



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

Received: 14 October 2022; Revised: 21 November 2022; Accepted: 26 November 2022

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 of freedom = 5%, the value of t_{observed} is 4.78, while the value of t_{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 Yo-hanaSerepinaPakpahan (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} . ($p < 0.05$) $T_{\text{obs}} > t_{\text{table}}$ $8.813 > 1.679$. It denotes that H_a is accepted whereas H_0 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, t_0 was greater than t_t , as evidenced by the statistical computation using the significance levels of 5% and 1%, which was $2.01 > 2.68$. It thereby validated the alternative hypothesis (H_a).

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-

volved asking a different teacher to grade student writing using the same scoring criteria.

Pretest

The experimental group and control group take a pre-test before the researcher instructs the content utilizing the chain writing approach with comic strip software to teach writing in descriptive language. The primary goal of the pre-test is to assess the pupils' ability.

Treatment

By employing a quasi-experimental approach for the treatment, we may compare the two groups and give each group a unique course of action. The control group will receive treatment using the expository instructional technique, whereas the experimental group will receive treatment using the chain writing method with comic strip software. The following steps are used with the chain writing technique: When students finish the fragments, they are asked to give the paper containing the composition fragments to the teacher, who will then distribute them randomly. Students who receive a paper containing a composition are asked to continue their composition. The teacher divides the class into five groups, and the students working in groups are asked to decide the theme to be developed.

Posttest

The post test is being used by the researcher to examine how both techniques affected the students' writing achievement. The results of the post-test score analysis are shown at the end.

Technique for Analyzing Data

As stated by (Pallant, 2016: 20), ANCOVA is employed when you have two groups of pre-test/posttest designs, the researcher used the ANCOVA formula to support the hypothesis because a non-randomized pretest-posttest control group design was used in this study. When it is necessary to employ pre-existing groups, such as student courses, because it is not possible to randomly assign subjects to different groups, ANCOVA is also helpful. Since these groups may differ on a variety of different characteristics, the researcher has calculated the data using SPSS for Windows version 20 in an effort to mitigate some of these disparities.

Results And Discussion

Prior to performing an ANCOVA, the re-

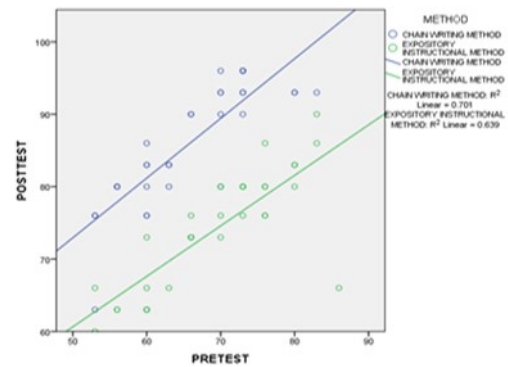


Figure 1. Chart of Linearity

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 an 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 (R^2) is 0 to 1 (0 R^2 1). In the scatter plot above, the chain writing method's R^2 value is 0.701 whereas the expository instructional method's R^2 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 covariate 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^a

Levene's Equality of Error Test Variances

Table 1. Tests of Between-Subjects Effects

Dependent Variable: POSTTEST					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5052.332 ^a	2	2526.166	111.772	.000
Intercept	878.935	1	878.935	38.889	.000
PRETEST	2748.332	1	2748.332	121.602	.000
METHOD	3253.537	1	3253.537	143.955	.000
Error	1378.668	61	22.601		
Total	417312.000	64			
Corrected Total	6431.000	63			

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 $F = 143.955$, $\text{Sig.} 0.000 < 0.05$. 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 tech-

nique 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 (H_0). 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

- Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and*

- Linguistic Studies*, 17(2), 794–810. <https://doi.org/10.17263/jlls.904066>
- Fitriyanti, R. (2017). Pengaruh Metode Chain Writing Terhadap Hasil Belajar Menulis Siswa Kelas 3 Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 7(3), 276. <https://doi.org/10.24246/j.scholaria.2017.v7.i3.p276-282>
- Harmer, J. (2007). *Jeremy Harmer - The Practice of English Language Teaching (PDFDrive).pdf* (p. 448).
- Harris, K. R., & Graham, S. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. The Guilford Press. https://www.academia.edu/5395148/Teaching_Reading_Comprehension_to_Students_with_Learning_Difficulties_by_Karen_R_Harris_and_Steve_Graham
- Montanero, M., & Madeira, M. L. (2019). Collaborative chain writing: effects on the narrative competence of primary school students / Escritura colaborativa encadenada: efectos en la competencia narrativa de estudiantes de Educación Primaria. *Infancia y Aprendizaje*, 42(4), 915–951. <https://doi.org/10.1080/02103702.2019.1650464>
- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (Fourth). Pearson Education Limited.
- Pakpahan, Y. S. (2022). 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), 23–30. <https://doi.org/10.51622/explora.v7i3.501>
- Primasari, Y., Sari, H. P., & Sutanti, N. (2021). THE CHAIN WRITING METHOD IN LEARNING WRITING FOR INFORMATION TECHNOLOGY FACULTY STUDENTS: The Effectiveness. *JARES (Journal of Academic Research and Sciences)*, 6(2), 49–58. <https://ejournal.unisbablitar.ac.id/index.php/jares>
- Ratnasari, Y., & Tarbiyah, F. O. F. (2014). *the Effectiveness of Using English Comic Strips in Teaching Writing of Narrative*.
- Suparto, W. P., Yusmah, Y., Kasman, N., Amir, M., & Wafi, A. (2021). The Application of Collaborative Writing Strategy in Teaching Composition in a Public Junior High School. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 5(2), 299. <https://doi.org/10.29240/ef.v5i2.3246>