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THE EFFECT OF USING CHAIN WRITING METHOD ON STUDENTS WRITING SKILL OF PROCEDURE TEXT

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Abstract

The aim of this study was to gather empirical evidence regarding the impact of the chain writing method on students' ability to write procedure texts. This research followed a quantitative approach and employed a quasi-experimental design. The participants were 11th-grade students from SMAN 1 Air Batu during the 2024/2025 academic year. The study included both an experimental group and a control group, with each group comprising 36 students. The experimental group was taught using the chain writing method, while the control group was instructed using the teacher's traditional method. The data collection instrument consisted of pre- and post-tests. The results showed that the experimental group had a post-test mean score of 86.8, while the control group's mean score was 73.8. Statistical analysis using an independent t-test revealed that at a 5% significance level ($\alpha = 0.05$), the calculated t-value was 4.18, which was greater than the critical t-value of 1.667 (with degrees of freedom 70). Therefore, the research was successful, confirming the acceptance of the alternative hypothesis (Ha), which indicated that the chain writing method is effective for teaching procedure texts, and the null hypothesis (H0) was rejected.

Key words: Chain Writing Method, Writing, Procedure Text

INTRODUCTION

Language is an essential tool for communication, allowing individuals to express their ideas, thoughts, emotions, and desires. English is spoken globally and is the primary foreign language taught in schools in Indonesia. It is widely used in many countries around the world (Wallace, 2021). Therefore, it is crucial for people to learn how to speak and write in English, as it enables them to interact and connect with others from different parts of the world. English is recognized as an international language and is widely spoken across many countries. It is also one of the most learned foreign languages (Mauer, B., & Venecek, 2022). In Indonesia, English is regarded as the primary foreign language and is taught from elementary school to university. Many cities offer numerous English classes. As a result, knowing how to speak English is essential in the global context. Until now, schools have mainly focused on teaching English reading skills as a functional tool. According to the English curriculum, English classes emphasize listening, speaking, reading, and writing skills (Leli et al., 2019).

According to Jeremy & Harmer by (Shadmanova, 2019) speaking and writing are considered productive skills because they require active language

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production. In contrast, listening and reading are classified as receptive skills, as they involve receiving and interpreting messages rather than producing language (Noviani et al., 2020). Productive skills require actions to generate language, while receptive skills only require the reception of language messages.

According to, (Randolph, 2019) writing is a language skill which is used by person communicate indirectly, or no face-to-face with another person. While (Mauer, B., & Venecek, 2022), writing is a skill, it refers to someone`s naturally ability to do or to create something well only improves with practice. (Wallace, 2021) states that writing is the process of expressing ideas, thoughts, information, or narratives in writing by utilizing symbols (words, letters, punctuation, and space). It acts as a means of expression and communication, enabling individuals to exchange knowledge, record events, and express feelings. Brown said that writing is (as one of the four skill of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English.

Writing is a cognitive activity in which language users express information in written form (Apristasari, 2023). Several techniques are employed in writing activities, such as the writing process, running dictation, and chain writing. Chain Writing, also known as Relay Writing, is an active learning method that emphasizes learning by doing, aiming to make the learning experience enjoyable. In Chain Writing, students work in groups, where each member contributes their ideas to create a single text with a shared theme and title (Muliati & Syam, 2020).

Mackenzie & Veresov states The chain writing method is a technique used by teachers to address students' challenges in mastering language lessons, particularly in writing activities. Encouraging children to keep drawing as they continue to learn to write, rather than separating writing from drawing, helps children learn more quickly and enables them to produce more complex writing for their age (Primasari et al., 2021). Theoretically, Chain Writing is carried out in groups, offering students unique opportunities to actively engage in the writing process. Nystrand, (1989) by (Bohni Nielsen et al., 2024), is the recommended technique in school reconstruction Newmann, (1986) by (Staples & Tidwell, 2019). This group is also widely recommended as a way of obtaining a degree of equality in the classroom.

Chain writing is a form of active learning in which students can view learning as an enjoyable activity. With this method, students have to work together to learn because the students will make the text together. Harmer (2004) by (Yulianawati, 2019) says that this a fun way to write in a group and a good way to help students get better at writing. So, students will be able to write well, especially when the students are writing a procedure text.

This research aims to encourage students` writing skills and interest in English by determining if the chain writing method is efficient in improves students learning outcomes in English class XI at SMA N 1 AIR BATU. This research

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expects students can write appropriately by using chain writing, especially procedure text. This research was examined "The Effect Of Using Chain Writing Method On Students Writing Skill Of Procedure Text At Grade Xi Students Of SMA N 1 Air Batu 2024/2025 Academic Year".

METHOD

(Ferdianyah & Octavy, 2024) uses the quantitative survey approach, which selects and examines samples drawn from the population to determine the relative incidence, distribution, and interrelations of sociological and psychological variables. Survey research is used to analysis both large and small populations (or universes). This study was employed a experimental design with quantitative approach. While (Syahputri, A. Z., Della Fallenia, F., & Syafitri, 2023) stated that the survey asks a large number of people (referred to as respondents) about their beliefs, views, characteristics, and behavior, both past and current. In quantitative research, the researcher depends on statistical analysis, also known as mathematical analysis, of data, which is frequently in numerical form (Pertiwi, 2019). Therefore, it is anticipated that numerical data was obtained for this study by a mathematically based approach, and the data must be numerical. The experimental group in the study was taught chain writing, while the control group received traditional instruction. The pre-test and post-test design forms are as follows.

Table 1 Two Groups Pre-test Post-test

Group	Types	Experiment	Types
Control Class Group	Pre-test	X	Post-test
Experimental Class group	Pre-test	Y	Post-test

Note:
X : Using Conventional way
Y : Using Chain Writing Method

This study's instrument was a writing exam that uses a scenario picture. "Instrument was a tool for measuring, observing, or documenting quantitative data," Creswell said.

Equipment used to gather data that must be reliable and accurate is known as a research instrument. A research instrument is deemed legitimate if it can measure what it is supposed to measure. Data collecting tools are usually essential in scientific research (Bohni Nielsen et al., 2024). The gadget is used as a data collection tool. The instrument for this inquiry was a test. The purpose of this test is to use the chain writing approach to compare students' pre- and post-learning

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results (Asih, 2022). This suggests that after taking an exam, students can determine if they can pass it.

1. Pre-test

The pre-test was administered to the students before the treatment to evaluate their baseline writing abilities, allowing the researchers to understand their starting level of proficiency in writing before any instructional intervention was applied.

2. Treatment

Each treatment group was receive materials on how to write procedure texts in a distinct manner. Students in the experimental group received treatment from the research using the chain writing approach. After explaining chain writing, the research was split the students up into groups. Students was instructed to make a blank sheet of paper and a recipe theme based on the presentation scenario, and the research was created animated picture films with scene design and soundtrack. After showing the film and asking the students to jot down every scene, the researcher was hand it off to a buddy on the right. The activity goes on till the finish of the video. Students can construct a paragraph utilizing examples or preceding lines when they use consist chain writing (Rika Widianita, 2023).

3. Post-test

Following the completion of the pre-test and the students' treatments. Following the completion of the treatment, which takes two meeting, the post-test is administered. The purpose of this exam is to determine how the mean scores of the experimental and control groups different from one another. It is employed to determine how the chain writing method has affected the experimental group.

4. Scoring Test

To evaluate the students' writing skills, a writing rubric was employed, which classifies performance into categories ranging from excellent to very good, very good, good, fair, and unsatisfactory. In the context of this study, the researcher applied this rubric as a tool to assess the students' writing abilities, specifically using questioning strategies to gain insight into how well the students were able to develop and express their ideas through writing.

$$\text{Score} = \frac{\text{The number right answer}}{\text{The number of items}} \text{ x } 100$$

Table 1. Scoring Students` Criteria an Percentage

Students Score	Level	Score	Criteria

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Content	Excellent to Very Good	20	Knowledgeable, substantive, thesis-driven, and related to the chosen topic.
	Good to Average	15	Some subject knowledge, acceptable range, limited thesis development, mainly relevant to topic but lacking in details.
	Fair to Poor	10	Limited understanding of the subject, lack of depth, and inadequate development of the topic.
	Very Poor	5	Does not demonstrate subject knowledge, is non-substantive, non-relevant, or is insufficient to evaluate.
Organization	Excellent to Very Good	20	Fluent expression, clear concepts, short, well-organized, logical sequence, coherent.
	Good Average	15	Loosely arranged, with one main idea, insufficient support, and poor sequencing.
	Fair to Poor	10	Lacks fluency, with ideas that are unclear or disjointed, and fails to follow a logical sequence or develop properly.
	Very Poor	5	Does not communicate effectively, lacks organization, or provides insufficient content for evaluation.
Vocabulary	Excellent to Very Good	20	Range, word or idiom choice and use, mastery, register.
	Good Average	15	Appropriate range, occasional word or idiom form, choice, and usage faults, but meaning not obfuscates.
	Fair to Poor	10	

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	Very Poor	5	Limited vocabulary, frequent idiom, choice, usage, and meaning errors. Few English vocabulary, idioms, or word forms to evaluate.
Language Use	Excellent to Very Good	20	Minimal errors in agreement, tense, number, word order, articles, pronouns, and prepositions.
	Good Average	15	Effective but simple construction: minor agreement, tense, number, word order of function, articles, pronouns, and preposition errors, but meaning rarely obscured.
	Fair to Poor	10	Significant issues with simple or complex sentence structures, including frequent errors in negation, agreement, tense, number, word order, run-on sentences, and deletions, resulting in unclear or distorted meaning.
	Very Poor	5	No knowledge of sentence building rules, errors prevail, not enough to evaluate.
Mechanics	Very Good	20	Minimal errors in spelling, punctuation, capitalization, and paragraphing.
	Good Average	15	Occasional mistakes in spelling, punctuation, capitalization, and paragraphing, but the meaning remains clear.
	Fair to Poor	10	Poor handwriting, spelling, punctuation, and paragraphing; unclear meaning.
	Very Poor	5	Spelling, punctuation, capitalization, and paragraphing errors dominate conversations; handwriting is illegible.

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RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table 2. The Score of Pre-test and Post-test in Control Group

NO	Initial Name	Score of Pre- Test	Score of Post Test	X^2	Y^2	XY
1	ADA	60	70	3600	4900	4200
2	ADH	65	70	4225	4900	4550
3	ACP	65	70	4225	4900	4550
4	APNN	67	80	4489	6400	5360
5	BS	65	80	4225	6400	5200
6	CWS	60	75	3600	5625	4500
7	DR	65	80	4225	6400	5200
8	EPU	65	75	4225	6400	4875
9	ES	70	80	4900	6400	5600
10	ER	60	70	3600	4900	4200
11	FAF	70	70	4900	4900	4900
12	FAR	65	70	4225	4900	4550
13	GBM	65	70	4225	4900	4550
14	GBM	60	70	3600	4900	4200
15	IFS	65	80	4225	6400	5200
16	JW	60	75	3600	5625	4500
17	KDS	65	75	4225	5625	4875
18	LA	70	80	4900	6400	5600
19	LDA	70	80	4900	6400	5600
20	MHS	65	75	4225	5625	4875
21	MK	70	75	4900	5625	5250
22	MK	67	75	4489	5625	5025
23	MAH	65	70	4335	4900	4550
24	NAE	70	70	4900	4900	4900
25	NSAB	67	75	4489	5625	5025
26	NARP	66	70	4356	4900	4620
27	RNA	70	70	4900	4900	4900
28	RC	70	70	4900	4900	4900
29	RM	75	75	5625	5625	5625
30	RE	70	78	4900	6084	5460
31	SAE	65	70	4225	4900	4550
32	SSW	67	70	4489	4900	4690
33	SR	60	75	3600	5625	4500
34	TPH	65	75	4425	5625	4875
35	TAP	70	70	4900	4900	4900
36	WKNAB	67	75	4489	5625	5025
	Total	**$\sum X$=2132**	**$\sum Y$ =2658**	**$\sum X^2$=158261**	**$\sum Y^2$=197559**	**$\sum XY$=175880**

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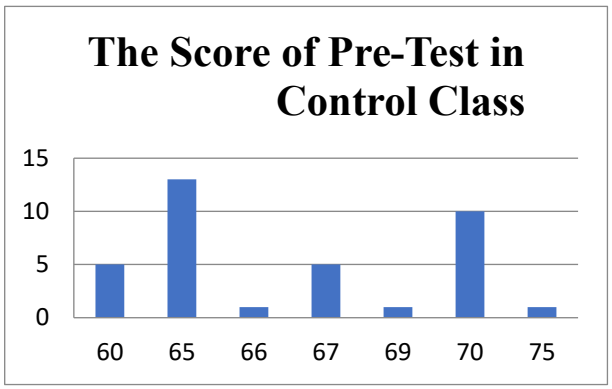
From the data above, it shown that the highest and the lowest score in the pre-test, In addition, the data could be presented at the chart below.

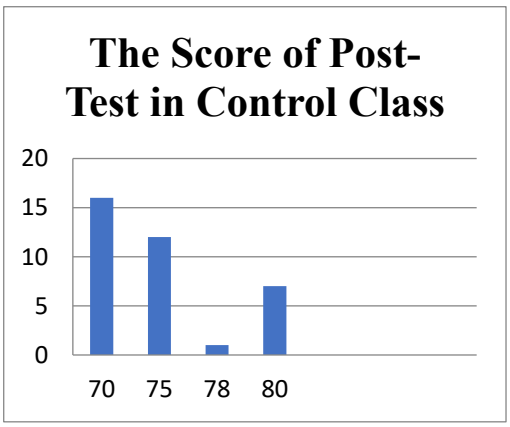
Figure 1. The score of pre-tests in control group



From the figure over, the information shown that numerous understudies it can be outlined the lower score in each pointer. From the figure over, there were five understudy who got the lowest score in control class with 60 score, there were thirteen understudy who got 65 score, there was one understudy who got 66 score, there were five understudy who got 67 score, there was one understudy who got 69 score, there were ten understudy who got 70 score and there was one understudy who got the 75 score.

From the data above, it shown that highest and the lowest score in the post-test, in addition, the data could be presented at the chart below.

Figure 2. The score of post-tests in control group



From the figure over, the information shown that numerous understudies it may be outlined the lower score in each marker. From the figure over, There were sixteen understudy who got 70 score, there were twelve understudy who got 75 score, there was one understudies who got 78 scores, there were seven understudies who got 80 scores.

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From the information over, it appeared that student's score in pre-test was lower than post-test. The cruel of student's score in pre-test was 59,2. After giving treatment of Routine Show, it expanded 14,6% % and the score cruel was being 73,8 in post-test.

Table 3. The Sore of Pre-test and Post-test in Experimental Group

NO	Initial Name	Score of Pre- Test	Score of Post Test	X^2	Y^2	XY
1	AMTS	65	90	4225	8100	5850
2	ARB	65	85	4225	7225	5525
3	AP	60	80	3600	6400	4800
4	ANJ	70	90	4900	8100	6300
5	BN	65	90	4225	8100	5850
6	DK	68	90	4624	8100	6120
7	DP	69	85	4761	7225	5865
8	DH	70	90	4900	8100	6300
9	DTH	65	80	4225	6400	5200
10	FOS	60	85	3600	7225	5100
11	FFDS	70	85	4900	7225	5950
12	FS	75	90	5625	8100	6750
13	HS	70	90	4900	8100	6300
14	HK	60	85	3600	7225	5100
15	HCH	65	85	4225	7225	5525
16	HP	70	90	4900	8100	6300
17	IAS	70	85	4900	7225	5950
18	JDT	70	85	4900	7225	5950
19	JLAM	70	85	4900	7225	5950
20	KPS	60	85	3600	7225	5100
21	KIJM	65	85	4225	7225	5525
22	MAM	65	90	4225	8100	5850
23	MA	68	85	4624	7225	5780
24	MDS	67	85	4489	7225	5695
25	MS	67	90	4489	8100	6030
26	NP	67	85	4489	7225	5695
27	RNP	68	90	4624	8100	6120
28	RMM	69	90	4761	8100	6210
29	RDA	67	85	4489	7225	5695
30	RA	70	88	4900	7744	6160
31	SLS	75	90	5625	8100	6750
32	SA	75	90	5625	8100	6750
33	SAR	70	87	4900	7569	6090
34	TA	68	85	4624	7225	5780
35	TS	65	80	4225	6300	5200
36	ZS	65	85	4225	7225	5525
	Total	**$\sum X$=2428**	**$\sum Y$ =3125**	**$\sum X^2$=16427**	**$\sum Y^2$=27063**	**$\sum XY$=210640**

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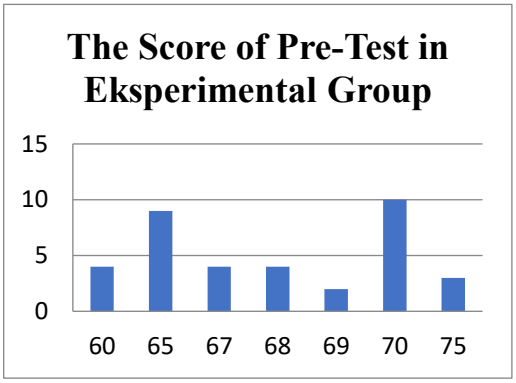
From the data above, it shown that the highest and the lowest score in pre-test was:

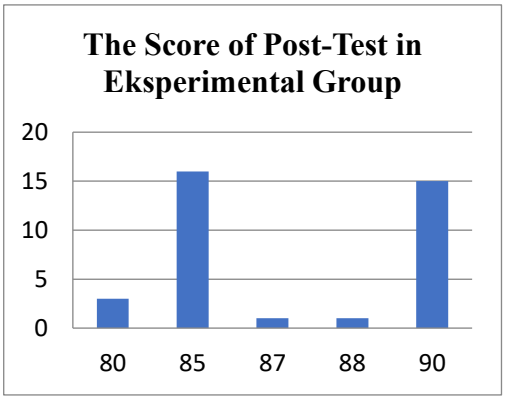
Figure 3. The score of pre-tests in experimental group



From the figure over, the information shown that numerous understudies it can be outlined the lower score in each pointer. From the figure over, there were four understudy who got 60 scores, there was nine understudy who got 65 scores, there were four understudy who got 67 scores, there were four understudies who got 68 scores, there were two understudies who got 69 scores, there were ten understudies who got 70 scores, there were there understudies who got 75 scores.

From the data above, it shown that the highest dan the lowest score in the post-test, in addition, the data could be presented at the chart below.

Figure 4. The score of post-tests in experimental group



From the figure over, the information shown that numerous understudies it might be outlined the lower score in each pointer. From the figure over, there were three understudy who got 80 scores, there were sixteen understudy who got 85 scores, there was one understudy who got 87 scores, there was one understudy who got 88 scores, there were fifteen understudies who got 90 scores.

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From the information over, it appeared that student's score in pre-test was lower than post-test. The cruel of student's score in pre-test was 67,4. After giving treatment of Chain Writing Method, it expanded 19,4 % and the score cruel was being 86,8 in post-test.

CONCLUSION

It is evident that the students' scores in the post-test are higher than those in the pre-test; however, there is no significant effect on the students' scores. On the other hand, the score difference between the pre-test and post-test for the control group is 506, indicating that the improvement in the students' abilities in the experimental group was greater compared to the control group.

After analyzing the data using a t-test, the calculated t-score was found to be 4.18. When compared to the critical t-value, with degrees of freedom (df) calculated as N1 + N2 - 2, or 36 + 36 - 2 = 70, it was determined that the t-score exceeded the critical t-value.

In the data description, which was based on 36 students from the experimental group, Table 4.3 presents the details of the experimental group. The pre-test mean score was 67.4 before the implementation of the chain writing method. After the students were introduced to the chain writing method, the post-test mean score increased to 86.8. Meanwhile, Table 4.6 shows the details of the control group, where the pre-test mean score was 59.2, and the post-test mean score was 73.8. From the mean scores of the pre-tests in both the control and experimental groups, it is evident that the students initially had very low scores in writing procedure texts.

Based on the test finding in control group, from the data provide in classification of the table of pre-test which was the 13,89% students go 60 score, 36,11% students get 65 score, 13,89% students got the 67 score , 2,78% students got the 69 score, 27,78% students got the 70 score and 2,785% students got the 75 score. It meant the students from control group it`s got very poor score because only 2,78% students can got the minimum score from KKM. Meanwhile on the test finding in experimental group, from the data provide in classification of the table of pre-test was 11,115 students got the 60 score, 25% students got the 65 score, 11,11% students got the 67 score, 11,11% students got the 68 score, 5,56% students got the 69 score, 21,78% students got the 70 score and 8,33% students got the 75 score.

Based on the test finding in control group, from the data provide in classification of the table of post-test which was the 44,44% students got the 70 score, 33,33% students got the 75 score, 2,78% students got the 78 score and 19,44% students got the 80 score it meant in post-test of control group still have minimum score, students who can`t got score pass the KKM it was 16 students. Meanwhile on the test finding in experimental group, from the data provide in classification of the table of post-test was 8,33% students got the 80 score, 44,44%

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students got the 85 score, 2,78% students got the 87 score, 2,78% students got the 88 score and 41,67% students got the 90 score. It meant all of the students in experimental group of post-tests can pass the minimum score of KKM all the students got the very good score.

In summary, in pre-test and post-test the students of control group got the lower score than the students in the experimental group. Whereas, in the post-test the control group can` t have significant effect on students score while, in experimental group students had a significant effect on students score. It meant the chain writing method is had successful implementation to improve students writing skill of procedure texts.

During the treatment period, the chain writing method was implemented in the experimental group to enhance their ability to write procedure texts. In contrast, the control group was taught using the teacher's conventional method. According to the statistical analysis, the experimental group showed an improvement of 19.4 points, rising from a pre-test score of 67.4 to a post-test score of 86.8. In comparison, the control group showed an increase of 14.6 points, from 59.2 to 73.8. This indicates that the experimental group experienced a more significant improvement than the control group.

THANK-YOU NOTE

I express the most noteworthy appreciation to the All-powerful Allah SWT for favouring, adore, opportunity, wellbeing, and leniency so that I may wrap up this skripsi. Peace and fevering moreover upon the Most prominent Prophet Muhammad S.A.W who had conveyed the truth to human being in common and Muslim in specific. In orchestrating this skripsi, a part of individuals has given inspiration, counsel, back, and indeed comment that had made a difference me. In this profitable chance, I need to precise my appreciation and appreciation to my advisor Yen Aryni, for her offer assistance, instruction, direction, time, and back in rectifying and making a difference me to wrap up my skripsi, all individuals around me that produces so numerous lessons almost life to me.

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