



# um surabaya

*Universitas Muhammadiyah Surabaya*

## A THESIS

**THE EFFECTIVENESS OF USING CHAIN  
STORY TECHNIQUE THROUGH INSTAGRAM  
TO DEVELOP STUDENTS' WRITING ABILITY IN  
LEARNING NARRATIVE TEXT AT SMA  
MUHAMMADIYAH 1 SURABAYA**

**LUTVY ARSANTI**

**NIM. 20161111062**

### **ADVISORS**

**Gusti Nur Hafifah, S.Pd., M.Pd.**

**Drs. Wijayadi, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURABAYA  
2018**

**THE EFFECTIVENESS OF USING CHAIN STORY  
TECHNIQUE THROUGH INSTAGRAM TO DEVELOP  
STUDENTS' WRITING ABILITY IN LEARNING NARRATIVE  
TEXT AT SMA MUHAMMADIYAH 1 SURABAYA**

**A THESIS**

**Submitted as a Fulfillment Requirement for Getting  
Bachelor Degree of Education (S.Pd)**

**LUTVY ARSANTI  
NIM. 20161111062**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURABAYA  
2018**

## **MOTTO**

*“Sesungguhnya Allah tidak akan mengubah nasib suatu kaum hingga mereka merubah diri mereka sendiri.”*

*(Q.S. Ar-Ra'd:11)*

*“If you fail, just try again and again till you succeed. You only live once, make chances. Be someone extraordinary.”*

*-Arsanti*

## **DEDICATION**

*This thesis is dedicated to my beloved parents and families who keep support me when I am down. They are the reason why I stand after getting failures and sufferings.*

## HALAMAN PERSETUJUAN PEMBIMBING

Skripsi yang ditulis oleh Lutvy Arsanti ini telah disetujui oleh dosen pembimbing  
untuk diujikan pada tanggal Juli 2018

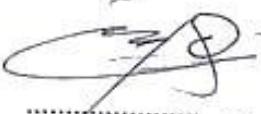
**Dosen Pembimbing****Tanda Tangan****Tanggal**

- I. Gusti Nur Hafifah, S.Pd., M.Pd

  
.....

28/06/18

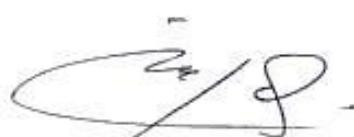
- II. Drs. Wijayadi, M.Pd

  
.....

28/06/18

Mengetahui:

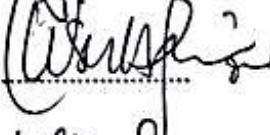
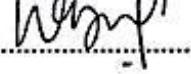
Ketua Program Studi Pendidikan Bahasa Inggris



Drs. Wijayadi, M.Pd

## HALAMAN PENGESAHAN PANITIA UJIAN

Skripsi ini yang ditulis oleh Lutvy Arsanti telah diuji dan dinyatakan sah oleh Panitia Ujian Tingkat Sarjana (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya sebagai salah satu syarat memperoleh gelar sarjana pendidikan, pada tanggal 18 Juli 2018.

Dosen Penguji	Tanda Tangan	Tanggal
I. Gusti Nur Hafifah, S.Pd., M.Pd		23 - 7 - 2018
II. Sulton Dedi Wijaya, S.Pd., M.Pd		1 / 8 / 2018
III. Vega Hesmatantya, S.Pd., M.Pd		2 / 8 / 2018

Mengetahui:

Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Surabaya,



## **PERNYATAAN TIDAK MELAKUKAN PLAGIAT**

Saya yang bertanda tangan di bawah ini:

Nama : Lutvy Arsanti

NIM : 20161111062

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa Skripsi/ KTI/ Tesis yang saya tulis ini benar-benar tulisan karya sendiri bukan plagiasi, baik sebagian maupun keseluruhan. Bila kemudian hari terbukti hasil plagiasi, maka saya bersedia menerima sanksi akademik sesuai ketentuan yang berlaku di Universitas Muhammadiyah Surabaya.

Surabaya, 6 Juni 2018

Yang membuat pernyataan,



(Lutvy Arsanti)

NIM. 20161111062

## ACKNOWLEDGEMENT

Alhamdulillah, all praise to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the writer can finish this thesis entitled "*The Effectiveness of Using Chain Story Technique through Instagram to Develop Students' Writing Ability in Learning Narrative Text at SMA Muhammadiyah 1 Surabaya*". The thesis is submitted to fulfill the requirement of getting Bachelor of Education in Faculty of Teacher Training and Education, University of Muhammadiyah Surabaya.

The writer is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the writer would like to express her deepest gratitude to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. dr. Sukadiono, M.M., as the Rector of Muhammadiyah Surabaya University.
2. Endah Hendarwati, SE., M.Pd., as the Dean of Teacher Training and Education Faculty.
3. Drs. Wijayadi, M.Pd., as the Head of English Education Department and the second advisor.
4. Gusti Nur Hafifah, S.Pd., M. Pd., as the first advisor who gives advice and guidance to the writer until this thesis is finished.
5. All the lecturers and officials employees of English Education and Teacher Training Faculty of Muhammadiyah Surabaya University.
6. Drs. Harsono, as the Principal of SMA Muhammadiyah 1 Surabaya who gives her permission to do the research.
7. Daniar Prastiwi, S. Pd., as the English teacher of SMA Muhammadiyah 1 Surabaya.
8. The students of X MIA 2 and 3 SMA Muhammadiyah Surabaya for friendliness and help in this research.

9. Her beloved parents (Serma Tajib and Yuni Krisnita A.Md. Kep), younger sister (Rika Riksanti), and my grandparents who always give support, pray, and affection.
10. Her close friends Ardinda Carla, Dinda Ulfa, Ismail Yusuf, Farin Wahyu Rachman, Nova Ratnasari, Farahdillah Rahma who have accompanied, helped, and supported until she finished the research.
11. Her college friends Siti Aisyah, Syafira Hardina, Hanina Nur Afifah, Andin Oktavia, Supiati, and Afifah Duhita who kindly supported her.
12. All friends of English Department 2016, 2015, and 2014 for their support and cooperation.

The writer realizes that this thesis is still far from being perfect. The writer hopes that this thesis is useful for the writer in particular and the readers in general.

Surabaya, 26 June 2018

The Writer

Lutvy Arsanti

## **TABLE OF CONTENT**

<b>ACKNOWLEDGEMENT.....</b>	<b>i</b>
<b>TABLE OF CONTENT.....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>vii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Theoretical Hypothesis .....	4
1.4 Objective of the Study .....	4
1.5 Significance of the Study .....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>7</b>
2.1 Writing.....	7
2.2 Teaching Writing.....	8
2.3 Assessing Writing.....	9
2.4 Chain Story Technique .....	12
2.5 Social Media.....	12
2.6 Instagram .....	14
2.7 Narrative Text.....	15
2.7.1 Definition of Narrative Text .....	15
2.7.2 Generic Structure of Narrative Text.....	15
2.7.3 Language Features of Narrative Text .....	15
2.8 The Using of Chain Story through Instagram .....	16
2.8 Previous Study .....	19
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>21</b>

3.1 Research Design .....	21
3.3 Population and Sample .....	23
3.3 Research Instruments .....	23
3.4 Research Procedure .....	25
3.5 Data Analysis Technique.....	26
3.5.1 Normality Test .....	27
3.5.2 Homogeneity Test.....	28
3.5.3 T- Test.....	29
3.5.6 Eta Squared.....	29
3.6 Statistical Hypothesis .....	30
<b>CHAPTER IV FINDINGS AND DISCUSSIONS.....</b>	<b>31</b>
4.1 Findings of the Research .....	31
4.1.1 The Application of Chain Story Technique through Instagram .....	32
4.1.2 The Validity and Reliability Test.....	34
4.1.2 The Result of Pre Test and Post Test in both Classes.....	37
4.1.3 The Percentage both Classes of Pre-Test and Post-Test.....	39
4.1.4 The Result of Normality Test in both Classes .....	39
4.1.5 The Result of Homogeneity Test .....	41
4.1.6 The Result of T-Test.....	42
4.1.7 Eta Squared.....	44
4.2 Discussion .....	45
<b>CHAPTER V CONCLUSION .....</b>	<b>51</b>
5.1 Conclusion.....	51
5.2 Suggestion .....	51
5.2.1 For Students .....	52
5.2.2 For English Teachers .....	52

5.2.3 For Future Researchers .....	52
<b>REFERENCE .....</b>	<b>53</b>
<b>APPENDICES .....</b>	<b>54</b>
<b>CURRICULUM VITAE.....</b>	<b>97</b>

## **LIST OF TABLES**

Table 2.1 Scoring Rubric Adapted by Oshima and Hogue (2008)	10
Table 3.1 Aspect of Scoring Rubric	24
Table 4.1 Research Schedule	33
Table 4.2 List of Expert Validation	35
Table 4.3 The Result of Validity Test	35
Table 4.4 Result of Reliability Test	36
Table 4.5 Pre-test and Post-test Scores in both Classes	37
Table 4.6 The Percentage of Pre-test and Post-Test of Experimental Class	39
Table 4.7 The Result of Normality Test	41
Table 4.8 Result of Homogeneity Test	42
Table 4.9 Independent Samples T-Test Result	43
Table 4.10 Result of Paired Samples T-Test	44

## **LIST OF APPENDICES**

Appendix 1 Letter of Research Completion	54
Appendix 2 Thesis Consultation Schedule	55
Appendix 3 Lesson Plan of Experimental Group	56
Appendix 4 Lesson Plan of Control Group	63
Appendix 5 Lesson Plan Validation	70
Appendix 6 Instrument of Writing Test	74
Appendix 7 Research Instrument Validation	76
Appendix 8 Scoring Rubric of Writing Test	78
Appendix 9 The Data Result of Students Writing Test	80
Appendix 10 The Calculation of the Data	82
Appendix 11 The Table Distribution T table	86
Appendix 12 The Example of Students Answer Sheet	87
Appendix 13 Observation List	92
Appendix 14 Documentation	94
Appendix 15 The Result of Plagiarism Check	96

## **REFERENCE**

- Anderson, Mark and Kathy Anderson. (1997). *Text Types in English*, New York: Macmillan.
- Alice Oshima and Ann Hogue. (2006). *Writing Academic English 4th Edition*. New York: Pearson.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Bangert-Drowns, R.L., Hurley, M., & Wilkinson, B. (2004). The effects of schoolbased writing-to-learn interventions on academic achievement. *Review of Educational Research*, 74, 29-58.
- Brown, H. Douglass. (2003). *Language Assessment Principle and Classroom Practices*. California: Longman University Press.
- Brown, H. Douglass. (2004). *Language Assessment Principle and Classroom Practices*. Longman: Pearson Education.
- Boyd, D. (2014). *It's Complicated: The Social Lives of Networked Teens*. London: Yale University Press.
- Bordens, K. S., & Abbott, B. B. (2011). *Research design and methods: a process approach*. New York: McGraw-Hill.
- Brown, H. Douglass. (2003). *Language Assessment Principle and Classroom Practices*. California: Longman University Press.
- Budiono. (2004). *Statistika Dasar untuk Penelitian*. Surakarta: FKIP UNS Press
- Fraenkel, Jack R. And Norman E. Wallen. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Companies
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. Boston: Pearson.

- Djiwandono, M. Soenardi. (2011). *Tes Bahasa: Pegangan bagi Pengajar Bahasa*. Jakarta: Indeks.
- Ditya, A. A. (2017). *THE EFFECTIVENESS OF ESTAFET WRITING IN TEACHING WRITING OF NARRATIVE TEXT*. Surakarta: IAIN Surakarta.
- Erben, T. (2007). *Calling All Foreign Language Teacher*. Hoboken: Taylor and Francis.
- Handayani, F. (2015). INSTAGRAM AS A TEACHING TOOL? REALLY? *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)* (hal. 320-327). Padang: Universitas Negeri Padang.
- Harmer, J. (2007). *The Practice of English language Teaching (Fourth Edition)*. Cambridge: Longman.
- Hogue, Ann, and Oshima, Alice. 2006. Denre, Text, Grammar Techologies for Teaching and Assessing. Australia: University of New South Wales.
- Gulnara, K. L. (2016). Mobile Technologies in Teaching English as Foreign Language in Higher Education: A Case Study of Using Mobile Application Instagram. *International Conference of Education, Research, and Innovation*, 6155-6161.
- Kendle, A. a. (2001). Informal Online Networks for Learning: Making Use of Incidental Learning through Recreation. . *International Education Research Conference, Freemantle Australia*.
- Magee, B. E. (1993). *Chain Stories - A Collaborative Writing Activity*. Vermont: Brattleboro.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 61. <https://doi.org/10.1016/j.bushor.2009.09.003>.
- Kietzmann, J., & Kristopher, H. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54, 241-251. <https://doi.org/10.1016/j.bushor.2011.01.005>.
- Nachira, G. (2010). *Identification and Analysis of Some Factors behind Students' Poor Writing Productions*. . Algeria: University of Setif.

- Nezarat, T. M. (2018). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems (IJDPS)* Vol.3, No.1, 309-319.
- Nunan, David. (2003). *Practical English Language Teaching*. New York: Mc Grow. Hill Contemporary.
- Putra, A. P. (2013). *USING CHAIN STORIES TO IMPROVE THE ABILITY OF THE FIRST YEAR*. Riau: University of Riau.
- Sugiyono. (2012). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Ur, Penny. (2009). *A Course in Language Teaching, Practice, and Theory*. UK: Cambridge University Press.
- Zhang, L. (2013). Mobile Phone Technology Engagement in EFL Classroom. *International Conference on Software and Computer Science 9ICSECS*, 171-173.