THE EFFECT OF CHAIN STORY TECHNIQUE ON WRITING NARRATIVE TEXT AT THE XI GRADE STUDENTS OF SMAN 1 PANYABUNGAN

Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
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PADANGSIDIMPUAN
2023

LETTER AGREEMENT

Term : Thesis
        a.n. Latifah Nurussaadah

Padangsidimpuan, November 2023
To : Dean of Tarbiyah and Teacher Training Faculty
In-
        Padangsidimpuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Latifah Nurussaadah**, entitled *"The Effect of Chain Story Technique on Writing Narrative Text at The XI Grade Students of SMAN 1 Panyabungan"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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DECLARATION OF SELF THESIS COMPLETION

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LEGALIZATION

Thesis	:	**The Effect of Chain Story Technique on Writing Narrative Text at The XI Grade Students of SMAN 1 Panyabungan**
Name	:	**Latifah Nurussaadah**
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Faculty/Department	:	**Tarbiyah and Teacher Training Faculty / TBI**

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ABSTRACT

Name : **Latifah Nurussaadah**
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Department : **English Education (TBI)**
Title of Thesis: The Effect of Chain Story Technique on Writing Narrative Text at The XI Grade Students of SMAN 1 Panyabungan.

This research problems are about students' ability derived from interview to the students and the teacher at XI Grade Students of SMAN 1 Panyabungan. They were: 1) Students got difficulty to express their ideas in English writing narrative text, 2) Students got difficulty to develop imagination in writing narrative text, 3) Students had lack of vocabulary, 4) students were not interested in fiction-type stories, and did not master past tense sentence grammar. The purpose of this research are to know students' writing narrative text before learning using chain story technique, to know students' writing narrative text after learning using chain story technique, and to know significant effect of chain story technique on students' writing narrative text. The approach used in this research was experimental research. Population in this research was 177 students and sample in this research was 40 students. Researcher chose two classes as sample using normality and homogenity test. They were XI-IPS 1 as experimental class with 20 students and XI-IPS 2 as control class with 20 students. In this research, researcher gave pre-test and post-test in writing narrative text. The data were derived from pre-test and post-test. After the data have been analyzed in experimental class using Chain Story Technique and control class using teachers' technique, the researcher found mean score of experimental class before using Chain Story Technique was low and mean score after learning by using Chain Story Technique was high. Chain Story Technique affect to students' writing ability. It means H_a as a hypothesis of this research was accepted and H_0 was rejected. In conclusion there was significant the effect of Chain Story Technique to writing ability at XI grade students of SMAN 1 Panyabungan.

Key Words: Chain Story Technique, writing narrative text

ABSTRAK

Name : **Latifah Nurussaadah**
Reg. No : **1920300094**
Faculty : **Tarbiyah and Teacher Training Faculty**
Department : **English Education (TBI)**
Judul Skripsi: Pengaruh Teknik Cerita Berantai Terhadap Penulisan Narrative Text Pada Siswa Kelas XI SMAN 1 Panyabungan.

Masalah penelitian tentang kemampuan menulis ini berdasarkan fakta yang didapatkan melalui wawancara di kelas XI SMAN 1 Panyabungan. Peneliti menemukan masalah siswa dalam menulis adalah: 1) Siswa sulit mengungkapkan ide-ide dalam menulis teks narasi bahasa inggris, 2) Siswa kesulitan mengembangkan imajinasi dalam menulis teks narasi, 3) Guru bahasa inggris menggunakan teknik yang tidak menarik dalam mengajar narasi, 4) Siswa kekurangan kosa kata, 5) Siswa tidak tertarik dengan cerita berjenis fiksi, dan tidak menguasai tata bahasa kalimat past tense. Tujuan dari penelitian ini adalah untuk mengetahui siswa menulis teks narasi sebelum pembelajaran menggunakan teknik cerita berantai, untuk mengetahui siswa menulis teks narasi setelah pembelajaran menggunakan teknik cerita berantai, dan untuk mengetahui pengaruh signifikan efek teknik cerita berantai terhadap siswa menulis teks narasi. Pendekatan yang digunakan dalam penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah 177 siswa dan sampel penelitian ini adalah 40 siswa. Peneliti memilih dua kelas sebagai sampel dengan menggunakan uji normalitas dan uji homogenitas. Mereka adalah XI-IPS 1 sebagai kelas eksperimen sebanyak 20 siswa dan XI-IPS 2 sebagai kelas kontrol sebanyak 20 siswa. Dalam penelitian ini, peneliti memberikan pre-test dan post-test dalam menulis teks narasi. Data diperoleh dari pre-test dan post-test. Setelah data dianalisis kelas eksperimen menggunakan teknik cerita berantai dan kelas kontrol menggunakan teknik guru, peneliti menemukan nilai rata-rata kelas eksperimen sebelum menggunakan teknik cerita berantai adalah rendah dan rata-rata skor setelah menggunakan teknik cerita berantai adalah tinggi. Teknik cerita berantai berpengaruh terhadap kemampuan menulis siswa. Artinya H_a sebagai hipotesis penelitian ini diterima dan H_0 di tolak. Kesimpulannya ada pengaruh signifikan teknik cerita berantai terhadap kemampuan menulis siswa kelas XI SMAN 1 Panyabungan.

Kata Kunci: *Teknik Cerita Berantai, Menulis Narrative Text*

خلاصة

الاسم	:	لطيفة نورسعدة
رقم التسجيل	:	١٩٢٠٣٠٠٠٩٤
الكلية	:	التربية وكلية تدريب المعلمين
القسم	:	تعليم اللغة الإنجليزية (TBI)
عنوان الرسالة	:	تأثير تقنية قصة السلسلة على كتابة النص السردي في طلاب الصف الحادي عشر في سمان ١ بانيابونجان.

تتعلق مشكلات البحث هذه بقدرة الطلاب المستمدة من المقابلة مع الطلاب والمعلم في طلاب الصف الحادي عشر في سمان ١ بانيابونجان. وهم: ١) واجه الطلاب صعوبة في التعبير عن أفكارهم في كتابة النص السردي باللغة الإنجليزية ، ٢) واجه الطلاب صعوبة في تطوير الخيال في كتابة النص السردي ، ٣) استخدم مدرس اللغة الإنجليزية تقنية غير مثيرة للاهتمام في تدريس كتابة السرد ، ٤) كان لدى الطلاب نقص في المفردات ، ٥) لم يكن الطلاب مهتمين بالقصص من نوع الخيال ، ولم يتقنوا قواعد الجملة المتوترة الماضية. كان الهدف من هذا البحث هو معرفة كتابة الطلاب للنص السردي قبل التعلم باستخدام تقنية القصة المتسلسلة، ومعرفة كتابة الطلاب للنص السردي بعد التعلم باستخدام تقنية القصة المتسلسلة، ومعرفة تأثير معنوية لتقنية القصة المتسلسلة على كتابة النص السردي لدى الطلاب. كان النهج المستخدم في هذا البحث هو البحث التجريبي. بلغ عدد الطلاب في هذا البحث ١٧٧ طالباً وعينة في هذا البحث ٤٠ طالبا. اختار الباحث فصلين كعينة باستخدام اختبار الحالة الطبيعية والتجانس. كانوا Xi-iPS ١ كفصل تجريبي مع ٢٠ طالبا و Xi-iPS ٢ كفصل تحكم مع ٢٠ طالبا. في هذا البحث أعطى الباحث الاختبار القبلي والبعدي في كتابة النص السردي. تم اشتقاق البيانات من الاختبار القبلي والبعدي. بعد تحليل البيانات في الفصل التجريبي باستخدام تقنية قصة السلسلة وفئة التحكم باستخدام تقنية المعلمين ، وجد الباحث أن متوسط درجة الفصل التجريبي قبل استخدام تقنية قصة السلسلة كان منخفضا ومتوسط الدرجة بعد التعلم باستخدام تقنية قصة السلسلة كان مرتفعا. تؤثر تقنية قصة السلسلة على قدرة الطلاب على الكتابة. هذا يعني أن Ha كفرضية لهذا البحث تم قبولها وتم رفض H.. في الختام ، كان هناك تأثير كبير لتقنية قصة السلسلة على القدرة على الكتابة لدى طلاب الصف الحادي عشر في سمان ١ بانيابونجان.

الكلمات المفتاحية: تقنية القصة المتسلسلة، كتابة النص السردي

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First, praise and gratitude I would to say a lot of thanks to ALLAH SWT, who has given me the opportunity, time, knowledge and health so that I can complete this thesis well entitled: "The Effect of Chain Story Technique on Writing Narrative Text at The XI Grade Students of SMAN 1 Panyabungan. Second, Shalawat and Salam to the Prophet Muhammad SAW whose benefits and gifts we hope for will be hereafter. This opportunity I would like to express my deepest Gratitude to the following people:

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3. Mrs. Fitri Rayani Siregar. M. Hum., as the Chief of English Department.

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Padangsidimpuan, 03 November 2023

Latifah Nurussaadah
Nim 1920300094

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a collaborative process, which has many benefits.[1] It will create a language friendly environment in which young language learners are motivated to comprehend and write stories in related languages. In this research, chain story activity will be favorable collaborative writing activity. Chain story is an activity in which stories are written by multiple authors each writer contributes a sentence to the story then forwards the entire text to a partner. By conducting chain story activity in class, students can contribute equally in producing a story.

As another statement, writing as one of the four skills of listening, speaking, reading, and writing has been formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, from simply supporting grammar lessons to use as a separate core in his curriculum

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[1] A H Gamal, R Aruan, and N Novitri, 'The Effect of Chain Story in Writing Narrative Text on the Second Year Students of Sman 5 Pekanbaru', *Neliti.Com*, 1–9 <https://www.neliti.com/publications/198984/the-effect-of-chain-story-in-writing-narrative-text-on-the-second-year-students>.

where mastering the ability to write effectively is considered the main goal of the learner.[2]

Writing is the skill of using eyes, brain, and hands to express thoughts, feelings, and ideas in words, sentences, and paragraphs. This means that lighting can be used to express and convey the emotions and thoughts of the person creating it. Use brain to generate ideas, write use hand, and see the results use eyes.

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific. Writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas.[3] Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts,, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.

Narrative is a kind of text about story of legend and resolution to amuse and to give entertain to readers.[4] Narrative text type tells a story in doing so, entertains the audience think about an issue, teaches them a lesson, or excite their emotions.[5] In other words, a narrative text can be said to retell a story told from the point of

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[2] Jeremy Harmer, *How to Teach Writing*, *Overland*, 2004, MMXVIII-WINTE.
[3] Rayendriani Fahmei Lubis, 'Writing Narrative Text', *English Education*, 02.01 (2014), 61–76 <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/115>.
[4] Lubis, "Writing Narrative Text".
[5] Annisa Rakhmi, *Let's Narrate A Text!* (Jakarta timur: Balai Pustaka (Persero), 2012).

view of an actor or another person. If you are an outsider, the story is told in the third person. This type of story is very familiar and easy to find in everyday life because the theme of this story is closely related to human life and human characteristics. Examples of narrative texts are including mythology, fairy tales, science fiction, and romance.

According to the high school curriculum, there are many problems of students in writing, Based on preliminary interview form one of students and teacher in SMAN 1 Panyabungan it was known that students have some problem in writing narrative text the problems are Syahira said the first difficult to express their ideas in English writing narrative text, The second difficulty to develop imagination in writing narrative text, The last the English teacher uses uninteresting technique in teaching writing narrative.[6] Based on teacher interview they lack vocabulary, they are not interested in fiction-type stories, and do not master past tense sentence grammar.[7] To overcome this problems, the researcher offers a Chain Story technique theory so that the students' problems can be resolved. The researcher offers Chain Story technique because it has been proven that the Chain Story technique is suitable for use in teaching writing.

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[6] Interview with Melsa Syahira one of students from SMAN 1 Panyabungan, 12 January 2023 at SMAN 1 Panyabungan

[7] Interview with Mom Herlina one of teachers from SMAN 1 Panyabungan, 15 March 2023 at SMAN 1 Panyabungan

According to Magee, chain story makes writing an interactive experience because students are encouraged to express themselves as individuals while working as a group on the a story.[8]

One of the technique that can be used to improve students writing is Chain Story technique. The Chain Story technique can improve students' writing skills. Furthermore, the effectiveness of the chain story technique for improving students' writing skills in narrative and narrative text types. Chain Stories encourages students to express themselves as individuals while working through the story as a group, allowing them to write interactive experiences. The Chain Story activity allows students to contribute equally to the group work by working as a group.

An advantage of regular chain writing to this group is that it greatly increases opportunities for communication among students. conclude that group learning is more effective than group learning using other methods and techniques. Compared to other methods, competition or individual work, technical work in groups is of higher value. In the competitive technique, a student is pitted against another student with the goal of achieving something only a student can achieve 1st place.[9]

Based on the explanation and problems above, the researcher is interested in doing research about "The effect of Chain Story Technique to writing narrative text on the XI grade students of SMAN 1 Panyabungan".

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[8] Bronagh E. Magee, 'Chain Stories - A Collaborative Writing Activity', 1993, 36 <https://files.eric.ed.gov/fulltext/ED408825.pdf>.

[9] Yusniarsi Primasari, Hesty Puspita Sari, and Nita Sutanti, 'The Chain Writin Method in Learning Writing for Information Technology Faculty Students: The Effectiveness', *JARES (Journal of Academic Research and Sciences)*, 6.2 (2021), 49–58 <https://ejournal.unisbablitar.ac.id/index.php/jares>.

B. Identifications of the Problem

Based on background of the problem, the researcher identified the problems are as follows:

1. The students' are difficult to express their ideas in English writing.

2. The students have difficulty to develop their imagination in writing ability especially narrative text.

C. Limitation of the Problem

Based on identification of the problem, there are some techniques that could be used in teaching-learning writing. The techniques are Modeled writing, Shared, Interactive, Guided, Collaborative, Independent and Chain Story techniques. It is some techniques that is suitable to writing narrative text.

Here, the research does not discuss all of the techniques but researcher chooses one of teacher teaching techniques. The teacher technique means here is Chain Story technique. The researcher focuses on the chain story technique whether the technique gives an effect or not to the students' writing narrative text.

The researcher chooses this technique because it gives same opportunity to entire of the students to use English. So, it helped students to form their habitual and confidence in writing English.

D. Formulations of the Problem

In order to conduct the researcher, the researcher formulated the problem as follows:

1. How is the students' ability in writing narrative text at XI grade SMAN 1 Panyabungan before learning using chain story technique?

2. How is the students' ability in writing narrative text at XI grade SMAN 1 Panyabungan after learning using chain story technique?

3. Is there any significant effect of chain story technique on the students' ability in writing narrative text at XI grade SMAN 1 Panyabungan?

E. Purposes of the Research

Out the formulation of the problem, the purposes of this reseach are:

1. To know the students' writing narrative text before learning using chain story technique.

2. To know the students' writing narrative text after learning using chain story technique.

3. To know the significant effect of chain story technique on students' writing narrative text

F. Significances of the Research

There were significances that can be acquired from this research :

1. Theoretically

   It might support that problem chain story technique can be applied to writing especially in narrative text.

2. Pratically

   a. Teachers

      a. Give information to the English teacher by using chain story technique in teaching learning process, so the goal of learning can

be achieved and the students can increase their ability through problem based learning technique.

   b. The Students

     1) The students can interested and get motivation in learning English writing ability.

     2) Through the research, the students can improve their writing ability on narrative text score.

   c. Other Researchers

     1) The result of the study can be use as a reference for other researcher.

     2) The others researcher can give more attention and inspire another researchers role model to make result.

G. Definitions of Operational Variables

The researcher describes some theories of each variable to elude misunderstanding in perception the title of this research. The researcher sum up the theories of the research into some variables as follows :

1. Chain Story Technique (Variabel X)

     The Chain Story technique can improve students' writing skills. Furthermore, the results of this study confirm the effectiveness of the Chain Story technique for improving students' writing skills in narrative and narrative text types. Chain Stories encourages students to express themselves as individuals while working through the story as a group, allowing them to write interactive experiences. The Chain Story activity

allows students to contribute equally to the group work by working as a group.

2. Writing Narrative Text (Variabe Y)

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific. Narrative text type tells a story, in doing so, entertains the audience think about an issue, teaches them a lesson, or excite their emotions.

Narrative is a description of events, especially in a novel or story, the act or process of feeling a story. It similarly with John Langan says, narration is a writer tells the story of something that happened through narrative, we make statement clear by relating in detail something that has happened to us. Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers.

H. **Outline of the Thesis**

The systematic of this research classified into five chapters. Each chapter consists of some sub chapters with itemized. Chapter one consist of introduction; background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, objective of the research, significant of the problem, definition of operational variabel and outline the thesis. Chapter two

consist of theoretical description, related finding, and conceptual framework.

Chapter three consist of methodology of the research which is divided into some subchapters, namely: place and time of the research, the research design, population and sample, instrumen of the research, validity and reability, technique of collecting data, and technique of analysis the data.

Chapter four consist of the data description, hypothesis testing, discussion and the treats of the research. Chapter five consists of the conclusion about the result of the thesis and suggestion that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Description

In conducting a research, every research has theorist to explain concept or term. The terms are following:

1. Writing Narrative Text

a. The Definitions of Writing

Writing is one four basic language skills besides listening, speaking, and reading. Writing is generally perceived as a solitary, individual activity. Some students suggest that writing alone can be an isolating and possibly stressful experience. However, when writing is done as a collaborative activity, it can have many benefits.[10]

As another statement, writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, from simply supporting grammar lessons to being used as a separate core in his curriculum where mastering the ability to write effectively is considered the main goal of the learner.[11] Writing is the skill of using eyes, brain, and hands to express thoughts, feelings, and ideas in words, sentences, and paragraphs. This means that lighting can be used to express and convey the emotions

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[10] Gamal, Aruan, and Novitri 'The Effect of Chain Story in Writing Narrative Text on the Second Year Students of Sman 5 Pekanbaru', *Neliti.Com*, 1–9 <https://www.neliti.com/publications/198984/the-effect-of-chain-story-in-writing-narrative-text-on-the-second-year-students>.

[11] Harmer, " *How to Teach Writing*".

and thoughts of the person creating it. Use brain to generate ideas, write with hand, and see the results with eyes.[12]

Writing is one of the four language skills besides listening, speaking and reading in language teaching. Writing can be defined as a process of transforming thought into written language. In other words, writing is the process of expressing ideas, thoughts, or feelings in words on paper. Writing is a mental process of inventing ideas, thinking about how to express them, and organizing them into clear statements and paragraphs for the reader.[13]

From the above explanation, writing is a complex process of transforming thoughts and ideas, thinking about how to express them, organizing them into statements and paragraphs to make them visible on paper, and embodying them. It can conclude that is a process.

b. **The Importance of Writing**

Writing is a complicated process. Harmer states that there are many importances of learning writing :

a. Writing is not often time-bound in the way conversation. Writing activities give students more time to think than speaking activities. They are able to express what is on their mind, and even students use dictionaries, grammar books, or other reference books to assist them.

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[12] Lubis, "Writing Narrative Text".

[13] Fkip Hotimah, Hudriatul Ump, 'The Effectiveness of Monopoly Game for Teaching Writing Descriptive Text (An Experimental Research at First Grade Students of SMP Negeri 2 Banyumas in the Academic Year 2014/2015), Hudriatul Hotimah, p. 8–26.

b. Writing encourages students to focus on accurate language use. Writing down their thoughts and using the correct words to express their thoughts are good ways for students to develop their language.

c. Writing is often used as a means of reinforcing language that has been thought. When teaching writing, teachers often ask students to write sentences and paragraphs using recently learned grammar. Students should take notes on what they have learned through the learning process. This helps students understand the intended language.

d. Writing is frequently useful as preparation for some others activity.

e. Writing can be used as an integral part of a larger activity that focuses on something else, such as writing. Language practice, acting or speaking. As students write short dialogues, they can also practice and perform dialogues in oral activities.

f. Writing is also used in Question and Answer activities.

Teachers often ask students questions in writing classes. For example, on their knowledge or previous material. Students prepare to find the answers first, then write down their answers and present them to the class. Students are also required to answer the written test.[14]

From the above description, it can conclude that mastering writing skills

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[14] Hotimah, Hudriatul Ump, 'The Effectiveness of Monopoly Game for Teaching Writing Descriptive Text (An Experimental Research at First Grade Students of SMP Negeri 2 Banyumas in the Academic Year 2014/2015), 8–26.

is very important. Writing helps someone explore their thoughts, feelings, and thoughts in writing. Writing also helps someone solve and improve other language learning skills.

c. **The Purposes of Writing**

The common purpose that can be found in writing has four purposes namely :

1) To inform, it refers to transmit crucial information about the subject to the reader. It usually just tells the readers what the facts and what happened.

2) To explain, the writer describes what writer writes clearly.

3) To persuade, it means to convince the reader to accept the main idea, supporting idea, and concluding the text or whole the paragraph even though the text may in controversional.

4) To amuse, amuse the reader requires than yourself so that the reader keep on read your text until the end.[15]

After knowing the purpose of writing, writer has faced some obtacles while writing, it will be described in below.

d. **The Types of Genre**

There are 12 types of genre that can be found in English text, namely:

1. Narrative,

2. Recount

3. Description

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[15] Harmer, "Jeremy Harmer, How to Teach Writing."

4. Report

5. Discussion

6. Explanation

7. Analytical Exposition

8. Procedure

9. Anecdote

10. Hortatory Exposition

11. Spoof

12. News Item.[16]

From the explanation above has been described several genres of text writing. From all those types of genres, researcher chose one of the types genre is Narrative text.

e. **The Steps of Writing**

Writing is a process and what we write is often heavily influenced by genre constraints, so these elements need to be present in learning activities.[17] The writing process has four steps. they are :

a. Planning

Planning is an important step in the writing process. In the planning process, the writer should think about her three main issues. First, authors should consider:

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[16] Rodearta Purba, 'Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique', *Advances in Language and Literary Studies*, 9.1 (2018), 27 <https://doi.org/10.7575/aiac.alls.v.9n.1p.27>.

[17] Harmer "Jeremy Harmer,How to Teach Writing".p.86.

1. Purpose of writing. Knowing the purpose of lighting is important as it affects lighting results. Knowing your purpose in writing will help you determine the best writing style, so you can get effective results in achieving your purpose.

2. Intended Audience. The audience here is the reader of the text. Audience influences language style, phrasing, paragraph structure, and more.

3. How to optimize the content structure of the letter, the order of facts, thoughts, or claims.

b. Drafting

Drawing means putting your ideas down on paper in sentences or paragraphs. Drafts are needed in the writing process so that authors can write ideas and decide what to write first, second, third, and so on.

c. Editing

When editing, writers read what they wrote as drafts. Another reader's comment helps the author make appropriate revisions. Here the author can change what she has written if she finds something wrong. For example, information is unclear, grammatically incorrect, or worded incorrectly. If these conditions are found, the author may change or amend them.

d. Final Versions

The final version is the final step of writing. This may differ from the first draft produced previously due to many changes in the editorial process. However, the author is ready to send the written text to the reader.[18]

From the above description, we can conclude that there are four steps to writing they are: Planning, design, editing, final version.

f. The Components of Writing

To be able to write well, students need a large vocabulary, correct grammar and good comprehension. There are some components of writing:

a. Content

Content refers to the set of information that supports the specific topic being discussed. On the content side, the author can create detailed ideas to illustrate her main topic.

b. Organization

Organization means how students organize their ideas. The structure of the text is clear ideas, good organization, logical progression and coherence.

c. Vocabulary

Proper choice and use of vocabulary for each sentence is an important part of writing.

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[18] Lubis, "Writing Narrative Text".

d. Grammar

Grammar is the language's rules for combining words. The use of grammar can be applied to all kinds of sentence structures to make your sentences more meaningful

e. Mechanic

Mechanical means how students write. A paragraph is a combination of several sentences that require proper spelling and punctuation. Improper use of punctuation marks makes a paragraph illegible. All of the above aspects, including structure, content, vocabulary, and mechanics, are the building blocks of writing.[19]

From the above description, we can conclude the components of writing there are five namely: content, organization, vocabulary, grammar and mechanic.

g. **The Problems of Learning Writing**

Learning to write English in a foreign language is not easy for high school students, especially grade XI. There are some problems that students face while learning to write. These are organizational ideas, lack of vocabulary and grammatical accuracy.

a. Organizing Ideas

In general, the problem students face in the writing process is organizing their thoughts into sentences. Some learners can say what

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[19] Hotimah, Hudriatul Ump, "The Effectiveness of Monopoly Game for Teaching Writin Descriptive Text",Thesis, (Purwokerto: Universitas Muhammadiyah Purwokerto, 2015), hlm. 12-13..

they want to write, but find it difficult to write. This is because students may have difficulty coming up with ideas and may not know what to write. When writing, students usually write content that doesn't fit the topic.

b. Lack of Vocabulary

Vocabulary is also an important part of writing. A lack of vocabulary leads students to write uncommunicative sentences. When students do not use their vocabulary well enough, they have a hard time expressing themselves, especially in writing. They usually choose the wrong words.

c. Grammar Accuracy

When students try to write, they are difficult in memorizing vocabulary and they are always confused by understanding grammar and usually confused about whether their sentences and grammar are correct.[20]

Based on the above explanations, it is important for students and teachers to know about writing learning problems. That way students can find the best way to anticipate problems and students learn to write more easily.

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[20] Hotimah, Hudriatul Ump, "The Effectiveness of Monopoly Game for Teaching Writin Descriptive Text",Thesis, (Purwokerto: Universitas Muhammadiyah Purwokerto, 2015), hlm. 12-13.

h. The Concept of Narrative Text

A narrative text is a tale constructed in a structured manner that depicts a series of events, whether real or imaginary.[21] It is a narration of a particular chain of happenings, relayed by a storyteller. Narrative text includes any kind of writing that describes a sequence of events and includes both fiction (novels, short stories, poetry) and non-fiction (memoirs, biographies, news). Both forms often use images, metaphors, and symbolism to tell stories that use imaginative language and express emotions.

Narrative is central to student learning. They use it as a tool to help them organize their thoughts and explore new ideas and experiences.[22] Composing stories, whether told or written, involves a set of skills and knowledge about the author, but is also an essential means for students to express themselves creatively and imaginatively.

Narrative is a description of events, especially in a novel or story, the act or process of feeling a story.[23] Also, the narrator is the writer telling the story of what happened. It makes statements by telling in detail what happened to them through narration. Narrative is forms of textual content

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[21] Khotim Maslikah Imrohatin, Nanan Nahria, Melda Yohana Anwar, Nur hasanah Rahmawati, *Unit Pembelajaran 10: Narrative Text*, 2020.

[22] Thomas Tallis School, 'A Guide to Text Types: Narrative, Non-Fiction and Poetry', 2013,32<https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/guide_to_text_types_final-1.pdf>.

[23] Lubis, "Writing Narrative Text".

approximately tale of legend and backbone to amuse and to present entertain to readers.

i. The Generic Structure of Narrative Text

The generic structure of narrative text, namely:

1. Orientation

   Orientation is the part where the writer describes the characters (people involved in the story) and the setting (the setting and the situation in which the story takes place, i.e. where and when the story takes place). In other words, the introduction answers the who, when, and where questions of the story.

2. Complication

   Complication or problem is the part where the writer introduces a problem, a change in situation, or an action that requires a response. Having a major complication is the central problem that will often lead to other complications or problems. This part is usually the most interesting part of the whole story.

3. Resolution

   The resolution section is the part where the author presents how to deal with the complication. The complexity or problem can be solved for better or worse (fortunately or unfortunately). The whole story ends here.[24]

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[24] Patimah Zahro Hsb, Improving Students' Achievement in Writing Narrative Text Through Chain Story Technique, (Medan,2013).

Based on the explanation above, it can conclude that there are three generic structures of narrative, They are:

1) Orientation: Introduce the characters (who are involved in the story), the time (when is the story), and the location of the story (where is the story).

2) Complication: Problem introduction and occurrence of the problem or climax (what the problem was and how it happened).

3) Resolution: The problem will be solved (how to solve the problem) for better or worse.

j. The Purpose of Narrative Text

The use narrative text itself serves multiple objectives, including providing amusement, instruction, communication of the writer's personal encounters, or as a tool for stimulating the reader's creativity. Its societal role is to engage and entertain the reader with a tale that revolves around difficulties or troublesome incidents that culminate in a crisis, followed by a resolution.[25]

k. The Language Features of Narrative Text

The narrative usually includes the following language features, they are :

a. Nouns that identify the specific characters and places in the story.

b. Adjectives that provide accurate description of the characters and setting.

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[25] Imrohatin, Nanan Nahria, Melda Yohana Anwar, Nur hasanah Rahmawati, *Unit Pembelajaran 10: Narrative Text*, 2020.

c. Time words that connect events to tell when they occur.

d. Verbs that show the actions that occur in the story. In past form.

e. Dialogue often included, using of direct speech, tense may change to the present.[26]

l. The Example of Narrative Text

CINDERELLA

Once upon a time, there was a good-hearted girl named Cinderella. She very kind and beautiful, but unfortunately, her father had died. After the death of his father she lived with his motherand step sister. Evey day he was tortured, by the way was told to wash the dishes, mopping floors and serving them. Nevertheless Cinderella continues to believe that one day he will live happily. {Orientation}

One day, a prince consort then want to look for a big dance was held at the palace, but Cinderella is not allowed to participate. Then the fairy godmother come and helps him. Cinderella was transformed into a beautiful princess. In the palace, the prince falls in love with Cinderella, and then asked her to dance.{Complication}

Cinderella forgot, that he should not return more than 12 hours, because at that hour all the magic fairy godmother to an end. Tinkling bell sounds at 12, and Cinderella run. Not felt, glass shoe apart and scattered on the steps of the palace. The prince picked it up, and announced that whoever feet with shoes that fit,whoever she is, will he made his wife. However, the shoe does not fit at the foot of anyone who tried it, including 2 step sisters Cinderella. Cinderella then go try and fit legs! Cinderella eventually married Prince and lives happily.{Resolution}

2. Chain Story

a. The Concept of Chain Story Technique

Chain Story is a fun and creative activity.[27] It works either as a whole class activity in a small class or as a row activity in a larger classroom.

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[26] Imrohatin, Nanan Nahria, Melda Yohana Anwar, Nur hasanah Rahmawati, *Unit Pembelajaran 10: Narrative Text*, 2020.

[27] Irma-Kaarina Ghosn, *Teaching English to Young Arabic Speakers Assessing the Influence of Instructional Materials and Cultural Norms*, *Bloomsbury Academic*, illustrate (Great Britain: Bloomsbury Publishing, 2022) p. 119.

The Chain Story Technique activity makes students excited about learning in class.

Chain stories are an activity that teachers can use to make writing lessons more interesting for students.[28] Chain Stories allows for an interactive writing experience as students write stories as a group. Chain Story activities is very interesting.

Chain story technique is a technique in which the students create a series of related sentences to become a story.[29] In this technique, students worked in the group. This technique is Chain Story technique that can help students improve their skills in writing a narrative text.

From the above description, The authors conclude that chain stories are a great technique for boosting students' confidence and attention as it relates to learning to write.

b. The Steps of Chain Story

Here are the steps to implement a chain story :

1. The teacher divide the students into groups.

2. The teacher explains that each student will write the story an opening sentence .

3. The teacher writes the example of the first sentence.

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[28] Magee, 'Chain Stories - A Collaborative Writing Activity', Disertasi Doctor, (Ulster: Ulster University,1993) p.8 .

[29] Yatni Suryani, Gatot Sutapa Y, and Yanti Sri Rezeki, 'Improving Students' Writing Narrative Text by Using Chain Story Technique', *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 7.3 (2018).

4. The teacher gives instruction to students to work in groups discussing the topic story given by the teacher.

5. The teacher explains that the students have one minute to make their contribution.

6. The teacher monitors students every group, and sees the results writing every group.

7. Teacher can also collect corrected stories and provide additional comments or select anonymous erors to be corrected.[30]

On the other hand, there are also other the steps of Chain Story namely:

1) Divides students into groups of five.

2) Each team will have the opportunity to compose several short stories.

3) Asks each students to use a piece of paper.

4) Writes the following verbs in the present tense the board. Ask students to write the past tense of each verb at the top of their piece of paper. They can discuss old forms with other team members if they get stuck.

5) Asks each student to choose a verb from the list on their sheet. Students cross this verb from the list, then write a sentence using this verb. Sentences can be serious.

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[30] Magee, 'Chain Stories - A Collaborative Writing Activity', 1993, 36 <https://files.eric.ed.gov/fulltext/ED408825.pdf>.

6) Then, each student must pass his or her paper to the student on the
   left. This student must choose another past tense verb from the list,
   cross it off the list, and add another sentence to the story. The second
   sentence must make sense and must be related to the first sentence
   in some way. Students continue to pass the sheets of paper until
   everyone in the group has a sheet of 10 sentences (all verbs in the
   list).

7) Group members read their passage, then the group chooses the most
   interesting passage to share with the class. Together, they review and
   edit the passage to make it more complete and grammatically correct
   before sharing.[31]

Based on the explanations above, the researcher chose the theory
steps from Magee.

c. **Teaching Narrative Text by using Chain Story**

To teach narrative text by using Chain Story technique, here are steps
for teaching:

Table II.1
Teaching Narrative Text by Using Chain Story Technique

Teacher Activity	Procedure	Students Activity
A. Pre Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn

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[31] Pam L. Elper, *Advanced Strategies and Models for Integrating RTI iN Secondary Schools, January 18th* (Grand Canyon University, USA: Information Science Reference, 2019).

B. While Teaching 1. The teacher divide the students into group. 2. The teacher explains that each students will write the story an opening sentence. 3. The teacher writes the example of the first sentence. 4. The teacher gives instruction to students to work in groups discussing the topic story given by the teacher. 5. The teacher explains that the students have one minute to make their contribution.	.Review Vocabulary .Writing Actively	1. The students following the teachers instruction. 2. The Students understand the direction of the teacher. 3. The student following the direction given by the teacher. 4. tudents write stories alternately and discus about the story. 5. Students write the next sentence in their own paper. Each student was be given to give the contribution.
1. The teacher monitors students every group, and sees the results writing every group. 2. Teacher can also collect corrected stories and provide additional comments or select anonymous erors to be corrected.	Eror Correction	1. Student correct the stories together before collecting. 2. Students give the paper.
C. Post Teaching 1. Teacher ask students about their understanding about the material. 2. Teacher closes the teaching learning activity.		1. Listen to the teacher. 2. Students give the greeting to the teacher.

Based on the explanations above, it has been described about teaching narrative text by using Chain Story.

d. Teaching Narrative Text by using Teacher Strategy

To teach narrative text by using Teacher Strategy, here are steps for teaching:

1. The teacher first begins the class by greeting and asking the previous material and simulating the new material. For example, a teacher asks students: "Greetings to students, before moving on to the next document, I would like to ask you again about the last document, do you remember?".

2. The teacher then begins to enter the new material.

3. The teacher starts the learning activity in stages, such as forming a group and giving the text to the students.

4. Then each group analyzes the text and can rewrite it.

5. The teacher then explains in detail the social function of the narrative text. Identifying and describing the general structure. In the linguistic function of narrative texts, the simple past tense is essentials. She then gives examples of nouns, adjectives, adverbs, and verbs that correlate with narrative text.[32]

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[32] Argha Try Prabantoro, 'Teacher's Strategies in Teaching Writing Narrative Text at SMKN 1 Kismantoro 2016/2017 Year', *Transcommunication*, 53.1 (2018), 1–8 <http://www.tfd.org.tw/opencms/english/about/background.html%0Ahttp://dx.doi.org/10.1016/j.cirp.2016.06.001%0Ahttp://dx.doi.org/10.1016/j.powtec.2016.12.055%0Ahttps://doi.org/10.1016/j.ijfatigue.2019.02.006%0Ahttps://doi.org/10.1016/j.matlet.2019.04.024%0A>.

On the other hand, there are also others teaching narrative text by using teachers strategy, namely:

1. The first, Incorporating Practices of "Good" Writers.

2. The second, Balancing Process of Product.

3. The third, Accounting for cultural/literary backgrounds.

4. The fourth, Connecting reading and writing.

5. The fifth, Providing as much authentic writing as possible.

6. The last, Framing the techniques in terms of prewriting, drafting, and revising stages.[33]

Based on the explanations above, it has been described about teaching narrative text by using Teacher Strategy.

B. Review of Related Findings

There are some researchers that supported this research. The first research is by Purnama that has purpose to know the effectiveness of research conclude that applying the Chain Story Technique has a significant impact on students' critical thinking when writing.[34] After conducting this study, the researcher makes some recommendations. In other words, teachers need to be aware of the critical thinking process of the class. For example: Ask questions or solicit opinions on topics that researchers suggest

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[33] Sri Yani and others, 'Teaching Narrative Text Throughmind Mapping Technique', *Journal of Language*, 4.1 (2022), 73–82 <https://doi.org/10.30743/jol.v4i1.5273>.

[34] Muhammad Hasdin Purnama, Mursalim, and La Miliha, 'The Effect of Chain Story Technique on Students' Critical Thinking in Writing at Senior High School 1 Raha', *JTE:Journal of Teaching of English*, 7.2 (2022), 1–8.

future researchers apply the chain story method to other textbook genres. The following researcher who wants to do this study suggest using the chain story method to find out the perceptions of students or teachers. Purpose future studies to investigate whether it is possible to.

The second related is by Gamal the research findings shows that there is a positive effect of using chain story activity toward the writing ability of the second year students of SMAN 5 Pekanbaru in writing narrative text.[35] The chain story activity helps students to participate actively in the group as every student had the same chain to contribute in their group work. Improvement of students' writing ability in narrative text after being taught by chain story activity can be seen through the difference in the pre test, test, and post test score. The improvement is also revealed trough the test calculation where t-test is higher than t-table. It can be concluded that chain story has a significant effect on students ability in writing narrative text.

The third related research is by Pakpahan that said in her research about After analyzing the data, it can found the chain history technique to be important encourage students to write descriptions.[36] indicated by analyzing the interpretation. Statistical data that the result of the calculation

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[35] Gamal, Aruan, and Novitri, 'The Effect of Chain Story in Writing Narrative Text on the Second Year Students of Sman 5 Pekanbaru', *Neliti.Com*, 1–9 <https://www.neliti.com/publications/198984/the-effect-of-chain-story-in-writing-narrative-text-on-the-second-year-students>.

[36] Yohana Serepina Pakpahan, 'The The Effect of Using Chain Story Technique In Writing Descriptive Text For The Grade Students of SMP Negeri 14 Medan', *The Explora*, 7.3 (2022), 32–37 <https://doi.org/10.51622/explora.v7i3.501>.

is the average score of the experimental class. It is 8.41 that can be taught using the chain story technique, higher than control class average. Those taught without the chain story technique calculated 3.66, t-test. It is 7.91 higher than 1662 at a significance level of 0.05 from one side. it means ha accepted. Several conclusions can be drawn based on the results of this study: there is significant differences in scores found in both experimental and control classes. There the big impact of using the chain story technique in writing the eighth explanatory text.

Based on the researches above, the researcher finished the research by using Chain Story Technique. This researcher interested to do this research because of several researchers above show that Chain Story Technique has effect in writing. So the researcher has to try if there is significant effect of using Chain Story Technique to student's writing Narrative Text at grade XI students SMAN 1 Panyabungan.

C. Conceptual Framework

The concept of the Chain Story Technique makes it easier for researchers to create texts and express their thoughts. So there are some issues that need to be resolved for this to happen. These problems greatly effect students' writing scores. The effect of the Chain Story Technique to students writing Narrative Text can be seen in following conceptual framework.
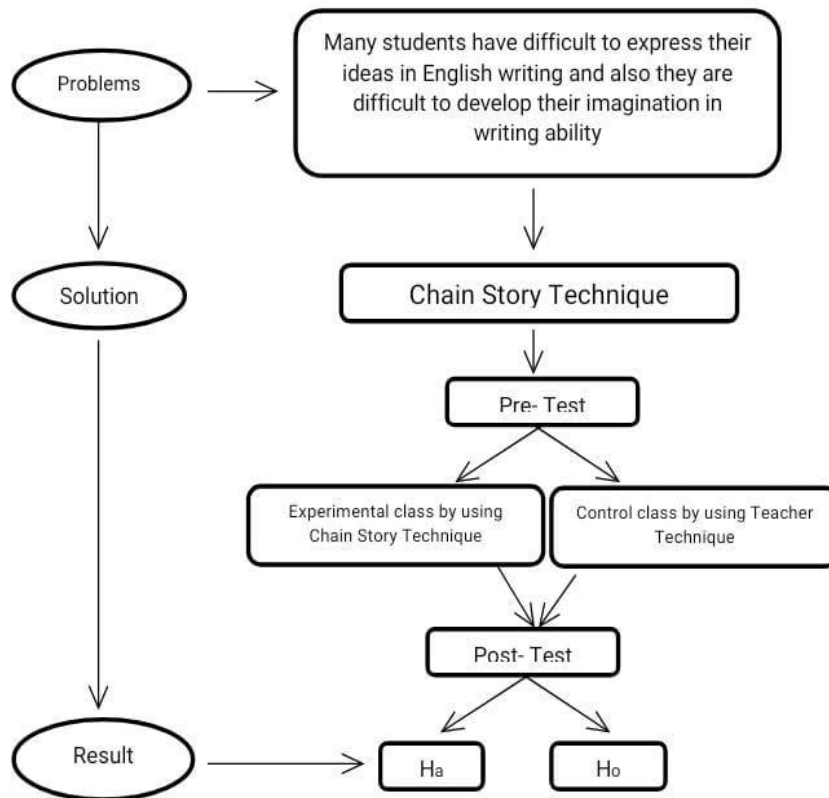
Figure 1 : Conceptual Framework

Based on the conceptual framework above, the Chain Story technique helps students solve their own problems in writing. First, prior to treatment, researchers administer a pretest to determine the student's ability to write a Narrative Text. The researcher then passed the chain story treatment to the experimental class and the teacher's technique to the control class. Finally, researchers will conduct a posttest to see if there is a significant effect of using the Chain Story Technique on students' Writing of the Narrative Texts of SMAN 1 Panyabungan.

D. Hypothesis

Hypothesis is the provisional result of the research. The hypothesis of this research as follow:

Ha : There is the significant effect of using Chain Story technique on writing narrative text at the XI grade students of SMAN 1 Panyabungan.

CHAPTER III

RESEARCH METEDHOLOGY

A. Place and Time of Research

This research was conducted at XI grade SMAN 1 Panyabungan. The location at Senior High School (SMA) Negeri 1 Panyabungan that was located at Sutan Soripada Mulia Street, Kayu Jati, Panyabungan district, Mandailing Natal Regency, North Sumatra Province. This research has been started from October 2022 until this research done in 2023.

B. Research Design

The method of this research is quantitative research. Quantitative methods involved the process of collecting, analyzing, interpreting, and describing findings. Relevant to identifying samples and populations, identifying the nature of designs, collecting and analyzing data, presenting results, developing interpretations, and conducting research in a consistent manner, both in surveys and experimental studies.[37]

The kind of this research is an experimental methods-type quantitative research, a real experimental design using a pre-test-post-test control group design. The type of experimental research was a single subject experiment (single subject experimental). The researcher used two classes, an experimental class and a control class. The experimental research controlled for the selection of study participants and, at the

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[37] John w. Creswell, *Research Desgn Qualitative,Quantitative and Mixed Method Approaches*, 2014 <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

beginning of the experiment, divided the selected participants into several groups with similar characteristics. Both groups were administered a pretest, each group received a different treatment and both groups were post tested at the end of the study. Posttest scores compared to determine the effect of the treatment.

Table III.1
Table of Collecting Data Design

Class	Pre Test	✓ Treatment	Post Test
Experimental Research	✓	✓ Chain Story Technique	✓
Control Class	✓	X	✓

C. Population and Sample

1. Population

    The research was conducted in the grade XI students of SMAN 1 Panyabungan. The population of the sample consisted of 7 classes with 177 students. It can be seen from the table follows:

Table III.2
The Population of the Grade XI Senior High School 1 Panyabungan

NO	CLASS	TOTAL STUDENTS
1	XI IPA1	29
2	XI IPA2	24
3	XI IPA3	25
4	XI IPA4	24
5	XI IPS1	26
6	XI IPS2	25
7	XI IPS3	24
TOTAL		**177**

2. Sample

    The sample of this research was conducted in grade XI students of SMAN 1 Panyabungan. The research selected the sample by random sampling technique. A random sampling was a technique of taking a sample

where all of population become sample. The sample population consisted of his seven classes with 177 students. It can be seen from the table below.

Therefore, the researcher divided the group into two classes. The research chose XI IPS 1 consisted of 20 students as experiment class and XI IPS 2 consisted of 20 students as control class. It can be seen from the table below:

Table III.3
Samples of the Research

Experimental Class	Control Class
XI IPS 1 = 20	XI IPS 2 = 20

In this research used simple random sampling because the population of this research is homogenous. Thus each sampling unit as an isolated population element has the same opportunity to become a sample or to represent the population.

D. Instrument of Collecting Data

Instrument is the tool to collected data. The researcher used one instrument which test. The test that used in this research was essay test. The indicator of the test was students' ability to build writing narrative text, with sub indicator the students were able to build content, organization, vocabulary, language use and mechanics. In this research, the researcher used test for collecting the data. The indicator of writing test it can be seen on the table below:

Table III.4
Indicator of writing test

Scoring Elements	Scale	Quality	Description
Content	30-27	Excellent to Very Good	Knowledgable substantive– thorough development of thesis – relevant to assign topic.
	26-22	Good to Average	Some knowledge of subject – adequate rang – limited development of thesis – mostly relevant to topic, but lack detail
	21-17	Fair to Poor	Limited knowledge of subject– little substance – inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject – non substantive – not pertinent or not enough to evaluate.
Organization	20-18	Excellent to Very Good	Fluent expression – ideas clearly stated/supported succinct – well organized – logical sequencing – cohesive.
	17-14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – Logical but incomplete sequencing.
	13-10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate – no organization – OR not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective words/idiom choice and usage – word form mastery –appropriate register.
	17-14	Good to Average	Adequate range – occasional errors of words/idiom form, choice,

			usage, but meaning confused or obscured.
	13-10	Fair to Poor	Limited range – frequent errors of words/idiom form, choice, usage – meaning confused or obscured.
	9-7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form - not enough to evaluate.
Language Use	25-22	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions
	21-19	Good to Average	Effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions– frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions
	10-5	Very Poor	No mastery of sentence construction rules dominated by errors – does not communicate – not enough to evaluate
Mechanics	5	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.

	4	Good to Average	Occasional errors of spelling, punctuation, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, and capitalization- handwriting illegible – OR not enough to evaluate.[38]

E. Validity and Reliability of the Instrument

1. Validity of Test

The written test is a one-item test, used to collected data related to student improvement after treatment. Every test, whether it's a short informal class or an open exam, should be valid. In short, all good tests should be valid. Additionally, individual researchers must confirm whether the test is valid.

In this research, researchers used content validity to determine means validity. Content effectiveness is a kind of effectiveness that depends on careful analysis of the language being tested and the specific test. Researchers used written tests, specifically essay tests, to assess students'

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[38] J. B. Heaton, *Writing English Language Tests*, *RELC Journal* (London, and New York, 1976), VII <https://doi.org/10.1177/003368827600700219> p. 146.

performance in writing narrative texts. Pre-test and post-test has two valid tests. They are one pre-test and one post-test.

Researchers also looked at the syllabus when preparing the test, and the test was designed for XI English textbook proficiency and suitable for Class SMAN 1 Panyabungan. Validation of the test was consulted to an English teacher, through the validity of the form content in Appendices.

2. Reliabilty of Test

An instrument of the research must be reliable. Reliability is a good character of the test that refers to the consistency of the measurement. Construct validity and reliability are a test validity based on the judgment of the experts. In this case, expert gives opinion about the instrument

F. Procedure of the Research

To get the data from the students, the researcher collected the data by pre- test, treatment and post-test. Procedures of data collection were as follows:

1. Pre- Test

A pre-test was performed to determine sample homogeneity. A pretest give to both the experimental and control classes. In order to know students' basic skills before applying the Chain Story technique, the researchers show some pre-testing steps, such as:

a) The researcher prepared an essay test on the narrative text.

b) Researchers distributed test and answer sheets to both control and experimental classes.

c) The researcher explained hints for the answer.

d) The students answered the question.

e) Researchers collected student responses.

f) Finally, the researcher reviewed the answer sheets and counted the student scores.

2. Treatment

Treatment was given to show the effect of the study. If one of the classes was treated, the results of the study are automatically different in both classes. In this case, the experimental and control classes receive the same material (lesson topic) dealing with recalculation of the text. The experimental class is treated with the Chain Story technique, while the control class only learn to write without treatment, as the teacher normally teach in the classroom. The steps of the Chain Story technique in the experimental and control groups can be seen as follows:

a) In experimental Group

1. The teacher asked the students to form groups of 5-6 people.

2. After that, the teacher asked all the students to make an opening sentence.

3. The teacher asked the students to write one by one until the time was up.

4. After the time has passed, the booklet was returned to the owner (first person). The book owner read the writing results and discusses the incorrect sentences with the group.

5. The teacher asked one of the students to write the essay result on the white board.

6. The teacher and student corrected the incorrect sentence together.

b) In control group

   1) The teacher told the students to open the textbook materials.

   2) The teacher explained the text of the story based on its general structure.

   3) Students were divided into several groups.

   4) The teacher asked the students to write a sentence about it Explanatory text.

   5) The students discussed with their group friends.

   6) Assignments were collected by the teacher.

   7) The task has been corrected by the teacher.

3. Post-Test

After treatment, researcher performed a post-test, which was different from the pre-test. This post-test is the final test in this research. After conducting post-tests, researcher analyzed the data and researcher found the effects of Chain Story Technique on writing narratie text. The steps are:

   1) Researchers prepared an essay test via Narrative Text.

   2) The researcher shared the test forms with both the control and experimental classes and completed the forms.

   3) The researcher shared the test forms with both the control and experimental classes and completed the forms.

   4) The students answered the question.

5) Researchers collected students' responses.

6) Finally, the researcher checked the student's answered and counted the scores.

G. Techniques of Analyzing the Data

After doing tests, data were collected. The researcher tested the both of the classes by using technique of data analysis as followed:

1. Requirement Test

a. Normality Test

Normality test use to know whether the data is research is normal or not. The researcher using one sample Kolmogorov-Smirnov Test. The hypothesis for normally test is formulated as follows:

Ho: The data is normal distribution

Ha: The data is not normal distribution

The significant level chosen in analyzing the score of $F_{calculated}$ through using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

H_o: $F_{calculated} > F_{0.05}$ or $significant_{calculated} > significant$ α (0.05)

H_a: $F_{calculated} < F_{0.05}$ or $significant_{calculated} < significant$ α (0.05)

Table III.5

One-Sample Kolmogorov-Smirnov Test		
		Post-test
N		20
Normal Parameters[a,b]	Mean	76.55
	Std. Deviation	7.458
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.091
Test Statistic		.160
Asymp. Sig. (2-tailed)		.192[c]
a. Test distribution is Normal		
b. Calculated from data		
c. Lilliefors Significance Correction		

From the data above it can be seen that the significance is 0.192. It means 0.192 > 0.05. Ho is accepted and Ha is rejected. So, the data is normal.

b. Homogenity Test

Homogeneity test is used to know control class and experimental class have same the variant or not. Homogeneity test has function to find out whether the data homogeny or not. The researcher used test of homogeneity of variances with using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

H_o: $F_{calculated}$ > $F_{0.05}$ or significant$_{calculated}$ >significant α

(0.05)

H_a: $F_{calculated}$ < $F_{0.05}$ or significant$_{calculated}$ <significant α

(0.05)

Table III.6

		Levene Statistic	df1	df2	Sig.
	Test of Homogeneity of Variances				
Result	Based on Mean	.103	1	38	.750
	Based on Median	.077	1	38	.783
	Based on Median and with adjusted df	.077	1	31.897	.784
	Based on trimmed mean	.097	1	8	.757

Based on the table above, it showed that variance between groups based on mean have significance 0.750. It means sig $>\alpha=0.05$. 0.750> 0.05 the data both of groups are homogenous.

2. Hypothesis

Hypothesis is the provisional result of the research. The formulation of the problem has been written in the form of a question. This research use Independent Sample t-test with using SPSS 26.0 version. The researcher made the hypothesis from the data that have been analyzed by looking at the t $_{table}$ and compare it to t $_{table}$ if t $_{count}$>t $_{table}$, it means the alternative hypothesis is accepted (there is significant effect). Then, if t $_{count}$ < t $_{table}$ means hypothesis rejected (there is no significant effect).

CHAPTER IV

THE FINDINGS & DISCUSSION OF THE RESEARCH

This chapter tells about the result of the research. The research tells about the effect of Chain Story technique on writing narrative text at the XI grade students of SMAN 1 Panyabungan. The researcher had calculated the data of pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' mastery before the treatment and conducting post-test is to know the students' ability after giving treatment by using Chain Story technique. After getting the data, the researcher used the statistical formulation to test the hypothesis. Then, the researcher described the data as follows:

A. **Findings of the Research**

1. **Description of Data before Using Chain Story Technique**

   a. **Score of Pre-test Experimental Class**

      In pre-test of experimental class, the researcher calculated the result that has been gotten from the students in answering the question. The score of pre-test experimental class could be seen in the following table:

Table IV.1
The Score of Experimental Class in Pre-test

No.	Description	Result
1.	Total score	1187
2.	Maximum	80
3.	Minimum	35
4.	Mean	59.35
5.	Median	60.00
6.	Mode	55
7.	Range	45
8.	Std. Deviation	14.321

Based on the table above, the total score of experimental class in pre-test was 1187, mean was 59.35, standard deviation was 14.321, median was 60.00, range was 45, mode was 55. The researcher got the maximum score was 80 and minimum score was 35. Then, the computed of the frequency distribution of the students' score of experimental class could be seen on the table below:

Table IV.2
Frequency Distribution of Students' Score in Pre-test
(Experimental Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	35-42	38.5	3	15%
2.	43-50	46.5	3	15%
3.	51-58	54.5	3	15%
4.	59-66	62.5	5	25%
5.	69-76	72.5	3	15%
6.	77-84	80.5	3	15%
	i=6		20	100%

From the table above, the students' score in class interval between 35-42 was 3 students (15%), class interval 43-50 was 3 student (15%), class interval between 51-58 was 3 students (15%),

class interval between 59-66 was 5 students (25%), class interval between 69-76 was 3 student (15%) and class interval between 77-84 was 3 students (15%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:

Frequency

Figure 2: Data Description of Students' Writing Narrative Text in Experimental Class (Pre-test)

Based on histogram from of mid-point above, mid-point is score in the middle. The score can be seen from mid-point. The total frequency was 20 students, because relative to the data is 20 students. There are 3 frequency in 38.5 mid-point which means there are 3 students in score 38.5. There are 3 frequency in 46.5 mid-point

which means there are 3 students in score 46.5. There are 3 frequency in 54.5 mid-point which means there are 3 students in score 54.5. There are 5 frequency in 62.5 mid-point which means there are 5 students in score 62.5. There are 3 frequency in 72.5 mid-point which means there are 3 students in score 72.5. There are 3 frequency in 80.5 mid-point which means there are 3 students in score 80.5.

b. Score of Pre-test in Control Class

In pre-test of control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of pre-test control class could be seen in the following table:

Table IV.3
The Score of Control Class in Pre-test

No.	Description	Result
1.	Total score	1080
2.	Maximum	73
3.	Minimum	35
4.	Mean	54.00
5.	Median	55.00
6.	Mode	50
7.	Range	38
8.	Std. Deviation	10.603

Based on the table above, the total score of control class in pre-test was 1080, mean was 54.00, standard deviation was 10.603, median was 55.00, range was 38, mode was 50. The researcher got the maximum score was 73 and minimum score was 35. Then, the

computed of the frequency distribution of the students' score of

control class could be seen on the table below:

Table IV.4
Frequency Distribution of Students' Score in Pre-test
(Control Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	35-41	38	4	20%
2.	42-48	45	1	5%
3.	49-55	52	6	30%
4.	56-60	58	4	20%
5.	61-67	64	4	20%
6.	68-74	71	1	5%
	i=6		20	100%

From the table above, the students' score in class interval

between 35-41 was 4 students (20%), class interval 42-48 was 1

student, class interval between 49-55 was 6 students (30%), class

interval between 56-60 was 4 students (20%), class interval between

61-67 was 4 students (20%) and class interval between 68-74 was 1

student (5%). In order to get description of the data clearly and

completely, the researcher presented in histogram on the following

figure:

Figure 3: Data Description of Students' Writing Narrative Text in Control Class (Pre-test)

Based on histogram from of mid-point above, mid-point is score in the middle. The score can be seen from mid-point. The total frequency was 20 students, because relative to the data is 20 students. There are 4 frequency in 38 mid-point which means there are 4 students in score 38. There is 1 frequency in 45 mid-point which means there is 1 student in score 45. There are 6 frequency in 52 mid-point which means there are 6 students in score 52. There are 4 frequency in 58 mid-point which means there are 4 students in score 58. There are 4 frequency in 64 mid-point which means there are 4 students in score 64. There is 1 frequency in 71 mid-point which means there is 1 student in score 71.

2. Description of Data after Using Chain Story Technique

a. Score of Post-test in Experimental Class

In post-test of experimental class, the researcher calculated the result that has been gotten from the students in answering the question. The score of post-test experimental class could be seen in the following table

Table IV.5
The Score of Experimental Class in Post-test

No.	Description	Result
1.	Total score	1531
2.	Maximum	90
3.	Minimum	65
4.	Mean	76.55
5.	Median	75.00
6.	Mode	75
7.	Range	25
8.	Std. Deviation	7.458

Based on the table above, the total score of experimental class in post-test was 1531, mean was 76.55, standard deviation was 7.458, median was 75.00, range was 25, mode was 75. The researcher got the maximum score was 90 and minimum score was 65. Then, the computed of the frequency distribution of the students' score of experimental class could be seen on the table below:

Table IV.6
Frequency Distribution of Students' Score in Post-test
(Experimental Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	65-69	67	4	20%
2.	70-74	72	3	15%
3.	75-79	77	5	25%
4.	80-84	82	4	20%
5.	85-89	87	3	15%
6.	90-94	92	1	5%
	i=6		20	100%

From the table above, the students' score in experimental class interval between 65-69 was 4 students (20%), class interval 70-74 was 3 students (15%), class interval between 75-79 was 5 students (25%), class interval between 80-84 was 4 students (20%), class interval between 85-89 was 3 students (15%) and class interval between 90-94 was 1 students (5%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:
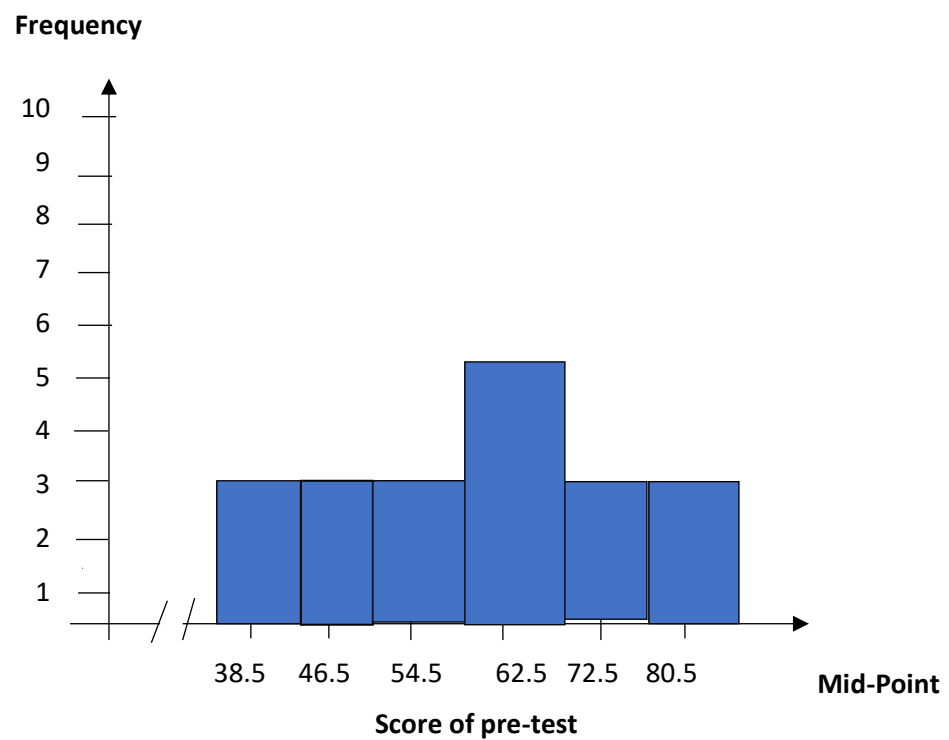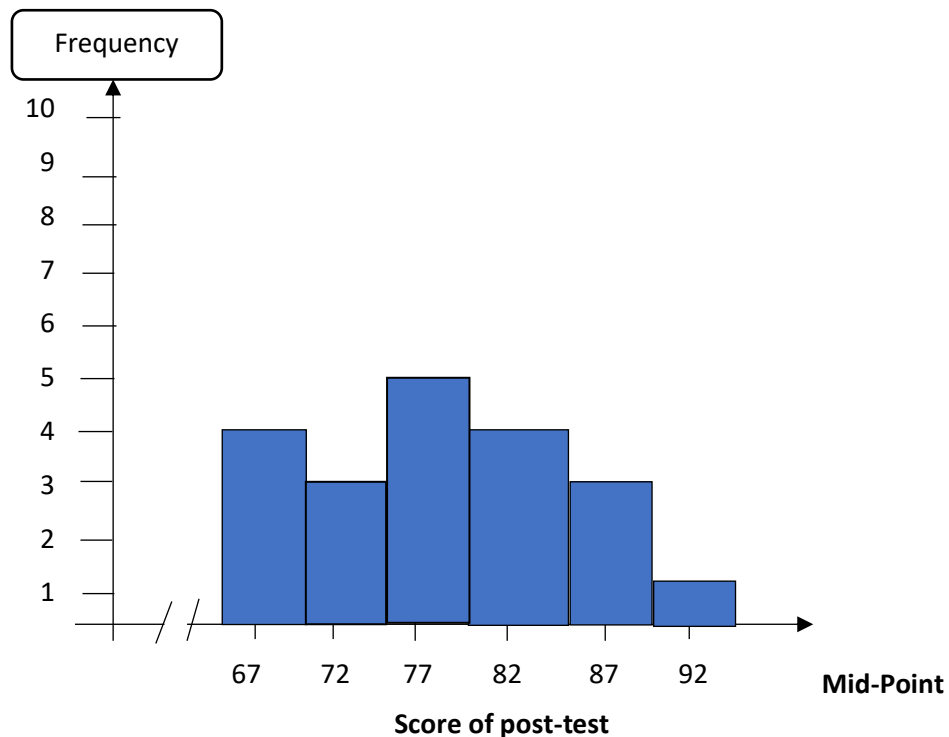
Figure 4: Data Description of Students' Writing Narrative Text in Experimental Class (Post-test)

Based on histogram from of mid-point above, mid-point is score in the middle. The score can be seen from mid-point. The total frequency was 20 students, because relative to the data is 20 students. There are 4 frequency in 67 mid-point which means there are 4 students in score 67. There are 3 frequency in 72 mid-point which means there are 3 students in score 72. There are 5 frequency in 77 mid-point which means there are 5 students in score 77. There are 4 frequency in 82 mid-point which means there are 4 students in score 82. There are 3 frequency in 87 mid-point which means there

are 3 students in score 87. There is 1 frequency in 92 mid-point which means there is 1 student in score 92.

b. Score of Post-test in Control Class

In post-test of control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of post-test control class could be seen in the following table:

Table IV.7
The Score of Control Class in Post-test

No.	Description	Result
1.	Total score	1271
2.	Maximum	85
3.	Minimum	40
4.	Mean	63.55
5.	Median	65.00
6.	Mode	60
7.	Range	45
8.	Std. Deviation	9.550

Based on the table above, the total score of control class in post-test was 1271, mean was 63.55, standard deviation was 9.550, median was 65.00, range was 45, mode was 60. The researcher got the maximum score was 85 and minimum score was 40. Then, the computed of the frequency distribution of the students' score of control class could be seen on the table below:

Table IV.8
Frequency Distribution of Students' Score in Post-test
(Control Class)

No.	Interval	Mid-point	Frequency	Percentage
1.	40-47	43.5	1	5%
2.	48-55	51.5	2	10%
3.	56-63	59.5	5	25%
4.	64-71	67.5	10	50%
5.	72-79	73.5	1	5%
6.	80-87	83.5	1	5%
	i=6		20	100%

From the table above, the students' score in class interval between 40-47 was 1 student (5%), class interval 48-55 was 2 students (10%), class interval between 56-63 was 5 students (25%), class interval between 64-71 was 10 students (50%), class interval between 72-79 was 1 student (5%) and class interval between 80-87 was 1 student (5%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:
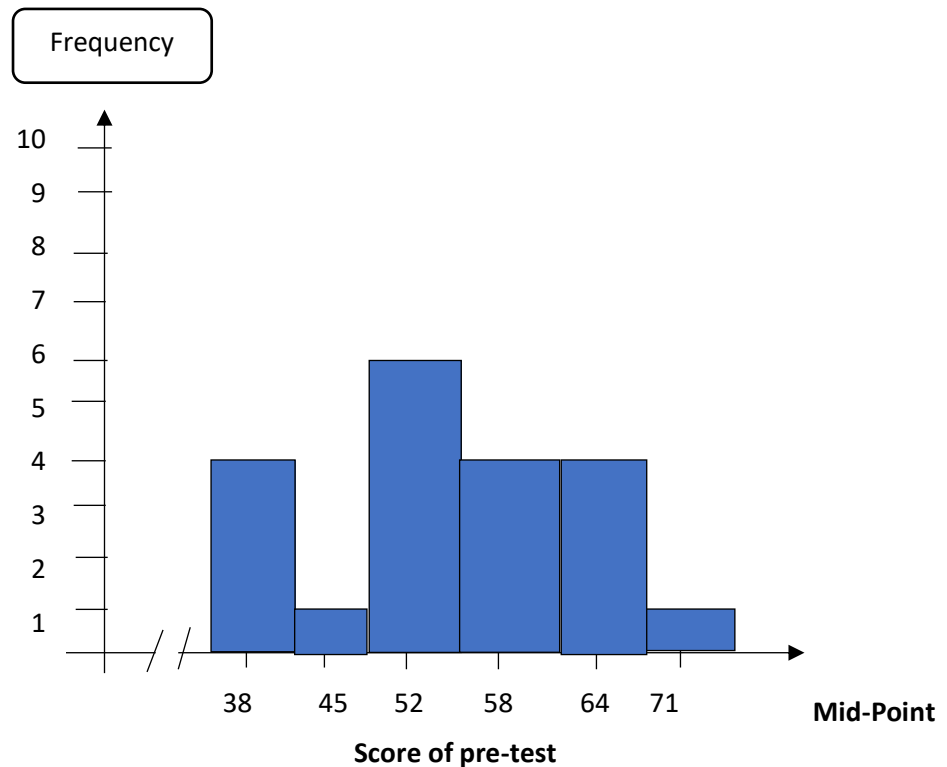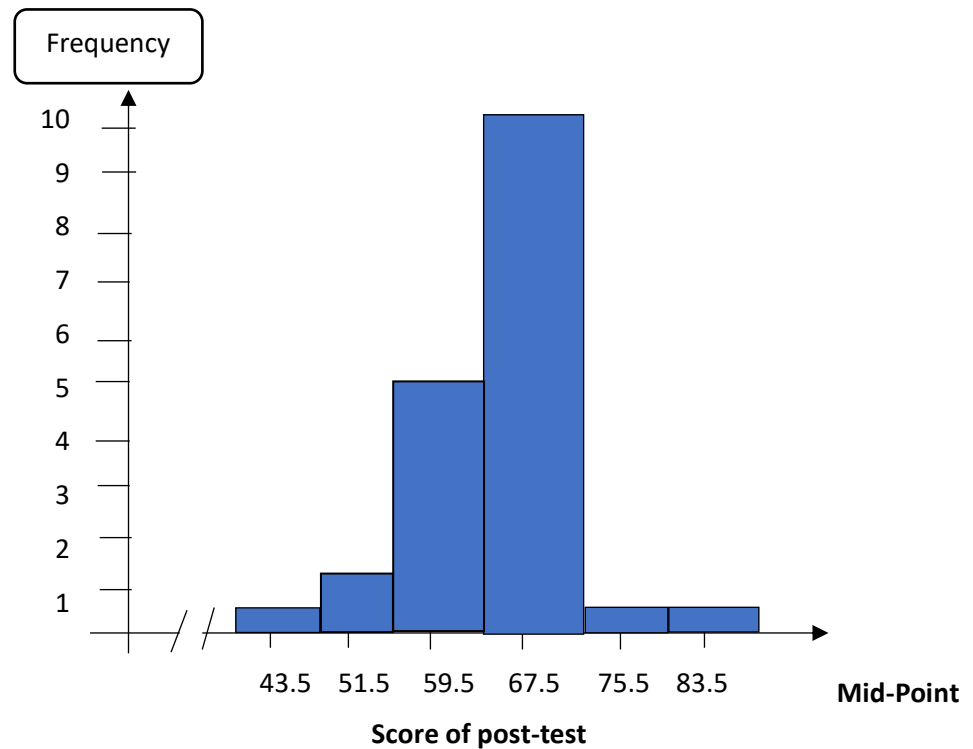
Figure 5: Data Description of Students' Writing Narrative Text in Control Class (Post-test)

Based on histogram from of mid-point above, mid-point is score in the middle. The score can be seen from mid-point. The total frequency was 20 students, because relative to the data is 20 students. There is 1 frequency in 43.5 mid-point which means there is 1 student in score 43.5. There are 2 frequency in 51.5 mid-point which means there are 2 students in score 51.5. There are 5 frequency in 59.5 mid-point which means there are 5 students in score 59.5. There are 10 frequency in 67.5 mid-point which means there are 10 students in score 67.5. There is 1 frequency in 75.5 mid-

point which means there is 1 student in score 75.5. There is 1 frequency in 83.5 mid-point which means there is 1 student in score 83.5.

3. Description of Score Comparison in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the pair samples t-test using SPSS 26.0 version as below:

Table IV.9
Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test experimental	59.35	20	14.321	3.202
Post-test experimental	76.55	20	7.458	1.668
Pair 2 Pre-test control	54.00	20	10.603	2.371
Post-test control	63.55	20	9.550	2.136

Based on the table above, that can be seen that summary of the result of the descriptive statistic of the two samples, namely the pre-test and post-test's score both in experimental class and control class. The mean score in pre-test experimental class is 59.35 and 76.55 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 54.00 and 63.55 in post-test. The participant consisted of 20 students.

Then, std. deviation in pre-test experimental class is 14.321 and 7.458 in post-test experimental class. Std. Deviation in pre-test control class is 10.603 and 9.550 in post-test control class. Because the mean score in pre-test is lower than post-test, it means

descriptively there is the different mean score between pre-test and post-test.
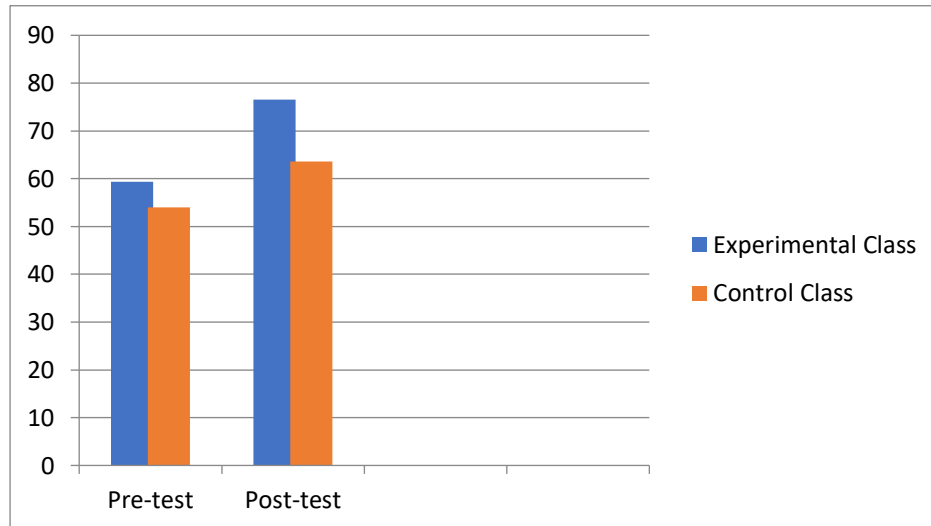
4. Hypothesis

The researcher had known the data normal and homogeneity. It means the researcher chosen the next hypothesis. If data is normal and homogeneity, the researcher has to use the parametric statistic to analyze the hypothesis. Parametric statistic is as independent sample t-test. The researcher used independent sample t-test with using SPSS 26.0 version to examine the hypothesis. The result can be seen from mean of score.

Before using the techniques (pre-test) in experimental class, mean score is 59.35 and after using the technique in experimental class (post-test), mean score is 76.55. To know the effect of Chain Story technique on writing narrative text, the researcher would present the data analysis in the table below:

Table IV.10
Group Statistic

Class	N	Mean	Std. Deviation	Std. Error Mean
Post test Experimental	20	76.55	7.458	1.668
Control	20	63.55	9.550	2.136

The table of group statistic above shows that both samples have 20 students. The mean of experimental class improvement was 76.55 and mean of control class improvement was 63.55. The standard deviation for the experimental class was 7.458 and the control class was 9.550. It means there is a different point on students' writing narrative text after used Chain Story technique. For significance (2 tailed) can be seen in the table below:

Table IV.11
Independent Sample Test

		F	Sig.	T	Df	Sig	Mean Difference	Std. Error Difference	Lower	Upper
Independent Samples Test										
Levene's test for equality of variances	t-test for equality of means									
95% confidence interval of the difference										
Result score	Equal variances assumed	.103	.750	4.798	38	.000	13.000	2.710	7.515	18.485
	Equal variances not assumed			4.798	35.893	.000	13.000	2.710	7.504	18.496

Based on the table above, it can be seen that t $_{count}$ is 4.798 and t $_{table}$ is 1.686. It means that t $_{count}$ > t $_{table}$ (4.798>1.686). So, H$_a$ is accepted and H$_o$ is rejected. It is "there is significant effect of Chain Story technique on Writing Narrative Text at The XI Grade Students of SMAN 1 Panyabungan".

In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the below:

Table IV.12
Gain of Score in Experimental and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	59.35	76.55	17.2	7.65
Control Class	54.00	63.55	9.55	

The researcher discussed of the result in this research based on the result of the data analysis. The researcher got the mean score for experimental pre-test was 59.35 and post-test was 76.55. The difference between pre-test and post-test is 17.2. Then, the mean score for control class in pre-test was 54.00 and post-test was 63.55. The difference between pre-test and post-test is 9.55. So, based on the comparing can be concluded that improvement of experimental class was higher than control class. It means Ha as a hypothesis of this research was accepted and H0 was rejected and the hypothesis is accepted (there is significant effect).

B. Discussion

The researcher found the problem that the students were difficult to express their ideas in English writing narrative text. The students' difficulty to develop imagination in writing narrative text and English teacher uses uninteresting technique in teaching writing narrative. It was the reason from the researcher to conduct the research. At the beginning of the research, the pre-test was administered to know the students by the researcher. Based on the result of the research above, it has shown that Chain Story Technique

influenced students' writing narrative text. From the result, it can be seen that the students' post-test was higher than pre-test.

The researcher did pre-test of experimental and control classes. On the other hand, the result showed that the mean score for pre-test experimental class was 59.35 and the mean score of pre-test in control class was 54.00. Afterward, students were taught by using Chain Story Technique in the experimental class. The material is narrative text.

In the treatment process in experimental class, the students felt confused to learn narrative text by using Chain Story Technique because students were afraid if students felt narrative text was difficult for them. Many students did not understand about narrative text especially to make good text.

The researcher did post-test of experimental and control classes. On the other hand, the result showed that the mean score for post-test experimental class was 76.55 and the mean score of post-test in control class was 63.55. This result after the researcher taught the students by using Chain Story Technique.

Based on the hypothesis states found that there is a significant effect of using Chain Story technique to students writing narrative text, it means that Chain Story Technique is a technique that can be used to writing narrative text, Chain Story Technique it's also a good technique that can help students to learn writing.

Magee states Chain Stories offers teachers a new and different approach to writing in the classroom with this useful and fairly simple activity.[39] Students work together in groups to create personal yet collaborative stories. Students enjoy the variety and spontaneity associated with the story sequence. Students work together while expressing themselves as individuals.

The first is Gamal states that chain story technique has a significant effect on students' writing narrative text.[40] The result showed that the t-test score was 17.148 while t-table score in significance level 5%, df= 34 was 2.032. Since t-test was higher than t-table, it can be concluded that alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

The second is Purnama about critical thinking in writing by using chain story technique.[41] The result of paired-sample t-test above show that significant differences exist in the students' pre-and post-test scores, where post-test scores (M = 68.93, SD = 13.16) are significantly higher than pre-test scores (M = 42.97 SD = 10.67). Besides, the probability value (sig. 2 tailed) 0.000 is smaller than alpha value 0.05 (0.000 < 0.05).

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[39] Magee, 'Chain Stories - A Collaborative Writing Activity', 1993, 36 <https://files.eric.ed.gov/fulltext/ED408825.pdf>.

[40] Gamal, Aruan, and Novitri, 'The Effect of Chain Story in Writing Narrative Text on the Second Year Students of Sman 5 Pekanbaru', *Neliti.Com*, 1–9 <https://www.neliti.com/publications/198984/the-effect-of-chain-story-in-writing-narrative-text-on-the-second-year-students>.

[41] Purnama, Mursalim, and Miliha, 'The Effect of Chain Story Technique on Students' Critical Thinking in Writing at Senior High School 1 Raha', *JTE:Journal of Teaching of English*, 7.2 (2022), 1–8..

The third Pakpahan about teach writing descriptive text by using Chain Story technique.[42] The data were analyzed by using reliability (KR21) and t- test formula. The calculated shown that the mean score of students in experimental class was 8.45 and the mean score of control class who are taught without Chain Story technique was 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.

The discussion of findings above can support this research, where they have in common that Chain Story Technique have significant effect on students' Writing narrative text. Therefore, the research conducted by the researcher or another researcher who was referenced in a referenced in a related findings have been affected by using Chain Story Technique.

C. Threats of the Research

There are some factors that may threats this research, including the following:

1. The researcher did not know how seriously the students were taking the test.

2. Due to the limited researcher giving students additional time to complete the test

3. There were few students that have the same answers.

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[42] Pakpahan, 'The The Effect of Using Chain Story Technique In Writing Descriptive Text For The Grade Students of SMP Negeri 14 Medan', *The Explora*, 7.3 (2022), 32–37 <https://doi.org/10.51622/explora.v7i3.501>.

4. Students answer or write the same answer so that researcher was carried out again.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' writing ability before using Chain Story technique at XI grade SMAN 1 Panyabungan was low. Before using Chain Story technique the mean score of experimental class was 59.35 and mean score of control class was 54.00. Both of the scores was low.

2. After using Chain Story technique, the mean score of experimental class was 76.55 and the mean score of control class was 63.55. The score of experimental was higher than the score of control class. So, after using Chain Story technique students' writing ability increased.

3. The research found the result that t_{count} was higher than t_{table}. T_{count} was 4.798 and t_{table} was 1.686 (4.798>1.686). It means that H_a was accepted and H_o was rejected. So, there is significant Effect of Chain Story technique on Writing Narrative Text at The XI Grade Students of SMAN 1 Panyabungan.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. Principal of SMAN 1 Panyabungan to motivate the teacher, especially for English teachers to teach as well as possibly by maximizing the using of Chain Story Technique or others method in teaching English.

2. The researcher hopes to the English teacher, especially in SMAN 1 Panyabungan to use Chain Story Technique as an alternative to increase the students' writing ability in narrative text. Chain Story Technique can help students to build high responsibility, good teamwork, sharing together, an solve the problem together.

3. For other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of this technique deeply. Further, researcher can try to apply this technique with another kind of text, descriptive text and recount text for instance.

C. Implication

This research was done indicated as experiment which was the result that was getting can be considered as a technique of learning applied in education environment and system of teaching in school will be getting the result well. In other hand, it is the exist of thesis, the parties concerned can view wider the obtacles that happening in education and knowing steps what must be done for reduce the obtacles. It can be made sure that the result of this research has positive implication for various of parties who concerned into this research.

From various of obtacles that happening in scope of this research had revealed the results of research impact on the parties directly. One of them is the result of research which discussed in part of discussion point one (pre-test) obtained the result was not good enough. This thing is needed for note to parties of school that important has a better system in applying of learning that will be given for students.

Based on the result of research before learning using Chain Story technique and after using Chain Story technique, it indicated that there was a changing of score between in pre-test and post-test. It is encourage the teacher for more explored and more understand in detail about the Chain Story technique. Therefore, this technique expected can be applied in school because it has good impact and positive impact towards students' writing ability.

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RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENTAL CLASS)

Nama Sekolah   : SMAN 1 Panyabungan

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/ Ganjil

Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti

KI-1 dan KI-2	:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong-royong, kerjasama, toleran, damai), bertanggung jawab, reponsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI-3	:Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI-4	:Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menhitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : Mampu memahami text yang sedang dipelajari dengan benar.

2. Indikator

1) Mampu menangkap kata kunci "keyword" dari teks narrative yang diberikan
2) Mampu mengoreksi dan menganalisa kesalahan yang ada dalam teks narrative baik dari struktur maupun kebahasaan teks tersebut.
3) Mampu mengidentifikasi fungsi social, struktur, dan unsur kebahasaan dari teks narrative.

C. Tujuan Pembelajaran

1. Siswa mampu memahami text naarative dengan baik melalui teknik belajar yang diberikan
2. Siswa mampu menangkap kata kunci, mengoreksi/ menganalisa kesalahan serta mampu mengidentifikasi fungsi social, struktur,dan kebahasaan dari teks narrative.

D. Materi Pembelajaran

Narrative text includes any kind of writing that describes a sequence of events and includes both fiction (novels, short stories,poetry) and non-fiction (memoirs, biographies, news).

Social Function:	Generic Structure:	The language features:
The aims of narrative is to amuse, to express feelings to inform, to persuade and to deal with vicarious experience in different ways as a powerful medium for entertainment.	**Orientation:** Orientation is a portion of the text provides the framework or beginning of the story. **Complication:** A complication is a piece of text to inform about a contradiction in the story. **Resolution:** Resolution is text describing a reaction to solve the problem. **Coda:** A coda is descriptive reflection or assessment of a conflict about a story.	1. Use distinct nouns to refer to or describe specific people,animals, and things that are the subject of the story 2. The use adjectives forms noun groups that that describe people, animals or things in the story 3. The use of tense conjunctions orders events over time 4. The use adverbs and adverbial phrases localizes specific incidents or occurances 5. The use of action verbs in past tense indicates the action of the story 6. The use verbs to say and verbs to think indicates which letter is feeling,thinking, or saying.

E. Metode Pembelajaran

Metode pembelajaran : Chain Story Technique

F. Media Pembelajaran

1. Media : Dictionary, Buku tulis, Buku paket
2. Alat/ Bahan : Spidol, Papan tulis

G. Langkah-langkah Pembelajaran

Teacher Activity	Procedure	Students Activity
E. Pre Teaching 2. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn
F. While Teaching 1. The teacher divide the students into group. 2. The teacher explains that each students will write the story an opening sentence. 3. The teacher writes the example of the first sentence. 4. The teacher gives instruction to students to work in groups discussing the topic story given by the teacher. 5. The teacher explains that the students have one minute to make their contribution.	Review Vocabulary Writing Actively	1. The students following the teachers instruction. 2. The Students understand the direction of the teacher. 3. The student following the direction given by the teacher. 4. tudents write stories alternately and discus about the story. 5. Students write the next sentence in their own paper. Each student was be given to give the contribution.
1. The teacher monitors students every group, and sees the results writing every group.	Eror Correction	1. Student correct the stories together before collecting.

2. Teacher can also collect corrected stories and provide additional comments or select anonymous erors to be corrected.		2. Students give the paper.
G. Post Teaching 1. Teacher ask students about their understanding about the material. 2. Teacher closes the teaching learning activity.		1. Listen to the teacher. 2. Students give the greeting to the teacher.

I. Penilaian

    Bentuk : Tertulis (Written)

    Rubic Penilaian :

Scoring Elements	Scale	Quality	Description
Content	30-27	Excellent to Very Good	Knowledgable substantive– thorough development of thesis – relevant to assign topic.
	26-22	Good to Average	Some knowledge of subject – adequate rang – limited development of thesis – mostly relevant to topic, but lack detail
	21-17	Fair to Poor	Limited knowledge of subject– little substance – inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject – non substantive – not pertinent or not enough to evaluate.

Organization	20-18	Excellent to Very Good	Fluent expression – ideas clearly stated/supported succinct – well organized – logical sequencing – cohesive.
	17-14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – Logical but incomplete sequencing.
	13-10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate – no organization – OR not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective words/idiom choice and usage – word form mastery – appropriate register.
	17-14	Good to Average	Adequate range – occasional errors of words/idiom form, choice, usage, but meaning confused or obscured.
	13-10	Fair to Poor	Limited range – frequent errors of words/idiom form, choice, usage – meaning confused or obscured.
	9-7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form - not enough to evaluate.

Language Use	25-22	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions
	21-19	Good to Average	Effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions– frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions
	10-5	Very Poor	No mastery of sentence construction rules dominated by errors – does not communicate – not enough to evaluate
Mechanics	5	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.
	4	Good to Average	Occasional errors of spelling, punctuation, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, and

			paragraphing – poor handwriting – meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, and capitalization- handwriting illegible – OR not enough to evaluate.

Panyabungan, 30 Oktober 2023

Mengetahui

English Teacher   Researcher

Herlinawati Ritonga S.Pd   **Latifah Nurussa'adah**

NIP.19800803 201001 2 008   NIM. 19 203 00094

RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL CLASS)

Nama Sekolah   : SMAN 1 Panyabungan

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/ Ganjil

Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti

KI-1 dan KI-2	:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong-royong, kerjasama, toleran, damai), bertanggung jawab, reponsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
KI-3	:Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI-4	:Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menhitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi Dasar : Mampu memahami text yang sedang dipelajari dengan benar.

2. Indikator

1. Mampu menangkap kata kunci "keyword" dari teks narrative yang diberikan

2. Mampu mengoreksi dan menganalisa kesalahan yang ada dalam teks narrative baik dari struktur maupun kebahasaan teks tersebut.

3. Mampu mengidentifikasi fungsi social, struktur, dan unsur kebahasaan dari teks narrative.

C. Tujuan Pembelajaran

1) Siswa mampu memahami text naarative dengan baik melalui teknik belajar yang diberikan.

2) Siswa mampu menangkap kata kunci, mengoreksi/ menganalisa kesalahan serta mampu mengidentifikasi fungsi social, struktur,dan kebahasaan dari teks narrative.

D. Materi Pembelajaran

Narrative text includes any kind of writing that describes a sequence of events and includes both fiction (novels, short stories,poetry) and non-fiction (memoirs, biographies, news).

Social Function:	Generic Structure:	The language features:
The aims of narrative is to amuse, to express feelings to inform, to persuade and to deal with vicarious experience in different ways as a powerful medium for entertainment.	**Orientation:** Orientation is a portion of the text provides the framework or beginning of the story. **Complication:** A complication is a piece of text to inform about a contradiction in the story. **Resolution:** Resolution is text describing a reaction to solve the problem. **Coda:**	1) Use distinct nouns to refer to or describe specific people, animals, and things that are the subject of the story 2) The use adjectives forms noun groups that that describe people, animals or things in the story 3) The use of tense conjunctions orders events over time

	A coda is descriptive reflection or assessment of a conflict about a story.	4) The use adverbs and adverbial phrases localizes specific incidents or occurances 5) The use of action verbs in past tense indicates the action of the story 6) The use verbs to say and verbs to think indicates which letter is feeling,thinking, or saying.

E. Metode Pembelajaran

1. Metode pembelajaran : Teacher Technique

F. Media Pembelajaran

3. Media   : Dictionary, Buku tulis, Buku paket

4. Alat/ Bahan   : Spidol, Papan tulis

G. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan
1) Guru mengucapkan salam (greeting). 2) Peserta didik membaca doa sebelum pembelajaran dimulai. 3) Guru mengecek kehadiran peserta didik. 4) Memperkenalkan diri kepada siswa dan menyampaikan maksud kedatangan ke kelas. 5) Guru memberi motivasi belajar kepada siswa secara konsteksual 6) Guru mengajukan pertanyaan antara pengetahuan sebelumnya, sebelum materi yang akan dipelajari. 7) Guru menyampaikan tujuan pembelajaran yang harus di capai siswa 8) Menjelaskan mekanisme pelaksanaan sesuai dengan langkah-langkah pembejaran.
B. Kegiatan Pembelajaran/ Kegiatan Inti
1) Guru meminta murid untuk membuka materi di dalam buku tentang narrative text 2) Guru menjelaskan narrative text beserta susunan dan unsur kebahasaannya 3) Siswa dibagi ke dalam beberapa grup 4) Guru meminta siswa untuk menulis text yang menceritakan teks narrative

5) Siswa berdiskusi dengan teman sekelompoknya
6) Buku latihan dikumpulkan oleh guru
7) Buku latihan diperiksa oleh guru

C. Penutup
1) Guru memberi kesempatan kepada siswa untuk menanyakan hal yang belum dipahami
2) Siswa dan guru membuat kesimpulan terhadap materi yang telah diajarkan
3) Siswa dan guru menutup pembelajaran dengan membaca do'a

I. Penilaian

Teknik : Test

Bentuk : Tertulis (Written)

Penilaian : Berdasarkan rubic penelitian narrative text.

Scoring Elements	Scale	Quality	Description
Content	30-27	Excellent to Very Good	Knowledgable substantive– thorough development of thesis – relevant to assign topic.
	26-22	Good to Average	Some knowledge of subject – adequate rang – limited development of thesis – mostly relevant to topic, but lack detail
	21-17	Fair to Poor	Limited knowledge of subject– little substance – inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject – non substantive – not pertinent or not enough to evaluate.
Organization	20-18	Excellent to Very Good	Fluent expression – ideas clearly stated/supported succinct – well organized – logical sequencing – cohesive.

	17-14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – Logical but incomplete sequencing.
	13-10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate – no organization – OR not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range – effective words/idiom choice and usage – word form mastery –appropriate register.
	17-14	Good to Average	Adequate range – occasional errors of words/idiom form, choice, usage, but meaning confused or obscured.
	13-10	Fair to Poor	Limited range – frequent errors of words/idiom form, choice, usage – meaning confused or obscured.
	9-7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form - not enough to evaluate.
Language Use	25-22	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions
	21-19	Good to Average	Effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/function, articles,

			pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions– frequent errors of negation, agreement, tense, number,word order/function, articles, pronouns, prepositions
	10-5	Very Poor	No mastery of sentence construction rules dominated by errors – does not communicate – not enough to evaluate.
Mechanics	5	Excellent to Very Good	Effective complex constructions – few errors of agreement, tense, number, word function, articles, pronouns, prepositions.
	4	Good to Average	Occasional errors of spelling, punctuation, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing – poor handwriting – meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, punctuation, and capitalization- handwriting illegible – OR not enough to evaluate.

Panyabungan, 30 Oktober 2023

Mengetahui

English Teacher   Researcher

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NIP.19800803 201001 2 008   NIM. 19 203 00094

APPENDIX 3

Instrument of Writing Test for Experimental and Control Group

PRE TEST SHEET

Read these instructions before doing the test!

1. Write your full name and your class before do the test

2. Choose one of these themes and make a narrative text

    1) Malin Kundang

    2) Sampuraga

    3) Danau Toba

3. Work individually to write down narrative essay consisting of orientation, complication, resolution and coda.

4. Finish the task in 60 minutes

Validator

<u>Herlinawati Ritonga S.Pd</u>

NIP.19800803 201001 2 008

APPENDIX 4

Instrument of Writing Test for Experimental and Control Group

POST TEST SHEET

Read these instructions before doing the test!

1. Write your full name and your class before do the test

2. Choose one of these themes and make a narrative text

    1) Snow white

    2) Cinderella

    3) Danau Toba

3. Work individually to write down narrative essay consisting of orientation, complication, resolution and coda.

4. Finish the task in 60 minutes

Validator

Herlinawati Ritonga S.Pd

NIP.19800803 201001 2 008

APPENDIX 5

DOCUMENTATION

1. Documentation of Pre-test (Control Class)

2. Documentation of Pre-test (Experimental Class)

3. Treatment in Control Class by Using Teacher's Technique

4. Treatment in Experimental Class by Using Chain Story Technique

5. Documentation of Post-test (Control Class)

6. Documentation of Post-test (Experimental Class)

APPENDIX 6

SCORE IN EXPERIMENTAL CLASS

1. The Score of Pre-test in Experimental Class

No.	Name	Pre-test					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	APS	16	13	14	10	2	55
2.	ASD	14	10	13	15	3	55
3.	DN	18	13	14	17	3	65
4.	FRA	13	9	10	10	3	45
5.	GAR	21	15	17	16	3	72
6.	HA	22	14	14	17	3	70
7.	HAM	25	16	17	19	3	80
8.	KHI	23	17	16	19	3	78
9.	KR	17	10	12	14	2	55
10.	MAL	17	13	14	19	3	66
11.	NA	17	10	13	17	3	60
12.	NRA	18	13	12	14	3	60
13.	NK	10	5	8	10	2	35
14.	RI	22	14	17	19	3	75
15.	RAA	16	9	12	10	3	50
16.	RGS	15	9	9	10	2	45
17.	RM	22	16	18	21	3	80
18.	PHI	13	7	9	5	2	36
19.	QAL	10	7	10	10	2	40
20.	SF	18	13	15	16	3	65

2. The Score of Post- test in Experimental Class

No.	Name	Post-test					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	APS	21	13	14	17	3	68
2.	ASD	22	17	16	17	3	75
3.	DN	25	17	14	19	3	78
4.	FRA	21	17	16	18	3	75
5.	GAR	22	17	17	21	3	80
6.	HA	26	17	17	19	3	82
7.	HAM	25	19	17	21	3	85
8.	KHI	26	18	17	19	4	84
9.	KR	21	14	15	17	3	70
10.	MAL	22	14	17	19	3	75
11.	NA	22	16	17	17	3	75
12.	NRA	25	17	16	18	4	80
13.	NK	21	13	14	17	3	68
14.	RI	26	18	17	21	3	85
15.	RAA	21	13	16	17	3	70
16.	RGS	21	14	15	17	3	70
17.	RM	27	18	19	21	3	88
18.	PHI	17	15	16	17	3	68
19.	QAL	17	14	15	17	2	65
20.	SF	27	18	18	22	5	90

APPENDIX 7

SCORE IN CONTROL CLASS

1. The Score of Pre-test in Control Class

No.	Name	Pre-test					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	AKI	18	13	14	17	3	65
2.	AS	17	13	14	13	3	60
3.	AP	15	10	12	11	2	50
4.	AHS	16	8	13	16	2	55
5.	FH	21	14	10	12	3	60
6.	FZ	13	9	10	10	3	45
7.	HML	18	13	13	14	2	60
8.	IN	17	13	14	18	3	65
9.	NM	17	13	15	14	3	62
10.	NS	16	9	10	13	2	50
11.	NW	17	10	13	17	3	60
12.	NBM	13	6	9	10	2	40
13.	PRN	13	7	8	8	2	38
14.	RB	13	7	8	5	2	35
15.	SA	16	10	10	12	2	50
16.	SJS	16	12	13	11	3	55
17.	SR	13	10	13	11	3	50
18.	WA	22	15	17	16	3	73
19.	YA	10	17	10	11	2	40
20.	ZAH	21	14	16	13	3	67

2. The Score of Post-test in Control Class

No.	Name	Post-test					Score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1.	AKI	13	9	10	15	2	49
2.	AS	22	17	13	11	2	65
3.	AP	16	12	13	14	3	58
4.	AHS	16	13	14	17	3	68
5.	FH	23	16	14	19	3	75
6.	FZ	21	13	16	17	3	70
7.	HML	16	9	10	13	2	60
8.	IN	25	18	17	20	5	85
9.	NM	21	16	13	12	3	65
10.	NS	20	13	13	15	3	64
11.	NW	20	15	13	14	3	65
12.	NBM	13	6	9	10	2	40
13.	PRN	21	14	16	17	2	70
14.	RB	17	13	13	15	2	60
15.	SA	16	10	12	13	2	53
16.	SJS	17	13	15	17	3	65
17.	SR	17	13	13	15	2	60
18.	WA	17	13	13	14	3	60
19.	YA	21	14	15	17	3	70
20.	ZAH	21	14	17	14	3	69

APPENDIX 8

STUDENTS' SCORE OF PRE-TEST AND POST-TEST

IN EXPERIMENTAL CLASS

No	Name	Pre test	Post test
1	APS	55	68
2	ASD	55	75
3	DN	65	78
4	FRA	45	75
5	GAR	72	80
6	HA	70	82
7	HAM	80	85
8	KHI	78	84
9	KR	55	70
10	MAL	66	75
11	NA	60	75
12	NRA	60	80
13	NK	35	68
14	RI	75	85
15	RAA	50	70
16	RGS	45	70
17	RM	80	88
18	PHI	36	68
19	QAL	40	65
20	SF	65	90

APPENDIX 9

STUDENTS' SCORE OF PRE-TEST AND POST-TEST

IN CONTROL CLASS

No	Name	Pre test	Post test
1	AKI	65	49
2	AS	60	65
3	AP	50	58
4	AHS	55	68
5	FH	60	75
6	FZ	45	70
7	HML	60	60
8	IN	65	85
9	NM	62	65
10	NS	50	64
11	NW	60	65
12	NBM	40	40
13	PRN	38	70
14	RB	35	60
15	SA	50	53
16	SJS	55	65
17	SR	50	60
18	WA	73	60
19	YA	40	70
20	ZAH	67	69

APPENDIX 10

The Result of Pre-test in Experimental Class

Statistics		
Pre-test Experimental Class		
N	Valid	20
	Missing	0
Mean		59.35
Median		60.00
Mode		55
Std. Deviation		14.321
Range		45
Minimum		35
Maximum		80
Sum		1187

High score   : 80

Low score   : 35

Range   : 80-35 = 45

Total of class : 1+3.3 (log.n)

           1+3.3 (log.20)

           1+3.3 (1.3)

           1+4.29=5.29

             =6

Length of class: $\frac{R}{K} = \frac{45}{6}$

        = 7.5=8

No.	Interval	Mid-point	Frequency	Percentage
1.	35-42	38.5	3	15%
2.	43-50	46.5	3	15%
3.	51-58	54.5	3	15%
4.	59-66	62.5	5	25%
5.	69-76	72.5	3	15%
6.	77-84	80.5	3	15%
	i=6		20	100%

APPENDIX 11

The Result of Post-test in Experimental Class

Statistics		
Post-test Experimental Class		
N	Valid	20
	Missing	0
Mean		76.55
Median		75.00
Mode		75
Std. Deviation		7.458
Range		25
Minimum		65
Maximum		90
Sum		1531

High score : 90

Low score : 65

Range : 90-65 = 25

Total of class : 1+3.3 (log.n)

1+3.3 (log.20)

1+3.3 (1.3)

1+4.29=5.29

=6

Length of class: $\frac{R}{K} = \frac{25}{6}$

= 4.16 = 5

No.	Interval	Mid-point	Frequency	Percentage
1.	65-69	67	4	20%
2.	70-74	72	3	15%
3.	75-79	77	5	25%
4.	80-84	82	4	20%
5.	85-89	87	3	15%
6.	90-94	92	1	5%
	i=6		20	100%

APPENDIX 12

The Result of Pre-test in Control Class

Statistics		
Pre-test Control Class		
N	Valid	20
	Missing	0
Mean		54.00
Median		55.00
Mode		50[a]
Std. Deviation		10.603
Range		38
Minimum		35
Maximum		73
Sum		1080
a. Multiple modes exist. The smallest value is shown		

High score   : 73

Low score   : 35

Range   : 73-35 = 38

Total of class : 1+3.3 (log.n)

        1+3.3 (log.20)

        1+3.3 (1.3)

        1+4.29=5.29

          =6

Length of class: $\frac{R}{K} = \frac{38}{6}$

      $= 6.3 = 7$

No.	Interval	Mid-point	Frequency	Percentage
1.	35-41	38	4	20%
2.	42-48	45	1	5%
3.	49-55	52	6	30%
4.	56-60	58	4	20%
5.	61-67	64	4	20%
6.	68-74	71	1	5%
	i=6		20	100%

APPENDIX 13

The Result of Post-test in Control Class

Statistics		
Post-test Control Class		
N	Valid	20
	Missing	0
Mean		63.55
Median		65.00
Mode		60[a]
Std. Deviation		9.550
Range		45
Minimum		40
Maximum		85
Sum		1271
a. Multiple modes exist. The smallest value is shown		

High score   : 85

Low score   : 40

Range   : 85-40 = 45

Total of class : 1+3.3 (log.n)

1+3.3 (log.20)

1+3.3 (1.3)

1+4.29=5.29

=6

Length of class: $\frac{R}{K} = \frac{45}{6}$

$= 7.5 = 8$

No.	Interval	Mid-point	Frequency	Percentage
1.	40-47	43.5	1	5%
2.	48-55	51.5	2	10%
3.	56-63	59.5	5	25%
4.	64-71	67.5	10	50%
5.	72-79	75.5	1	5%
6.	80-87	83.5	1	5%
	i=6		20	100%

APPENDIX 14

CALCULATION OF GAIN SCORE

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	59.35	76.55	17.2	7.65
Control Class	54.00	63.55	9.55	

APPENDIX 15

CALCULATION OF NORMALITY

One-Sample Kolmogorov-Smirnov Test		
		Post-test
N		20
Normal Parameters[a,b]	Mean	76.55
	Std. Deviation	7.458
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.091
Test Statistic		.160
Asymp. Sig. (2-tailed)		.192[c]
a. Test distribution is Normal		
b. Calculated from data		
c. Lilliefors Significance Correction		

APPENDIX 16

CALCULATION OF HOMOGENITY

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.103	1	38	.750
	Based on Median	.077	1	38	.783
	Based on Median and with adjusted df	.077	1	31.897	.784
	Based on trimmed mean	.097	1	38	.757

APPENDIX 17

CALCULATION OF HYPOTHESIS TEST

		\multicolumn{2}{c}{Levene's test for equality of variances}	\multicolumn{7}{c}{t-test for equality of means}						
							\multicolumn{2}{c}{confidence difference}		\multicolumn{2}{c}{95% interval of the}
		F	Sig.	T	Df	Sig	Mean Difference	Std. Error Difference	lower	Upper
Result score	Equal variances assumed	.103	750	4.798	38	.000	13.000	2.710	7.515	18.485
	Equal variances not assumed			4.798	35.8 93	.000	13.000	2.710	7.504	18.496

Table title: Independent Samples Test

APPENDIX 18

T-table

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63,657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38
39	1,303	1,685	2,023	2,426	2,708	39

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 PANYABUNGAN

Jalan Sutan Soripada Mulia, Kode Pos : 22919, Kec. Panyabungan, Kab. Mandailing Natal, Telp. (0636) 20131, email : panyabungan_smansa@yahoo.co.id.

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
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Benar telah selesai melaksanakan Penelitian di SMA Negeri 1 Panyabungan Kab Mandailing Natal, sedang menyelesaikan skripsi dengan judul

The Effect of Chain Story Technique on Writing Narrative Text at The XI Grade Students of SMA Negeri 1 Panyabungan''

Demikian Surat Keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya

Panyabungan, 28 Agustus 2023
Kepala SMA Negeri 1 Panyabungan

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Yth.
1. Rayendriani Fahmei Lubis, M.Ag.   (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd.   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

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Judul Skrips   : The Effect of Chain Story Technique on Writing Narrative Text at
                  The XI Grade Students of SMAN 1 Panyabungan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui   Ketua Program Studi
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Lampiran : -

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              Penyelesaian Skripsi.

Yth. Kepala SMAN 1 Panyabungan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi   : Tadris Bahasa Inggris

Alamat   : Jl. Bukit Barisan Banjar Telkom Kayujati Panyabungan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect on Chain Story Technique on Writing Narrative Text at The XI Grade Students of SMAN 1 Panyabungan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
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