The Effect of Using Chain Story Technique In Writing Descriptive Text For The Grade Students of SMP Negeri 14 Medan

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ABSTRACT

The study focused on finding out the effect of applying Chain Story Technique in writing descriptive text. The chain story technique is a technique which is used to make writing class more interesting. this technique is suitable use in writing activity. It can help teacher in teaching learning process and can help students to understand quickly to make summary of the text. The population of the research was the eight grade students of SMP NEGERI 14 MEDAN. There were fourty eight students of the eight grade as the sample of the research. This study was conducted with two randomized class namely experimental class and control class. The experimental class was taught by applying Chain Story Technique, while the control class was taught without Chain Story Technique. The instrument of collecting the data was writing test. The data were analyzed by using reliability (KR21) and t-test formula. The calculation shown that the mean score of students in experimental class is 8,45 and the mean score of control class who are taught without Chain Story technique is 3,25. It can be concluded that the mean score of experimental class is higher than control class. There is a significant difference scores between experimental group and control group. Based on research finding, it is concluded that t-observed is higher than t-table. T-obs> t- table (p=0.05) 8.813>1.679. it means that H0 is rejected and Ha is accepted. Chain Story Technique significantly affects on the eight grade students of SMP NEGERI 14 MEDAN in writing descriptive text. It is suggested the English Department Students, lecturer and all of people to use this strategy.

Key words : Chain Story Technique Descriptive Writing Text

1. Introduction

English is one of the international languages. It has an important role in the world. It is used as a tool of communication among the nations all over the world. English in Indonesia is considered as a foreign language.Teaching English as a foreign language in Indonesia is not simple, it is because the Indonesian students do not easily find similarities between learning English and learning their mother tongue.

Writing calls on two skill that are so different that they usually conflict with each other, Elbow (1998). In other words, by writing, the writer has a media to tell his ideas and communicate them with the readers. The same thing also happens to the students that actually have a chance to write down their ideas and opinions in written forms. Unfortunately, the problem which was explained above, most of the eighth grade get difficulties in writing composition which sometimes make them bored and confused.Of course, some of them are afraid to compose their feelings because of their lack of vocabulary. Moreover, the students often take a quite long time to think of what and how they are going to write. If they do not know the meaning, they need to consult with dictionaries or grammar books.

Junior high school students will learn five kinds of texts in learning English. They are recount

text, narrative text, descriptive text, procedure text, and report text. It is also stated in Curriculum 2013 for Junior High School that the students have to be able to reveal the meaning in the written language of interpersonal and transactional discourse in simple form, formality or informality in the form of recount, narrative, procedure, descriptive and report in their daily lives. Particularly for the Eighth graders of Junior High School, the students must be able to understand descriptive texts.

Nowadays in Indonesia, most teachers still use monotonous technique to teach descriptive text. They often use text book to teach their students whereas the teacher's role is very important to improve the student's interest in learning English language. Such notion is also supported who says that the teachers are more likely to be successfull motivators than indifferent or rejecting teachers. That means the teacher should motivate the students not to blame the students for their mistakes or errors.

chain story technique in writing descriptive text achievement of students under certain assumption that chain story can affect their writing skill if they known about chain story and it was very important to understand about chain story in order to get good skill in writing. That was why this research would investigate the effect of using chain story technique in writing descriptive text .

2. Methodology

The research design of this study was an experimental quantitative design, to describe the significant effect of chain story in writing descriptive text. Setiyadi (2006:5) states that quantitative design aims to investigate a theory that was existed and the data looked for in attempt to support or reject it. This study consist of two different classes, they were experimental and control class. In experimental class the writer used chain story technique. In control class the writer taught writing descriptive text without chain story technique. The research design presented as follow :

Table 1. Research Design

Experimental class ✓	Using chain story ✓
(VIII A) technique	
Control class (VIII B) ✓	Without chain story ✓
technique

In this research, the population was the second year students of junior high school. The total number of the population was all the students SMP NEGERI 14 MEDAN. It consist of 2 classes, namely class VIII- A and VIII-B. Each class consist of 24 students'. So the total number of the students are 48 students. In this research, the researcher used random sampling to get the sample. The sample took 2 classes. The experimental group was VIII-A and control group was VIII-B, So it consist of 48 students.

The data collected by quantitative data. The quantitative data collected by using writing test that made by teacher. The researcher asked the student to write a descriptive text, the researcher used some categories, they were content, organization, vocabulary, language use, and mechanic.

The pre-test used to know the mean scores of experimental group and control group and before receiving treatment. The teacher gave the test to the students in the SMP NEGERI 14 MEDAN. The pretest was given to the both group (experimental group and control group) before the treatment. The students asked to write the text. In the treatment, students wrote by applying chain story technique and in the control group, the students wrote without chain story technique.

Steps	Experimental group	Control group
1	a) Teacher greet the students	a) Teacher greet the students.
	b) Teacher gave some explanation about descriptive text and gave example.	b) Teacher gave some explanation about descriptive text and gave example.
	c) Teacher asked some questions based on the sample of descriptive text.	c) Teacher asked some questions based on the sample of descriptive text.
2	a) Teacher asked students to write descriptive text.	a) Teacher asked students to write descriptive text.
	b) The teacher collected the students working.	b) The teacher collected the students working.
3	a) The teacher used the technique related to write a descriptive text.	a) The teacher did not use the technique related to write descriptive text.
	b) The teacher gave the instruction and asked the students to write descriptive text based on technique.	b) The teacher gave the instruction and asked the students to write descriptive text but not use the technique.
4	a) The teacher asked the students to write a descriptive text.	a) The teacher asked the students to write a descriptive text.
	b) The teacher collected the students' work.	b) The teacher collected the students' work.

After applying treatment post test was to find out differences in the mean score of experimental group and control group. The teacher gave a post test to students after treatment in the eight grade SMP NEGERI 14 MEDAN. Both of experimental groups and control groups. It's mean to find out the mean score of experimental groups and control groups. The writer used the post test to know the effect of using chain story technique in writing descriptive text.

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

Result of pre-test and post test

After giving the pre-test for control and experimental class, the writer saw that the result score is low. Therefore,the writer gave treatment to both of the classes in the different way. In experimental the writer gave treatment by chain story technique, but in control classthe writer gave the treatment without using chain story technique. To know the effect of the treatment, writer gave post-test both of classes. From the result of the testin control class, the lowest score is 50 and the highest score is 77, and the total score is 1,520. In experimental class, the lowest score is 55 and the highest score is 80, and the total score is 1,613. From the result of the test in control class post-test, the lowest score is 58 and the highest score is 82, and the total score is 1,600. In experimental class, the lowest score is 55 and the highest score is 80.

Table 1. Pre-test in control class

NO	Control Class		Pre-Test (T1)	
	Initial Name	Identification	Description	Score
1	SD	20	30	50
2	TY	25	30	55
3	LY	20	35	55
4	JA	25	32	57
5	MJ	20	39	59
6	SW	20	39	59
7	EK	20	40	60
8	DK	30	30	60
9	AD	30	30	60
10	NB	20	40	60
11	FU	30	32	62
12	MY	23	40	63
13	BM	24	40	64
14	LS	24	40	64
15	EV	25	40	65
16	AT	30	35	65
17	MH	25	40	65
18	JW	25	43	68
19	AS	25	44	69
20	RW	30	40	70
21	JM	30	40	70
22	SR	35	35	70
23	BS	23	50	73
24	YS	37	40	77
Total				**1,520**

Table 2.Post-test in contr ol class

NO	Co ntrol Class		Post-Test (T2)	
	Initial Name	Identification	Description	Score
1	SD	28	30	58

2	TY	30	30	60
3	LY	20	40	60
4	JA	30	30	60
5	MJ	30	32	62
6	SW	20	43	63
7	EK	23	41	64
8	DK	24	40	64
9	AD	24	40	64
10	NB	24	40	64
11	FU	25	40	65
12	MY	25	40	65
13	BM	25	40	65
14	LS	26	40	66
15	EV	26	40	66
16	AT	27	40	67
17	MH	28	40	69
18	JW	30	40	70
19	AS	31	40	71
20	RW	32	40	72
21	JM	34	40	74
22	SR	34	40	74
23	BS	35	40	75
24	YS	32	50	82
	Total			**1,600**

Table 3.Pre-test in experimental class NO Experimental Class Pre-Test (T1)

	Initial Name	Identification	Description	Score
1	AH	25	35	55
2	PS	30	30	60
3	CA	30	30	60
4	AA	30	30	60
5	JH	30	30	60
6	FK	32	30	62
7	RU	30	34	64
8	KZ	30	35	65
9	PW	30	35	65
10	NP	30	35	65
11	VS	25	40	65
12	HS	27	40	67
13	AY	28	40	68
14	MD	30	40	70
15	WP	30	40	70
16	RA	30	40	70
17	RS	30	40	70

18	MM	30	40	70
19	MP	32	40	72
20	FJ	32	40	72
21	DK	34	40	74
22	NS	34	40	74
23	DA	25	50	75
24	SI	30	50	80
Total				**1,618**

Table 4.Post-test in experimental class

			Personality	Profesionality	Family	
1	AH	10	18	20	11	59
2	PW	8	5	40	5	58
3	CA	19	18	19	19	75
4	AA	9	18	28	10	65
5	JH	10	10	30	20	70
6	FK	10	10	30	20	70
7	RU	15	5	40	15	75
8	KZ	8	9	39	20	76
9	RH	11	18	29	20	78
10	NP	10	10	35	20	75
11	VS	5	5	40	20	70
12	HS	10	10	35	20	75
13	AY	5	5	40	15	75
14	MD	15	5	35	20	75
15	WP	10	10	40	20	80
16	RA	15	15	35	20	85
17	RS	20	18	26	13	77
18	MM	20	5	40	20	85
19	MP	5	10	35	20	70
20	FJ	15	10	40	15	80
21	DK	19	20	29	20	88
22	NS	15	20	30	10	75
23	DA	18	18	39	18	93
24	SI	20	20	25	20	85

Result of Paired Samples t-test

The result of the study indicated that teacher of english might be familiar with awerences training model in teaching vocabulary. Besides, the english teacher who are teaching vocabulary may this use information to develope the good skill in listening,speaking,writing and reading.

In this research the score of the sample by using t-test at the level of significance 0.05 base on the calculation that two means of score control group and experimental group are different. The mean score of experimental group and the calculation of t-observed is 8.08 . It is higher than t-table value i.e 1.679 :p=0.05. It means that there was significant effect of chain story technique in writing descriptive text.

Finding

People use writing to express their ideas and feeling, to communicate with other peaople and also to help remembering fact and details. Descriptive is a text containing two components i.e, identification and description by which a writer describes a person, place, things or animal. The first problem the students have difficulties when they have to social function and generic structure to tell the identification and description. It makes them often just put one or two events in their writing. Second, students cannot arrange the identification and description in a correct chronological order.

To solve the problem, the teacher can use chain story technique in teaching writing. This technique provide the students' space to describe particular person, place or thing, and use temporal words to identification and description. Therefore, by using chain story technique in writing descriptive text because they write a person, place and thing or animal.

4. Conclusion

After analyzing the data, it is found that chain story technique significant to increase the students in writing descriptive text. It is indicated from analyzing interpreting the data statifically that the result of calculation mean score of experimental class who are taugt by using chain story technique is 8.41. It is higher than the mean score of control class who are taught without chain story technique is 3.66 The result of the calculation, the t-test is 7.91 higher than 1662 at the level of significant of 0.05 of one tailed. It means that Ha accepted.

Based on the result of the study, some conclusion are drawn as follow : there is significant difference of the scores found in both the experimental and control class. There is significant affect of using chain story technique in writing descriptive text for the eighth grade students' of SMP NEGERI 14 MEDAN. In other words, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

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