research related to the study.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In supporting the idea of the research, the writer provides some books containing information which help her/ him to design this thesis. There in, the classification of the concept will prevent misunderstanding between the writer and the reader. The following material is considered to be important to be discuss.

2.1.1. Student's Achievement in Writing

The word "Achievement" derives from a verb "Achieve" which mean something accomplishe succesfully, especially by means of skill, practice or perseverance. Aditionally, achievement is finishing succesfully, especially for something, anything to get the result as an action to gain something. There are three aspects of learning achievement namely cognition, affection, and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge. Cognition consist of knowledge, comprehension, application, analysis, synthetic, and evaluation. Affection is the changing of behavior that affects someone todo something. Psychomotor is the skil to do something, ready to do it based on physic and emotion self control and become a habit.

It can be conclude that student's achievement is the succesfull of students in finishing and gaining something through skill, practice or perseverance, it is based on cognition, affection and psychomotor of the students in this study, writing concern with the psychomotor aspect.⁵

⁵George Otte, *Basic Writing*, Unated State: Parlor Press, p.78

As then Holy Prophet Muhammad S.A.W. says:

طلب العلم فريضة على كل مسلم ومسلمة

The meaning: “seeking for knowledge is obliged for every man and woman of Islam.(H.R. Ibnu Abdul Bar)

2.1.2. Writing Narrative Text

a) Writing

Writing is one of the language skills, which documents and informs the writer’s ideas in a written form. It is considered as a process of communication which requires an entirely different set of competencies and uses rhetorical conventions. Writing is the one of the four basic language skill besides listening, speaking and reading. writing’s definition as: (1) the activity of writing (in contrast to reading, speaking), (2) a group of pieces of writing, especially by a particular person, or on a particular subject, (3) words that had been written or painted on something. Writing is also the product of someone thinking, in writing have a idea, opinion, thinking.to set thats all, so that reader can understand about some writing, so, need an arrangement and systematic⁶

Writing conveys the writer’s thought in the written form. Writing process is the stage writer goes through in order to produce something in its final written form. Writng is also a process of self discovering who you are and what you think. In the process of writng, people give full shape to their thoughts, their feelings and even their values.

⁶Suherli Kusmana, 2014, *Kreativitas Menulis*, Ombak, p.65

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. Then writing can be formed on the wall of a cave, a piece of paper, or a computer screen.⁷

Writing is one way of making meaning from experiences for ourselves and for other. So, writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfyingly of thought and feelings.

Allah said in Qur'an in Al-alaq Verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning: “who was taught (the writing) by the pen. He has taught man that which he doesn't know (Q.S Al-Alaq: 4-5)”⁸

Allah said in Qur'an in Al-Qalam Verse 1:

ن. وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

The meaning: “Nun, by the pen and what he writes (Q.S Al-Qalam: 1)”⁹

As stated before that writing is a skill, the skill of writing itself include five general components or main idea namely:

- 1) Language use: the ability to write correct and appropriate sentences.

⁷Utami Dewi, (2010), *How to Write*, Medan: La Tansa, p. 2-3

⁸Muhammad Taqi-ud-Din Al-Hilali, (1998), *Translation of the Meaning of the Noble Quran in the English Language*. Madinah: King Fahd Complex, p. 841

⁹*Ibid*, p. 774

- 2) Mechanical skills: the ability to use correctly those conventions peculiar to written language, e.g. punctuation and spelling.
- 3) Treatment of content: the ability to think creatively and develop thoughts including all the relevant information.
- 4) Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively.
- 5) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and other relevant information.

b) Genre of Writing

Genre is a term of grouping texts together, representing how writers typically use language to respond to recurring situation. Every genre has a number of features which make it different to other genres. Each have a specific purpose, an overall structure, specific linguistic features and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts of situation in which they occur.

Based on School-Based Curriculum, there are many texts taught in junior high school, they are procedure, descriptive recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review and public speaking. Each genre has specific language features. There are many kinds of genre.

1) Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

2) Recount

Recount is genre which has social function to retell event for the purpose of informing and entertaining.

3) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment.

4) Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

5) News Item

News item is a genre which has a social function to inform the readers, listener or viewer about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experiences in different ways: narrative deals with

problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

8) Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps,

9) Description

Description is a genre which has social function to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

12) Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

13) Review

Review is a genre which has social function to critique an art work and event for public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.¹⁰

¹⁰Kisno Shinoda, *Generic Text*, Wy: Graha Ilmu, p.12

Every genre has a number of characteristics and it has the specific purpose, which make it is different from other genre. In this study, the writer focuses on narrative text.

2.1.3. Narrative Text

A narrative is a story that is created in a constructive format (as work of speech, writing, song, television, video, Games or theatre) that describe sequence of fictional or non-fictional human events. Narrative is a story, tale; an account. Additionally, narrative text is any English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways and it deals with problematic events lead to crisis or turning point of some kind, which is then find a resolution.¹¹

Based on the explanation above, narrative is a story which has sequence of events which are told in chronological order, deals with problematic events and has function to amuse, to entertain and to deal with vicarious experiences.

a) Kinds of Narrative Text

There are two kinds of narrative, fiction and non-fiction. When narrative tells the true story of a person or country, it is called fiction. There are many kinds of narrative, they can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legend, historical narrative, ballads, slice of life and personal experiences.

It can be concluded that there are three kinds of narrative, they are fiction (imaginary), non-fiction (factual) and combination of both.

¹¹(<http://wikipedia.org/wiki/Narrative>), 04 Desember 2016

b) Social Function of Narrative Text

Social function of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways. We can not say that narrative is simply about entertaining a reading, although it generally always does so. Narrative has a powerful social role beyond that of being a medium for entertainment.

Narrative is also power medium for changing social opinions and attitudes. In addition, narrative has purpose to entertain, to express feelings, to relate experience, to inform (to explain what happen when a person is arrested), to inform (to teach a lesson) and to persuade (to convince the reader than community service should be required in high school).

Based on the explanation above, the aims of narrative is to amuse, to entertain, to express feelings, to persuade and to deal with vicarious experience in different ways as a powerful medium for entertainment.

c) Generic Structure of Narrative

A narration generally consist of three elements, they are:

1. Orientation

The orientation is the part where the writer describes the characters (who are involved the story) and the setting (the context and situation in which the story takes place, that is where and when the story happened). In other words, the introduction answer the question who, when and where about the story.

2. Complication

The complication or problem is the part where the writer introduces a problem, a change in the situation or an action that requires a response. There is a major complication which is the core problem that will usually lead to other

complication or problem. This part is usually the most interesting section of the whole story.

3. Resolution

The resolution is the part in which the writer presents the way the complication is resolved. The complication or the problem may be resolved for better or for worse (happily or unhappily). The whole story ends in this section.

Then, there are five generic structures of narrative text:

- 1) Orientation: sets the scene (what seemed to be problematic, when it happened), introduces the participants and personal attitudes (what the author thinks of the "What").
- 2) Evaluation: a stepping back to evaluate the plight, usually to make the story more interesting (this element contains a sequence of events which talk about the activity or even in the past).
- 3) Complication: a crisis arises, the complication can be one or more.
- 4) Resolution: the crisis is resolved (problem solving, for better or for worse).
- 5) Re-orientation (optional): a brief summary which is aimed to give or submit a moral lesson to the reader.

Narrative has a particular organizational structure, namely:

1) Orientation

The purpose of orientation is to set the scene, introduce the characters and say when and where the narrative is set.

2) Events

The events lead to some kinds of problem, sometimes referred to complication.

3) Resolution

The purpose of resolution is to solve the problem.

Based on the explanation above, it can be concluded there are four generic structure of narrative.

1. Orientation: introduce the characters (who is involve the story?), the time (when do the story happen?) and the place (when do the story take place?) of the story.
2. Complication: the introducing and the arising or the climax of the problem (what is the problem? And how the problem occur?).
3. Resolution: the problem is resolved (how the way to solve the problem?) for better or for worse.
4. Re-orientation (optional) a brief summary which is aimed to give or submit a moral lesson to the reader.¹²

d) Language Feature

It is important when writing a narrative to develop a “Personal voice” or unique style. This involves making language choices that help to convey new and interesting, plot, characters and events. When writing a narrative the author must decide how to use language to:

1. Use of particular nouns refers to or describes the particular people, animals and things that the story.

¹² Sanggap Siahaan, Generic Structure, Wy: Graha Ilmu, p.15

2. Use of adjectives builds noun groups to describes the people, animals or things in the story.
3. The use of time connectives and conjunctions sequences events through time.
4. Use of adverbs and adverbial phrases locates the particular incidents or events.
5. Use of past tense action verbs indicates the actions in a narrative.
6. Use of saying and thinking verbs indicates what characters are feelings, thinking or saying.

e) The Example of Narrative Text

A FOX AND A CAT

One day a cat and a fox were having a conversation. The fox who was a conteited creature, boasted how clever she was. “ Why I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.

“I know only one trick to get a way from dogs” said the cat. “ you should teach me some of yours!”. “Well may be someday, when I have the time, I may teach you a few of the simpler ones” replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew lauder and lauder, the dogs was coming in their direction! At once the cat ran to the nearest tree and climbed into it branches, well out of reach of any dog. “ This is the trick i told you about, the only one I know”, said the cat. “Which one of your hundred tricks are you going to use?”

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.¹³

2.1.4. Writing Process

There are some steps in writing process, they are:

1. Prewriting

Here are five prewriting techniques that will help students think about and develop a topic and get words on paper: (1) freewriting, (2) questioning, (3) making a list, (4) diagramming and (5) preparing a stretch outline. These techniques will help to think about create material and they are a central part of writing process.

2. Writing a first draft

Writing a first draft is prepared to put in additional thoughts and details that did not emerge during prewriting. Don't worry about grammar, punctuation, or spelling.

3. Revision

Revision is as much a stage in the writing process as prewriting, outlining and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger.

4. Editing

After revising the paper for content and style, edit- check for and correct- error in grammar, punctuation and spelling. The eliminating sentence-skill mistake will improve an average paper and help ensure a strong grade on a good paper.

¹³<http://www.susi.ru/kanji/ChMethod.html>, 04 Desember 2016

The conventional understanding of writing as follows: Writing is a two-step process, first you figure out the meaning, then you put it into language, figure out what you want to say, do not start writing till you do, make a plan, use an outlining, begin writing only afterward.

The three principle stages of writing process, they are prewriting, writing, and revision.

Based on the references above it can be concluded there are some steps in writing process, they are:

1. Prewriting: it helps to think about and create material of figure out what you want to write.
2. Writing a first draft: it is prepare to put in additional thoughts and details that did not emerge during prewriting.
3. Revision: it means rewriting a paper, building on what has already been done, in order to make it stronger.
4. Editing: it used to edit-check for and correct-error in grammar, punctuation and spelling.

a) The Assessment of Writing

The skills of writing includes five general components or main areas such as following:

- 1) Content

The ability to think creatively and to develop thought including all of the relevant to assigned topics.

2) Organization

The ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with ability to select, to organize and other relevant information.

3) Vocabulary

The ability to write the word effectively and to appropriate register.

4) Language use

The ability to write correct and appropriate sentences.

5) Mechanical Skill

The ability to use correctly those conventions peculiar to written language.

E.g.: punctuation and spelling.

Then, there are five components in writing assessment, namely:

a. Content

Content of writing covers mind idea, detail and substantive, all materials are relevant to main idea.

b. Organization

A writer is expected to demonstrate and understanding of how twxt are structured as a whole peace of writing.

c. Vocabulary

In writing, it is a must for the writer to choose and use word appropriately in order to the writing will not ambiguous.

d. Language use

The writer should concern with the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentences construction, etc.

e. Mechanics

In mechanics, the writer concern with the technical rule of writing includes the right punctuation spelling and paragraphing.

Additionally, the assessment criteria used for assessing the task are:

1. Genre-based criteria: it deals with the macro level features of the text
2. Textual language criteria: it deals with the way that the text is held together, the way taht sentences work with one another.
3. Syntectical language criteria: it deals with the internal structure of the sentences used.
4. Spelling: it deals with the way that individual words accross the text are spelt.

Based on the explanation above, it is concludede that the assessment of writing is needed in order to determine how good the writing is. It is specifically based on generic structure (content and organization) and grammatical features (lanuage use, mechanic, vocabulary, textual language, syntactical language and spelling) of the genre used.

b) Technique for Teaching Narrative Story

The technique is the real application of meethod in the classroom. There so many technique to help the students in writing, but in this study thewriter just focus on Chain Story Technique and scanning technique to see the diferences between the new technique and the conventional technique.

“Writing is difficult skills because it include three aspects. First is psychological writer known writing is essentially a solidarity activity and the fack that we are required to write on our own. Second is lilnguistics aspect taht can

help writer to keep the channel of communication open through her/his own efforts and ensure. And the last cognitive aspect is learn through a process of instruction, which have to master written form of the language, structure which are important for effective communication in writing.”

Writing is difficult process because of the difficult students cannot participate actively in teaching learning process.

Writing is the process to put the ideas, opinion in the same time onto a sheet of paper. The ideas or opinion sometimes cannot appear in the same time in variative form from one head, so, teachers must search some new ideas, even they must compact them in one story, such as creating a new idea for narrative writing, by creating an idea in narrative writing, teacher can ask the students to think or search a new idea.

For one student, creating a new idea is difficult they work together to get, by being asked by teacher one by one. And then, they can compact or compose the new idea into one narrative story. To lead these activities above, teacher can use technique, namely Chain Story.

2.1.5. Chain Story

Chain Story is in groups, the learners take turns to tell a story each one is taking over from and building on contribution of their classmates, at a given signal from a the teacher. Chain Story is a teaching technique that can improve students writing skill and makes the writing activity more interesting and easy for students because students become involve as a group during the writing. Chain Story is a technique that can help students to be interested in writing activity which makes all the students actively participating in writing activity. Based on

his research, Chain Story makes the students' knowledge active because they have to mentally think, argue, recall and make sensible links.¹⁴

There is actually a technique that can help students in learning writing. The writer chooses Chain Story technique because it can make students fun and confident in writing.

a) Step of Chain Story Technique

The steps of implementing Chain Story are drawn as follows:

1. Teacher constructs the students' mind and knowledge from the basic knowledge by asking the students experiences that related to narrative text.
2. Teacher gives opportunity to the students to find out knowledge, skill or information before the teacher's explanation.
3. Teacher gives some questions to encourage students' thinking ability.
4. Teacher divides the students into groups of four.
5. Teacher gives a sample of narrative text. Teacher explains about narrative text (what is narrative text, generic structure, language features, and its purpose) and how to make a good narrative (use of grammar, punctuation, spelling and the organization).
6. Teacher writes the first sentence "When I was in the first year of elementary school, I had an unforgettable experience" on the board.
7. Students led by the teacher write the next sentence in their paper. Each student will be given one minute to give the contribution (more time needed as the stories grow longer).

¹⁴ Vadim V. Smolensky, 1995, *The Chain Method of Studying Japanese Characters*, p.20

8. Students pass their paper to their right (this pattern continues until the stories are completed).
9. Students correct the stories in pairs led by the teacher by providing an edit checklist on the board to aid students in focusing on particular errors.
 - Vocabulary (spelling vocabulary)
 - Grammatical structure (subject-verb agreement, correct form and spelling of the past tense)¹⁵

b) The Concept of Chain Story Technique

A concept is a kind of unit in terms of which one thinks, a unit smaller than a judgement , proposition or theory, but one which necessarily enters into these. In assertion, something is predicated of a concept, and the predicate itself can generally be re-described as a concept.

a. The definition of Chain Story Technique

Chain Story technique is very usefu in keeping tthe entire class attentive. Beside that Swenson in states that Chain Story is a great way to build confidence and get everyone involved. So, based on the opinions above, the writer concludes that the Chain Story is a great technique to build confidence, attention of the students because they will involve in learning writing.

b. The General procedures of training Chain Story Technique

There are several procedudres for Chain Story Technique:

- Giving and Eliciting Information Where Necessary

Eliciting is a form of questing. Elicitation can be very specific, for example, trying to encourage students to say the word or phrase that you intent to

¹⁵<http://www.susi.ru/kanji/ChMethod.html>, 04 Desember 2014

teach. It can also be very open, for example: collecting students' ideas or opinions about a picture, some sentences or a topic.

- Getting Students to Recount

Recounts are purportedly factual accounts of events from those who actively participated in the occurrences. Students are often interested in recounts because they provide a voyeuristic opportunity to look into an event in which the student was not a participant. When teaching the recount genre to your students, you can use the lesson to encourage them to think critically about information and explore the reliability of the account as a whole. This practice promotes the development of critical thinking skills and careful consideration of both the text and the subtext of a written work.

- Discussion

Students sit and face each other in groups of three to six and discuss a topic (you can suggest it, or the students can choose their own). Students have to communicate their own ideas, opinions or stories. More advanced and older students can discuss more complex topics such as the role of women in society, or the role of multinational companies and global trade development.

Students can also use this activity to practice functional language, such as interrupting or asking for clarification. However a short time limit encourages students to write more focus.

Younger students may benefit from giving and listening to feedback from other groups. If students know that they will have to report on what they write about, it can focus their discussion.

2.1.6. The Advantages of Chain Story Technique

There many advantages of chain story technique:

1. It allows students to use inquiry skill that many educators believe will batter prepare learners for the future than will more traditional teaching learning strategies.
2. It provides opportunities for move intensive story of a study or problem.
3. The strategy is conductive to developing student leadership in teaching tye skills of discussion and group processes.
4. It enables the teacher to give more individual attention to teach pupel's learning needs.
5. It allows pupils to become more actively involved in their learning and to participate more freely in discussion. Students tend to participate more actively in group discussion.
6. The method can be usaed in schools employing the variety of the class arrangements, groupings and schedules.
7. It provides oppurtinities to develop respect for other students whose work helps the group progress in teaching it goals.

2.2. Conceptual Framework

This study applied Classroom Action Research because the writer find the problem from the classroom and solved the problem in the classroom which also deals with developing barrative writing by using Chain Story Technique.

It is concerned about the students' competence in producing a good writing consisted of good text. It is necessary that a text should have topic, supporting sentences, concluding sentences, unity, completeness, order and

coherence. It can also find from the coherence from the generic structure and language features of the text.

A narrative is a type of genre that has a main function to entertain or amuse another person but also to give a moral lesson to the writers themselves and the readers. Narrative writing is one skill which must be mastered by the students by using effective techniques to students' ability in writing will arise.

In relation to this study, one of the effective techniques or one way to improve the students' narrative writing is through chain story technique. Chain story is suitable to be applied in teaching writing. Chain story is one of the cooperative learning that holds each other and freely shares their ideas about the text that they write.

Chain story is an effective technique that is appropriate to be done in the classroom, because it has a good relation with Classroom Action Research. Both have similarity in the purpose which is to overcome the students' problem in the classroom and improve the students' quality in learning.

To conclude, teaching writing through Chain Story Technique and Classroom Action Research has a significant effect in improving students' achievement in writing narrative text.

2.3. Hypothesis

The hypothesis of this research is "the students' writing can be increased by implementing Chain Story Technique".

2.4. Related Studies

1. Siti Fatimah Harahap, improving students' achievement in writing narrative text by using factual and historical method. UNIMED. This study

was attempt to discover the improvement students' writing achievement in writing narrative text by using factual and historical. This study was conducted by using CAR. The subject of the research was class VIII-1 SMP Swasta Pembangunan Galang Medan, which consist of 26 students. the research was conducted in two cycles and each cycle consist of three meetings the instruments for collecting data were quantitative data (writing test) and qualitative data (observation sheet and interview sheet) based on writing test score, students' score kept improving in every test. In orientation test the mean score was (3,84). In cycle one the mean of writing score was (38,46) and in cycle two the mean of writing score was (88,46), based on observation sheet and interview sheet, it was found that teaching learning process well. Students were active and interested in writing. The result of the research showed that factual and historical method and improve students achievement in writing narrative text.

2. Qolbi Chalish, improving students' achievement in writing narrative text through cubing technique. UNIMED. This study aims at improving the students' achievement in writing narrative text through cubing technique. The underlying objective of this study is to investigate whether teaching narrative by applying cubing technique potentially improve students' skill. The research was conducted by using CAR. the population was 2012-2013 eleven grade students of SMA negeri 3 Binjai. The number of the students was 42, consisting of females and males. The procedure of the research was administrated in two cycles where each cycle consisted of three meetings. Each meeting included four steps namely : planning, action,

observation, and reflection. There were two kinds of data collected during the study, qualitative and quantitative data. The instrument for collecting the qualitative data was the writing of narrative test while the qualitative data were gathered by using interview, diary note and observation sheet. Based on the data analysis, the mean of the students' score in test 1 was 61,85; for the test 2 was 73,85: and for the test 3 was 80. The qualitative data showed that the students were interested in the applying the cubing technique. The conclusion is that the application of cubing technique in writing narrative improves the students' achievement in writing narrative.

3. Purnama Ika, improving students' achievement in writing narrative text by using Clustering technique. UNIMED. This study focuses on the improvement of students' achievement on writing narrative text by using Clustering Technique. The main objective of this study is to know whether clustering technique could significantly improve students' achievement in writing narrative text. It was conducted by applying classroom action research which consisted two cycles in six meetings, every meeting consisted of four phases. The subject of this study was second grade students of SMA Perguruan Sumatera Tanjung Morawa. The total of the students was 29. The instruments for collecting data were writing test for quantitative data and diary notes, observation sheet, questionnaire sheet for qualitative data. Based on the students' test, the students' score was improved in every test. In test 1, the mean score was 59,41. In the test 2, the mean score was 69,65. In the test 3, the mean score of the students was

78.17. the using clustering technique in every test tends to be more effective. So, the mean of test improves and gets better.

CHAPTER III

METHOD OF RESEARCH

3.1. The Research Design

This study apply Classroom Action Reserach sa aim to developing innovative instructional strategy or technique can help enhance the succes in students' learning English. The technique that will be used in chain story technique to improve the students achievement in writing narrative text. In the classroom, the writer find the problem namely the students can't produce narative text. To overcome the problem, the writer used classroom action research because the writer found the problem from the classroom and solved the problem through chain story technique in the classroom.

CAR is carrying out if: there is group decision and the commitment to elaborate, aimed to improve the professionalism of teacher, the main reason want to know, aimed to get knowledge and as an efforts of problem solving.¹⁶

1. Planning

I and collaborator plan action based on the objective of research. Both I and collaborator prepare lesson planning and research instrument including written text and questionnaire.

2. Acting

The second stages of this research is action, this is the implementation of planning which is make by I and collaborator. This stage is hoped could solve the students' problem in writing recount text.

¹⁶Candra Wijaya dan Syahrums, 2013, *Penelitian Tindakan Kelas*, Medan: CitaPustaka Media Perintis, 2013, p. 46-47

3. Observation

In order to get valid data, I and collaborator do the observation together. Observation is intended to observe and to record all activities or indicator during research process.

4. Reflecting

In this stage, received data from observation in collected and analyzed by I and collaborator. If there is found problem, it will move to the next cycle with the same concept as the first one; re-planning, re-acting, and re-observing. The result will be used as reference for the next planning.¹⁷

A simple model of the cyclical nature of the typical action research process. Each cycles has four cycles: planning, action, observation, reflection. The action reserch spiral as can be seen in the following figure:

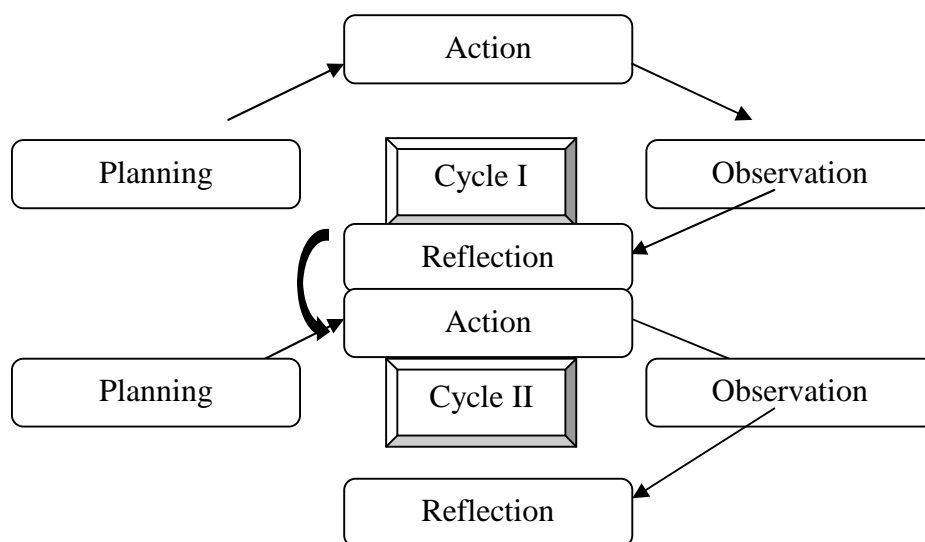


Figure 3.1 Class Action Research¹⁸

¹⁷Ridwan Abdullah Sani, (2012), *Meningkatkan Profesionalisme Guru Melalui Penelitian Tindakan Kelas*, Bandung: Citapustaka Media Perintis., p. 126-129

¹⁸https://www.google.co.id/search?q=picture+cycle+class+action+research&client=firefox_b&sit, accessed on 20-04-2017.

3.2. The Location and Subject of the Study

The subject of this study was junior high school of MTs Alwashliyah Tembung. The sample of this research was class VII. The number of the students of that class was 30 students. The writer choose this class because the students' skil in writing narrative text is still needed to be improved.

3.3. The Procedure for Collecting Data

In this study, the data was collected by quantitative and qualitative data. Quantitative data is collected through test consisted of writing competence test which was administrated by the researcher. The students were asked to write their ideas into a narrative taxt by chain story. Since the qualitative data were the data which cannot be counted in an objective way, it was gathered by using diary notes, and through interview which were taken during the observation.

The procedures of collecting data for this study was conducted by implementing two cycles where in each cycle applied four steps, namely:

1. Plan,
1. Action,
2. Observation,
3. Reflection.

Table 3.1
The Implementing Two Cycles

FIRST CYCLE	<p>I. Planning</p> <ul style="list-style-type: none"> a. Making lesson planning (RPP) b. Choosing a class for object study c. Preparing a test for 1st cycle
	<p>II. Acting</p> <ul style="list-style-type: none"> a. Giving the material b. Teaching narrative text c. Giving a test for 1st cycle d. Evaluation the test e. Giving the questionnaire to the students
	<p>III. Observation</p> <ul style="list-style-type: none"> a. I and collaborator observe students learning process b. I and collaborator observe students activities when learning process c. Document students activities
	<p>IV. Reflecting</p> <p>Deciding strength and weakness from acting of first cycle and the result will be used as reference for the next cycle.</p>

1. Cycle 1

a. Planning

Planning should be based on the problem identify. Below are the things prepared:

1. The lesson plan.
2. The materials for teaching writing.
3. The instrument for collecting data such diary, observation sheet and interview sheet.
4. Preparing the facilities and media (book and dictionary) that will be used interview sheet.
5. Preparing the assignment that need for students.

b. Action

Action means the process of activity that will be done. In action, the writer taught how to write narrative text by using chain story. In the first meeting, the writer gave test 1 (orientation test) to discover the basic students' skill on writing narrative text. The activities are:

Table 3.2

The Scenario of Activities using Chain Story Technique

Steps	Teachers' Activities	Students' Activities
Pre-Activity	<ul style="list-style-type: none"> • The teacher gives the motivation to the students. • The teacher explains • the goal of the lesson today. 	<ul style="list-style-type: none"> • The students listen to the teacher's motivation. • The students listen to the teacher's explanation.
Main Activities	<ul style="list-style-type: none"> • The teacher constructs the students mind and knowledge from the basic knowledge by asking the students'a experiences that related to narrative text. • The teacher gives oportunity to the students to find out the knowledge, skill or information before the teacher start to explains. • The teacher gives some questions to encourage the students' thinking ability. • The teacher 	<ul style="list-style-type: none"> • The students respond to the teacher's construction about their experience. • The students respon to the teacher taht they have opportunity to find out knowledge. • The students respond to the teacher's question. • The students listen to the teacher's

	<p>explain about narrative and its generic structure.</p> <ul style="list-style-type: none"> • The teacher gives an example of narrative story orally and shows the part of its structure. • The teacher asks the students to give questions about something unclear. • The teacher pairs two students. • The teacher provides the general introduction about the story. • The teacher divides the text/story in to two section. The first half of the story is given to one students in pair and the second half to the other one. • The teacher instructs the students to exchange their key concept list to their own partner. • The teacher asks the students to develop and write their own version by reflect on the list of clues and relate them to the story part they 	<p>explanation.</p> <ul style="list-style-type: none"> • The students listen to the teacher's explanation. • The students give question to the teacher about something unclear about the explanation. • The students involve in a group of pair. • The students listen to the general introduction about the story. • The students receive the half two section of the story from the teacher. • The students read their own section. • The students exchange their own key. • The students concepted the list to their own partner. • The students perform an oral test by chain the
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	<p>have read.</p> <ul style="list-style-type: none"> The teacher gives the oral test to the students to tell the class about their own complete version of the story in front of the class. 	<p>class about their own complete story on front of the class.s</p>
Closing	<ul style="list-style-type: none"> The teacher asks the students some questions about the lesson. 	<ul style="list-style-type: none"> The students respond to the teacher's questions.

The collaborator will be involve to help the writer reflect and evaluate what the teacher done in the classroom in order to make reflection relevant and objective.

c. Observation

Observation was done in the classroom while teaching and running process run. Observation is purposed to find out information of action, such as the students' attitude, the situation and the problems or obstacles found during the teaching-learning process. In this case, obdervation sheets and diary notes were used for the reflection phase.

d. Reflection

Reflection is the evaluation of the action that has been done. In this step the data about process, problem and difficulties that were found in the previous step and continued by reflection toward the effect of action.

2. Cycle 2

The researcher wil do cycle 2 if the students' score is still low. It means that the researcher will arrange the plan based on the problem or the procedure in cycle 1 that still have some weakness. So, based on findings in cycle 1, was

needed this cycle also consisted of four phases as cycle 1: planning, action, observation and reflection.

3.4. The Technique of Collecting Data

Techniques of collecting data are done by using questionnaire to the students, and test in every cycle, doing observation during teaching learning process. The result of observation is discussed by me and Teacher (observer). I and teacher could plan the next action for the next.

The research instrument in this study consist of four instrument, they are; questionnaire, observation, documentation of teaching learning process, and evaluation to complete the data needed for this study.

1. Qualitative data

- a. Observation, I observe what students do during teaching and learning process, observe students behavior in the classroom from diary notes. I also involves teacher of English as an observer when I was teaching. Observe the whole process of action. The observation done is the observation to the teacher, students, attitude, and the situation during the learning process. I used a structured observation is characterized by the availability of a structured recording format in which the observer to observe the activities described in the format of observation.
- b. Documentation is also used to complete the data such as the implementation of clustering technique in teaching recount text. There are some photos taken by my friend when learning takes place. From photos to teach, and also photograph the students.

c. Questionnaire, is given to the students including some questions about the data about students responses of the implementation of using clustering technique in teaching recount text, because I want to know students responses about clustering technique whether the response positive or negative. I carry out the questionnaire in two sessions, before and after the implementation of clustering technique. I use the enclosed questionnaire which the answer closed questions analysis unit has been restricted so as facilitate the calculation. There are 29 students that I give the questionnaire. There are 10 questions about recount text and implementation of clustering technique.

2. Quantitative Data

a. Written Test is used to find the improvement of using Chain Story Technique in teaching narrative text. The test is applied at the end of teaching learning process in every cycle. The test is used in this study is pre-test and post-test. The form of the test is essay. There are 29 students were given a test. Each of them working on a given essay. The pre test is given before implementing Chain Story Technique. It is to evaluate their ability in recount text. Post test I and post test II is given after implementing Chain Story Technique. In order to asses students writing, I used the formula which is adapted from scoring profile by Jacobs¹⁹

¹⁹ Sara Cushing, (2002), *Assessing Writing*, Cambridge: Cambridge University Press, p. 116

Table 3.3
Scale For Assessing The Students Narrative Text

ASSESSMENT	CRITERIA	SCORE
Generic Structure	Orientation	20
	Complication	20
	Resolution	10
	Coda	5
Language Feature	Focus on specific and usually individualized participants	5
	Use the past tense	15
	Use material verbs or process	10
	Use temporal conjunction	10
	Often contain dialogue and they also contain "Saying" verb that explain how people speak (optional)	5
Total		100

3.5. Technique of Data Analysis

The data qualitative were taken from questionnaire sheet, observation sheet and diary note. The observation sheet was provided by the writer. It was filed by the collaborator by observing the teacher proficiency in some aspect during the teaching learning process in the class. The observation sheet was the reflection of how the teaching and learning have been done in the class. The diary contents comment about the teaching learning process. Questionnaire sheet is provided by the writer to know how far chain story technique helped the students in understanding narrative text.

The data were collected and analyzed by computing the score of the writing test. It is used to know the development of the students' score in each

cycle, the mean of the students was computed and categorized based on the mastery level. The percentage of the students who got up to 65 is calculated:

To get the score, the writer used the formula:²⁰

$$\bar{x} = \frac{\sum xn}{n} \times 100$$

\bar{x} = mean

x = individual score

n = number of students

In categorizing the member of the students, mastery the following formula has been applied:

$$P = \frac{F}{N} \times 100$$

P = the class percentage

F = total percentage score

N = number of students²¹

²⁰Sudjana, 2002, *Metoda Statistik*, Bandung: PT. Tarsito, p.67

²¹Anas, Sudijono, 2008, *Pengantar Statistis Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p.43

CHAPTER IV

DATA AND DATA ANALYSIS

4.1. The Presentation of the Data

The data in this research was taken from Diary Notes, Interview, Observation sheet, Document and Writing Test (Chain Story Technique). To collect the data, the researcher did the observation in the classroom by interviewing the teacher and the students. Then, the researcher consulted with the teacher about what they would do.

The main focus in this research was actions which were done in two cycles. Every cycle had four phases covered planning, action, observation, and reflection. This research was done only to one class; the class was chosen is VIII-2 which consisted of 29 students. They were never absent during the writer conducting the research from the first research until the last meeting.

4.1.1. The Quantitative Data

The quantitative data were taken from the result of writing test. The test was still relevant with the topic which has been discussed of each cycle in the classroom. The writing test was carried out in two cycles. In two cycles, the researcher conducted six meetings. The writing test was given to the students at the end of each cycle. The result of students' score could be seen in the following table.

a. Pre-Test

The quantitative data were taken from the result of writing test. The test was still relevant with the topic which has been discussed of each cycle in the classroom. The writing test was carried out in two cycles. In two cycles, I

conducted four meetings. The writing test was given to the students at the end of each cycle. Then in order to know about how far the students' achievements in writing narrative text, I gave pre-test to the students. Pre-test was given to the students in the first meeting. It was conducted on Tuesday, 28th of February 2017. In pre-test, the students assigned to arrange narrative text at least consisting of fourteen numbers. The result can be seen as follow:

Table 4.1
The Score of the Students in Pre- Test

No.	The Initial of the Students' Name	Score
1.	AY	36
2.	AFRN	43
3.	ART	43
4.	ASN	43
5.	DMD	57
6.	DSAN	29
7.	EY	70*
8.	FHA	70*
9.	FHU	21
10.	IHH	70*
11.	MA	36
12.	MS	29
13.	NPR	50
14.	PSR	56
15.	PR	43
16.	RKA	29
17.	RPS	36
18.	RWP	36
19.	SHM	36
20.	SD	50
21.	SA	50
22.	SZN	21
23.	SFS	21
24.	SAFN	29
25.	SAP	50
26.	SHN	70*
27.	TAF	36
28.	WW	29

29.	YRS	50
	Total (X)	1.239

To get the result of pre-test, firstly, I calculated the mean score such following:

$$X = \frac{\sum X}{N} \qquad X = \frac{1.239}{29} = 42.72$$

b. Post-Test I (Cycle I)

In the second meeting, the students were asked to make a text using Chain Story Technique technique. The result can be seen follow:

Table 4.2
The Score of the Students in Post- Test I

No.	The Initial of the Students' Name	Score
1.	AY	85*
2.	AFRN	85*
3.	ART	50
4.	ASN	80*
5.	DMD	75*
6.	DSAN	80*
7.	EY	85*
8.	FHA	65
9.	FHU	80*
10.	IHH	75*
11.	MA	65
12.	MS	80*
13.	NPR	85*
14.	PSR	85*
15.	PR	65
16.	SHM	75*
17.	RKA	50
18.	RPS	50
19.	RWP	50
20.	SD	65
21.	SA	80*

22.	SZN	75*
23.	SAFN	80*
24.	SAP	65
25.	SHN	75*
26.	TAF	75*
27.	SFS	50
28.	WW	50
29.	YRS	65
Total (X)		2.045

In the second writing test (in the Post-Test cycle I), the total score of the students was 2.045 and the number of the students who followed for this test was 29, so the mean of the students' score in Post- Test cycle I, was:

$$X = \frac{\sum X}{N} \qquad X = \frac{2.045}{29} = 70.52$$

The data showed that the mean score of post-test I was 70.52. There were only seventeen students who got the score above the Criteria for Minimum Achievement (KKM). Even though, it is still needed more improvement.

c. Post-Test II (Cycle II)

After giving the treatment in the second cycle, the achievement of the students in writing narrative text was increased 23students got the competency and reached the indicator in writing narrative text. The students result can be seen as follow:

Table 4.3
The Score of the Students in Post- Test II

No.	The Initial of the Students' Name	Score
1.	AY	100*
2.	AFRN	100*
3.	ART	60
4.	ASN	100*

5.	DMD	100*
6.	DSAN	100*
7.	EY	100*
8.	FHA	95*
9.	FHU	100*
10.	IHH	100*
11.	MA	95*
12.	MS	100*
13.	NPR	100*
14.	PSR	100*
15.	PR	95*
16.	RKA	60
17.	RPS	60
18.	RWP	60
19.	SHM	100*
20.	SD	95*
21.	SA	100*
22.	SZN	100*
23.	SFS	60
24.	SAFN	100*
25.	SAP	95*
36.	SHN	100*
27.	TAF	100*
28.	WW	60
29.	YRS	95*
Total (X)		2.630

The calculation of the mean of students score in writing post-test II gained 90.69 It was derived from:

$$X = \frac{\sum X}{N} \qquad X = \frac{2.630}{29} = 90.69$$

It can be concluded that the students' writing through Chain Story technique had improved from 42.72 to 90.69. The students were said master the lesson if they got score over 70. The percentage of the students who got score

over 70 also showed the improvement. It is seen from the students' score from the first meeting to the last meeting.

Table 4.4
The Students' Score in the Three Writing Tests

No	The Initial of the Students' Name	Pre-Test	Post Test Cycle I	Post Test Cycle II
1.	AY	36	85*	100*
2.	AFRN	43	85*	100*
3.	ART	43	50	60
4.	ASN	57	80*	100*
5.	DMD	29	75*	100*
6.	DSAN	70*	80*	100*
7.	EY	70*	85*	100*
8.	FHA	21	65	95*
9. I	FHU	70*	80*	100*
10.	IHH	36	75*	100*
11.	MA	29	65	95*
12.	MS	50	80*	100*
13.	NPR	56	85*	100*
14.	PSR	43	85*	100*
15.	PR	36	65	95*
16.	SHM	50	75*	60
17.	RKA	50	50	60
18.	RPS	21	50	60
19.	RWP	29	50	100*
20.	SD	50	65	95*

21.	SA	70*	80*	100*
22.	SZN	36	75*	100*
23.	SAFN	50	80*	60
24.	SAP	43	65	100*
25.	SHN	36	75*	95*
26.	TAF	36	75*	100*
27.	SFS	29	50	100*
28.	WW	29	50	60
29.	YRS	21	65	95*
Total (X)		1.239	2.045	2.630
Mean X		42.72	70.52	90.69

*: The students who passed KKM (70)

The improving of the students' score in writing through chain story technique can be also seen from the mean of the students' score in the first writing test until the third writing test. The mean in the third writing test was the highest among the other tests.

The students' score in those three tests were varied. In the first test, the lowest score was 21 and the highest one was 70. In the second test, the lowest score was 50 and the highest one was 85. In the third test, the lowest score was 60 and the highest one was 100. The comparison of the students' score in the writing tests can be seen in the Table 4.5

Table 4.5
The Comparison of the Students' Score in The Three Writing Tests

Names of Test	Pre-Test	Post Test Cycle	Post Test Cycle
		I	II
Lowest Test	21	50	60
Highest Test	70	85	100
\bar{x}	42.72	70.52	90.69
N	29	29	29

Where:

\bar{x} = Mean

N = Number of the students

In orientation test, there are four students who got score over 70 and success in doing pre-test. They are: **FHA, EY, IHH and SHN**. And in Cycle I, there are 17 students who got the score over 70 and success in doing the test of Cycle I. Otherwise there are 12 students who didn't get the score over 70 and fail in doing the test of Cycle I. And for the last Cycle, there are 23 students got the score over 70. It can be seen that there is improvement of the students' score from the orientation test until the Cycle II.

4.1.2. The Qualitative Data

The qualitative data were taken from diary notes, interview sheet, observation sheet and document. Those are gained within two cycles.

1) Diary Notes

Diary note is used to evaluate the research about running class. Diary notes were written up by the researcher in every meeting during conducting the research. It contained the researcher's personal evaluation of applying Chain Story Technique during the teaching-learning process. From the result of the Diary Note

in Cycle I, some students were busy to do other activities, made noisy, and did not do the test seriously but in Cycle II the students participated and gave good response during teaching-learning process. They were look so interesting and used the time effectively in learning with Chain Story Technique. So, it shows that there was improvement of students' response and participation in Cycle II. With this diary notes, the researcher would be able to improve their ability in teaching and to handle something that happened in the first teaching-learning process for the next meeting. A complete data of the diary note can be seen in Appendix B.

2) Observation Sheet

The observation sheet showed the most of the students were active and enthusiastic in writing through chain story technique. This was an alternative way to gather the information about teacher behaviors, students' attitude, the class participation, and the teaching learning climate while the research occurred. The observation sheet was done by a collaborator in the class by using checklist and scale. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively. The students also gave good participation and active in asking question about material. A complete data of the observation sheet is presented in Appendix C.

3) Interview

The interview was conducted in two interview sessions. The first interview was done before conducting the research and the second one in the end of Cycle II. The researcher interviewed the English teacher and the students. In the first session, they were interviewed about their problems in writing. While in the second session, they were interviewed about their comments or response about the

implementation of Chain Story Technique. From the result of the interview questions showed that the students were difficult to understand and practice in English writing, then when they were taught by using Chain Story Technique, they feel interesting and really love Chain Story Technique in learning English. By Chain Story Technique, the teacher also made the students' mind relax, enjoy, enthusiast, and easy to accept every information that they got. A complete data of the interview is attached in Appendix D.

4) Documentation

As a qualitative research, the researcher had to take the documentation of the research. The researcher collected some photos during teaching – learning process. A complete data of the document is attached in Appendix E.

4.2. Data Analysis

1. Analysis of Quantitative Data

The quantitative data were taken from the first test until the last test of writing test. The writing test was taken from Orientation test or Pre-test, test of Cycle I, and test of Cycle II. As present in Table 4.4, the students' score improved from the first until the last test. The researcher gave the students a different items of writing test for each cycle. It was found out that the students' score for the writing test kept improving. The students' score in Cycle I test was higher than orientation test, and Cycle II test was higher than Cycle I test.

The students' writing scores kept improving from the orientation test until the test of Cycle II as have been described in Table 4.4. The students' score in Cycle I test were higher than that in orientation test. Then the students' score in Cycle II test were higher than in Cycle I test.

The students were said to master the lesson if they got score up to 70. The percentage of students who got the point up to 70 also showed the improvement of student's score from the first meeting to the last meeting. It can be seen in Table 4.6

Table 4.6
The Percentage of Students Who Got Score Over 70

Vocabulary Test	Percentage
Pre-Test	18%
Post-Test 1	83%
Post-Test 2	100%

In the first writing test (Pre- Test) there was 14% (4 students) who got points of over 70. So, the way to found this percentage of the students' score who passed the KKM (70), the researcher computed as follows:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{4}{29} \times 100\% = 14\%$$

In the second writing test (Pos Test I) there was 59% (17 students) who got points over 70. So, the way to found this percentage of the students' score who passed the KKM (70), the researcher computed as follows:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{17}{29} \times 100\% = 59\%$$

In the third writing test (Pos Test II) there was 80% (23 students) got points over 70. So, the way to found this percentage of the students' score who passed the KKM (70), the researcher computed as follows:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{23}{29} \times 100\% = 80\%$$

The improvement from the first writing test to the second writing test was 45%, and about 21% from the second writing test to the third writing test and the

improvement from the first writing test to the third writing test was 66%. Most of the students' score improved from the first writing test to the third writing test. The calculation can be seen in appendix F.

Based on the analysis of the data, it is concluded that the students' writing score had improved for each student from the first writing test (Test I) to the last writing test through Chain Story Technique. The score of the students can be seen in Appendix H.

2. Analysis of Qualitative Data

The qualitative data are taken from the result of the interview, observation, diary notes and documentation. Both teacher and students' behavior during the process of teaching and learning processes in the classroom were evaluated in the qualitative data.

The researcher wants to find out and to formulate the problem that the students found in writing. The orientation test consisted of 14 items were administered to the students' in the first meeting to obtain they learning ability and achievement. The time allocated in this occasion was 30 minutes. Many of them seemed very difficult to do the test because they did not have good preparation.

2.1.1. The Activities of Cycle I

The Cycle I is done in three meetings included the orientation test. The researcher as the teacher tries to improve the students' writing through Chain Story Technique. would be success to enhance the students' vocabulary, if: a) students look interest in studying through Chain Story Technique, b) students eager to share their opinion through Chain Story Technique, c) students look more

active and creative in learning process, and d) students writing test result showed the improvement. The detail of the first cycle as follows:

a. Planning

The planning arranges before the researcher conducting the research. First of all, researcher prepares a lesson plan for three meetings. The text which has been discussed about “A Siamese Cat”. In planning of action research, the researcher had been prepared: 1) a text material which suitable with topic, 2) the facilities and method that will be used by Chain Story Technique, and 4) writing test (Post-test) that consisted of 1 item.

All of the materials above were used by the researcher to teach the students in the classroom.

b. Action

First, teacher explains about writing to the students and what the effect is in English. The researcher as the teacher introduced the topic to the students and also handout the reading text and the exercise to every students. Teacher did the brainstorming about the topic which had been discussed. While the brainstorming, teacher made some conversations to the students about what is their favorite figure in their life.

After brainstorming, teacher continues the study by reading and translating the text together, in order to get speaking and listening skills of English words. Next, the teacher asked the students to answer the exercise. The answer of exercise also discussed together with the students in the classroom and finally made a conclusion about the topic of studying.

In the next meeting, the teacher began to teach writing with Chain Story Technique. But for introductory, teacher took a little time to review the lesson which had been brought up in earlier time. Before teacher gave them a test in Cycle I, teacher reviewed the topic which had been discussed in the classroom in order to make them easier in answering the test.

c. Observation

The observation is done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students is participated effectively during the teaching and learning process and also they feel excited when they use Chain Story Technique. The class activity could be seen in observation sheet.

d. Reflection

Based on the result of the score of the test in Cycle I and also observation, action of improvement is needed. Actually, students' score on the test of Cycle I was improved than the score of orientation test. But, it needs more improvement in their writing because most of them still lack of writing and cause them difficult to understand some rule of writing.

In the Cycle II, researcher as the teacher should improve students' writing by revising the procedure of the treatment and motivating the students who got low score in Cycle I test. It shows from the mean of the students' score increased from 42.72 in Orientation-test to 70.52in Cycle I test.

The results of Cycle I: a) the students were very excited when they are introduced to the lesson. Indicated by their responses during the brainstorming activity. Teachers asked the students some questions and they were very crowded,

b) only several students (known as smart students in the class) who actively when the teacher asked them. They were EY, FHA, IHH, FH and SHN, c) most of the students gave passive response when translated the text, d) the students were not confidence during the exercise. Some students still asked their friends and also the teacher when doing the exercise, e) the students were really interested and also enthusiast to see the Chain Story Technique. Although some of the students disturbed their friends to get more attention in the class, and f) the first test result showed that that the students' score got an improvement from their Orientation-test.

2.1.2. The Activities of Cycle II

After doing Cycle I, it was found that the Chain Story Technique was a good way in teaching writing. It was supported by the result that showed the good score of the students. Therefore, in the Cycle I, several criterions had been not achieved, because the students did not focus to apply Chain Story Technique and most of students were still not confidence to share their minds, idea, or opinion in English. The students also showed passive response in class discussion. The smart students seemed dominated in teaching learning process in the class.

In this cycle, teacher gave the students more motivation and also more exploration about writing which suitable with the topic discussion. It was expected that the Cycle II of action research would get better than the Cycle I. The action research steps were:

a. Planning

In this cycle, researcher prepared the lesson plan and emphasized the teaching-learning process in teaching students' writing. The topic of the study

which discussed in Cycle II was about “The Beauty and the Beast”. In this cycle the writer as a researcher planned to change the session. Here researcher gave more English text which suitable with the topic in order to improve their writing. In planning of this research, researcher had been prepared: 1) a short text which suitable with the topic. The title of the short text was “The Beauty and the Beast”, 2) an exercises about “Timun Mas”, and d) writing test (Chain Story Technique test).

b. Action

After being revised, the teacher began to teach writing by giving motivation to the students. The teacher asked the students what they want to be in the future, Teacher asked them to observe it.

In the next meeting, the researcher as the teacher hands out the reading passage about “The Beauty and the Beast” also an exercise about “Timun Mas”which still related with it.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing. It was found that most of the students were very active and excited do the action than before.

d. Reflection

Having evaluated the students’ writing that was consisted of Chain Story Technique test, it found out the students’ score showed the improvement. Based on the observation and the result of the students’ test, the researcher concluded

that the students had significant improving in their writing by using Chain Story Technique.

The results of Cycle II: a) the students were still excited when they were introduced into another topic of the lesson., b) several students were more active to ask the teacher about the topic and most of them were seriously look into their dictionary when they found unfamiliar words in the exercise, c) the students were very confidence in doing the question and the task. They did the exercise by their own capability, and d) the second test result showed that the students got improvement score than the previous test.

4.3. Research finding

The findings of this research is that Chain Story Technique can help the students improve their writing. By using this Chain Story Technique, the score of the students in writing keep improving from the orientation-test until the second-test of Cycle II. It was proved by the data which showed that the mean of the students in the second-test (90.69) was higher than the first-test (70.52) and also higher than orientation-test (42.72).

4.4. Discussion

Chain Story Technique applies to improve the students' writing. Chain Story Technique is one of the many technique that can make the students easier in learning English especially in the writing. This research had proved the effectiveness of applying Chain Story Technique. It was shown in the Table 4.1, the students' score from the Orientation test, Cycle I test, and Cycle II test. It was because the teacher controlled the class better. So, the class become quieter and also provided more interesting activity in Cycle II.

Students' data in the Cycle II test showed that the mean of students' score was higher than the mean of the students' score in Cycle I test and also better than the orientation test. In the last test of Cycle II. This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active and enthusiastic during teaching-learning process. It implies that the use of Chain Story Technique could improve the students' writing and also help the teacher to teach writing.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Most of the students' writing at second grade of MTs Al-Washliyah Tembung is still low. It can be seen when they are writing in the class, they can't write because of the lack of the vocabulary and low knowledge about how to write well. It occurs because of the laziness of the students in memorizing the vocabulary in English, in studying about writing and there's no encouragement for students to do it.

That's why Chain Story Technique applies in this class because this technique has some advantages. The implementation of this technique is : for the first, the teacher gives one sentences to the students, explains the material, gives the paper to the students. Next, students must continue the sentences that given by the teacher untill become a narrative text. It is easy for the students because the students will be devided into groups.

Chain Story Technique can improve the students' writing. It can be seen by the improvement of their score. It was proved by the data which showed that the mean of the students in the second-test (98.69) was higher than the first-test (78.69) and also higher than orientation-test (45,43) and also the improvement of the students' score who got score over 70 showed that the percentage in the second-test (100%) was higher than the first-test (83%) and also higher than the orientation-test (18%). Therefore, Chain Story Technique can improve the students' writing at second grade of MTs Al- Washliyah Tembung.

5.2. Suggestion

The result of this study shows that the uses of Chain Story Technique improve the students' writing. The following suggestions are offered:

1. For the headmaster, this research can be a source for school, not only English teacher but also for all the teacher.
2. For the English teacher, it is better to use Chain Story Technique in teaching writing because by using this technique, the students can be more enjoyable in writing the text.
3. For the students, it is suggested to practice their writing regularly and know the way to write narrative text well. It will make them easier to understand about narrative text.
4. For the other researcher, this research finding is the material which can be developed further and deeper by adding other variables or expanding sample
5. For the readers, this research can be read to enrich their knowledge about cain story and narrative text.

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APPENDIX A**LESSON PLAN**

School	: MTs Al-Washliyah Tembung
Class	: VIII
Subject	: English
Meeting	: 1st, and 2nd
Time allocation	: 4 x 30 minutes (2 Meeting Times)

Standard Competence

Expressing meaning of written text in the form of narrative text in context of daily life.

Basic Competence

Expressing meaning and rhetorical steps in written essay text accurately, fluently and appropriately in context of daily life access knowledge in the form of narrative text.

Indicator

- Identifying generic structure of narrative text
- Identifying language features of narrative text
- Producing narrative text well

Teaching Objective

At the end of learning process:

- Identify generic structure of narrative text
- Identify language features of narrative text

- Producing narrative text well

Subject Materials

- Functional Text
- Writing related to the theme.

Methods

- Question Answer
- Discussion
- Assignment
- Reward and Punishment

Learning Strategy

Chain Story

Learning Activity

Phases

1. Planning: Prepare lesson plan, teaching program.
2. Action :

A. Introduction Activities

- Saying salam to the students
- Praying
- Asking about the students' attendance
- Warming up activity:
 - Teacher makes conversation to the students about what is their favorite pet.

B. Core Activity

Exploration

- Introduction the topic to the students
- Asking the students about their prior knowledge that relate to the topic
- Writing the adjective words on the blackboard
- Teacher explains about text and its effect in English.
- Explain to the students a brief explanation about Chain Story Technique.
- Teacher distributes the reading text to the students.
- Teacher asks some students to read the text.
- Translate the difficult words / vocabulary in reading text

Elaboration

- Distribute Chain Story to each student.
- Students do the instruction of Chain Story
- Facilitate learners through the provision of tasks, discussions, and others to bring new ideas both orally and in writing.
- Provide an opportunity to think, analyze, solve problems and act without fear.
- Facilitate students in cooperative learning and collaborative
- Facilitate learners engage in activities that foster pride and confidence of learners.
- Teacher and students are doing discussion related to material

Confirmation

- Provide positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of learners
- Confirm the results of the exploration and elaboration of learners through a variety of sources
- Facilitate learners to reflect on learning experiences to gain that has been done
- Facilitates learners to obtain meaningful experience in achieving basic competency
- Giving the reward to the students who get the highest score.
- Teachers with students asking for misunderstanding straightened, provide reinforcement and inference.

C. Closing Activities

- Ask the students' problem during learning process
 - Make the conclusion of learning material
 - Give the appreciation to all the students for their attention in learning process that have been done
 - Teacher delivers the next material will be studied at the next meeting
 - Teacher saying salam
3. Observation : Observe the students behavior and problem during the action.
 4. Reflection : Evaluate the students' action.

Learning Resources

- Reading material.
- Dictionary
- Paper (for assignment)
- Board Marker and White Board

Rating

$$S = \frac{R}{N} \times 100$$

Where S = score of test

R = number of correct answer

N = number of questions

Minimum score = 0

Maximum score = 100

Test Questions

1. Arrange the text based on the rule of the narrative text!
 - 1) The barking grew louder and louder, the dogs was coming in their direction!
 - 2) At once the cat ran to the nearest tree and climbed into it branches, well out of reach of any dog.
 - 3) “ you should teach me some of yours!”.
 - 4) “Well may be someday, when I have the time, I may teach you a few of the simpler ones” replied the fox airily.
 - 5) One day a cat and a fox were having a conversation.
 - 6) The fox who was a conteited creature, boasted how clever she was.

- 7) The fox sat silently under the tree, wondering which trick she should use.
 - 8) They fell upon the fox and tore her to pieces.
 - 9) Before she could make up her mind, the dogs arrived.
 - 10) Just then they heard the barking of a pack of dogs in the distance.
 - 11) “This is the trick I told you about, the only one I know”, said the cat.
 - 12) “Which one of your hundred tricks are you going to use?”
 - 13) “I know only one trick to get away from dogs” said the cat.
 - 14) “Why I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said.
2. Analyze the generic structure of the text (tell the generic structure of the text per paragraph!)

Key Answers

1. 5-6-14-13-3-4-10-1-2-11-12-7-9-8
2. 1: orientation, 2: orientation, 3: complication, 4: resolution.

Medan,

February 2017

Mengetahui:

Headmaster

English Teacher

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Researcher

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LESSON PLAN

School	: MTs Al-Washliyah Tembung
Class	: VIII
Subject	: English
Meeting	: 3rd, and 4th
Time allocation	: 4 x 30 minutes (2 Meeting Times)

Standard Competence

Expressing meaning of written text in the form of narrative text in context of daily life.

Basic Competence

Expressing meaning and rhetorical steps in written essay text accurately, fluently and appropriately in context of daily life access knowledge in the form of narrative text.

Indicator

- Identifying generic structure of narrative text
- Identifying language features of narrative text
- Producing narrative text well

Teaching Objective

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- Identify generic structure of narrative text
- Identify language features of narrative text

- Producing narrative text well

Subject Materials

- Functional Text
- Writing related to the theme.

Methods

- Question Answer
- Discussion
- Assignment
- Reward and Punishment

Learning Strategy

Chain Story

Learning Activity

Phases

5. Planning: Prepare lesson plan, teaching program.
6. Action

D. Introduction Activities

- Saying salam to the students
- Praying
- Asking about the students' attendance
- Warming up activity:
 - Teacher makes conversation to the students about what is their favorite pet.

E. Core Activity

Exploration

- Introduction the topic to the students
- Asking the students about their prior knowledge that relate to the topic
- Writing the adjective words on the blackboard
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- Explain to the students a brief explanation about Chain Story Technique.
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- Teacher asks some students to read the text.
- Translate the difficult words / vocabulary in reading text

Elaboration

- Distribute Chain Story to each student.
- Students do the instruction of Chain Story
- Facilitate learners through the provision of tasks, discussions, and others to bring new ideas both orally and in writing.
- Provide an opportunity to think, analyze, solve problems and act without fear.
- Facilitate students in cooperative learning and collaborative
- Facilitate learners engage in activities that foster pride and confidence of learners.
- Teacher and students are doing discussion related to material

Confirmation

- Provide positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of learners
- Confirm the results of the exploration and elaboration of learners through a variety of sources
- Facilitate learners to reflect on learning experiences to gain that has been done
- Facilitates learners to obtain meaningful experience in achieving basic competency
- Giving the reward to the students who get the highest score.
- Teachers with students asking for misunderstanding straightened, provide reinforcement and inference.

F. Closing Activities

- Ask the students' problem during learning process
 - Make the conclusion of learning material
 - Give the appreciation to all the students for their attention in learning process that have been done
 - Teacher delivers the next material will be studied at the next meeting
 - Teacher saying salam
7. Observation : Observe the students behavior and problem during the action.
8. Reflection : Evaluate the students' action.

Learning Resources

- Reading material.

- Dictionary
- Paper (for assignment)
- Board Marker and White Board

Rating

ASSESSMENT	CRITERIA	SCORE
Generic Structure	Orientation	20
	Complication	20
	Resolution	10
	Coda	5
Language Feature	Focus on specific and usually individualized participants	5
	Use the past tense	15
	Use material verbs or process	10
	Use temporal conjunction	10
	Often contain dialogue and they also contain "Saying" verb that explain how people speak (optional)	5
Total		100

Test Questions

- Write down the story of "Cindrella"

Medan,

February 2017

Mengetahui:

Headmaster

English Teacher

()

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Researcher

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LESSON PLAN

School	: MTs Al-Washliyah Tembung
Class	: VIII
Subject	: English
Meeting	: 5th, and 6th
Time allocation	: 4 x 30 minutes (2 Meeting Times)

Standard Competence

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- Identify language features of narrative text

- Producing narrative text well

Subject Materials

- Functional Text
- Writing related to the theme.

Methods

- Question Answer
- Discussion
- Assignment
- Reward and Punishment

Learning Strategy

Chain Story

Learning Activity

Phases

9. Planning: Prepare lesson plan, teaching program.

10. Action :

G. Introduction Activities

- Saying salam to the students
- Praying
- Asking about the students' attendance
- Warming up activity:
 - Teacher makes conversation to the students about what is their favorite pet.

H. Core Activity

Exploration

- Introduction the topic to the students
- Asking the students about their prior knowledge that relate to the topic
- Writing the adjective words on the blackboard
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- Explain to the students a brief explanation about Chain Story Technique.
- Teacher distributes the reading text to the students.
- Teacher asks some students to read the text.
- Translate the difficult words / vocabulary in reading text

Elaboration

- Distribute Chain Story to each student.
- Students do the instruction of Chain Story
- Facilitate learners through the provision of tasks, discussions, and others to bring new ideas both orally and in writing.
- Provide an opportunity to think, analyze, solve problems and act without fear.
- Facilitate students in cooperative learning and collaborative
- Facilitate learners engage in activities that foster pride and confidence of learners.
- Teacher and students are doing discussion related to material

Confirmation

- Provide positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of learners
- Confirm the results of the exploration and elaboration of learners through a variety of sources
- Facilitate learners to reflect on learning experiences to gain that has been done
- Facilitates learners to obtain meaningful experience in achieving basic competency
- Giving the reward to the students who get the highest score.
- Teachers with students asking for misunderstanding straightened, provide reinforcement and inference.

I. Closing Activities

- Ask the students' problem during learning process
- Make the conclusion of learning material
- Give the appreciation to all the students for their attention in learning process that have been done
- Teacher delivers the next material will be studied at the next meeting
- Teacher saying salam

11. Observation : Observe the students behavior and problem during the action.

12. Reflection : Evaluate the students' action.

Learning Resources

- Reading material.

- Dictionary
- Paper (for assignment)
- Board Marker and White Board

Rating

ASSESSMENT	CRITERIA	SCORE
Generic Structure	Orientation	20
	Complication	20
	Resolution	10
	Coda	5
Language Feature	Focus on specific and usually individualized participants	5
	Use the past tense	15
	Use material verbs or process	10
	Use temporal conjunction	10
	Often contain dialogue and they also contain "Saying" verb that explain how people speak (optional)	5
Total		100

Test Questions

- Write down the story of "Timun Mas"

Medan,

February 2017

Mengetahui:

Headmaster

English Teacher

()

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Researcher

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APPENDIX B

Diary Notes

First Meeting (28th of February 2017)

That was the first day the researcher (as a teacher) entered the class. Before started the lesson, the teacher greeted the students and introduced herself. Next the teacher asked them about kinds of text that they have already learned and asked them about narrative text. Then the teacher explained about narrative text individually, the title was “A Fox and A Cat”.

The first meeting of the research was the pre-test. During the test the students were confused and did not know what should be done. They always asked the teacher and their friends how the way to be done. Some of students were asked the researcher for the unknown vocabulary. In conclusion, in this meeting they had problem and difficulties to write narrative text.

Second Meeting (02nd of March 2017)

In the second meeting, the students paid attention to the teacher's explanation and instruction. The teacher give more explanation above narrative text and gave them example. Then the teacher introduced Chain Story Technique to help them in writing narrative text. Because the score of writing test I shown that the students had difficulties in writng narrative text. Then the teacher told how was the procedures of Chain Story Technique, but they seemed confuse about this technique. So, the teacher asked them to sit in group and asked them to apply this technique in their group. The students look enthusiasm in doing their

task. At the end of the study, the teacher asked them to review the material at home and reminding the students that in the third meeting will be writing test II.

Third Meeting(07th of March 2017)

In this meeting, before doing the test, the researcher reminded the students about narrative text and the generic structure of narrative, then the teacher gave the students one topic that was “The Rabbit Revenge”. At this time, still most of the students confused about how to write narative text and they still had asked more questions to the teacher. They were not confidence with their grammar but finally they could finish their writing.

Fourth Meeting (09th of March 2017)

After evaluated the students work in cycle I, many of the students failed the test, therefore, the teacher reflection and identified the problems that the students faced learnig. Here the researcher found the students get difficulties in reminding vocabularies and the use simple past tense. Finally in the fourth meeting, the teacher reviewed to teach about narrative text in more detailed and gave more examples of narrative text.

During the lesson, all of the students paid much attention to the teacher’s explanation and intruction. In the end of the lesson, the teacher intructed them to identify the generic structure of the language feature of narrative text in group and discussed it together.

Fifth Meeting (14th of March 2017)

In this meeting, before started the lesson the teacher greeted the students. The teacher gave them apperception by asking them what narrative text was and the characteristics of narrative text. Then the teacher asked them to sit in group and gave them one topic to discuss through Chain Story Technique. The students were enthusiast and more active in doing the task.

Six Meeting (16th of March 2017)

This was the last meeting in conducting the research, so, the writer held the cycle II test (test III). In this case, the researcher asked the students to write a narrative text with the topic is “Timun Mas”. First, the students had to think about the topic that gave from the teacher. Second, they turn into pair to discuss the topic. Third, they share their ideas into their group. They did this test easier and faster. Finally the researcher asked the students collect their works and gave some motivation to them. At the last. The researcher said “Thank you” to all students for their responses during her conducting the research in their class.

Appendix C

OBSERVATION SHEET (CYCLE I)

Date :
 Students : Grade VIII
 School : MTs Al-Washliyah Tembung
 Subject : English

FOCUS	TOPIC	YES	NO
<p>The researcher as the teacher</p>	<ol style="list-style-type: none"> 1. Teacher comes on time. 2. Teacher greets the student. 3. Teacher absents the student. 4. Teacher motivates the students. 5. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom. 6. Teacher tells to students the goal of the study. 7. Teacher prepare the story and show to the students the step of Chain Story 8. Teacher gives explanation about the topic of study. 9. Teacher explains the material clearly. 10. Teacher uses media of teaching. 11. Teacher gives students chance to ask the teacher related to the topic of study. 12. Teacher gives test to the student. 		

	<p>13. Teacher uses the time effectively.</p> <p>14. Teacher concludes the material of teaching.</p>		
Students	<ol style="list-style-type: none"> 1. Students come to class on time. 2. Students pay attention then give their response. 3. Students study seriously. 4. Students are interested and enthusiastic in studying Chain Story. 5. The students participate in learning process. 6. Students ask the teacher about material that they do not understand. 7. Students answer the question who is giving by the teacher. 8. The students' motivation in teaching and learning process. 9. The relationship between students and the teacher. 10. Students do the test seriously. 		

Medan,

February 2017

English Teacher

OBSERVATION SHEET
(CYCLE II)

Date :
 Students : Grade VIII
 School : MTs Al-Washliyah Tembung
 Subject : English

FOCUS	TOPIC	YES	NO
The researcher as the teacher	15. Teacher comes on time. 16. Teacher greets the student. 17. Teacher absents the student. 18. Teacher motivates the students. 19. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom. 20. Teacher tells to students the goal of the study. 21. Teacher prepare the story and show to the students the step of Chain Story 22. Teacher gives explanation about the topic of study. 23. Teacher explains the material clearly. 24. Teacher uses media of teaching. 25. Teacher gives students chance to ask the teacher related to the topic of study. 26. Teacher gives test to the student. 27. Teacher uses the time effectively.		

	28. Teacher concludes the material of teaching.		
Students	<p>11. Students come to class on time.</p> <p>12. Students pay attention then give their response.</p> <p>13. Students study seriously.</p> <p>14. Students are interested and enthusiastic in studying Chain Story.</p> <p>15. The students participate in learning process.</p> <p>16. Students ask the teacher about material that they do not understand.</p> <p>17. Students answer the question who is giving by the teacher.</p> <p>18. The students' motivation in teaching and learning process.</p> <p>19. The relationship between students and the teacher.</p> <p>20. Students do the test seriously.</p>		

Medan,

February 2017

English Teacher

APPENDIX D

1. Interview between the researcher and the English teacher held in the first meeting

Researcher : Firstly, thank you for giving me the chance to do my research in this school Mam. By the way, may I know how long have you been an English teacher in MTs Al- Washliyah Tembung?

Teacher : I have been an English teacher about nine years in this school

Researcher : What is the English teacher motivation to increase the students' achievement in studying English?

Teacher : I use contextual learning to increase their motivation

Researcher : What strategy do you use in teaching to increase the students' achievement?

Teacher : I use the combination strategy but I often use cooperative learning strategy

Researcher : What is the suitable strategy do you use in English, especially in teaching writing?

Teacher : I think it's better to use funny and enjoy way in teaching writing.

Researcher : What strategy do the students like in studying English, especially in studying writing?

Teacher : They like an enjoy technique because it's so good in learning process

Researcher : Do the students have problems in studying English, especially in studying writing?, and what are the factors of those problems?

Teacher : yes, they do. Because their understanding of writing is so poor and they seldom do it.

Researcher : Has the teacher ever used Chain Story Technique in teaching writing?

Teacher : Never

2. Interview between the researcher and the students held in the first meeting

Researcher : Do you like studying English? And why?

SD : Yes Miss. I like English because English is fun, English is not difficult subject. English is very interesting and motivating me in my learning process activity.

FHU : No, I don't like English subject because it's very difficult

EY : Yes Miss. I like English subject because it makes me smart, can speak English well, I like it so much.

Researcher : What are the difficulties that you always face when you study English?

FHN : It's difficult to memorize and translate the words

IHH : It's really difficult to understand the language and I don't understand the meaning of the English sentences

SA : For me, the pronunciation, the written is very difficult to be understood and also difficult to write the true writing

Researcher : How do you overcome your difficulty to understand and learn English writing?

- DM : Open my dictionary, Miss. Then, I'll try to memorize those words although it is not easy for me.
- TAF : i'll try to understand the way of writing, Miss.
- YRS : I always open the dictionary to know the vocabulary and arrange it until become a sentence, paragraph and text.
- Researcher : what do you do to improve your English vwriting?
- SAFN : I take English course, Miss.
- AY : Just look the dictionary if I find the difficult words.
- AFRN : By studying hard, Miss.
- Researcher : Have you ever tried the technique such Chain Story Technique?
- FS : Yes Miss. I have ever done Chain Story Technique. Together with my friends, by instructing of my teacher in my elementary school. I really love it, Miss.
- NPR : Yes, Miss. I've ever. I think it's really interesting for me.
- ASN : No, Miss. I've never done Chain Story Technique.

3. The interview between the researcher and the students held in the last meeting of Cycle

It was done to obtain their opinion about "Improving students' achievement in writing narrative text throuh Chain Story Technique". (The interview questions were translated in English).

- Researcher : What do you think about Chain Story Technique in studying English after I taught you in the classroom?
- FHA : It's fun! This Technique makes me enjoy, Miss.

- SD : For me Chain Story Technique is interested because we feel fun to write a text. Besides that, my writing in English more improve than before.
- SZN : I really love this technique, Miss. Chain Story Technique that you taught is more interesting than I ever done in the English text book.
- PR : This Technique is very interested, Miss. I don't feel bored any more to study English.
- Researcher : Do you think "Chain Story Technique" can help you improve your English writing?
- DSAN : Yes, Miss. It was improving my English writing.
- FS : A little, Miss. But I have started to love it because it is easy to understand.
- SD : Yes, Miss. Chain Story Technique helps me to improve my English writing. It makes me easy to understand the way to make a story that I haven't known before.

4. Interview between the researcher and the teacher held in the last meeting. (The interview questions were translated in English).

- Researcher :How do you teach English writing to the students in the classroom, Mam?
- Teacher : I use fun and enjoy way to teach English writing.
- Researcher : What do you think about the technique that I've been taught to them, namely Chain Story Technique in the classroom Mam?

Teacher : I think it's a good technique. Many advantages that we can get from this technique. Firstly, if we teach the students by enjoy way, the students will not feel boring. They are enjoyable and also enthusiast. The enjoy way also makes their mind relax and easy to accept every information that they got. Secondly, technique such as Chain Story Technique can improve their writing. They get the knowledge with the other ways. And I think it's really an interesting one.

APPENDIX E









Appendix F

Calculation of Students' Mean Score

In order to know the improvement of all tests, the following formula was applied:

$$X = \frac{\sum X}{N}$$

Where:

X = the mean of the students

x = the total score

N = the number of the students

The improvement of the students' mean score grew from the first writing test as a Test I. In the first writing tests (Test I) that conducted in the first meeting, total scores of the students was 1.239 and the number of the students who followed the test was 29, so the mean of the students score was:

$$X = \frac{1.239}{29} = 42.72$$

In the second writing test (in the first cycle), the total score of the students was 2.045 and the number of the students who followed for this test was 29, so the mean of the students' score was:

$$X = \frac{2.045}{29} = 70.52$$

Then, in the third writing test (in the second cycle), the total score of the students was 2.630 and the number of the students who followed the test was 29, so the mean of the students' score was:

:

$$X = \frac{2.630}{29} = 90.69$$

Appendix G

Percentage of the Students' Writing Test

The number of the master students was calculated as follows:

$$P = \frac{F}{N} \times 100\%$$

Pre-Test:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{4}{29} \times 100\% = 14\%$$

Post Test I:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{17}{29} \times 100\% = 59\%$$

Post Test II:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{23}{29} \times 100\% = 80\%$$

In which:

P = The percentage of those who got the scores of over 70

R = The number of the students who get point of over 70

T = The total number of students who do the test

Appendix H

The Students' Score in the Three Writing Tests

No	The Initial of the Students' Name	Pre-Test	Post Test Cycle I	Post Test Cycle II
1.	AY	36	85*	100*
2.	AFRN	43	85*	100*
3.	ART	43	50	60
4.	ASN	57	80*	100*
5.	DMD	29	75*	100*
6.	DSAN	70*	80*	100*
7.	EY	70*	85*	100*
8.	FHA	21	65	95*
9. I	FHU	70*	80*	100*
10.	IHH	36	75*	100*
11.	MA	29	65	95*
12.	MS	50	80*	100*
13.	NPR	56	85*	100*
14.	PSR	43	85*	100*
15.	PR	36	65	95*
16.	SHM	50	75*	60
17.	RKA	50	50	60
18.	RPS	21	50	60
19.	RWP	29	50	100*
20.	SD	50	65	95*
21.	SA	70*	80*	100*
22.	SZN	36	75*	100*
23.	SAFN	50	80*	60
24.	SAP	43	65	100*

25.	SHN	36	75*	95*
26.	TAF	36	75*	100*
27.	SFS	29	50	100*
28.	WW	29	50	60
29.	YRS	21	65	95*
Total (X)		1.239	2.045	2.630
Mean X		42.72	70.52	90.69