

**THE EFFECTIVENESS OF USING CHAIN WRITING
METHOD TOWARDS STUDENTS' WRITING
SKILL AT MTS SATU ATAP DATOK
SULAIMAN PALOPO**

A Thesis

*Submitted the English Language of SI Tarbiyah and Teacher Training Faculty
of State Institute of Palopo in Partial Fulfilment of Requirement for (S.Pd) Degree
of English Study Program*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

2023

**THE EFFECTIVENESS OF USING CHAIN WRITING
METHOD TOWARDS STUDENTS' WRITING
SKILL AT MTS SATU ATAP DATOK
SULAIMAN PALOPO**

A Thesis

*Submitted the English Language of SI Tarbiyah and Teacher Training Faculty
of State Institute of Palopo in Partial Fulfilment of Requirement for (S.Pd) Degree
of English Study Program*



- 1. Wahibah, S.Ag., M.Hum.**
- 2. Husnaini, S.Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

2023

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Reskya Dwi Maulida

Reg. Numb : 1902020060

Faculty : Tarbiyah and Teacher Training

Study Program: English Education

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as many own work or through.
2. All parts of this thesis are my own works except the citation whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, Sept 29th 2023

Regards



Reskya
Reskya Dwi Maulida
1902020060

THESIS APPROVAL

This thesis entitled The Effectiveness of Using Chain Writing Towards Students Writing Skill at Mts Satu Atap Datok Sulaiman Palopo by Resky Dwi Maulida, Reg. Num 1902020060, English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Monday, August 28th 2023. Coincided with Shafar 11st 1445 H. It is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, August 28th 2023

COMMITTEES OF EXAMINATION

- | | | |
|---------------------------------------|---------------|---|
| 1. Rusdiansyah, S.Pd., M.Hum. | Chairman | () |
| 2. Prof. Dr. Rustan S., M.Hum. | Examiner I | () |
| 3. Andi Tenrisanna Syam, S.Pd., M.Pd. | Examiner II | () |
| 4. Wahibah, S.Ag., M.Hum. | Consultant I | () |
| 5. Husnaini, S.Pd.I., M.Pd. | Consultant II | () |

Approved by

Dean of Education and Teacher Training Faculty of IAIN Palopo



H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language Education Study Program of IAIN Palopo



Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

NOTA DINAS PEMBIMBING

Lamp. :
Hal : Skripsi an. Reskya Dwi Maulida

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di
Palopo

Assalamu 'alaikum wr. wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Reskya Dwi Maulida
NIM : 1902020069
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Effectiveness Of Using Chain Writing Method Towards Students' Writing Skill At Mts Satu Atap Datok Sulaiman Palopo**

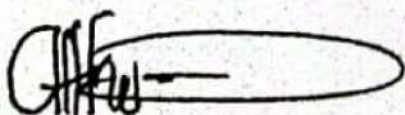
menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

wassalamu 'alaikum wr. wb.

Palopo, 19 Juli 2023

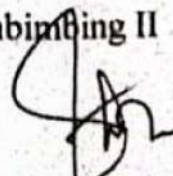
Pembimbing I



Wahibah, S.Ag., M.Hum.

NIP. 19690504 200312 2 002

Pembimbing II



Husnaini, S.Pd.I., M.Pd

NIP. 19840820 200902 2 007

HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah dengan saksama skripsi berjudul:

The Effectiveness Of Using Chain Writing Method Towards Students' Writing Skill At Mts Satu Atap Datok Sulaiman Palopo

yang ditulis oleh :

Nama : Reskya Dwi Maulida

NIM : 19 0202 0060

Fakultas : Tarbiyah dan Ilmu Keguruan

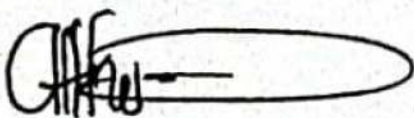
Program Studi : Pendidikan Bahasa Inggris

menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk diajukan pada ujian/seminar hasil penelitian.

Demikian persetujuan ini dibuat untuk proses selanjutnya.

Palopo, 19 Juli 2023

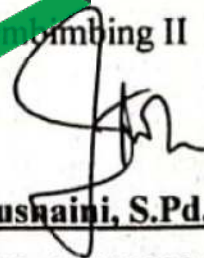
Pembimbing I



Wahibah, S.Ag., M.Hum.

NIP. 19690504 200312 2 002

Pembimbing II



Hushaini, S.Pd.I., M.Pd

NIP. 19840820 200902 2 007

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُولِ اللَّهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَاوَّاهُ ، أَمَّا بَعْدُ

Alhamdulillah RabbilAlamin, all praise Allah SWT, who gives us some mercies and blessings so that the researcher could finish this thesis entitled "*The Effectiveness of Using Chain Writing Towards Students' Writing Skill at MTS Satu Atap Datok Sulaiman Palopo*". Shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

The researcher realizes this thesis's existence by receiving many people's advice, guidance, encouragement, and comments. Therefore, the researcher would like to express thanks to:

1. Dr. Abbas Langaji, M.Ag., as the Rector of IAIN Palopo.
2. Prof. Dr. Sukirman, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, and Mr/Mrs. Deputy Dean I, II, and III.
3. Husnaini, S.Pd.I., M.Pd as the head of the English Language Education Study Program of IAIN Palopo as an academic advisor for supporting the researcher completed the thesis.
4. Wahibah, S.Ag., M.Hum. as the first consultant who has given explanations, corrections, suggestions, and direction until the thesis is finished.

5. Husnaini, S.Pd.I., M.Pd as the second consultant who has given explanations, corrections, suggestions, and direction until the thesis is finished.
6. All the lecturers in IAIN Palopo, especially the lecturers in English Language Education Study Program, have given the researcher motivation, knowledge, and attention in preparing this thesis.
7. The Headmaster and all teachers, significantly the English Teacher at MTS Satu Atap Datok Suldinan Palopo, Mr. Lubis S.Pd M.Pd have helped the researcher during her research in the school.
8. Special thanks to the researcher's beloved family, especially to the researchers' parents, Parno S.Pd and Hilda Handayani, and my brother Audri Puja Aghazaly S.Pd and Almer Abdullal Zaki who have given their loving attention and prayed for the researcher's success.
9. Thanks to all my friends, especially to Tasya and Annisa G.M, thank you for her help and support over this time.
10. All support from the researcher's classmates of BIG Awesome 2019 who have encouraged, motivated, and supported the researcher in completing this thesis.

The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.

Palopo, 28 June 2023

Reskya Dwi Maulida
NIM: 19 0202 0060



TABLE OF CONTENTS

COVER	
ACKNOWLEDGMENTS.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vi
ABSTRACT.....	ix
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	4
C. Objective of the Research.....	4
D. Significance of the Research.....	5
E. Scope of the Research.....	5
F. Operational Definition.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Research.....	7
B. Literature Review	11
C. Conceptual Framework	25
D. Hypothesis.....	26
CHAPTER III METHOD OF RESEARCH	
A. Research Design.....	27
B. The Variable of the Research	28
C. Population and Sample.....	29
D. Technique of Data Collection	29
E. Instrument of Research.....	33
F. Technique of Analysis Data.....	34
CHAPTER IV FINDINGS AND DISCUSSION	

A. Findings..... 39

B. Discussion 52

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions..... 59

B. Suggestions..... 60

BIBLIOGRAPHY

APPENDICES



LIST OF TABLES

Table 3.1: Scoring of Content	35
Table 3.2: Scoring of Organization	35
Table 3.3: Scoring of Vocabulary	36
Table 3.4: Scoring of Grammar	36
Table 3.5: Scoring of Mechanics	36
Table 3.6: Scoring of Classification.....	37
Table 4.1: The students' Pre-Test Scores in Overall	38
Table 4.2. Descriptive Statistics of Student's Pre-test Score.....	39
Table 4.3: Students' Percentage of Content in Pre-Test.....	39
Table 4.4: Students' Percentage of Organization in Pre-Test.....	40
Table 4.5: Students' Percentage of Vocabulary in Pre-Test.....	40
Table 4.6: Students' Percentage of Grammar in Pre-Test	41
Table 4.7: Students' Percentage of Mechanics in Pre-Test	41
Table 4.8 Descriptive Statistics of Writing Aspects in Pre-Test.....	41
Table 4.9: Students' Post-Test Score in Overall	42
Table 4.10: Descriptive Statistics of Student's Post-Test Score	43
Table 4.11: Students' Percentage of Content in Post-Test	43
Table 4.12: Students' Percentage of Organization on Post-Test	44
Table 4.13: Students' Percentage of Vocabulary in Post-Test	44
Table 4.14: Students' Percentage of Grammar in Post-Test.....	45
Table 4.15: Students' Percentage of Mechanics in Post-Test.....	45
Table 4.16 Descriptive Statistics of Writing Aspects in Post-Test	45
Table 4.17: Comparison of Students' Pre-Test and Post-Test Results.....	46
Table 4.18: The Paired Samples Statistics of Pre-Test and Post-Test	47
Table 4.19: The Paired Samples Correlations of Pre-Test and Post-Test.....	47
Table 4.20: The Paired Samples Test of Pre-Test and Post-Test.....	47

ABSTRACT

Reskya Dwi Maulida, 2023. *"The Effectiveness of Using Chain Writing Method Towards Students' Writing Skills at MTs. Satu Atap Datok Sulaiman Palopo,"* a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Wahibah, S.Ag., M.Hum. (Consultant 1) and Husnaini, S.Pd.I., MP.d. (Consultant 2).

This research aims to determine the effectiveness of using Chain Writing Method in writing descriptive text of the VIII A grade students at MTs. Satu Atap Datok Sulaiman Palopo. This study applied pre-experimental research design focusing on one group's pre-test and post-test design. The population of this research was all of the students eight grade of MTs. Satu Atap Datok Sulaiman Palopo, which comprised 58 students divided into three classes. The sample was taken by using a cluster random sampling technique, which consists of 20 students. While the research instrument used was a writing test. The data were analyzed using Paired Sample T-test and calculated with *SPSS 22*. The data were analyzed by calculating the mean score and paired sample t-test. The results of this research showed the mean score on Post-Test (67.90), was higher than the Pre-Test (39.15). The value of data analysis t_{count} (10.806) while the t_{table} (2.093) for the standard of significance level 0.05 (5%) on df (degree of freedom) value is 19, it means the data stated that the value of t_{count} is higher than the value of t_{table} . On the other hand, alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It can be concluded that using Chain Writing Method is effective and can be recommended in teaching descriptive text to increase students' writing skills. From the results of data collection by the researcher, research has shown that the use of Chain Writing Method in teaching descriptive text can help students in MTs Satu Atap Datok Sulaiman Palopo develop their writing skill primarily in the five components of content, organization, vocabulary, grammar, and mechanics.

Keywords: Chain writing Method, Descriptive text, Writing skill.

CHAPTER I

INTRODUCTION

A. Background

In learning English, there are four skills that should be mastered, those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to learn. Writing is the one of subjects that students have to be mastered beside listening, speaking, and reading. According to Fauziatul, Saunir and Alhafish that Writing is important for students because by writing, students can express or transfer their feeling and messages, share and express their ideas, and tell their experiences to others.¹

Writing is as important in English as in a foreign language (EFL). It helps learners to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously. According to Bello (1997), writing as a productive language skill plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class.²

By writing, we will also can be a better reader and a stronger thinker. It is because in writing, we need to be aware of the writers ideas and evidence they give in their writing, whether the evidences support or fail to support the ideas

¹Fauziatul Fitriani, Saunir Saun, and Muhd Al Hafizh, 'The Analysis of Students' Writing Ability in Narrative Text at Senior High Scholl 3 Bukittinggi', *JELT Journal*, 3.1 (2014), 139–44.

²Emilia Yunita and Sujito Sujito, 'The Effectiveness of Direct Peer Feedback To Increase Students' Writing Performance Sujito (Corresponding Author)', *Jurnal Ilmiah Bahasa Dan Sastra*, 4.1 (2017) (<https://doi.org/10.21067/jibs.v4i1.1948>).

given by the writers. Moreover in writing, the writers need to think carefully to organize their ideas, to choose the best topic sentence, give a well-reasoned and finally some convincing evidences to get the readers trust.

One of the main factors causing students difficulties in writing is because students' are not motivated. Apart from the lack of motivation, the obstacles to learning to write are also caused by the use of inappropriate learning methods. According to Wulandari, Fuady & Sumarwati (2012: 80) that the use of inappropriate learning methods can cause students to feel bored and not interested in participating in learning writing.³

Many teachers still use the conventional method in teaching, such as talking in front of the class and then asking the students to write and sometimes without evaluating their results. According to Saragih and 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.⁴ In order to support the students in learning English, especially writing, teachers can modify their strategies, techniques, or methods in teaching English.

The process of learning is a complex concept in relation to how to make a learning activity that occurs to be more effective, efficient, and also create a

³Sella Permata Sari, Sumarwati Sumarwati, and Atikah Anindyarini, 'Metode Menulis Berantai Untuk Meningkatkan Motivasi Dan Keterampilan Menulis Pantun Siswa', *Basastra: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 8.1 (2020), 1 (<https://doi.org/10.20961/basastra.v8i1.42142>).

⁴Enni Erawati Saragih and Anggi Nur Fitri Rabbani, Teachers' Perceptions on Implementing Chain Writing Technique in Teaching Writing, *English Journal*, Vol. 20, No. 2, 2017, p. 14.

conducive and enjoyable learning atmosphere.⁵ In teaching and learning process, 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. Chain writing method is method that use to help students in language learning especially in writing activity.⁶ The using chain writing method in this research is in group, in the first of learning the learners will be given an inducement a picture and they will arrange sentence become paragraph. Erben and Sarieva (2013) define chain writing as a method in which stories are written by more than one writer: each writers makes a sentence then forwards the paper to a partner.⁷ 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 will be made together. Fun learning method can be interpreted as a process of presenting teaching materials to students in a certain and correct way and making the hearts of students happy. The term fun means that the learning process must take place in a pleasant and memorable atmosphere, this kind of learning atmosphere will attract students to participate actively so that learning objectives can be achieved optimally.⁸

Based on the observation and interview with the teacher and students, the researcher can conclude that teachers tend to use conventional learning methods.

⁵Rustan S, 'Pembentukan Karakter Melalui Pembelajaran Kooperatif Dan Inovatif: Sebuah Kajian Berdasarkan Pandangan Konstruktivisme', *Prosiding Seminar Nasional*, 1.1 (2014), 131-42.

⁶Retno Fitriyanti. (2017). Pengaruh Metode Chain Writing Terhadap Hasil Belajar Menulis Siswa. Vol, 7 p. 276-282. Ejournal. Uksw.edu

⁷Tony Erben and Iona Sarieva, *Calling All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*, (New York: Routlage,2008).

⁸M Iksan, H Husnaini, and M Masruddin, 'Implementation of Weekly English Program with Fun Learning Method for Pesantren Students', *Ethical Lingua: Journal of ...*, 2022, 872-79 (<https://doi.org/10.30605/25409190.479>).

In the implementation process, the teacher gives an explanation by means of lectures and short examples, then immediately assigns students to write. Most of the students also think that English is a language hard to learn. Students' did not have motivation and get bored when the teachers gives explanations of the subject of English. This resulted in students creativity not being able to develop optimally. Besides, students' are more interested in learning in groups than individually. And the researcher found a solution that is through the process of teaching and learning writing because the same students felt bored in learning process. The researcher used chain writing method because this method can make students' active and enjoy so that the learning process better. Chain writing method is also known as an active learning method where the students' can associate learning as a fun activite. This method requires students' to learn together, because of the story will be made together.

Based on the background above, it is clear that chain writing method is one of the great method that students use to solve the problem when they study. In this research to improve writing skill of the students, the researcher decided to conduct pre-experimental research under the title "The effectiveness of using chain writing method towards students' writing skill at MTs Satu Atap Datok Sulaiman Palopo"

B. Research Question

Based on the background the researcher formulated the research question as follows:

Is chain writing method effective to improve the students' skill in writing descriptive text at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo?

C. Research Objective

The objective of the research is to know whether the use of chain writing method effective to improve students' skill in writing descriptive text at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo.

D. Research Significance

1. Theoretically

The result of this research was expected to support the previous theories about teaching writing skill using Chain Writing Method.

2. Practically

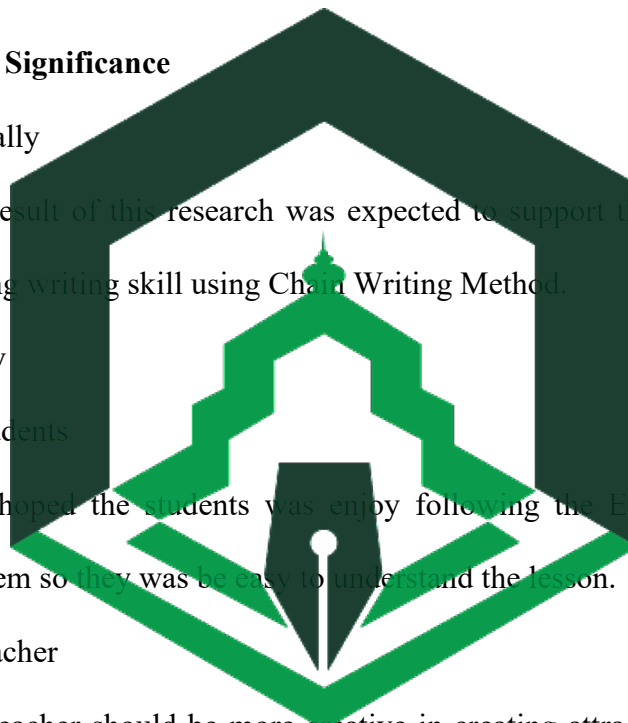
a) For the students

It is hoped the students was enjoy following the English class. It was motivated them so they was be easy to understand the lesson.

b) For the teacher

The teacher should be more creative in creating attractive and interesting class for teaching writing. Besides, the teacher also has to pay attention to the students. The teacher should have many ideas to implement Chain Writing as a Method which cannot only help students' in writing but it also motivate them in learning other skills.

c) For other Researcher



The results of this research can be a reference for other researchers to conduct further researcher on improving writing skill by using Chain Writing Method.

E. Research Scope

Based on the identification of the problem, the research focuses on the effectiveness of using chain writing method to improve writing skill at VIII grade MTs Satu Atap Datok Sulaiman Palopo. The aspects of writing was identified are content, organization, vocabulary, language use, and mechanics. The kind of text used is descriptive text and the themes of the text are describing people, places, animals, and things using picture.

F. Operational Definition

Key term definitions are essential to be given to avoid misunderstanding. I was referring to the topic discussed in the present study. Some terms used need to be defined.

1. Writing

Educating writers on the proper usage of descriptive text. It does so by utilizing linguistic featur and generic structure. Writing itself is the act of writing ideas down on paper to convert thoughts into words, clarify essential concepts, and provide them with a system for logical organization. The teacher should ensure that all of his students meet the requirements of good writing while transferring ideas from the brain into written form.



2. Chain Writing Method

Chain Writing is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them oppourtinity to express their ideas to a certain topic with their classmates. It means that Chain Writing is a kind of teaching technique used by teacher to help the students' participate actively by expressing one's ideas after another continuously based on the topic given.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

This research, there are some previous researches related to this research, they are as follows:

Tika Dwi Sari (2018) in her research entitled “The Implementantion of chain writing method to increase students’ ability writing narrative text at Mts.AL-Muttaqin Padang Tualang Langkat”.⁹ The aim of this research was to describe the implementation of chain writing method to increase students ability in writing narrative text. The researcher used a classroom action research as the design in this research with four steps which included palnning, acting, observing and reflecting. The participants of this research were the 30 students’ in the second grade of Mts. Al-Muttaqin Padang Tualang Langkat. Qualitative and Quantitative approaches were used as the technique for collecting the data in this research. The qualitative approach was done by taking observation and interview, while, the quantitative approach was done by taking written test. The result showed that there was improvement in the ability of students narrative writing from every cycle, which presented from the mean of the pretest was 60.16, while the mean for postttest I was 72.96, and postttest II was 80.53. Therefore, her research was concluded that the students’ ability at writing narrative text was improved by using chain writing. The students’ respond to writing teaching when they were being taught by using chain writing was very good.

⁹Tika Dwi Sari, ‘The Implementation Of Chain Writing Method To Increase Students Ability Writing Narrative Text At Mts. Al-Muttaqin Padang Tualang Langkat A Thesis’, 2018.

Putri Fitriyani (2019) in her research entitled “The effect of using chain writing method on students writing performance of recount text”.¹⁰ As it title states that the aim of this research was to obtain the empirical evidence of the effect of using chain writing method on students’ writing performance of recount text. A quasi-experimental study was used as the design of this research. The population of this research was the second grade students’ of MTs Negeri 2 Tangerang. The researcher used the purposive sampling as the sampling technique in this research and choose 37 students of VIII-3 and VIII-4 class as the sample of this research. The instrument of this research was pre-test and post-test. The data from the pretest showed that both classes had a slight difference in the mean score, where experimental class got 53.38 and the control class got 50.29. Therefore, her research was concluded that chain writing method had a significant effect on students’ writing performance of recount text at the second grade students’ of MTs Negeri 2 Tangerang.

Mega Sahitna (2018) in her research entitled “Improving students writing skill on descriptive text by estafet strategy of the eleventh year students’ of SMAN 4 Palopo”.¹¹ As it title that the aim of this research was to find out whether estafet strategy is effective to improve students writing skill on descriptive text. This research used Quasi-experimental. The population of this research was the eleventh grade students’ of SMAN 4 Palopo. The number of population was 50

¹⁰A Skripsi And Putri Fitriyani, ‘The Effect Of Using Chain Writing Method On Students’ Writing Performance Of Recount Faculty Of Educational Sciences’, 2019.

¹¹Dewi Furwana and Andi Tenrisanna Syam, ‘Improving Students’ Writing Skill on Descriptive Text By Estafet Strategy of the Eleventh Year Students of Sma 4 Palopo’, *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7.1 (2019), 1–56 (<https://doi.org/10.24256/ideas.v7i1.722>).

students'. The sample were class XI IPS1 consisted of 25 students' as experimental group and class XI IPS2 consisted of 25 students as a control class. The sampling technique in this research was purposive sampling. The instrument of the research was writing test. The result showed that the students' mean score of posttest in experimental group was 90.44 and pretest was 65.96. Therefore, her researcher was concluded that there was significant difference in writing achievement between the students who are taught by using estafet strategy and those who are taught by non-using estafet strategy and the researcher concluded that estafet strategy upgrades the students' writing.

Rahmawati and Nurlia (2022) in their research entitled "The effectiveness of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students".¹² As it title that the aim of this research was 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. The population of this research was the SMP N 1 Sutojayan's first grade junior high school. The number of population was 64 students. The sample were class from class VII-F consist of 32 students and from class VII-G consist of 32 students. 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. Therefore, her researcher was concluded that using the chain writing technique significantly improves the

¹²Herlina Rahmawati and Ratna Nurlia, 'The Success of Using a Chain Writing Method With Comic Strip to Teach Writing to Junior High School Students', *Journal of Development Research*, 6.2 (2022), 218–23 <<https://doi.org/10.28926/jdr.v6i2.257>>.

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.

Some of the research above is relevant to this research. The similarities can be seen variables studied in the form of writing skills. The different from the first research are material research design of the research. In Tika Dwi Sari's research the material is about narrative text, and the research design is classroom action research (CAR). But in this research the material of this research is descriptive text and the research design is pre-experiment research. The difference from the second research are the material and research design of the research. In Putri Fitriyani's research the material is about recount text and the research design was quasi-experimental research. But in this research the material of this research is descriptive text and the research was design is preeksperiment research. The difference from the third research is design of the research. In Mega Sahitna's research the research design is quasi-experimental research. But in this research the research design is pre-experimen research. The difference from the fourth research is design of the research. In Herlina Rahmawati and Ratna Nurlia research, the research design is quasi-experimental but in this research the research design is pre-experimen research.

Based on some previous studies related to the use of chain writing method indicating that although there are some differences in the previous study, the use of chain writing method can be improved in teaching and learning process, the researcher conducted a study with the same method that is Chain Writing Method.

B. Literature Review

1. Concept of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading and writing. Among the four skills, writing is the most difficult skill to be learnt. According to Richards and Renandya, writing is the most difficult skill for second language learners to master.¹³ The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources.

a. Definition of Writing

Writing is the process of using symbols letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. Writing is one of those four language skills, which is used as one medium to communicate with others, as well as in daily life. According to Spratt, Pulverness, and Williams (2005:26) stated that writing and speaking are productive skills which mean that they involve producing language rather than receiving it. It can be said that by learning writing skills, the students are expected to be able to produce a text or a message to communicate with others.¹⁴

According to Brown, writing is the process of putting ideas down on paper to transform thoughts into words, sharpen main ideas, and give them a structure of

¹³Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Pres,2002), p.303

¹⁴Spratt, Marry., Pulverness, A., Williams , Melanie. 2005. *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press

a coherent organization.¹⁵ Furthermore, According to Putri Fitriyani (2019) writing is a process which includes some steps that should be followed by writers therefore, writing is not a one-step action, but it is a process with several steps.¹⁶ Based on the definition above, the researcher concluded that writing is process of complex thing to produce or express and deliver our idea, thinking and feeling through written texts.

b. Process of Writing

In writing, we do not only put words into sentences, paragraphs, and finally become a piece of writing. A good writer will past the several steps of writing to produce a good writing. According to Richard, the process of writing occurs in several stages:¹⁷

1. Planning

Planning was an important stage in management, especially in-class activities, to encourage students to always feel their thoughts. Therefore, to be able to express their ideas and the ability to write are expected of students.

2. Drafting

In this step the writers are focused on the fluency of writing and not only focusing on grammar but must pay attention to the neatness of handwriting. One good writing unit is the ability of researchers to visualize the audience.

¹⁵H.D, Brown. "Language Assesment Principles and Classroom Practices" (New York: Longman), 2014

¹⁶Skripsi, A, and Putri Fitriyani, 'The Effect Of Using Chain Writing Method On Students ' Writing Performance Of Recount Faculty Of Educational Sciences', 2019

¹⁷Richards, Jack C and Renandya Willy A. 2002. Methodology in Language Teaching an Anthology of Current Practice. Cambridge: Cambridge University Press

3. Revising

When students revise, the researcher reviews the feedback to the respondent. Learners re-examine what was written to witness and communicate meaning effectively to the reader. Repairing is not only checking but is done to improve global content and organizational errors in writing class so the writer intendsto explain to the reader.

4. Editing

In this step, students compile texts when students prepare the final draft for evaluation by instructors. Students can edit the workof their own or their counterpart's grammar, spelling, punctuation, diction, sentence structure, and supporting accuracy.

c. Components of Writing

To create good writer, there are several aspects for the writer adapted from Nurgiantoro (2001: 306-308), as follows:¹⁸

1. Content

Content is refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the details idea to describe main topic. Content of writing should be understandable. Therefore, the readers can be understand the message in the text and got information from it.

¹⁸Nurgiyantoro, Burhan. 2001. *Penilaian dalam pengajaran Bahasa dan Sastra*. Yogyakarta:BPFE

2. Organization

Organization means how the students arrange their ideas, their organization of the text is clear ideas, good organization, logic sequence and cohesive.

In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers.

3. Vocabulary

Vocabularies are collection of words that are arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing.

4. Language use (grammar)

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure. So that it make writing more meaningful.

5. Mechanics

Mechanics means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. So, mechanics including capitalization, spelling, and punctuation in writing.

Based on the explanation above, there are five components of writing assessment. They are content (idea), organization (structure), vocabulary (word choice), language use (grammar), and mechanic (spelling, capitalization, and punctuation)

d. Teaching Writing

Teaching writing effectively is one of the most important life-long skill educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Teaching writing has some obstacles for teachers. They must know in choosing good approaches appropriately. Considering the writing process, it seems difficult to teach writing. Writing encourages students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems that the writer puts into their minds.

Urquhart and McIver say that “Teaching Writing is unique”. It benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise¹⁹. To teach writing description text needs something that can make students feel fun and have a good impression, so that the students will always remember what they have got from their teachers explanation.

2. Concept of Chain Writing Method

a. Definition of Chain Writing Method

According to Syatharia chain writing is as an active learning method where the students can associate learning as a fun activite.²⁰ Students are given the opportunity and freedom to express their imagine ideas through writings done with their classmates.

¹⁹McIver, Monette and Urquhart, Teaching Writing: in the content Areas. (The USA: Mid-continent Research for Education and Learning, 2005),2.

²⁰ Syathariah, S, Menulis Berantai Sebagai Metode Inovatif, (Pekanbaru: CPI Rumbai 2009)

According to Erben and Sarieva define chain writing as a method in which stories are written by more than one writer; each writers makes a sentence then forwards the paper to a partner.²¹

According to Retno that chain writing is more effective in literature writing learning because students will be more motivated to study in a group just than study individual.²²

According to Cohen with the title Restructuring the classroom, it was concluded that working groups such as Chain Writing could be accepted as a method in achieving increased learning goals. This way results in the acquisition of learning and the development of higher powers of thought.²³

Based on the definitions, chain writing is a method which requires students to be active in the learning process in the class and which gives them a chance to write a certain topic together because they will take turn to write sentence by sentence until become a passage in the writing process.

b. The Way of Teaching Chain Writing Method

In this term, chain writing is one of the teaching techniques that become a source for the teacher to solve students problems to learn writing. The use of this teaching technique is able to give interactive teaching-learning situation in which there is active interaction between teacher-students' and among students. In chain

²¹Tony Erben and Iona Sarieva, *Calling All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*, (New York: Routlage,2008).

²²Fitriyani, Retno, Pengaruh Metode Chain Wrting Terhadap Hasil Belajar Menulis Siswa. Vol, 7 p. 276-282.Ejournal. Uksw.edu, 2017

²³E Cohen, 'Restructuring the Classroom: Conditions for Productive Small Groups Director , Program for Complex Instruction School of Education This Paper Was Prepared at the Center on Organization and Restnicturing of Schools (Gmnt No . R117Q00005-91), Supported B', *Review of Educational Research*, 64.1 (1994), 1–35.

writing method, the students in work the groups. Each group poured his feelings into snippets of text. This was done in sequence.

According to Ruli Dorowati, Writing Learning Strategies Using Chain Writing As Follows:²⁴

1. Provide flipcharts, markers, masking tape and scissors
2. Prepare a sample script/text that contains the text to be assigned
3. Showing students sample text
4. Ask students to market their thoughts and pay attention to the purpose of writing the text, the rhetorical structure of the text elements in the chosen genre (each genre has a different text element)
5. Observe and formulate jointly writing the text that has been determined
6. Review the explanation of the criteria for a good essay, namely using the right word selection, the use of correct spelling, the relationship between sentences before and after that must be connected, and the existence of a good closing sentence
7. Dividing classes into groups (adjusting to the number of students in class)
8. Stick a plan paper that has been preceded by writing the opening phrase (can be with the title or theme of the essay that students must complete) on the wall
9. Invite each group to take a distance of about 5 meters, by marching backwards on each group
10. Start chain writing (write at least 1 sentence in turn)

²⁴ Ruli Dorowanti, 'Menggunakan Metode Chain Writing', 2011, 8.

11. Discuss the results of writing that has been made in groups (sentence structure, spelling, and sentence linkage)
12. Assess and correct text results together
13. Conduct reflection together.

c. Benefits and Weakness of Chain Writing Method

There are some benefits and weakness for teachers in using chain writing method in the class, according to Syathariah (2011:43), the use in learning chain writing has the following advantages,²⁵

- a. Make learners and enthusiastic in learning
- b. Make the learning atmosphere more fun
- c. Learners can be more careful in carrying out learning
- d. Studying groups in chain writing can motivate students who can not be able, lazy children become diligent, and children who play in learning more seriously again
- e. Learners can learn to appreciate the success of others and accept defeat gracefully.

According to Syathariah (2011:44), the use of learning estafet strategy has the following weakness.

- a. Time is limited in applying the estafet strategy in learning
- b. Learners rush in the application of Chain Writing Method
- c. Learning atmosphere tends to be noisy because of the learners activity.

3. Descriptive Text

²⁵Syathariah, S, Menulis Berantai Sebagai Metode Inovatif, (Pekanbaru: CPI Rumbai 2009)

a. Definition of Descriptive Text

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place or event to readers or hearers (Gerot, and Wignel, 1944: Knap & Watkins, 2005)²⁶

The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes.²⁷ Descriptive text is the text of describing to give readers a piece of information and understanding about the object. Therefore, the reader can get the information about the new object written by the writer in descriptive text, and the writers will describe the object clearly and get a clear picture of the object. The goal when we write subjective description is to create vivid mental images. To do this, we will use specific sensory details, which include words that appeal to the senses (sight, sound, taste, smell, and touch). The purpose of descriptive writing is to explain, describe, or disclose a specific individual or object.

b. Kinds of Descriptive Text

²⁶Gerot, L., & Wignel, P. (1994). *Making sense of functional grammar*. Queensland: Gerd Stabler, AEE Publishing.

²⁷Eko Noprianto, 'Student's Descriptive Text Writing In SFL Perspectives', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2.1 (2017), 65 (<https://doi.org/10.21093/ijeltal.v2i1.53>).

There are three kinds of describing text is describing place, people and things. So, it normally takes on three forms, they are:

1. Description of a place

Description of a place is a text that describes the place looks, such as the condition, the situation etc. the description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description will depend on your subject and purpose.

Example of Describing Place :

My school is green and clean. There are many big trees which make the air become very clean and fresh. The area of my school is around 1000 meter square, surrounded by bushes and fences. In my school there are 30 buildings which consist of 21 classrooms, 2 teacher rooms, science laboratory, a language laboratory, toilets, multimedia room and a hall. In the school entrance there's this security post where all the securities are staying. There is also a fountain and a small garden with colorful flowers.

2. Description of a People

Description of people is a text that describes that people looks, such as the face, body etc. people are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "whats so-and-like?" you might resort to identification, an impression, or a character sketch, depending on the situation. Lets examine each.

Example of Describing people :

Pak Gunawan is my uncle. He is a farmer in the country. He is 41 years old. He is handsome and tall. He is 174 cm. He has sharp eyes and a pointed nose. He has curly hair. He is very strong. His arms and legs are strong. He has

dark skin. He is very diligent. He also smart and patient. He is a nice person and we love him very much.

3. Description of a Things

Description of thing is a text that describes the things looks, such as the conditions, functions etc. to describe a thing the writer must have a good imagination about that thing that will be describe. To make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs. In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things.

Example of Describing Things :

I have a guitar. My mother bought it for me a month ago. A guitar is one of popular musical instruments in my school. It is usually made out of wood. It is about one meter tall. The body is large and eggplant-shaped with a long thin neck. There are six strings that I strum to produce sounds. The color of my guitar is brown. In my free time, I like to play the guitar and my brother sings a song.

c. Generic Structure of Descriptive Text

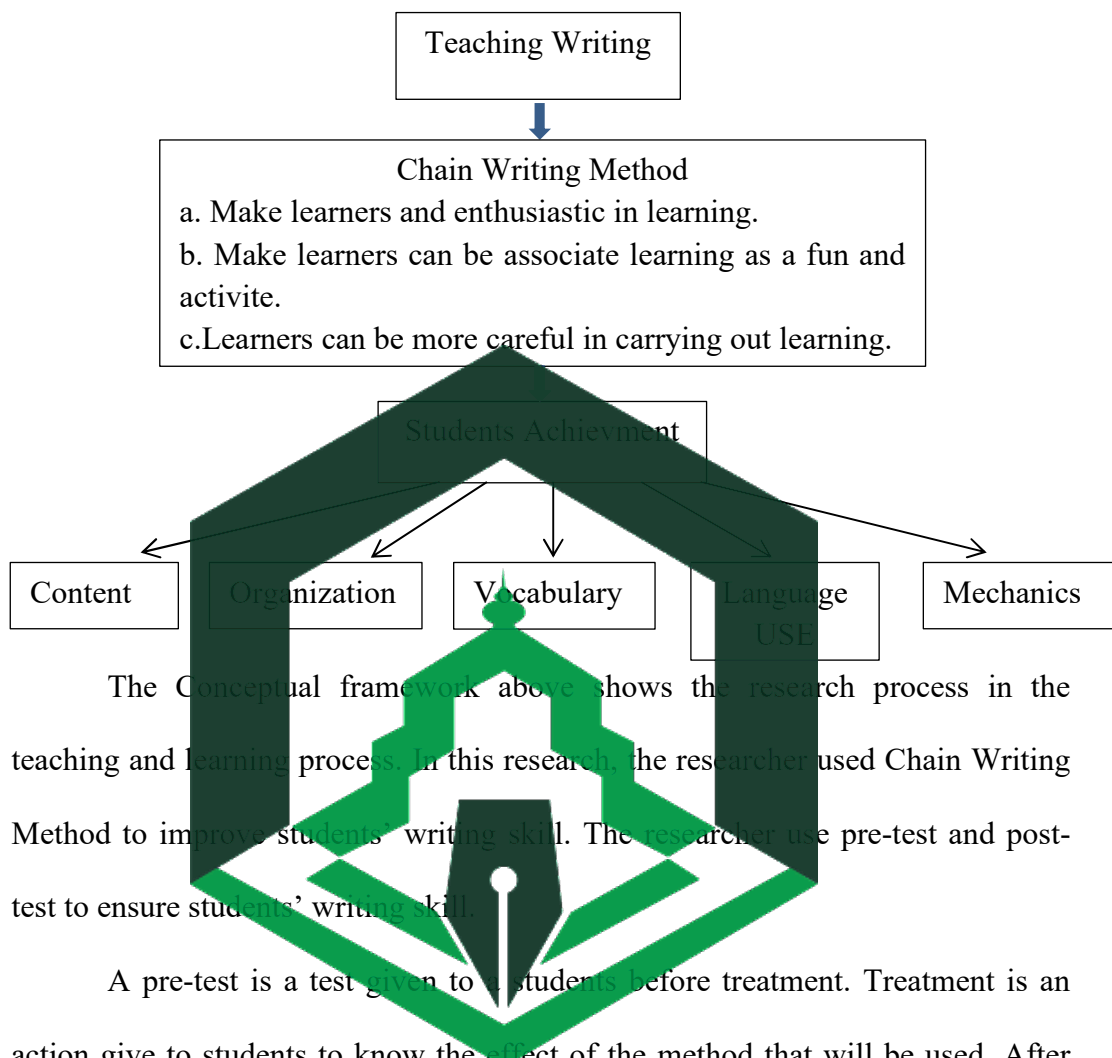
In descriptive text there are structure as follows:

1. Identification: Contains the identification of matter/it will be described
2. Description: Contains the explanation/description of the thing/person to mention a few properties.

C. Conceptual Framework

The conceptual framework describes what the researcher meant to do to conduct this researcher systematically. This study aims to determine the effectiveness of using Chain Writing Method to improve writing skills in

Descriptive text at MTs Satu Atap Datok Sulaiman Palopo. The conceptual framework that underpins this researcher is depicted in the diagram below:



The Conceptual framework above shows the research process in the teaching and learning process. In this research, the researcher used Chain Writing Method to improve students' writing skill. The researcher use pre-test and post-test to ensure students' writing skill.

A pre-test is a test given to students before treatment. Treatment is an action give to students to know the effect of the method that will be used. After give treatment to students, the researcher give post-test to check the students writing skill. From the results, researcher can see whether students writing skill increase after give the treatment or there is no improvement and focus.

D. Hypothesis

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows :

(H₀) : The Chain Writing Method is not effective to improve students skill in writing descriptive text.

(H₁) : The Chain Writing Method is effective to improve students skill in writing descriptive text.



CHAPTER III

METHOD OF RESEARCH

A. Research Design

1. Method

The research method used pre-experimental with a design model one-group pretest-posttest design. It meant that the research used one group experiment or using one class only to be the sample.

This research consisted of two variables: there were independent variable (X variable) and dependent variable (Y Variable). The independent variable used Chain Writing Method. Then, the dependent variable was students' writing descriptive text.

2. Design

The design of this research as follow²⁸:

Pretest	Treatment	Posttest
01	X	02

(Gay, 2006:252)

Where :

01 : Pretest

X : Treatment by Using Chain Writing Method

02 : Posttest

B. The Variable of the Research

a. Independent Variable in this research is chain writing method

²⁸Gay, L.R, G.E. Mills. (2006) Educational Research (Competencies for Analysis and Application). USA: Pearson.

b. Dependent Variable in this research is students writing skills

Chain Writing is a kind of active learning or learning by doing by purposing the students to negotiate learning as an interesting activity and giving them oppurtunity to express their ideas to a certain topic with their classmates. It means that Chain Writing is a kind of teaching technique used by teacher to help the students' participate actively by expressing one's ideas after another continuously based on the topic given.

Students' writing skill is specific abilities which help researcher put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

C. Population and Sample

1. Population

In this research, the researcher took the students of MTs Satu Atap Datok Sulaiman Palopo was the second grade (VIII). There were three class and the total number of the students second grade was 58 students.

2. Sample

The researcher applied a cluster random sampling technique in the selection of research samples. The research sample was taken randomly because all classes were at MTs. Satu Atap Datok Sulaiman Palopo was homogeneous where all levels of students English proficiency in all classes were equal. The

sample for this research was students of MTs Satu Atap Datok Sulaiman Palopo Class VIII, and the researcher consisted of 20 students from VIII.A sample of the students.

D. Technique of Data Collection

The most important part of that research was collecting the data that determined the outcome of the research. Some techniques used to collect data in that study were:

1. Pretest

In the pretest, the research gave a pretest at the first meeting. The test was aimed to know the students' prior knowledge on writing skills.

2. Treatment

After giving the pre-test to students, the researcher gave treatment with the use of Chain Writing Method in four meetings, spending 50 minutes at each meeting. The steps of the treatment were as follows:

a) The first meeting with the topic Descriptive Text:

1. Before the class, the researcher started with greetings, prayers, checking the students' attendance list, and giving motivation to the students.
2. The researcher explained to the students what they would be learning.
3. The researcher showed a picture (A President, Jokowi).
4. The researcher explained about descriptive text, its purpose, the generic structure, and gave examples of descriptive text, asking the students to discuss them.

5. The researcher divided the students into groups, with each group consisting of five students
 6. The researcher asked the students to sit in a circle with their group and prepared a blank paper.
 7. The researcher asked the students to compose a descriptive text about the given picture in groups, taking turns one by one. Each person contributed at least 2 sentences, and then passed the paper to a friend on the right side. This activity continued until the time was up.
 8. The researcher asked one of the students to write down the results of the writing on the blackboard.
 9. The researcher and the students corrected any misunderstandings.
 10. The researcher gave suggestions, concluded the class, and closed it.
- b) The second meeting had the topic of Descriptive text
1. Before the class, the researcher started with greetings, prayers, checking the students' attendance list, and giving motivation to the students.
 2. The researcher explained to the students what they would be learning.
 3. The researcher divided the students into groups, with each group consisting of five students.
 4. The researcher gave a picture, assigning one picture to each group.
 5. The researcher asked the students to sit in a circle with their group and prepare a blank paper.
 6. The researcher asked the students to compose a descriptive text about the given picture (a place) in groups, taking turns one by one. Each person contributed at

least 2 sentences and then passed the paper to a friend on the right side. This activity continued until the time was up.

7. The researcher asked one of the students to write down the results of the writing on the blackboard.
8. The researcher and the students corrected any misunderstandings.
9. The researcher gave suggestions, concluded the class, and closed it.

c) The third meeting had the topic is Descriptive text

1. Before the class, the researcher started with greetings, prayers, checking the students' attendance list, and gave motivation to the students.
2. The researcher explained to the students what they had learned and told them about the interesting implications of the Chain Writing Method.
3. The researcher divided the students into groups, with each group consisting of five students.
4. The researcher gave a picture, assigning one picture to each group.
5. The researcher asked the students to sit in a circle with their group and prepare a blank paper.
6. The researcher asked the students to compose a descriptive text about the given picture (an animal) in groups, taking turns one by one. Each person contributed at least 2 sentences and then passed the paper to a friend on the right side. This activity continued until the time was up.
7. The researcher asked one of the students to write down the results of the writing on the blackboard.
8. The researcher and the students corrected any misunderstandings.

9. The researcher gave suggestions, concluded the class, and closed it.

d) The fourth meeting had the topic is Descriptive text

1. Before the class, the researcher started with greetings, prayers, checking the students' attendance list, and giving motivation to the students.

2. The researcher explained to the students what they had learned and told them about the interesting implications of the Chain Writing Method.

3. The researcher divided the students into groups, with each group consisting of five students.

4. The researcher gave a picture, assigning one picture to each group.

5. The researcher asked the students to sit in a circle with their group and prepare a blank paper.

6. The researcher asked the students to compose a descriptive text about the given picture (An Artist) in groups, taking turns one by one. Each person contributed at least 2 sentences and then passed the paper to a friend on the right side. This activity continued until the time was up.

7. The researcher asked one of the students to write down the results of the writing on the blackboard.

8. The researcher and the students corrected any misunderstandings.

9. The researcher gave suggestions, concluded the class, and closed it.

3. Posttest

After conducting the treatments, the researcher gave a post-test in the form of a written test to the students in order to assess their ability after undergoing several processes of chain writing. Subsequently, the results of the pretest and

post-test were calculated to determine whether the use of Chain Writing Method was effective in improving writing skills in descriptive text.

E. Research Instrument

In this research, the researcher used a kind of instrument, namely a written test. The written test consisted of three parts. The test was conducted in two sections: pretest and posttest. The pretest was intended to assess the students' writing skill before the treatment, while the posttest aimed to measure the improvement of students' writing skills after the treatment. The pretest and posttest were evaluated according to a criterion-referenced score sheet. The categories for evaluation included content, organization, vocabulary, language use, and mechanics.

F. Technique of Analysis Data

The data collected was used to determine whether the experiment research achieved a good result or not in improving the writing skill of eight grade at MTs Satu Atap Datok Sulaiman Palopo.

After collecting the data, the next step was to analyze the data. The data included the results of the pre-test and post-test. The researcher defined a scoring rubric for examine the data, included Content, Organization, Vocabulary, Grammar, and mechanics. The following are the several steps to analyze the data²⁹:

1. Classifying the Score

²⁹J.B Heaton, 'Writing English Language Test', (New York: Longman Inc), Vol.18, (1990).

The objective score is classified into five scales, the components involved.

- a. *Content* is the substance of writing, the idea expressed.
- b. *The Organization* is the purpose of organization material in writing, which happens from beginning to end.
- c. *Vocabulary* is all the words used by the students.
- d. *Grammar* is the correct use of syntactic patterns and structural words.
- e. *Mechanics* is the use of the graphic convention of the language.

Table 3.1. Scoring of Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and exciting detail, complete, rich, well focus, the main idea, stand out, secondary ideas do not usurp too much attention
2	15-26	Good	Clear the focus, even though the overall result may not be captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme
4	9-11	Poor	Not fluent, does not communicate, information is minimal
5	5-8	Very Poor	No organization, not enough to evaluate because there is no meaningful

Table 3.2. Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a firm conclusion
2	15-17	Good	The reader can readily follow what's being said, but the overall Organization may sometimes be ineffective poor to obvious, or the main idea stand out logically be incomplete sequencing
3	12-14	Fair	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail
4	9-11	Poor	No communication and transition are fragile, leaving the connection between ideas fuzzy, incomplete, or bewildering
5	5-8	Very Poor	No organization, not enough to evaluate, confusing the sender

Table 3.3. Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Adequate words, choice, and usage, specific and accurate
2	15-17	Good	The acceptable range of occasional errors of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is relatively straightforward, some words may lack precision
3	12-14	Fair	The writer struggles with eliminating Vocabulary, grouping words
4	9-11	Poor	Many errors in words/idioms, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words do not feat the text: verbs are weak and view in number: is, are, was, were, and dominated
5	5-8	Very Poor	Almost the words used are wrong, colourless, not enough to evaluate, and much incorrect spelling

Table 3.4. Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Practical complex construction with few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Practical but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions, but the meaning is seldom cored
3	16-19	Fair	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate
5	5-8	Very Poor	Virtually not the master of sentence construction rules

Table 3.5. Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	Demonstration of mastery of convention, no problem with spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors in spelling, punctuation, capitalization, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing
5	1	Very Poor	Illegible writing

2. Classify the student score, there were five classifications which will use as follow :

No	Qualification	Score
1	Excelent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very Poor	0-35

(Depdiknas,2006)

3. Calculating the rate percentage of students score by using the following formula:

$$P = \frac{f^k}{N} \times 100$$

Note :

P = Percentag

F = Frequency

N = Number of sample

4. Looking for the mean score and standard deviation the researcher used SPSS 22.

The researcher calculated it using SPSS 22 and t_{table} distribution to choose the score of t_{count} (t_o). The researcher used the criteria of hypothesis acceptability, which is:

If: $t_o \geq t_t$ = Rejected the null hypothesis

If: $t_o < t_t$ = Received null hypothesis

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research about score and output research in school-based and explains the detail of the pretest and post-test after giving a treatment by using Chain Writing Method.

A. Research Findings

In this case, the research looked at the students' pretest and post-test scores and the mean score and deviation standard of their pre-test and post-test. The data collected from students' pre-and post-tests served as the primary instrument in this research. The pretest was administered before the treatment, and the post-test was administered following the treatment—analysis of students' scores before and after the pretest and post-test.

1) Pre-Test

In this section, the researcher displays the total score of students' ability on the pretest, the mean and standard deviation of the students' pretest, and the percentage of students' pretest scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.1
Score of Students' Writing Skills in Pre-Test

No	Students	The writing aspects					Score
		C	O	V	G	M	
1	S1	9	5	12	6	3	35
2	S2	11	5	10	5	3	34
3	S3	8	5	11	7	2	33
4	S4	12	9	9	8	2	40
5	S5	7	7	8	7	2	31
6	S6	6	10	11	7	2	36
7	S7	5	9	12	6	3	35
8	S8	13	10	11	5	3	42
9	S9	10	8	10	6	3	37
10	S10	7	9	11	7	3	36
11	S11	13	10	12	10	4	58
12	S12	6	7	9	7	2	31
13	S13	13	14	17	12	3	59
14	S14	8	8	11	5	2	44
15	S15	7	7	10	8	2	34
16	S16	11	9	11	6	2	39
17	S17	10	8	15	9	3	45
18	S18	6	8	11	8	3	36
19	S19	12	9	14	8	3	46
20	S20	8	6	10	5	3	32
Total		182	164	225	151	53	774
				Mean Score			39,15

The research result showed the average score of students writing ability in some components of Content, Organization, Vocabulary, Grammar, and Mechanics, with a mean score of 39,15 before giving treatment.

Table 4.2 Descriptive Statistics of Student's Pre-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	31	59	39.15	7.969
Valid N (list-wise)	20				

Table 4.2 shows the descriptive statistics of students' Pre-Test scores. It explains that the highest student score is 59, and the lowest is 31. It also stated that the mean score of the students' pre-test was 39,15 with a standard deviation of 7.969.

a. Content

Table 4.3 Students' Frequency and Percentage of Content in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	27-30	0	0%
Good	15-26	0	0%
Fair	12-14	6	30%
Poor	9-11	4	20%
Very Poor	5-8	10	50%
Total		20	100%

The table above shows the students' frequency and percentage of content in the Pre-Test before giving the treatment. Six samples got the Fair category with a percentage is 30%. Four samples got the Poor category with a percentage is 20%. Ten samples got the Very poor category with a percentage is 50%.

b. Organization

Table 4.4. Students' Frequency and Percentage of Organization in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	18-20	0	0%
Good	15-17	0	0%
Fair	12-14	1	5%
Poor	9-11	8	40%
Very Poor	5-8	11	55%
Total		20	100%

The table above shows the students' frequency and percentage of Organization in the Pre-Test before giving the treatment. One sample received the

Fair category with a percentage is 5%. Eight samples received the Poor category with a percentage 40%. Eleven samples received the Very Poor category with a percentage 55%.

c. Vocabulary

Table 4.5. Students' Frequency and Percentage of Vocabulary in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	18-20	0	0%
Good	15-17	2	10%
Fair	12-14	4	20%
Poor	9-11	13	65%
Very Poor	5-8	1	5%
Total		20	100%

The table above shows the students' frequency and percentage of Vocabulary in the Pre-Test before giving the treatment. Two samples received the Good category with a percentage 10%. Four samples received the Fair category with a percentage 20%. Thirteen samples received the Poor category with a percentage 65%. One sample received the Very Poor category with a percentage 5%.

d. Grammar

Table 4.6. Students' Frequency and Percentage of Grammar in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	23-25	0	0%
Good	20-22	0	0%
Fair	16-11	1	5%
Poor	9-15	2	10%
Very Poor	5-8	17	85%
Total		20	100%

The table above shows the students' frequency and percentage of Grammar in the Pre-Test before giving the treatment. One sample received the Fair category with a percentage 5%. Two samples received the Poor category with a percentage 10%. Seventeen samples received the Very Poor category with a percentage 85%.

e. Mechanics

Table 4.7. Students' Frequency and Percentage of Mechanics in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	5	0	0%
Good	4	1	5%
Fair	3	11	55%
Poor	2	8	40%
Very Poor	1	0	0%
Total		20	100%

The table above shows the students' frequency and percentage of Mechanics in the Pre-Test before giving the treatment. One sample received the Good category with a percentage 5%. Eleven samples received the Fair category with a percentage 55%. Eight samples received the Poor category with a percentage 40%.

Table 4.8 Descriptive Statistics of Writing Aspects in Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	5	13	9.10	2.654
Organization	20	5	14	8.15	2.134
Vocabulary	20	8	17	11.25	2.099
Grammar	20	5	19	7.55	3.170
Mechanics	20	2	4	2.65	.587
Valid N (listwise)	20				

The table above shows the descriptive statistics for the Pre-Test in writing aspects. The minimum Content value is 5, the maximum value is 13, the mean is

9.10, and the standard deviation is 2.654. The Organization shows that the minimum value is 5, the maximum value is 14, the mean is 8.15, and the standard deviation is 2.134. The minimum Vocabulary value is 8, the maximum value is 17, the mean is 11.25, and the standard deviation is 2.099. Grammar stated that the minimum value is 5, the maximum value is 19, the mean is 7.55, and the standard deviation is 3.170. And Mechanics revealed that the minimum value is 2, the maximum value is 4, the mean value is 2.65 and the standard deviation is 587.

2) Post-Test

In this section, the researcher displays the total score of students' ability on the posttest, the mean and standard deviation of the students' posttest, and the percentage of students' post-test scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

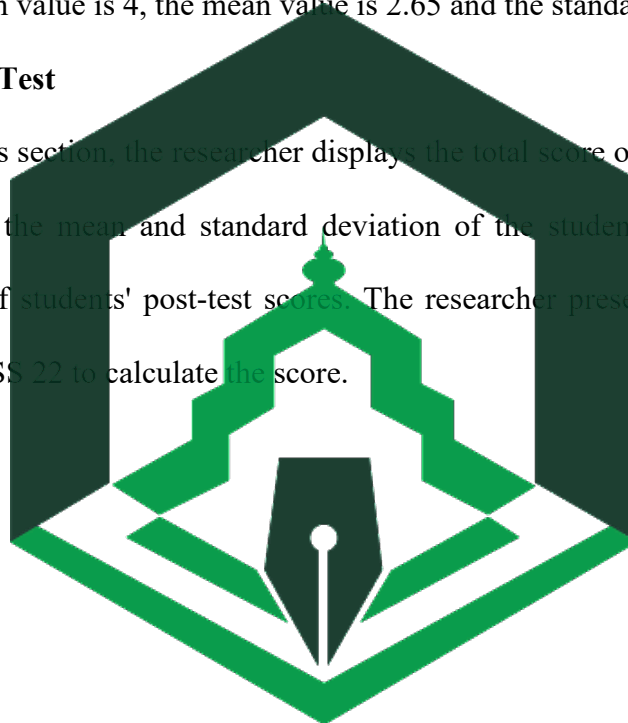


Table 4.9. The Students' Writing Skills in Post-Test

No	Students	The writing aspects					Score
		C	O	V	G	M	
1	S1	17	15	16	16	4	68
2	S2	16	15	17	16	5	70
3	S3	14	14	15	12	3	58
4	S4	14	15	15	15	4	63
5	S5	9	9	15	14	3	54
6	S6	18	15	20	22	5	80
7	S7	20	17	18	20	3	78
8	S8	21	15	20	20	5	81
9	S9	20	15	20	20	4	79
10	S10	27	20	20	18	5	90
11	S11	15	15	18	13	4	63
12	S12	9	9	15	14	3	54
13	S13	15	15	18	14	4	66
14	S14	15	15	20	17	4	71
15	S15	10	15	15	19	3	59
16	S16	12	15	18	15	5	65
17	S17	19	14	18	20	4	75
18	S18	12	11	20	14	3	60
19	S19	11	10	13	13	3	69
20	S20	11	10	16	10	3	55
Total		305	276	347	322	77	1.325
				Mean Score			67,90

The research results showed the average score since the successful at several Components; Content, Organization, Vocabulary, Grammar, and Mechanics, with a mean score of 67,90 after giving the treatment.

Table 4.10. Descriptive Statistics of Student's Pre-Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	20	54	90	67.90	10.130
Valid N (list-wise)	20				

Table 4.10 shows the descriptive statistics of students' Post-Test scores. It explains that the highest students score is 90, and the lowest is 54. It also stated that the mean score of the students' Post-test was 67,90 with a standard deviation of 10.130.

a. Content

Table 4.11. Students' Frequency and Percentage of Content in Post-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	27-30	1	5%
Good	15-26	10	50%
Fair	12-14	5	25%
Poor	9-11	4	20%
Very Poor	5-8	0	0%
Total		20	100%

The table above shows the students' Frequency and Percentage of Content in the Post-Test after giving the treatment. One sample received the Very Good category with a percentage 5%. Ten samples received the Good category with a percentage 50%. Five samples received the Fair category with a percentage 25%. Four samples received the Poor category with a percentage 20%.

b. Organization

Table 4.12. Students' Frequency and Percentage of Organization in Post-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	18-20	1	5%
Good	15-17	11	55%
Fair	12-14	3	15%
Poor	9-11	5	25%
Very Poor	5-8	0	0%
Total		20	100%

The table above shows the students' frequency and percentage of Organization in the Post-Test after giving the treatment. One sample received the Very Good category with a percentage 5%. Eleven samples received the Good category with a percentage 55%. Three samples received the Fair category with a percentage 15%. Five samples received the Poor category with a percentage 25%.

c. Vocabulary

Table 4.13. Students' Frequency and Percentage of Vocabulary in Post-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	18-20	11	55%
Good	15-17	8	40%
Fair	12-14	1	5%
Poor	9-11	0	0%
Very Poor	5-8	0	0%
Total		20	100%

The table above shows the students' frequency and percentage of Vocabulary in the Post-Test after giving the treatment. Eleven samples received the Very Good category with a percentage 55%. Eight samples received the Good category with a percentage 40%. One sample received the Fair category with a percentage 5%.

d. Grammar

Table 4.14. Students' Frequency and Percentage of Grammar in Post-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	23-25	0	0%
Good	20-22	5	25%
Fair	16-19	5	25%
Poor	9-15	10	50%
Very Poor	5-8	0	0%
Total		20	100%

The table above shows the students' frequency and percentage of Grammar in the Post-Test after giving the treatment. Five samples received the Good category with a percentage 25%. Five samples received the Fair category with a percentage 25%. Ten samples received the Poor category with a percentage 50%.

e. Mechanics

Table 4.15. Students' Frequency and Percentage of Mechanics in Post-Test

Classification	Score	Pre-Test	
		Frequency	Percentage%
Very Good	5	5	25%
Good	4	7	35%
Fair	3	8	40%
Poor	2	0	0%
Very Poor	1	0	0%
Total		20	100%

The table above shows the students' frequency and percentage of Mechanics in the Post-Test after giving the treatment. Five samples received the Very Good category with a percentage 25%. Seven samples received the Good category with a percentage 35%. Eight samples received the Fair category with a percentage 40%.

Table 4.16 Descriptive Statistics of Writing Aspects in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	9	27	15.15	4.660
Organization	20	9	20	13.80	2.802
Vocabulary	20	13	20	17.35	2.231
Grammar	20	10	22	16.10	3.259
Mechanics	20	3	5	3.85	.813
Valid N (listwise)	20				

The table above shows the descriptive statistics for the Post-Test in Writing aspects. The minimum Content value is 9, the maximum value is 27, the mean value is 15.15 and the standard deviation is 4.660. The Organization shows that the minimum value is 9, the maximum value is 20, the mean value is 13.80 and the standard deviation is 2.802. The minimum Vocabulary value is 13, the maximum value is 20, the mean value is 17.35 and the standard deviation is 2.231. Grammar stated that the minimum value is 10, the maximum value is 22, the mean value is 16.10 and the standard deviation is 3.259. And Mechanics revealed that the minimum value is 3, the maximum value is 5, the mean value is 3.85 and the standard deviation is 813.

3. The Comparison of Students' Scores in Pre-Test and Post-Test

Table 4.17. Comparison of Students' Pre-Test and Post-Test Results

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excelent	96-100	-	-	-	-
2	Very Good	86-95	-	-	1	5%
3	Good	76-85	-	-	5	25%
4	Fairly Good	66-75	-	-	6	30%
5	Fair	56-65	2	10%	5	25%
6	Poor	36-55	10	50%	3	15%
7	Very Poor	0-35	8	40%	-	-
Total			20		20	100%

The table comparison of the Pre-Test and Post-Test results is shown in Table 4.17. In Pre-Test, Two students received a Fair score, with a percentage is 10%, Ten students received a Poor score, with a percentage 50%, and Eighteen students received a Very Poor score, with a percentage 40%. In the Post-Test, One students received a Very Good score, with a percentage 5%, Five students received a Good score, with a percentage 25%, Six students received a Fairly Good score, with a percentage 30%, and Five students received a Fair score, with a percentage 25%, and Three students received a Poor score, with a percentage 13%.

4. The mean Score and Standard Deviation of the Pre-Test and Post-Test

Table 4.18. The Paired Samples Statistics of Pre-Test and Post-Test

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	20	39.15	7.969	1.782
Posttest	20	67.90	10.130	2.265

Table 4.18 displays the paired sample statistics for the Pre-Test and Post-Test. The students Pre-Test means score was 39.15. The Post-Test mean score was 67.10, Pre-Test and Post-Test standard deviations were 7.969 and 10.130, respectively. Before the test, the standard error mean was 1.782, After the test, it was 2.265. These paired samples statistics showed the Post-Test data was higher than the Pre-Test data.

Table 4.19 Paired Samples Correlations of Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 pretest & posttest	20	.152	.522

The correlation between the pre-test and post-test for paired samples is shown in Table 4.19. As can be seen, the value is 152, and the significant value is 522.

Table 4.20 Paired Samples Test

	Mean	Std. Deviation	Paired Differences		T	Df	Sig. (2-tailed)
			Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1 pretest - posttest	-28.750	11.898	2.651	-34.319 -23.181	10.806	19	.000

Table 4.20 displays the result of the paired samples test for the Pre-Test and Post-Test. The value of t_c (t_{count}) was 10.806, with the df (degree of freedom) value 19. In contrast, the t_t (t_{table}) for the standard of significance level 0,05 (5%) on df (degree of freedom) value was 19. The value of t_t is 2.093 means the data stated that the value of t_c (t_{count}) is higher than the value of t_t (t_{table}), as follows $10.806 > 2.093$. Based on the result of a hypothetical test using a t-test to establish the difference between Pre and Post-Test scores. The result from the t-test in this research showed the significance value was 0.000 is smaller than the P value standard 0.05 ($0.000 < 0.05$). The hypothesis is as follows:

H_0 : The Chain Writing Method is not effective to improve students writing skill on descriptive text.

H_1 : The Chain Writing Method is effective to improve students writing skill on descriptive text.

$$10.806 > 2.093$$

On the other hand, alternative hypothesis (H_1) was accepted, and null hypothesis (H_0) was rejected. Thus, it can be concluded that using Chain Writing Method effectively teaches descriptive text in Mts. Satu Atap Datok Sulaiman Palopo. It can be recommended that students use the Chain Writing Method to improve their writing.

B. Discussion

From the results of data collection done by the researcher, research has shown that the use of Chain Writing Method in teaching descriptive text can help students in Mts. Satu Atap Datok Sulaiman Palopo to develop their writing skills primarily in the five components of Content, Organization, Vocabulary, Grammar, and Mechanics. A significant difference in using the Chain Writing Method can be shown in increasing students' writing skill before and after treatment. The average students score before treatment is 39.15, and the average after treatment is 67.10.

By looking at the pre-test scores in the five components, it was evident that the students were still lacking in Vocabulary, still having difficulty in sentences, and still had a lot of errors in Grammar. Some of them struggled to find their ideas.

Before treatment, in the Content aspect, The description given is too short and lacking in detail. Descriptive texts are supposed to provide richer information and allow the reader to clearly imagine what is being described. For example of students result:

The Elephant is big animal we can find in the africa and the zoo, the color of elephant is grey.

In the Organization aspect, The description of the organization is poorly structured and does not give a clear idea of the elements present in the text. whereas in the aspect of the organization should include a logical and structured arrangement of the information presented so that it helps the reader understand the text better. Example of students result:

This is hospital, place for people sick and it help for heal sick and hospital place for doctor and nurse to work.

In the Vocabulary aspect, The vocabulary used is not right and many word errors. while in vocabulary, must use the right words so that there is no misunderstanding of the reader. Example of students result:

It's big elephant clor brown elephunt be eyes black to have a b elephant postureland.

In the Grammar aspect, There is a grammar that must be improved because it does not use the appropriate grammar so it does not produce good writing.

Example of students result:

Presidents Joko widodo from is Indonesia. He people is generous, considerate, responsible, cheerful.

In the Mechanics aspect, There are many errors in spelling, functions, capirtalization. Example of students result:

the is Hospital place for people sick. and place to make healthy some body that when sick, there are doctor, nurse, patient.

After Pre-Test, some students have not met the aspect of writing. However, after treatment during the four meetings, the researcher noticed an aspect of development writing in Post-Test students. Their Post-Test results suggest that all students experience the development and increase in value in each component.

In the Content aspect, The student who begins to improve refers to the improvement in the selection and presentation of relevant, detailed and interesting information for the reader. Example of students result:

Crocodiles are Carnivorous animals that are known to be very dangerous. Crocodiles have strong jaws. Crocodiles live in fresh water such as rivers and lakes. Crocodiles develop by laying eggs. Crocodiles have large and long bodies, they can reach 6m in length and weight up to 1000kg. Crocodiles have thick and scaly skin, crocodiles have 4 short legs and their heads are long and their snouts are V- Shaped. Crocodiles have a unique body where their eyes and nose are located on their heads to peak at enemies while underwater. Crocodiles have a grayish and green color with black spots.

Overall, developments in content aspects in descriptive texts reflect improvements in quality and accuracy in the presentation of information to the reader. This creates a more satisfying reading experience and increases understanding and appreciation of the subject being described.

In the Organization aspect, The aspect of student organization in descriptive texts that began to increase refers to the improvement in the way the text is structured and organized. Good organization ensures that information is presented in a structured, logical and understandable way to the reader. Example of students result:

Crocodiles is a carnivorous reptile animal that has 4 legs, Crocodiles live in water habitats such as lakes and rivers. Crocodiles is known as a very dangerous animal, they eat fish, birds, reptiles and mammals. Crocodile have thick, rough and scaly skin. Crocodiles are big and long, they have a V-Shaped head and mouth that have strong jaws and sharp teeth to eat their prey. They also have eyes, nose and ears located on the top of their heads to peek at enemies while in the water. Crocodiles also have long tails and usually Crocodiles use their tails to attack their prey and then bite with their sharp teeth.

With the development in organizational aspects in descriptive texts, readers can more easily follow the flow of thoughts and understand the information presented systematically.

In the Vocabulary aspect, The aspect of the student's vocabulary in descriptive texts that begins to increase refers to the increase in the use of more diverse, precise and rich words in the presentation of descriptions. The use of a good vocabulary allows the author to express more creatively about the subject being described. Example of students result:

Rayyanza Malik Ahmad. Many people call him cipung. He is very handsome, smart and cute. Rayyanza is a famous in Indonesia. His father name is Raffi and his mother name is Nagita, both of them is an artist in Indonesia. Rayyanza have a brother name is Rafatho. They live in Jakarta, Andara. Rayyanza is 2 yo, he has white skin, black hair, he has round face and pointed nose, he is chubby. Rayyanza is very cute and smart baby. This way many people idolize Rayyanza.

An increase in the vocabulary aspect in descriptive texts provides an advantage in increasing the clarity, precision, and appeal of the text. A more varied and rich vocabulary helps the author express nuances, imagery and details better, thus creating a more memorable reading experience and bringing the subject described to life.

In the Grammar aspect, The aspect of student grammar in descriptive texts that are starting to improve include increasing the use of correct sentence

structures, choosing the right verbs, and fewer grammatical errors. This improvement results in text that is clearer, more structured, and easier for readers to understand. Example of students result:

Crocodiles are Carnivorous animals that are known to be very dangerous. Crocodiles have strong jaws. Crocodiles live in fresh water such as rivers and lakes. Crocodiles develop by laying eggs. Crocodiles have large and long bodies, they can reach 6cm in length and weight up to 1000kg. Crocodiles have thick and scaly skin, crocodiles have 4 short legs and their heads are long and their snouts are V- Shaped. Crocodiles have a unique body where their eyes and nose are located on their heads to peak at enemies while underwater. Crocodiles have a grayish and green color with black spot.

Improvements in the grammatical aspect of descriptive text provide an advantage in ensuring that the message the writer wants to convey can be clearly understood by the reader

In the Mechanics aspect, The aspect of students Mechanical in descriptive texts that are starting to improve include improvements in the use of punctuation, spelling, capitalization, and text formatting in general. Good mechanics ensures that the text looks professional, is easy to read, and is free from errors that could interfere with the reader's understanding. Example of students result:

Rayyanza Malik Ahmad, Many people call him Cipung. He is very handsome, smart and cute. Rayyanza is a famous in Indonesia. His father name is Raffi and his mother name is Nagita, both of them is an artist in Indonesia. Rayyanza have a brother name is Rafathar. They live in Jakarta, Andara. Rayyanza is 2 yo, He has white skin, black hair, round face and pointed nose, he is chubby. Rayyanza is very cute and smart baby. This way many people idolize Rayyanza.

Proper use of punctuation, correct spelling, consistent capitalization, clear formatting, and correction of mechanical errors help create attractive and well-organized texts, enhancing the overall quality of the descriptive text.

After giving treatment using Chain Writing Method for students, the researcher found that the students writing skill was better before doing treatment. The process of teaching learning in the classroom showed that the using Chain Writing Method was effective to improve writing skill students because this method can help students' to develop their creativity in conveying ideas and depictions in their writing because In the Chain Writing method, students work in small groups and share their writing with each other in turn. It encourages teamwork among students, builds communication skills, and enriches their perspectives through collaboration. Through this method, students are also given images or topics that encourage their imagination to produce descriptive writing.

From the result of the previous researchers by Andika (2017) who studied about the effect of estafet writing (chain writing) which the result is there is a significant effect of using chain 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 in the lesson as they all involved in the teaching and learning process to write the story. Therefore, their writing was improved.³⁰ 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 results. Thus, teachers can change their learning method from conventional to using another

³⁰Andika Api Asmara Ditya, "The effectiveness of Chain Writing in Teaching Writing of Narrative Text (An Experimental Research at the Tenth Grade of MA Al Islam Jamsaren Surakarta)", Thesis, State Islamic Institute of Surakarta, Sukarta, 2017, pp. 1-256, unpublicized

method such as chain writing method which provides the students to have an interesting and different learning environment which is known as a lesson that gives the most burden to the students.

For the final result, it is already known that using chain writing method is effective to improve students writing skill in Descriptive Text at MTs. Satu Atap Datok Sulaiman Palopo.



BAB V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the study results, The researcher concluded that Chain Writing Method is effective in teaching a descriptive text in MTs. Satu Atap Datok Sulaiman Palopo. The value of students on Pre-Test and Post-Test can prove this. The Pre-Test results illustrated that students' writing skill is still deficient, thus affecting the interest in students' writing. Significant differences between the Pre-Test score and Post-Test have proven it. The average value of the Pre-Test students is 39,15, the Post-Tes is 67,90, and the probability value (P) is 0.05 ($0.000 < 0.05$). The null hypothesis (H_0) has been accepted, while the alternative hypothesis (H_a) rejected. There was a substantial difference in improving students' writing skill before and after treatment. It can conclude that there was a significant difference in teaching writing skill before and after using Chain Writing Method. So, the use of Chain Writing Method was effective to improve the students' writing skill of the eighth grade in MTS Satu Atap Datok Sulaiman Palopo.

B. SUGGESTION

Based on the explanation in the previous chapter, the researcher presented a suggestion are:

1. For the students, They can use Chain Writing Method to improve their writing skills score and the students can study independently by using this method to improve their writing skill.

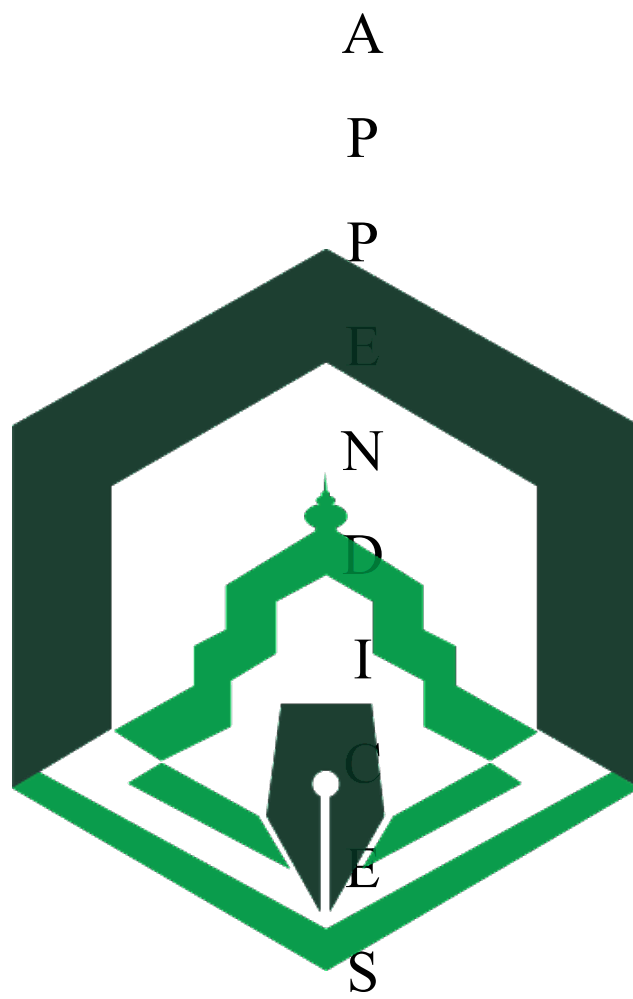
2. For the teachers, Should be more creative in creating attractive and interesting class for teaching writing. Besides, the teacher also has to pay attention to the students. The teacher should have many ideas to implement Chain Writing as a Method that cannot only help students' in writing but it also motivate them in learning other skills.
3. For other researchers, The researchers can develop the use of Chain Writing in teaching English, and also for the other researchers who want to conduct the research in teaching writing could use the result of this research as a source for conducting the research and as additional references for further relevant research certainly with different material and sample. The other researchers can also consider the weaknesses of the result from this research to conduct a better research.



BIBLIOGRAPHY

- Brown, H. Douglas (2004). *Language assessment: principles and classroom practices* (New York: Pearson Education Inc).
- Cohen, E, 'Restructuring the Classroom : Conditions for Productive Small Groups Director , Program for Complex Instruction School of Education This Paper Was Prepared at the Center on Organization and Restricturing of Schools (Gmnt No . R117Q00005-91), Supported B', *Review of Educational Research*, 64.1 (1994), 1–35
- Cahyono, A. *Pembelajaran Menulis Sastra dengan Metode Estafet Writing di SMA* (2011), p14
- Dorowanti, Ruli, 'Menggunakan Metode Chain Writing', 2011, 8
- Dwi Sari, Tika, 'The Implementation Of Chain Writing Method To Increase Students Ability Writing Narrative Text At Mts. Al-Muttaqin Padang Tualang Langkat A Thesis', 2018
- Enni Erawati Saragih and Anggi Nur Fitri Rabbani, Teachers' Perceptions on Implementing Chain Writing Technique in Teaching Writing, *English Journal*, Vol. 20, No. 2, 2017, p. 14.
- Fahmi, Sri, And Cynantia Rachmijati, 'Improving Students' Writing Skill Using Grammar Application For Second Grade In', 4.1 (2021)
- Fitriani, Fauziah, Saunir Saun, and Muhd Al Hafizh, 'The Analysis of Students' Writing Ability in Narrative Text at Senior High School 3 Bukittinggi', *JELT Journal*, 3 (2014), 139–44
- Furwana, Devi, and Andi Tensanna Syana, 'Improving Students' Writing Skill on Descriptive Text By Estafet Strategy of the Eleventh Year Students of the Sma 4 Palopo', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7 (2019), 1–56 (<https://doi.org/10.24256/ideas.v7i1.22>)
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Queensland: Gerd Stabler, AEL Publishing.
- Gay, L.R, G.E. Mills. (2006) *Educational Research (Competencies for Analysis and Application)*. USA: Pearson
- H. Douglas, Brown. *Language Assesments: Principle and Classroom Practice*.(New York:Pearson Education.2004)p.245
- Heaton, J.B. *Writing English Language Tests*. (London: Longman Group.1988)p.13
- H.D, Brown. "Language Assesment Principles and Classroom Practices" (New York: Longman), 2014
- B Heaton, "Writing English Language Test," (*New York: Longman Inc*), Vol.18, (1990).
- McIver, Monette and Urquhart, *Teaching Writing: in the content Areas*. (The USA: Mid-continent Research for Education and Learning, 2005),2.
- Mettaningrum, Gustiana, and N Dantes, 'The Effect of Journal Writing Technique and Students' Achievement Motivation Toward Writing Achievement of the Fourth', *Jurnal Pendidikan Bahasa ...*, 1 (2013)
- M Iksan, H Husnaini, and M Masruddin, 'Implementation of Weekly English Program

- with Fun Learning Method for Pesantren Students', *Ethical Lingua: Journal of ...*, 2022, 872–79 (<https://doi.org/10.30605/25409190.479>).
- Noprianto, Eko, 'Student's Descriptive Text Writing In SFL Perspectives', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2.1 (2017), 65 (<https://doi.org/10.21093/ijeltal.v2i1.53>)
- Nurgiyantoro, Burhan. 2001. *Penilaian dalam pengajaran Bahasa dan Sastra*. Yogyakarta:BPFE
- Nunan, D. (1991). *Language Teaching Methodology*. New York: Prentice Hall.
- Oshima ,A and Hogue, A. *Writing Academic English: A Writing and Sentence Structure Handbook, Second Edition*, (New York:Addison-Wesley Publishing Company, Inc.1991),p.245
- Rahmawati, Herlina, and Ratna Nurlia, 'The Effectiveness of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students', 6.November (2022), 218–23
- Retno Fitriyanti. (2017). *Pengaruh Metode Chain Writing Terhadap Hasil Belajar Menulis Siswa*. Vol.7 p. 276-283. *Ejournal. Ulsu.edu*
- Richards, Jack C and Renandya Willy A. 2002. *Methodology in Language Teaching: an Anthology of Current Practice*. Cambridge: Cambridge University Press
- Sari, Sella Permata, Sumarwati Sumarwati, and Atikah Anindyarini, 'Metode Menulis Berantai Untuk Meningkatkan Motivasi Dan Keterampilan Menulis Pantun Siswa', *Basastra: Jurnal Bahasa, Sastra Dan Pengajarannya*, 8.1 (2020), 1 (<https://doi.org/10.20961/basastra.v8i1.42142>)
- Syathariah, S. *Menulis Berantai Sebagai Metode Inovatif*, (Pekanbaru: CPI Rumbai 2009)
- Skripsi, A, and Putri Fitriyani, 'The Effect Of Using Chain Writing Method On Students' Writing Performance Of Recount Faculty Of Educational Sciences', 2019
- Sara Chusing Weigle. (2002). *Assessing Writing*. Edinburgh: Cambridge University Press, p.116
- Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Edisi Revisi), (Jakarta: PT. Bumi Aksara, 2005) p.245
- S Rustan, 'Pembentukan Karakter Melalui Pembelajaran Kooperatif Dan Inovatif: Sebuah Kajian Berdasarkan Pandangan Konstruktivisme', *Prosiding Seminar Nasional*, 1.1 (2014), 131–42
- Thornbury, scott. *How to Teach Grammar*. (Exxex:pearson education limited. 1999)p.13
- Tony Erben and Iona Sarieva, *Calling All Foreign Language Teachers: Computer Assisted Language Learning in the Classroom*, (New York: Routlage,2013).
- Yunita, Emilia, and Sujito Sujito, 'The Effectiveness of Direct Peer Feedback To Increase Students' Writing Performance Sujito (Corresponding Author)', *Jurnal Ilmiah Bahasa Dan Sastra*, 4.1 (2017) (<https://doi.org/10.21067/jibs.v4i1.1948>)



RENCANA PENYAMPAIAN PEMBELAJARAN RPP

SATUAN PENDIDIKAN : MTS SATU ATAP DATOK SULAIMAN PALOPO
 PELAJARAN : BAHASA INGGRIS
 KELAS/ SEMESTER : VIII A TAHUN
 PELAJARA : 2022/2023
 ALOKASI WAKTU : 60 MENIT
 MATERI :
 DESCRIPTIVE TEXT
 SUB-MATERI : DESCRIPTIVE TEXT

A. TUJUAN PEMBELAJARAN

	Kompetensi Dasar	Tujuan Pembelajaran
KD. 3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
KD. 4.7.1	menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	<ul style="list-style-type: none"> • Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B. KEGIATAN PEMBELAJARAN

PENDAHULUAN	INTI	PENUTUP
<p>Peserta didik beserta guru melaksanakan Do'a dan guru mengecek kesiapan peserta didik terkait kondisi peserta didik dan melakukan absensi</p>	<p>Guru membagi menjadi beberapa kelompok selanjutnya Guru meminta siswa duduk melingkar dengan kelompoknya</p>	<p>Guru meminta salah satu siswa untuk menuliskan hasil tulisannya di papan tulis</p>
<p>Guru menunjukkan sebuah gambar lalu memperkenalkan deskripsi orang dan hewan dengan menggunakan struktur generik kepada siswa, menjelaskan kepada mereka apa itu teks deskriptif tujuan dan struktur generik dan memperkenalkan penulisan berantai sebagai metode</p>	<p>Guru meminta siswa menyiapkan kertas kosong kemudian meminta siswa menyusun teks deskriptif tentang gambar yang akan diberikan secara berkelompok bergantian satu per satu. Satu orang minimal 2 kalimat, setelah itu diteruskan ke teman di sebelah kanan. Kegiatan ini berlanjut hingga waktu habis</p>	<p>Terakhir, guru memberikan koreksi terhadap tulisan siswa, kemudian siswa menuliskan susunan teks deskriptif yang benar..</p>
<p>Peneliti memberikan contoh teks deskriptif.</p>	<p>Guru meminta siswa menyusun teks deskriptif tentang gambar yang akan diberikan secara berkelompok bergantian satu per satu. Satu orang minimal 2 kalimat, setelah itu diteruskan ke teman di sebelah kanan. Kegiatan ini berlanjut hingga waktu habis</p>	<p>Guru mengulas materi kemudian menutup pertemuan dengan doa, mengucapkan "Terima kasih dan Wassalam".</p>

C.SUMBER BELAJAR

1. SPIDOL
2. PAPAN TULIS
3. GAMBAR

RENCANA PENYAMPAIAN PEMBELAJARAN RPP

SATUAN PENDIDIKAN : MTS SATU ATAP DATOK SULAIMAN PALOPO
 PELAJARAN : BAHASA INGGRIS
 KELAS/ SEMESTER : VIII A TAHUN
 PELAJARAN : 2022/2023
 ALOKASI WAKTU : 60 MENIT
 MATERI : DESCRIPTIVE TEXT
 SUB-MATERI : DESCRIPTIVE TEXT

A. TUJUAN PEMBELAJARAN

	Kompetensi Dasar	Tujuan Pembelajaran
KD. 3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
KD. 4.7.1	menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan, teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	<ul style="list-style-type: none"> • Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B. KEGIATAN PEMBELAJARAN

PENDAHULUAN	INTI	PENUTUP
Peserta didik beserta guru melaksanakan Do'a dan guru mengecek kesiapan peserta didik terkait kondisi peserta didik dan melakukan absensi	Guru membagi menjadi beberapa kelompok. Guru meminta siswa duduk melingkar dengan kelompoknya	Guru meminta salah satu siswa untuk menuliskan hasil tulisannya di papan tulis
Guru mengulas materi pada pertemuan sebelumnya.	Guru meminta siswa menyiapkan kertas kosong	Terakhir, guru memberikan koreksi terhadap tulisan siswa, kemudian siswa menuliskan susunan teks deskriptif yang benar.
<ul style="list-style-type: none"> Guru menyiapkan satu topik, pasak sebagai gambaran dan mengingatkan kepada siswa yang telah dijelaskan bagaimana mendeskripsikan suatu tempat. 	Guru meminta siswa menyusun teks deskriptif tentang gambar yang akan diberikan secara berkelompok secara bergantian satu per satu. Satu orang membuat 2 kalimat, setelah itu diteruskan ke teman di sebelah kanan. Kegiatan ini berlanjut hingga waktu habis	Guru mengulas materi kemudian menutup pertemuan dengan doa, mengucapkan "Terima kasih dan Wassalam".

C. SUMBER BELAJAR

1. SPIDOL
2. PAPAN TULIS
3. GAMBAR

RENCANA PENYAMPAIAN PEMBELAJARAN RPP

SATUAN PENDIDIKAN : MTS SATU ATAP DATOK SULAIMAN PALOPO
 PELAJARAN : BAHASA INGGRIS
 KELAS/ SEMESTER : VIII A
 TAHUN PELAJARAN : 2022/2023
 ALOKASI WAKTU : 60 MENIT
 MATERI : DESCRIPTIVE TEXT
 SUB-MATERI : DESCRIPTIVE TEXT

A. TUJUAN PEMBELAJARAN

	Kompetensi Dasar	Tujuan Pembelajaran
KD. 3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
KD. 4.7.1	menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan, teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	<ul style="list-style-type: none"> • Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B KEGIATAN PEMBELAJARAN

PENDAHULUAN	INTI	PENUTUP
Siswa akan melakukan kegiatan “berbisik”. Sebelum melakukan kegiatan, guru membagi siswa menjadi beberapa kelompok.	Guru membagi menjadi beberapa kelompok selanjutnya Guru meminta siswa duduk melingkar dengan kelompoknya	Guru meminta salah satu siswa untuk menuliskan hasil tulisannya di papan tulis
Kemudian, siswa membuat garis sesuai dengan kelompoknya. Selanjutnya, guru membisikkan kalimat (teks deskriptif) kepada orang pertama, dan orang pertama membisikkan kepada orang kedua, dan seterusnya.	Guru meminta siswa menyiapkan kertas kosong	Terakhir, guru memberikan koreksi terhadap tulisan siswa, kemudian siswa menuliskan susunan teks deskriptif yang benar.
Terakhir, orang terakhir akan menulis kalimat di atas kertas lalu Guru mengulas materi pada pertemuan sebelumnya selanjutnya Guru menyiapkan satu topik, kucing sebagai gambar, dan mengingatkan siswa tentang cara mendeskripsikan binatang.	Guru meminta siswa menyusun teks deskriptif tentang gambar yang akan diberikan secara berkelompok secara bergantian satu per satu. Satu orang minimal 2 kalimat, setelah itu diteruskan ke teman di sebelah kanan. Kegiatan ini berlanjut hingga waktu habis.	Guru mengulas materi kemudian menutup pertemuan dengan doa, mengucapkan “Terima kasih dan Wassalam”.

C. SUMBER BELAJAR

4. SPIDOL
5. PAPAN TULIS
6. GAMBAR

RENCANA PENYAMPAIAN PEMBELAJARAN RPP

SATUAN PENDIDIKAN : MTS SATU ATAP DATOK SULAIMAN PALOPO
 PELAJARAN : BAHASA INGGRIS
 KELAS/ SEMESTER : VIII A TAHUN
 PELAJARAN : 2022/2023
 ALOKASI WAKTU : 60 MENIT
 MATERI : DESCRIPTIVE TEXT
 SUB-MATERI : DESCRIPTIVE TEXT

A. TUJUAN PEMBELAJARAN

	Kompetensi Dasar	Tujuan Pembelajaran
KD. 3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks
KD. 4.7.1	menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	<ul style="list-style-type: none"> • Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

B. KEGIATAN PEMBELAJARAN

PENDAHULUAN	INTI	PENUTUP
Guru menyebutkan nama siswa satu per satu. Guru meminta siswa untuk memimpin doa sebelum memulai pelajaran..	Guru membagi menjadi beberapa kelompok.	Guru meminta salah satu siswa untuk menuliskan hasil tulisannya di papan tulis
Guru mengulas materi pada pertemuan sebelumnya.	Guru meminta siswa duduk melingkar dengan kelompoknya lalu Guru meminta siswa menyiapkan kertas kosong	Terakhir, guru memberikan koreksi terhadap tulisan siswa, kemudian siswa menuliskan susunan teks deskriptif yang benar.
Guru menyiapkan satu topik, Rumah Sakit sebagai gambar dan mengingat siswa menjelaskan bagaimana mendeskripsikan tempat, tujuan, dan struktur genrik.	Guru meminta siswa menyusun teks deskriptif tentang gambar yang akan diberikan secara berkelompok secara bergantian satu per satu. Satu orang minimal 2 kalimat, setelah itu diteruskan ke teman di sebelah kanan. Kegiatan ini berlanjut hingga waktu habis	Guru mengulas materi kemudian menutup pertemuan dengan doa, mengucapkan “Terima kasih dan Wassalam”.

C. SUMBER BELAJAR

7. SPIDOL
8. PAPAN TULIS
9. GAMBAR

PRE-TEST

Name :

Class :

Material: Describing (People, animal and place)**Instructions:**

1. You have 60 minutes to do this pre-test!
2. Choose one pictures with the pictures below and please describe at least 2 paragraph!



3. Pay attention to the generic structure of your descriptive text!

POST-TEST

Name :

Class :

Material: Describing (People, animal and place)**Instructions:**

1. You have 60 minutes to do this pre-test!
2. Choose one picture with the picture below and please describe the picture!



3. Pay attention to the generic structure of your descriptive text!

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Andi Teori Sunna Syum, S.Pd., M.Pd
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAD

Menyatakan bahwa saya telah menyetujui penelitian berjudul *The Effectiveness of Chain Writing Method on Students' Writing Skill at MTs Al-Falaq Sulaiman Palopo*

dari mahasiswa dengan nama:
Nama : Resky Dwi Maulida
Pendidikan : Pendidikan Bahasa Inggris
NPM : 1902020060

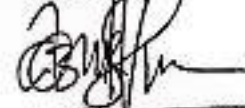
(sudah dipertimbangkan) dipergunakan untuk penelitian dengan menambahkan beberapa sumber sebagai berikut:

1. Instruksi nomor 2 di karena sulit dipertimbangkan
2. Instruksi nomor 1

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 23 Mei 2023

Validator



Andi Teori Sunna, S.Pd., M.Pd.

NIP.19860423 201503 2 005

*coret yang tidak perlu



KEMENTERIAN AGAMA REPUBLIK INDONESIA
YAYASAN PESANTREN MODERN DATOK SULAIMAN PALOPO
MADRASAH TSANAWIYAH SATU ATAP DATOK SULAIMAN PALOPO
Jl. Dr. Ratulangi No. 15 (Korp. PMDS Putra) Kel. Balandi Kec. Bara Kota Palopo Sulsel Telp.0471-21476



SURAT KETERANGAN TELAH MENELITI
NOMOR:190/A-PST_DS/PLP/MTs/VII/2023

Yang bertanda tangan di bawah ini, saya :

Nama : Sudarwan, S.Kom.I.,Gr.

NIP.

Jabatan

Alamat : Jl. Dr. Ratulangi No. 15 Korp. PMDS Putra Palopo

Menerangkan bahwa :

Nama : RUMIYA DWI MAULIDIA

NIP. : 1906060060

Prodi Studi : PENDIDIKAN BAHASA

Jurusan : TARBIYAH

Mahasiswa tersebut diatas telah melakukan penelitian sehubungan dengan judul Skripsi : "THE EFFECT OF USING CHAIN WRITING METHOD TOWARDS STUDENTS WRITING SKILL AT MTS SATU ATAP DATOK SULAIMAN PALOPO"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 11 JULI 2023

Kepala MTs-SA Datok Sulaiman Palopo





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat: J. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpos : (0411) 326548

ASLI

IZIN PENELITIAN
NOMOR : 710/PDPMPTSP/VI/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penetapan Surat Keterangan Penelitian
4. Peraturan Walikota Palopo Nomor 23 Tahun 2019 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penetapan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Dibebaskan Pelaksanaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMORANDUM

Nama :
 Jenis Kelamin :
 Alamat :
 Pekerjaan :
 NIM :

Maksud dan Tujuan : penelitian dalam rangka tulisan Skripsi dengan Judul

THE EFFECTIVENESS OF CHAIN WRITING METHOD TOWARDS STUDENT WRITING SKILL AT MTS. SATU ATAP DATOK SUDIRMAN PALOPO

Lokasi Penelitian : MTs SATU ATAP DATOK SUDIRMAN PALOPO

Lamanya Penelitian : 14 Juni 2023 s.d. 14 Agustus 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian wajib melaporkan pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaatl semua peraturan perundang-undangan yang berlaku serta mematuhi Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud dan tujuan yang dibebaskan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bila mana pemegang izin ternyata tidak menaatl ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 15 Juni 2023
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERWIN K. GIGA, S.Sos
 Pangreh. Panata Tk.1
 NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul Sel.
2. Walikota Palopo
3. Walikota Tana Toraja
4. Walikota Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

The first meeting in treatment, the researcher gave pictures A President Jokowi



The second meeting in treatment, the researcher gave pictures Market



The third meeting in treatment, the researcher gave pictures Butterfly



The fourth meeting in treatment, the researcher gave pictures An Artist (Sule)



D
O
C
U
M
E

N
T

A
T
I
O
S



Giving Pre-Test



Giving Treatment



The researcher writing material about descriptive text.



The researcher instructs students to create a small group.





The students write down the result of writing on the blackboard.



The researcher explaining about what is descriptive text to the students.



The researcher guide students to compose descriptive text.



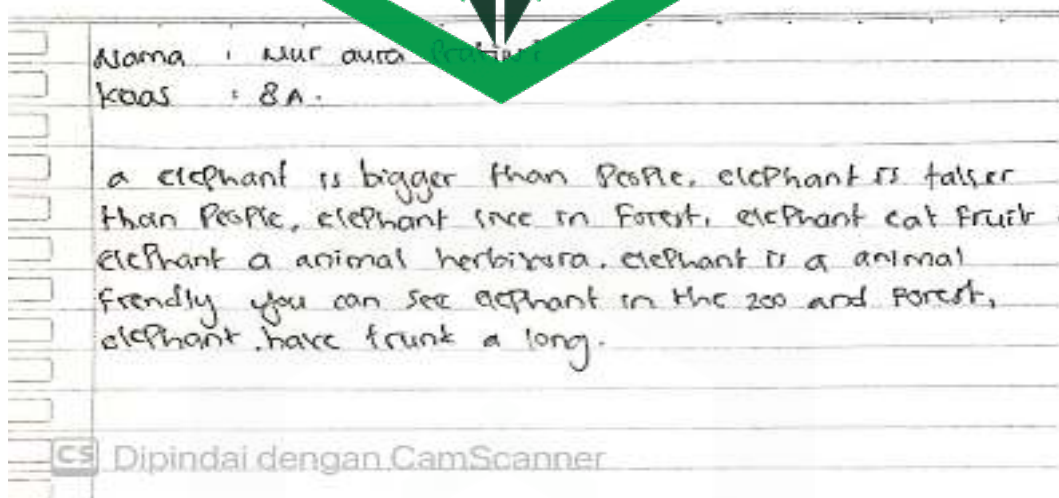
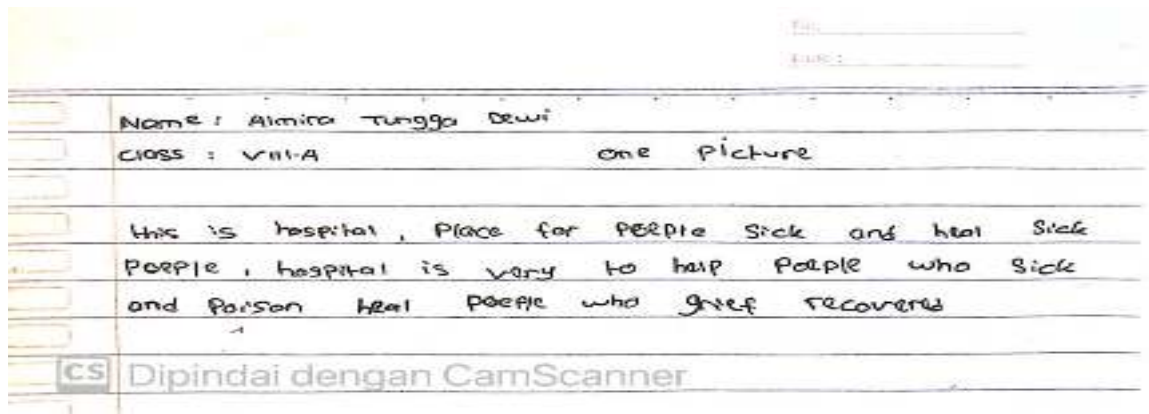
The researcher is taking a group photo with the students of MTs Satu Atap Datok Sulaiman Palopo Class VIII A.



Giving Post-Test



Hasil Pre-Test



Hasil Post-Test

Nama : Rizkiya Permadhani
Kelas : 8A

Crocodiles are carnivorous animals that are known to be very dangerous. crocodiles have strong jaws. crocodiles live in fresh water such as rivers and lakes. crocodiles develop by laying eggs. crocodiles have large and long bodies, they can reach 6m in length and weight up to 1000 kg.

crocodiles have thick and scaly skin. crocodiles have 4 short legs and their heads are long and their snouts are pointed. crocodiles have eyes on the top of their heads where their eyes and nostrils are located. crocodiles have a sharp beak at the top of their heads to peck at enemies when they are underwater. crocodiles have a green and yellow color with dark spots.

Dipindai dengan CamScanner

Nama : Timoteus Astori
Kelas : 8A

Crocodiles are carnivorous animals with 4 legs that tend to live in freshwater habitats such as lakes and rivers. They consume birds, fish, reptiles and mammals as their main food.

They are very sensitive to cold air and they are considered as very dangerous animals.

Crocodiles have smooth skin around their stomachs and the skin on their back is thick, rough and scaly. They have a large, broad body with short legs. Crocodiles have long heads and sharp teeth, their eyes are located on the top of their heads which they use to peck at enemies when they are underwater.

Dipindai dengan CamScanner

Nama : Nur aini zahiyah
Kelas : VIII . a

Crocodiles is a Carnivorous reptile animal that has 4 legs, crocodiles live in water habitats such as lakes and rivers. Crocodiles is known as a very dangerous animal, they eat Fish birds reptiles and mammals.

crocodiles have thick rough and scaly skin. crocodiles are big and long. they have a V-shaped head and mouth that have strong and sharp teeth to eat their prey. they also have nose and ears located on the top of their head. they can see at enemies while they are in the water. Crocodiles have long tails and they use their tails to attack their prey and then bite with the sharp teeth.

CS Dipin... dengan Ca... per



BIOGRAPHY



Reskya Dwi Maulida, was born on Palopo 27 May 2002.

The author is the second of third children of the couple Parno S.Pd and Hilda Handayani. The author basic education was completed in 2013 at MI 23 Tanete. In 2013 continued studying at SMPN 3 Tual until 2016. And then

continue her studying in SMAN 3 Tual. She continued again for her degree (S1) in the state Islamic Institute of Palopo (IAIN Palopo). She took English Education Study Program in Education and Teacher Training Faculty. She wrote her thesis with the title **“The Effectiveness of Using Chain Writing Method Towards Students’ Writing Skill at MTS Satu Atap Datok Sulaiman Palopo.”**

