The Effectiveness of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students

Herlina Rahmawati(1), Ratna Nurlia(2)

Universitas PGRI Adi Buana Kampus Blitar, Indonesia

E-mail: (1)herlinarahmawati007@gmail.com, (2)ratnayeol123@gmail.com

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Abstract

The purpose of this study is to evaluate the chain writing technique for teaching how to write descriptive text using comic strips. This study employed a quasi-experimental methodology. Both the experimental class and the control class participated in the study four times each. A test is the instrument in use. Based on the analysis of the data, the experimental class's test results for creating an English paragraph had an average score of 86.22. While the control group's test results yielded an average score of 74.13. For degrees db = 5%, the value of $t_{\text{observed}}$ is 4.78, while the value of $t_{\text{table}}$ is 3.15. The use of the chain writing approach is significantly impacted since $t_{\text{observed}} > t_{\text{table}}$. The chain writing technique significantly improves the descriptive text writing abilities of first grade junior high school students. This demonstrates that learning to write more effectively through chain writing than through lecturing. It is recognized that the chain writing learning method can enhance learning outcomes based on the outputs of data processing.

Keywords: chain writing method, comic strip, descriptive text, effectiveness

Introduction

Indonesian students now find themselves in need of learning English. It addresses speaking, reading, listening, and writing. These four abilities are combined. But students still do not tend to favor writing as a topic. Teachers have a crucial role in inspiring children to write. According to Graham (Harris & Graham, 2007), Students must be passionate about writing if they are to succeed in school, at employment, and in their personal lives.

The significance of writing is then noted and backed up by several professionals. First off, writing is among the best ways to convey our thoughts and emotions. To gain ideas for writing, the author must read more books. Additionally, when writing, authors must carefully organize their thoughts, select the most appropriate topic sentence, and provide a compelling argument. Unfortunately, the majority of junior high school first graders struggle to write essays.

Many students think that Writing is the most difficult skill to achieve. From the researcher’s observation, the students have difficulty in writing. Most of them found difficulty in finding the ideas what to write. They were stuck to begin their writing. Moreover Amalia et. al. (Amalia et al., 2021) argued that, This skill involves the process of discovering ideas on the text not only by putting the words on the paper but also by selecting and organizing the ideas by considering several components. It made the students ignored writing subject. The teacher’s method in teaching writing was using conventional. According to Iskandar (2020:44 in (Suparto et al., 2021) teaching writing is the most difficult skill to teach among other skills because when we teach writing, we also teach other skills. Moreover, the problems become complicated because the teachers do not use suitable method to teach effectively.

There are many methods that can be used by the teachers to solve the students’ problem in writing. One of them is chain writing. Chain
writing is a method where the students are asked to put ideas together in developing certain topic collaboratively into a good paragraph writing. Chain Writing is suitable for any kinds of genre such as narrative, descriptive, procedure, etc. Primasari et al. (Primasari et al., 2021) in their research related to the use of chain writing method to teach descriptive text, had proven that this method gave benefit for students to improve both their writing skill and their desire to write. Furthermore, Montanero and Madeira (Montanero & Madeira, 2019) in their research about collaborative writing on narrative competence stated that collaborative writing practices yielded higher gains than exclusively individual practice.

For those reasons, the researchers conducted an experimental research entitled the effectiveness of using chain writing method with comic strips to teach writing to junior high school students.

**Materials And Method**

**Chain Writing**

A socially based technique called chain writing will provide pupils with unprecedented opportunity to actively write. Students collaborate in groups as they write in chains. Each group composes text fragments to represent their thoughts and feelings; this exercise was carried out in the form of chain reactions. The success of the group is impacted by the students' success with one another. Students may also choose to write out a chosen passage of text. It will generate a whole text that pupils have written in a chain at the conclusion of the learning process. Chain writing is a technique used to help pupils put together a paragraph based on the visuals and/or prior lines from peers. (Fitriyanti, 2017).

The chain writing method is anticipated to be able to help students overcome their writing-related challenges, particularly when it comes to composing descriptive text. The findings of earlier research by Primasari et al. (Primasari et al., 2021), about chain writing method in learning writing claimed that this method had been successfully adopted is in line with this statement. This is demonstrated by data analysis, which finds a considerable impact of the chain writing method on students' capacity for producing descriptive text.

The study The Effect Of Using Chain Story Method in Writing Descriptive Text for the Grade Students of SMPN 14 Medan by YohanaSerepinaPakpahan (Pakpahan, 2022) provides additional proof of the chain writing method's benefits. The sample for the study consisted of forty eight students from each of the eight grades. Two randomized classes—an experimental class and a control class—were used in this investigation. While the control class did not receive any instruction using the chain writing method, the experimental class did. The writing test served as the instrument for gathering the data. To examine the data, the reliability (KR21) and t-test formulas were applied. According to the calculations, the average grade for the experimental class was 8.45, whereas the average grade for the control class, which did not use the chain writing approach, was 3.25. It can be said that the experimental class's mean score is higher than the control class's. The experimental group's scores are significantly different from those of the control group's. The conclusion drawn from the research is that t-observed is greater than t-table. (p 0.05) T-orbs > t-table 8.813 > 1.679. It denotes that Ha is accepted whereas H0 is denied. Writing in groups can be incredibly motivating for kids, whether it's a lengthy or brief writing process, according to (Harmer, 2007). Additionally, rather than working independently, students can create stories or concepts that come to life in groups. The writing of the kids improved as a result.

At SMP Islam Al-Ikhlas eighth grade pupils, there was a substantial difference between the students' scores in narrative writing using English comic strips and the students' scores in narrative writing without using English comic strips. The Effectiveness of Using English Comic Strips in Teaching Writing of Narrative Text by Ratnasari and Tarbiyah (Ratnasari & Tarbiyah, 2014). This study's methodology was quasi-experimental. Students in the eighth grade served as the study's subjects. The pretest and posttest were the instruments used in this investigation. The study's findings demonstrated the value of using English comic strips to instruct students in the creation of narrative texts. In the experimental class, the posttest result was 78.61. The controlled class's posttest result was a 65.54, though. Additionally, t0 was greater than tt, as evidenced by the statistical computation using the significance levels of 5% and 1%, which was 2.01 3.40 > 2.68. It thereby validated the alternative hypothesis (Ha).
Research Design
For this study, the researchers employed a non-randomized control group pretest-posttest quasi-experimental research design. Here are several justifications for choosing this style: This investigation employed a time schedule that had been established by the institution as previously, employing the observed classes in exactly the same way. The researcher could only assign a different treatment at random because the two classes were divided before the researcher started the research.

This study's experimental class used the chain writing approach, while the control class used the expository instructional method, with the aim of determining the efficacy of the two teaching strategies. While the other class, VII G, was supposed to receive instruction using the expository instructional approach as the control group, one class, VII F, served as the experimental group and was taught utilizing the chain writing method (lecturing learning method).

Variables
Both independent and dependent variables were used in the study's variables. The expository instructional method and the chain writing technique using comic strip software are the independent variables. The dependent variable is the student's performance as evidenced by their final test scores after applying those two instructional strategies.

Treatment
Only the experimental group received the treatment; the control group did not receive it because it was presumed that they had already received instruction utilizing process techniques in regular classroom settings. After receiving a pre-test, the chain writing method was taught using comic strip software over the course of two meetings. Based on the lesson plan, the chain writing approach using comic strip software was implemented.

Instructional Material
The same materials were distributed to both groups. Since English text types were readily available and appropriate for the issue, they were selected as the source of the information for the experimental study.

Time Allocation
The researcher is granted six meetings in each group, with the approval of the English teacher, to complete the lesson. Each meeting had two 40-minute sessions. The experimental study took place in the second semester of the 2021–2022 school year. In the experimental group, the students were instructed utilizing the chain-writing method. The students in the control group were then instructed utilizing an expository instructional approach.

Subject of the study
32 students from class VII-F and 32 students from class VII-G from SMP N 1 Sutojayan's first grade junior high school served as the study's subjects. The experimental group was assigned a coin flip, and the control group was assigned a flip as VII-G.

Instrument
The means of gathering data that should be valid and dependable are research instruments. If a study tool can accurately assess the intended outcome, it is considered to be valid. A test was employed as the research tool in this study to gather data. The purpose of the test was to compare the students' writing skills before and after treatment. Because essay writing is simple to prepare for and grade, it was chosen as the test format. There should be at least two requirements that a test must meet in order to be considered good and to yield reliable results. They are dependability and validity.

By taking into consideration the competence of an expert, the researcher takes into account the validation of the lesson plans to ensure that they have high quality in practical teaching. By considering how RPP has been applied in partner schools, RPP validation is deemed to be valid. Validity of material was employed by researchers. By determining the content of a sample test class or subject matter situation area, content validity is attained. A number of assessment criteria for paragraph writing served as the foundation for the validity of the study's content. Students created compositions based on the following grading criteria, which was modified from, to demonstrate their scores and the test's topic validity (Oshima & Hogue, 2006).

While reliability refers to how consistent the results are for each person from one administration of an instrument to the next and from one set of items to the next. The researcher employed alternative test reliability in this study. The alternative test consists of two sets of questions, where the first set's questions are the same as the second set's questions. This method in-
searcher tested two presumptions: first, the linearity of the relationship between the posttest, which served as the dependent variable, and the pretest, which served as the covariate; second, the homogeneity of the regression slopes.

Testing of Linearity
Because the distribution of points is clearly linear in shape in the scatter diagram above, there is a high degree of connection. Both the cause and the impact variables. As a result, each alteration to a casual variable will forecast an alteration to a effect variable. Positive correlation may be seen in the scatter plot above. The value of the effect variable rises when the value of the causal variable does as well. The range of the coefficient of determination (R²) is 0 to 1 (0 ≤ R² ≤ 1). In the scatter plot above, the chain writing method’s R² value is 0.701 whereas the expository instructional method's R² value is 0.639. As a result, the causal variable and the effect variable have a high correlation see Figure 1.

Homogeneity of Regression Slope
To assess the interaction between the co-variate and the factor (independent variable) in the prediction of the dependent variable, testing the homogeneity of regression slopes is necessary. The results of the ANCOVA are not meaningful if the interaction is significant, hence the analysis should not be done. The assumption is broken if the interaction level for the interaction is less than or equal to 0.05. Additionally, the results from (method*pretest) indicate that the significant value is 0.360, which is significantly higher than 0.05. It has been demonstrated that the homogeneity of the regression slope assumption is valid. ANCOVA can be performed in light of this discovery.

Levene’s Test of Equality of Error Variances
Levene's Equality of Error Test Variances
are utilized to determine whether or not the equality of variance assumption has been broken. Given that the sig. value is 0.758, which is significantly higher than 0.05, the variances in this instance are homogeneous or the principle of equality of variances is not broken.

One Way Analysis Covariance
The Chain Writing Method and the Expository Instructional Method with Comic Strip are significantly different if the sig. value is less than 0.05. According to the aforementioned Table 1, the analysis's findings showed that $F = 143.955$, Sig.0.000 < 0.05. As a result, there was a substantial difference between the experimental and control groups, and the analysis's findings suggest that the null hypothesis—that the chain writing method and the expository instructional approach with comic strip are equal—should be rejected.

Estimated Marginal Means
According to the estimated marginal means, it is accepted that students who are taught using the chain writing method outperform those who are taught using the expository instructional method because the mean score for the chain writing method is 87.503a, higher than the mean score for the expository instructional method, which is 72.959a.

Discussion
Finding a solution to the issue outlined in Chapter 1 is the goal of the current study. The issue is whether there is a discernible difference in the learning outcomes of pupils who receive writing instruction utilizing the chain writing technique with comic strip application and those who receive it conventionally. The operational hypothesis was developed after analyzing some ideas related to the subject of this study. It states that students who are taught utilizing an expository instructional technique will perform better. It was changed to the null hypothesis in order to test the research hypothesis for the study (H0). The chain writing approach with comic strips gets higher achievement in writing skills than those taught using the usual way, was the null hypothesis.

We can infer from the research findings that it has addressed the research problem because there is a notable difference in the learning achievement of the seventh grade students who were taught using the chain writing method as opposed to those who were taught using an expository instructional method.

The result of this study was in line with the previous studies from Primasari et al. (Primasari et al., 2021) and Montanero and Madeira (Montanero & Madeira, 2019) that chain writing technique had given significant effects on the students writing and made writing class more enjoyable.

Conclusion
The chain story technique was significant for enhancing students’ ability to write descriptive text. The study's findings led to the following conclusions: There were substantial disparities in scores between the experimental class and the control class. The chain story method has a great impact on the seventh graders at SMP Negeri 2 Sutojayan who use it to write descriptive writings.

Suggestion
Since the sample size was quite limited because this research was done in a classroom, we might not be able to generalize to other scenarios because of the small number of students. The findings should therefore be regarded with caution because of the small sample sizes and could only apply to this particular demographic. Therefore, for the further research, it is suggested that this research should be applied in a larger sample.

References
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