

## **The Effect of Using Chain Writing Method to Teach Writing Recount Text (A Quasi Experimental Research at Class X MIPA of MAN 5 Jombang)**

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### **Abstract**

This quasy experimental research aimed to find out whether there is a significant effect of chain writing method on students' writing skill of Recount Text in X MIPA 1 of MAN 5 Jombang. Class X MIPA 1 was chosen as the sample by using cluster random sampling. t-test was conducted to compare the students' writing score before and after the treatment and to analyze the hypotheses. the result shows that Sig. (2- tailed) is 0.000. The result of Sig. (2- tailed) 0.000 is lower than alpha value 0.05. It can be concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted which means there is significant improvement of using Chain writing method in students' writing Recount Text in class X MIPA 1 MAN 5 Jombang the academic year of 2022/2023. Overall it can be concluded that teaching writing Recount Text by using Chain writing method of nine grade of X MIPA 1 MAN 5 Jombang is proved to influence students' writing skill. Based on the research findings, it is suggested that chain story can be used by teachers in teaching writing recount text.

**Keywords :** *writing skill, chain writing method, recount text*

### **Introduction**

It is crucial for students to learn English in the classroom because it is one of the languages that links and serves as a tool for communication between people all over the world.

In the term of communication, there are two ways people can use when they want to communicate with others: by speaking or writing. When speaking is not enough for them to express their feelings or to share their thoughts, they can write it down in a paper or any other media of writing. (Ghizan, 2016) states that writing is a medium for human to communicate in the form of signs and symbols that is used to deliver a message or feelings. It means that writing is a form of expression for someone to communicate and convey messages or feelings in the form of signs and symbols. That is why in school, people will learn not only speaking, but also writing.

Writing is the main activity in class learning activities. Writing is one skill that is important because of the presence of a post so we can find out various things in history that we never know. According to (Huy, 2015), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing skills may not be controlled only through a theory but implemented through regular training and practice so as to produce well-structured writing. Writing skill is the last sequence in the language learning process after listening skills, speaking, and reading.

The importance of writing then are identified and supported by some experts. First, writing is one of the best ways in expressing our ideas or feelings as stated by (Sadiku, 2015) who said that a good writer is a better person in expressing his/her ideas or feelings. By writing, we will also can be a better reader and a stronger thinker. Because in writing we need to be aware of the writers' ideas and evidences they give in their writing, whether the evidences support or fail to support the ideas given by the writers.

in (Ariyanti, 2016) emphasize that writing can be an effective way in order to present or show our feelings, thoughts, ideas, and opinion to other people. In this research, the writing that is discussed here is focused on writing in English. Unfortunately, writing is considered as the most complex skill in learning English. It is because in order to be able to write in English, we need to combine the other skills such as listening, reading, speaking; and the aspects of the language such as vocabulary, grammar, pronunciation, spelling, etc.

Those problems in writing finally make them difficult in writing which sometimes make them bored, confused, stressed, and then gave up in writing. Some of them may do not know how to organize their ideas into a good writing, some are stuck with the grammatical structure that they need to choose or maybe they do not know the English words for the words they want to write.

In MAN 5 Jombang, students learn five kinds of texts in learning writing. They are Recount Text, Narrative Text, Procedure Text, Descriptive Text, and Report Text. It is also stated in Curriculum 2013 for high school that the students have to be able to reveal the meaning in the written language of interpersonal and transactional discourse in simple form, formality or informality in the form of recount, narrative, procedure, descriptive and report in their daily lives. Saragih and (Saragih & Rabbani, 2017) state that this kind of teaching method can be a problem for students to understand the lesson. As a result, it is hard for students to write down their ideas properly. In order to support the students in learning English, especially writing, teachers can modify their strategies,

techniques, or methods in teaching English. By doing so, the students can easily understand and enjoy their learning of Recount Text. This is what is experienced by students at MAN 5 Jombang based on observations made by researcher at MAN 5 Jombang that students are still experiencing difficulties in learning it. Interviews were conducted by researchers with English teachers and students there, they thought that interest in learning English was still lacking.

In the teaching and learning writing, there are many methods that can be used by the teacher to be implemented in the class. One of them is by using chain writing method. This can be applied through activities and games. Erben and Sarieva (2013) define chain writing as a method in which stories are written by more than one writer; each writer makes a sentence then forwards the paper to a partner. By conducting chain writing method in class, students can contribute equally in producing a story in Recount Text. They would no longer have difficulties in conducting the stories or organizing their ideas to make a good story, and they would even remember to use the past tense to make a Recount Text which will avoid them from the grammatical errors. Chain writing method is also known as an active learning method where the students can associate learning as a fun activity. This method requires students to learn together, because of the story would be make together. (Harmer, 2008) explains that this is a kind of joyful group writing and a useful one to help students improve their writing skills. As a result, the students are successful in writing especially writing a Recount Text.

## **Method**

### **Research design**

The researcher used quantitative research. The researcher used quasi experimental design because the researcher want to see the potential cause or effect of independent to dependent variables from the treatment given to the sample and wanted to see whether the treatment made a differences or not. The design of this research is quasi – experimental with nonrandomized control group, pretest- pretest design. (Ary et al., 2018) states that quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. Although quasi-experimental without randomly subjects, but this design provide the control group. In this design, the researcher took two groups or classes have already existed, the first class is experimental group and the second class is control group.

### **Research Participant**

The population of this research in the class X MIPA of MAN 5 Jombang school year 2022/2023 Jombang comprised X MIPA 1, MIPA 2 and the population is around 148 students. The sample is taken by using purposive sampling, The researcher take X MIPA 1 and X MIPA 2 classes as the sample of this study. The researcher took all students from X MIPA 1 class (n= 30) as an experiment class and X MIPA 2 class (n= 30) as control class based on suggestion from the teacher.

### **Data Collection**

In collecting data, the researcher used experimental research. To collect the data the researcher needs research instrument. Instrument is tool for the researcher to get the data and as a part of rigorous data collection, for support the success of research (Arikunto, 2013).

1. Observation

Observation is held in order to know how the student' writing skills and their behavior during teaching-learning process in class, especially in writing class, and to know the class management.

2. Pre Test

Pretest is the test given to all students in class X MIPA 1 classes an experiment class and X MIPA 2 class as control class. The test is conducted to know the students' writing skill in recount text before conducting the treatment.

3. Post test

Posttest is the test that given to all students in an experiment class and control class to measure the students' writing skill in recount text using chain writing method.

4. Validity

The research instrument should have validity testing to know its eligibility. The test used as the instrument in this research also need to be examined before the students tested. In a research, validity refers to the appropriateness, the correctness, or the usefulness of the inferences a researcher makes.

### **Data Analysis**

The researcher compare the results of pre-test of the experimental class and the controlled class to check the students' background knowledge before they are given any treatment. *Second*, the researcher compare the results of post-test of the experimental class and the control class. It aims to know whether there is significant difference of post-test score between the experimental and the control class. *Third*, before testing the hypothesis that is to compare the

differences of students achievement on the students writing skill score, there is a prerequisite test to know the legality of the sample. Here, the researcher takes the normality and homogeneity test in data of pretest. Then, analyze the data from posttest to know the truth of hypothesis. The next step after collecting the data is analyzing the data. In this research, the researcher compares two result studies to analyze experiment group result with control group using t-test formula.

## **Findings**

### **1. Student's Experimental Class Writing scores in Pre-test**

The pre-test was given by researcher before starting experiment. The test was distributed to the students in the experimental groups, in order to know the students writing skill. The researcher processed and analyzed the data from pre-test scores to check the students' background knowledge before they were given any treatment. the minimum score of the pre- test from experimental class is 40 and the highest score is 75 with the mean score is 53.38 concluded that their scores were still low.

### **2. Student's Experimental Class Writing scores in Pos-test**

The different treatment was given to the control and experiment class. The experimental class received treatment by learning writing skill through Chain writing method. After the treatment was given by the researcher, the researcher gave the post- test to the students. after the writer gave the treatment by using chain writing method, the students' scores improved. The minimum score of students' post-test is 55 and the maximum score is 90 with the mean score is 75.03.

### **3. Students' Control Class Writing Scores in Pre-test**

The pre-test was given by researcher before starting experiment. The test was distributed to the students in the control class, in order to know the students' writing skill. the minimum score for the pre-test of the control class students is 34 and the maximum score is 74 with the mean score is 50.29 concluded that their scores were still low.

### **4. Students' Control Class Writing Scores in Pos-test**

The control class received treatment by learning writing skill through Chain writing method. After the treatment was given, the researcher gave the post- test to the students. the lowest score of the students' post-test is 34 and the highest score is 81 with the mean score is 60.32. It means that the students have little improvement in their ability of writing Recount Text.

### 5. Significant differences

Homogeneity test is used to decide whether the data are homogeneous or not. To find out the homogeneity of the data, the writer used SPSS.

**Test of Homogeneity of Variances**

Levene Statistic			df1	df2	Sig.
Pre-Test	Based on Mean	2.632	1	72	.109
	Based on Median	2.626	1	72	.109
	Based on Median and with adjusted df	2.626	1	70.891	.110
	Based on trimmed Mean	2.652	1	72	.108
Post-Test	Based on Mean	3.254	1	72	.075
	Based on Median	3.226	1	72	.077
	Based on Median and with adjusted df	3.226	1	68.830	.077
	Based on trimmed Mean	3.224	1	72	.077

it can be concluded that the data of pre-test and post-test are homogenous. It is because the result of the significance of pre-test is 0.109 which is higher than  $\alpha = 0.05$ . Besides, the significance of post- test is also homogenous because  $0.075 > 0.05$ .

An Independent Sample T-test was run to compare the means and the Levene's Test for Equality of Variances of the experimental and controlgroup. The researcher conducted the Independent Sample T-test to test the null hypothesis ( $H_0$ ) whether it is rejected or cannot be rejected. The result of Independent Sample T-test is as follow:

**Group Statistics**

class	N	Mean	Std. Deviation	Std. Error Mean
post 1	37	60.32	12.649	2.080
2	37	75.03	9.748	1.603

Based on table above the mean of experimental group is 75,03 (N=37) with the standard deviation 9.748 while the mean of control group is 60.32 (N=37) with standard deviation 12.649. It indicates that the mean of experimental group scores which is taught writing Recount Text by Chain writing method is higher than the control group which is taught writing Recount Text without using Chain writing method.

## Discussion

### 1. Students' writing skill of Experimental Class

Before the application of the chain writing method, the researcher gave a pre-test to measure the writing ability of students in the experimental class, the result was that the score obtained in the experimental class was 53.38, which means that their score was still low. after carrying out the pre-test, the researcher gave treatment in the form of a chain writing method where the researcher used this method to improve students' writing skills. at the end of the meeting, the researcher conducted a post-test to compare with the pre-test or before treatment. the results of students in the experimental class obtained an average score of 75.03, which means that this chain writing method has a good effect on students in improving students' writing skills. Chain writing method encourages students to give more attention to the learning process, because when the students enjoy their learning process, they will be more focus on the process of learning. Learning in a group also helps the students to decrease the difficulties of writing. English chain writing method is categorized as one of the attractive method in teaching-learning. . According to (Primasari et al., 2021) and (Montanero & Madeira, 2019) that chain writing technique had given significant effects on the students writing and made writing class more enjoyable.

### 2. Students' writing skill of Control Class

Student's score in control class was lower than experimental class, it was because control class without used chain writing method. It can be seen in the pre-test and post-test conducted by the pre-test researchers in the control class getting an average score of 50.29 while the post-test average score is 60.32. from that result it can be concluded that it has a score that is far adrift of the experimental class that applies the chain writing method to improve students' writing skills. one of the factors is of course the method applied by the teacher is still fairly uninteresting so that it makes students during the learning process easily bored. (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.

### 3. Significant effect of chain writing method on students' writing skill of Recount Text

effect of the method is. Then, the result shows that the score of the effect size is 1.29, which means that chain writing method has a large effect on students' writing of Recount Text. It is proven that the students had better understanding by using this method which helped them to get a better score. Therefore, it can be concluded that chain writing method had significant effect on students' writing performance of Recount Text. It also can be seen that at first, both classes, experimental and control class had a slight differences in the mean score of pre-test where experimental class had 53.38 and the control class had 50.29. It means that they had almost similar ability in writing. But then, after the students in experimental class were taught by using chain writing method, the mean score was improved and far enough from the control class. The experimental class got 75.03 and the control class got 60.32. These results proved that chain writing method can improve students' ability in writing, especially writing Recount Text. Through this finding, it is proven that learning in a group through this method can motivate as well as help students to encounter their difficulties in writing. As mentioned earlier in chapter II about the steps of implementing chain writing method, students will be asked to write sentence by sentence, where they need to continue the story of their friends in their group and automatically they will read the previous sentences before writing up a new one. This step is proven to help students with their grammar difficulties because it will influence them to use the same tenses with their friends. Therefore, this method can improve students' writing skill. This finding is in line with the previous research study from (Gamal et al., n.d.) who explained in their result of the study that grouping activity in this method was proven to improve all aspects of students' writing such as grammar, mechanics, punctuation, vocabulary, form and fluency. They described that not only the previous sentences of their friends in the group impact them to use the same pattern of the grammar, but also it can build up their vocabularies, their ways of writing, and their ideas to continue the story.

Moreover, the result of this present research is also in line with a research by (Ditya, 2017) who studied about the effect of *estafet* writing (chain writing) which the result is there is significant effect of using



*estafet* writing method on students' writing compared to the conventional method. One of the reasons is because this method increases students' chance to learn in a group rather than individually. Then, he added that by working in a group, students will be more interested to the lesson as they all involved in the teaching and learning process to write the story. Therefore, their writing was improved. As mentioned earlier in the benefits of chain writing, working in a group can make them enjoy the learning process. As a result, they will give more attention to the learning process and get a better result. Thus, teachers can change their learning method from conventional to using another method such as chain writing which provides the students to have an interesting and different learning environment which increase their motivation in learning English, especially writing which is known as a lesson that give the most burden to the students. Researcher certainly also feel obstacles when conducting research at school. As experienced in the experimental class where when researcher teaches there are some students who are not used to working in groups which causes these students to feel uncomfortable. But the researcher always supervises and guide students so that they dare to talk to their group friends. And this is one of the benefits that researchers can provide to students that they have new experiences working in a group.

## **Conclusion**

The researcher processed and analyzed the data from pre-test scores to check the students' background knowledge before they were given any treatment. Students' pre-test score of the pre- test from experimental class was the lowest was 40 and the highest score was 75 with the mean score is 53.38. It can be concluded that there are many students' scores were far from the minimum school completeness criteria for English lesson, so students' score was low.

The researcher gave experimental class treatment by chain writing method. After the treatment was given by the researcher, the researcher gave the post-test to the students. The minimum score of students' post-test is 55 and the maximum score is 90 with the mean score is 75.03. Therefore, it can be concluded that chain writing method can improve students' writing skill of Recount Text.

The pre-test was given by researcher before starting experiment. The test was distributed to the students in the control class, in order to know the students' writing skill. The researcher processed and analyzed the data from pre-test scores to check the students' background knowledge before they were given any

treatment. The mean score of pre-test in control class was 50.29 and the lowest score of pre-test was 34; meanwhile the highest score of pre-test was 74. It can be concluded that almost there was no differences between pre-test score of control class and experiment class.

The different treatment was given to the control and experiment class. The control class received treatment by learning writing skill through without chain writing method or confessional. After the treatment given, the researcher gave the post- test to the students. Students' post-test is 34 and the highest score is 81 with the mean score is 60.32. Which indicates that there are some improvement in the score of post-test, but the average of the students' score was below from the minimum school completeness criteria for English lesson.

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