

The Effectiveness of Using Chain Story in Teaching Writing

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Abstract

Some students find writing practice boring. It causes them less motivated to write in English. One of the ways to make students more motivated to write is by using games in teaching learning activity. One of the games is chain story. Magee (1993) states that chain story involves group story development. In other words, chain story is regarded useful to improve students' writing skill. To find out the effectiveness of using chain story games in teaching writing is the main concern of this research. The research applied experimental method with quantitative approach in the analysis. The data were 24 students who worked as the experimental and control groups. The result of the research shows that chain story game is proven to be beneficial in teaching writing. It is supported with the data of students' average score in post-test (73,46) is higher than students' average score in pre-test (64,38).

Keywords: chain story, experimental method, teaching writing

Abstrak

Beberapa mahasiswa merasa bahwa praktek menulis itu membosankan. Hal ini menyebabkan mereka kurang termotivasi untuk menulis dalam Bahasa Inggris. Salah satu cara untuk membuat mahasiswa merasa lebih termotivasi untuk menulis adalah dengan menggunakan permainan dalam aktifitas belajar mengajar. Salah satu permainan yang dapat digunakan adalah cerita berantai. Magee (1993) menyebutkan bahwa cerita berantai melibatkan pengembangan cerita secara berkelompok. Dengan kata lain, cerita berantai dianggap bermanfaat untuk meningkatkan kemampuan menulis mahasiswa. Penelitian ini menggunakan metode eksperimental dengan pendekatan kuantitatif dalam analisisnya. 24 mahasiswa menjadi data untuk penelitian ini, dimana mereka berfungsi sebagai kelompok eksperimen dan kelompok kendali. Hasil penelitian ini menunjukkan bahwa permainan cerita berantai terbukti bermanfaat dalam pengajaran menulis. Hal ini juga didukung oleh data nilai rata-rata mahasiswa di post-test (73,46) lebih tinggi daripada nilai rata-rata mahasiswa di pre-test (64,38).

Kata kunci: cerita berantai, metode eksperimental, pengajaran menulis

INTRODUCTION

In learning English, students need to learn the four basic skills in English. They are listening, speaking, reading, and writing. Writing is regarded the most difficult skill to learn. It may happen because students do not write a lot, even in their first language, Indonesian. Lecturers already apply some techniques to help students deal with the writing problem, but it shows no significant result. Some students also find writing practice boring. They think that writing is a difficult thing to do. It causes them less

motivated to write in English.

One of the ways to make students more motivated to write is by using game in teaching learning activity. Game is regarded helpful for the students because they learn while playing. It makes them less stressful and more relaxed during practice. One of the games is chain story. Magee (1993) states that chain story involves group story development. Klippel (1984: 367) states that the basic rule for chain games is very simple. Every player adds another link of the "chain" in his turn. These links may consist

of letters, words, or sentences.

This game is expected to be beneficial for the students because it involves class activeness in determining ideas with fun. It also lets students share, develop, and organize their ideas into a good passage. To find out the effectiveness of using chain story games in teaching writing is the main concern of this research. Regarding the background above, the writers conduct a research entitled “The Effectiveness of Using Chain Story in Teaching Writing.”

METHODOLOGY

Ary, et. al. (2010: 265) explain experimental research. He mentions “an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable”. They also add that the goal of experimental research is to determine whether a casual relationship exists between two or more variables. The experiment involves control and careful observation and measurement.

This research applied quantitative approach in analysis, which means it displayed the result in form of description. There were two variables in this research. They were independent variable and dependent variable. The independent variable was the chain story game and the dependent variable was the students’ writing skill.

The data in this research were 47 students, in which 24 students from class A worked as the experimental group and 23 students from class C worked as the control group. Chain story games was implemented in the experimental group, while conventional teaching technique was implemented in the control group.

The procedure in data collection consisted of pre-test, treatment, and post-test. Pre-test and post-test were given to measure students’ achievements, before and after implementing chain story game. Both scores were computed by using t-test in analysis to

find out if there was significant influence of implementing chain story game. According to Ary, et. al. (1985: 162) the formula of the test is $t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$

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Notes:

- t = Score of computation
- Md = Means of difference between pre-test and post-test
- $\sum D^2$ = The sum of the squared difference score
- N = Subject of sample
- d.b = Decided by N-1

Alternative Hypothesis (Ha) was a state that significant effect of implementing chain story game in teaching writing is accepted.

Null Hypothesis (Ho) was state that there is no significant effect of implementing chain story game in teaching writing.

FINDING AND DISCUSSION

The writers conducted two types of tests to measure the effectiveness of using chain story game, namely pre-test and post-test. In the pre-test, most of the students (33,3%) got 70 score in writing. The highest score they achieved in pre-test was 80, while the lowest score they achieved was 45. It did not show good result because there shouldn’t be any high gap from the highest to the lowest score. In the post-test, most of the students (20,83%) got 75 score. The highest score they got in the post-test was 85 and the lowest score was 55, in which only 1 student (4,17%) got the result. Although it showed slight improvement, it did draw good result of using chain story game.

The data frequency of students’ pre-test and post-test scores was drawn in table 1 and figure 1 below.

Table 1. Data frequency of students’ score

Score	Pre-test (Fx)	Post-test (Fy)
100	0	0
95	0	0
90	0	0

85	0	3
80	1	4
75	2	5
70	8	4
65	2	4
60	5	3
55	1	1
50	3	0
45	2	0
	$X_1 = 24$	$X_2 = 24$

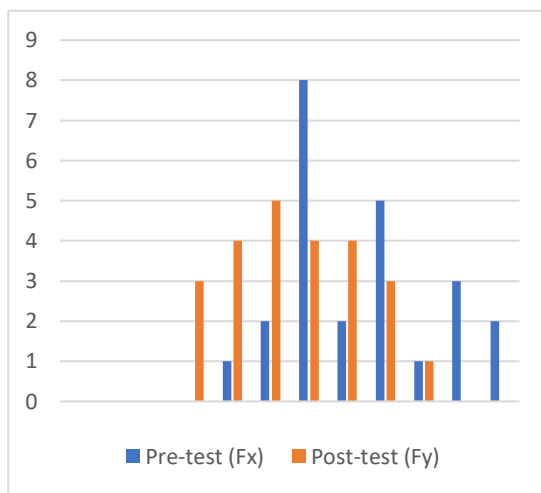


Figure 1. Data frequency of students' score

After comparing students' score in pre-test and post-test, the analysis on the effectiveness of using chain story game was done by using t-test. The statistical result of the t-test was drawn in table 2 below.

Table 2. Statistical Result of T-Test

No (N)	Pre-test (x)	Post-test (y)	d(y-x)	d ²
1	52	65	13	169
2	72	80	8	64
3	70	82	12	144
4	67	73	6	36
5	62	68	6	36
6	50	62	12	144
7	45	60	15	225
8	70	85	15	225
9	67	75	8	64
10	60	65	5	25
11	62	72	10	100

12	57	68	11	121
13	53	60	7	49
14	60	73	13	169
15	70	73	3	9
16	47	58	11	121
17	77	88	11	121
18	63	77	14	196
19	75	78	3	9
20	70	83	13	169
21	73	78	5	25
22	80	85	5	25
23	70	75	5	25
24	73	80	7	49
24	1545	1763	218	2320

After having statistical result of t-test, next analysis was calculating MDx (O₁) and MDx (O₂), mean "d" (Md), t_{table}, and d.f. The result of the calculation showed that MDx (O₁) was 64,38, MDx (O₂) was 73, 46, and Md was 9,08. Next step was calculating t_{table}.

It was done with the formula $t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$

Notes:

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From the formula, the result showed that the t_{count} was 11,49. Next step was calculating the d.f. From the calculation, the d.f in this research was 23. Next step was matching the d.f result in the "t" table in number 23. The result for it in 5% significant level was 1,71. To define whether the result is significant or not, t-table was used. The result showed that T_{count} is bigger than T_{table} (T_{count} > T_{table}), in which T_{count} was 11,49 and T_{table} was 1,71. Regarding the result, Alternative Hypothesis (Ha) that there was a state that there was significant effect of using chain story game

in teaching writing was accepted, and Null Hypothesis (Ho) that there was a state that there was no significant effect of using chain story method in teaching writing was rejected. In other words, teaching writing by using chain story games was proven to be beneficial for the students, because it helped students feel more relaxed and eager to write in English. It goes along with Bambang Setiyadi's (2006: 128) utterance "language learning is more effective and interested when it is fun."

CONCLUSION

From the discussion, it can be concluded that students' average score before being taught with chain story game was 64,38. It is not so good result. The students' score improves after they are taught with chain story game into 73,46. Although it shows slight improvement, it indicates good sign that chain story game is beneficial in teaching writing. The result of the t-test also supported the conclusion. It can be shown from the result of T_{count} (11,49) is bigger than T_{table} (1,71). The hypothesis shows that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is significant difference of students' writing skill before and after being taught with chain story game.

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