

**DEVELOPING STUDENTS' COMPETENCY IN CONSTRUCTING  
PARAGRAPH THROUGH CHAIN WRITING ACTIVITY AT THE  
ELEVENTH GRADE OF SMA NEGERI 2 PALOPO**



**A THESIS**

**Submitted to the English Language of S1 Tarbiyah Department of State College  
for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd  
Degree in English Education**

**By:**

**NURHAYATI**

**Reg. Num: 10.16.3.0085**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

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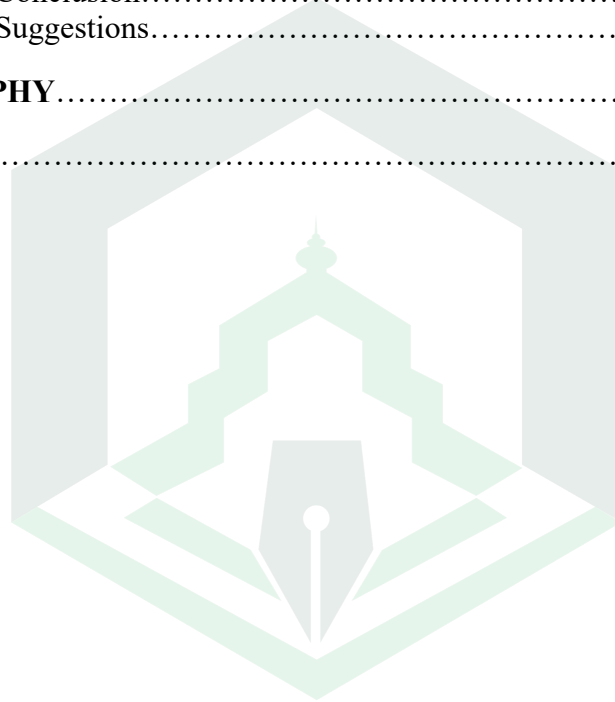
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**IAIN PALOPO** The Researcher

## TABLE OF CONTENT

<b>TITTLE PAGE.....</b>	<b>i</b>
<b>THESIS APPROVAL.....</b>	<b>ii</b>
<b>CONSULTANT APPROVAL.....</b>	<b>iii</b>
<b>NOTA DINAS PEBIMBING.....</b>	<b>iv</b>
<b>PRONOUNCEMENT.....</b>	<b>vi</b>
<b>ACKNOWLEDMENT.....</b>	<b>vii</b>
<b>TABLE OF CONTENT.....</b>	<b>x</b>
<b>LIST OF TABLE.....</b>	<b>xii</b>
<b>LIST OF PICTURE.....</b>	<b>xiv</b>
<b>ABSTRACT.....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background.....	1
B. Problem Statement.....	5
C. Operational Definition.....	5
D. The Significances of the Research	6
E. Objective of the Research.....	6
F. The Scope of the Research.....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Research Findings.....	8
B. The Concept of Writing Skill.....	10
C. The Concept of Paragraph.....	17
D. The theory of Descriptive Paragraph.....	21
E. Collaborative Writing.....	23
F. Chain Writing Activity.....	25
G. Conceptual Framework.....	30
H. Hypothesis.....	31
<b>CHAPTER III RESEARCH METHOD</b>	
A. Method and Design of Research.....	32
B. Variable of the Research.....	33
C. Population and Sample.....	33
D. Instrument of the Research.....	34

E. Procedures of Collecting Data.....	34
F. Processing Technique of Data Analysis.....	36
<b>CHAPTER IV FINDINGS AND DISCUSSIONS</b>	
A. Findings.....	42
B. Discussions.....	66
<b>CHAPTER V CONCLUSIION AND SUGGESTION</b>	
A. Conclusion.....	83
B. Suggestions.....	84
<b>BIBLIOGRAPHY</b> .....	
<b>APPENDIX</b> .....	



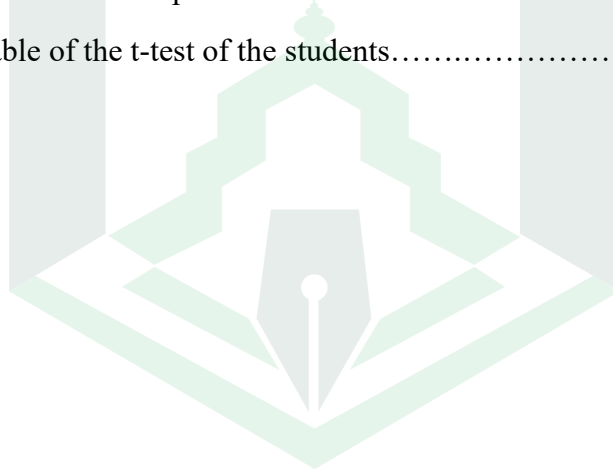
**IAIN PALOPO**

## LIST OF TABLES

Table 3.1	The Table Distribution $t_t$ .....	39
Table 4.1	The Score of Students' Writing ability in constructing Paragraph in Pre-Test.....	43
Table 4.2	The Score of Students' Main Idea in Pre-Test.....	45
Table 4.3	The Mean Score of Students' Main Idea in Pre-Test.....	46
Table 4.4	The Score of Students' Supporting Details in Pre-Test.....	47
Table 4.5	The Mean Score of Students' Supporting Details in Pre-Test.....	48
Table 4.6	The Score of Students' Observers/Basic Writing Conventions in Pre-Test.....	49
Table 4.7	The Mean Score of Students' Observers/Basic Writing Conventions in Pre-Test.....	50
Table 4.8	The Score of Students' Neatness in Pre-Test.....	51
Table 4.9	The Mean Score of Students' Neatness in Pre-Test.....	52
Table 4.10	The Score of Students' Writing Ability in Constructing Paragraph in Post-Test.....	53
Table 4.11	The Score of Students' Main Idea in Post-Test.....	55
Table 4.12	The Mean Score of Students' Main Idea in Post-Test.....	56
Table 4.13	The Score of Students' Supporting Details in Post-Test.....	57
Table 4.14	The Mean Score of Students' Supporting Details in Post-Test.....	58
Table 4.15	The Score of Students' Observers/Basic Writing Conventions in Post-Test.....	59



Table 4.16	The Mean Score of Students' Observers/Basic Writing Conventions in Post-Test.....	60
Table 4.17	The Score of Students' Neatness in Post-Test.....	61
Table 4.18	The Mean Score of Students' Neatness in Post-Test.....	62
Table 4.19	The Mean Score and Standard Deviation of Pre-Test and Post-Test.....	63
Table 4.20	The Paired Samples Statistic of Pre-Test and Post-Test.....	64
Table 4.21	The Paired Samples Correlations of Pre-Test and Post-Test.....	65
Table 4.22	The Paired Samples Test of Pre-Test and Post-Test.....	65
Table 4.23	Table of the t-test of the students.....	67



**IAIN PALOPO**

## LIST OF PICTURES

Picture 4.1	Respondent 19's Paragraph in Pre-Test.....	69
Picture 4.2	Respondent 4's Paragraph in Pre-Test.....	70
Picture 4.3	Respondent 2's Paragraph in Pre-Test.....	71
Picture 4.4	Respondent 10's Paragraph in Pre-Test.....	72
Picture 4.5	Respondent 23's Paragraph in Pre-Test.....	73
Picture 4.6	Respondent 19's Paragraph in Post-Test.....	76
Picture 4.7	Respondent 4's Paragraph in Post-Test.....	77
Picture 4.8	Respondent 2's Paragraph in Post-Test.....	78
Picture 4.9	Respondent 10's Paragraph in Post-Test.....	79
Picture 4.10	Respondent 23's Paragraph in Post-Test.....	80

## ABSTRACT

**Nurhayati, 2014. *Developing Students' Competency in Constructing Paragraph Through Chain Writing Activity at The Eleventh Grade of SMA Negeri 2 Palopo*. Thesis, English Study Program Tarbiyah Department of State Collage for Islamic Studies (STAIN) Palopo. Under Supervisors (1) Dr. Masruddin Asmid, S.S., M.Hum. (2) Amaliah Yahya, S.E., M.Hum.**

**Key Words : Developing, Competency, Constructing, Paragraph and Chain Writing Activity**

This thesis attempts to discover student's competency in constructing paragraph through chain writing activity at the eleventh year of SMA Negeri 2 Palopo. The problem statement of this thesis is; "is the use of chain writing activity effective to develop student's competency in constructing paragraph at the eleventh grade of SMA Negeri 2 Palopo?."

Based on the description above, the researcher answers the objective of this research to find out whether chain writing activity is effective to develop students' competency in constructing paragraph at the eleventh grade of SMA Negeri 2 Palopo. The result of this research was expected; 1) To give contribution to the teachers, and lecturers to develop students' competency in constructing paragraph through chain writing activity. 2) Practically, chain writing activity can be used as a method to develop students' competency in constructing paragraph, and it may guide, help and encourage students to express their ideas, opinion and their thought in paragraph form.

This thesis applied pre-experimental method. The researcher got the score of four criteria in paragraph writing rubric; main idea/topic sentence, supporting details, observers/basic writing conventions, and neatness by using tests namely pre-test and post-test. The population of this research was the students of the eleventh grade of SMA Negeri 2 Palopo. The sample was taken by using purposive sampling. The number of sample was 28 students of XII IPA 2.

The result of the data analysis shows that  $t_{test}$  (19.247) is higher than  $t_{table}$  (2.052). It indicates that chain writing activity is effective to develop students' competency in constructing paragraph at the eleventh grade of SMA Negeri 2 Palopo.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Learning English means that learn about how to speak, how to read, how to listen, and also how to write. In learning a foreign language as English is an integrated process that the learners should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood also getting what we want and need from these around us.

Talking about English means that talking about how to communicate in English. Communication is not only can be done in spoken but also in written. Writing is one of four basic skills and it is very important in learning English. Most of learners consider that writing is the hardest skill to be mastered, because the ability to write in foreign language is more complicated than the ability to speak, read, or listen. It is hard to learn how to write because it involves many components such as structure, vocabulary, punctuation, and spelling. A good writing has to contain clear content, good organization, vocabulary, structure, and mechanics.

Writing is a good way to stimulate learning and critical thinking. Susanto Leo said “Writing as a process of expressing our ideas or thoughts in words should be done at our leisure”.<sup>1</sup>Writing clear sentences requires the learners to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as comma and other marks of punctuation. Writing is considered as the most difficult skill to learn. In their book entitled “Writer’s Guide and Index to English”, Wilma R. Ebbitt and David R. Ebbitt stated that “writing is the act of joining words into sentences on paper”. It means that writing is not just exercising the fingers but it is also necessarily the act of finding words to express definite, fully formed ideas. Writing activities give the students chance to express their ideas.

One of parts in writing is paragraph. A paragraph is a collection of sentences which all relate to one main idea or topic.<sup>2</sup>Many students define paragraphs in terms of length, a paragraph is a group of at least five sentences, a paragraph is half a page long and the others. In reality, the unity and coherence of ideas among sentences is what constitutes a paragraph. According to Lunsford and Connors, “A paragraph is defined as a group of sentences or a single sentence that forms a unit”. Length and appearance do not determine whether a section in a paper is a paragraph. For instance, in some styles of writing, particularly journalistic styles, a paragraph can be

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<sup>1</sup>Susanto Leo, et.al., *English for academic purpose Essay Writing*, (Yogyakarta :Andi, 2007), p.1.

<sup>2</sup>The Writing Center at UNC Chapel Hill, Online: Paragraphs, <http://writingcenter.unc.edu/handouts/paragraphs/>, Accessed on 23<sup>rd</sup> September 2013

just one sentence long. Ultimately, a paragraph is a group of sentences that support the main idea.

There are some kinds of paragraph. One of them is descriptive paragraph. This research focused on descriptive paragraph. Descriptive paragraph is a paragraph that describes a person, place, or thing in a way that enables the reader to visualize it. It allows the reader feel, smell and taste the subject the writer is writing about. Descriptive paragraph contains some sentences that consist of a topic sentence, supporting sentence, and concluding sentence.

Based on the researcher's observation, it was found some problems when the researcher was doing PPL in SMA Negeri 2 Palopo. When teaching, the researcher asked the students of the eleventh grade of SMA Negeri 2 Palopo to write a descriptive paragraph based on the topic. The topic was about their inspiring person. But they looked confused and difficult to start writing, because they did not know how to express their ideas and construct their paragraph. So it was their first problem. And the other problems were that some students' paragraphs were not comprehensible, because the content of the composition were not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized. Usually the students were taught by the teacher without being given appropriate method, appropriate technique and interesting media in learning writing.

Because of those problems, in learning writing , the students should be given the appropriate method to learn the writing especially in constructing paragraph. Chain writing activity is one of the methods that makes the students easier and more enjoyable to express their ideas and construct their paragraph. It can help the students in constructing paragraph that consists of topic sentence, supporting sentence and concluding sentence. Chain writing activity is a collaborative writing (sequential single writing). It makes the students be more interested in working together to express their ideas and construct their paragraph. And there are some things that have to be practiced in chain writing activity as follow:

1. Making brainstorming and putting it into a graphic organizer
2. Writing a topic sentence with a controlling idea.
3. Writing supporting sentences that relate to the main idea/topic sentence.
4. Writing a concluding sentence that concludes the information that has been presented.
5. Using connectors (conjunction).
6. Revising and editing<sup>3</sup>.

Based on the background above, the researcher was interested in carrying out an experiment research on the title of **Developing students' competency in constructing paragraph through chain writing activity at the eleventh grade of SMA Negeri 2 Palopo**

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<sup>3</sup>002rwg, <http://002rwg.wikispaces.com>. Accessed on September 10<sup>th</sup> 2013

## ***B. Problem Statement***

Based on the problem stated, the researcher formulated a research question, “Is the use of chain writing activity effective to develop students’ competency in constructing paragraph at the eleventh grade of SMA Negeri 2 Palopo?”

## ***C. Operational Definition***

Based on the title above. The researcher gave definitions as follow :

1. Developing is create (something) over a period of time.<sup>4</sup>Developing is cause something to grow or become bigger or more advanced.
2. Competency is the ability of an individual to do a job properly.<sup>5</sup> Competency is also competence.
3. Constructing is create (an argument or a sentence, for example) by systematically arranging ideas or terms.<sup>6</sup>
4. A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.<sup>7</sup>Only a topic in a paragraph and the topic is developed by supporting sentence and it is ended by concluding sentence.

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<sup>4</sup>Meriam Webster, *Develop-definition and more from thefreemeriamwebster/www.meriam-webster.com/dictionary/develop*. Accessed on 28<sup>th</sup> February 2014

<sup>5</sup>Wikipedia, online: Competence, *en.wikipedia.org/wiki/competence-(human-resources)*, Accessed on 4<sup>th</sup> March 2014

<sup>6</sup> TheFreeDictionary, online: Construct, *www.thefreedictionary.com/constructing*. Accessed 28<sup>th</sup> February 2014



5. Chain writing activity is one of the method that can develop students' competency in constructing paragraph that consists of topic sentence, supporting sentence and concluding sentence.

#### ***D. The Significances of The Research***

The significance of this research was expected to be useful information to the learners of English as foreign language at general who want to develop learners' writing competency in learning English. Especially the result of this research was useful:

1. To give contribution to the teacher and learners of English, especially to the students and of SMA Negeri 2 Palopo to develop their competency in writing.
2. Practically, it can be used as a method to develop the students' competency in constructing paragraph, and it may guide, help and encourage students to express their ideas, opinion or their thought in constructing paragraph.

#### ***E. Objective of The Research***

Based on the problem statement, the objective of the research was formulated as follows: to find out whether chain writing activity can develop the students' competency in constructing paragraph at the eleventh grade of SMA Negeri 2 Palopo

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<sup>7</sup>Indiana University bloomington, Paragraph and Topic Sentences, <http://grammar.ccc.commnet.edu/grammar/paragraphs.htm> Accessed on 13September 2013

### ***F. The Scope of The Research***

This research focused on constructing paragraph which was composed of the topic sentence, supporting sentence, and concluding sentence through chain writing activity. And the research only focused on descriptive paragraph.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Research Findings*

The researcher was going to describe the related research that has been conducted for the research as follows:

1. Nurmaningsih (2010) in her thesis that was written under the title “Developing students’ writing skill through brainstorming of the eleventh class of SMK Negeri 3 Palopo. The writer concluded that the result indicates that by using brainstorming in teaching writing skill especially to the students of SMK Negeri 3 Palopo is significant. It could be shown on the research where the value for the level of significance ( $\alpha$ ) = 0,005 and (df) = 2.7, the value of table (5.521 > 2.05). It means that there was significance between post-test and pre-test of the students’ writing skill before and after using brainstorming writing technique in developing students’ writing skill.<sup>8</sup>

2. Mursalim Marskal, “Improving ability of the second year students of SMA 1 Wotu in writing descriptive paragraph through mind mapping technique (A Classroom Action Research). The writer concluded that there was improvement between first cycle and second cycle. The value of first cycle is 73 and second cycle

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<sup>8</sup>Nurmaningsih, *Developing Students’ Writing Skill Through Brainstorming of The Eleventh Class of SMK Negeri 3 Palopo*, (STAIN Palopo, 2010), p. 66.

is 81. The result of the test shows that the level of students' interactive writing descriptive paragraph has improved. The result of the test also shows that 50% or 16 out of 32 students have score below 80 and 50% or 16 out of 32 above 80. There was a big significant increase in terms of mean of the test as well as the number of students who have reached the mastery learning level.<sup>9</sup>

3. Sriwati in her research (Improving Students' Writing Ability through Describing an object) applied pre-experimental research with one group of pre-test and post-test design. Her research was undertaken at tenth year students of MAN Palopo in 2009/2010 academic year. The number of population was 178 students and she took 24 students as samples using the random sampling technique. She used descriptive writing test, as instrument of the data collection. The result of the data analysis accepted because tvalue ( $t_0$ ) is higher than ttable ( $t_t$ ), where tvalue = 6,12 and ttable = 2,07 with  $df=23$ . So there was the significant students' writing skill achievement after teaching through describing an object.<sup>10</sup>

Based on the previous researches above, the researcher was eager to conduct a research about paragraph by using another method namely chain writing activity.

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<sup>9</sup>MursalimMarskal, *Improving Ability of the Secong Year Students of SMA 1 Wotu In Writing Descriptive Pargaraph Through Mind Mapping Technique (A Classroom Action Research)*, (STAIN Palopo, 2011), p.66

<sup>10</sup>Sriwati M. Husain, *Improving Students' writing Ability Through Describing An Object at the tenth year of MAN Palopo*, (STAIN Palopo, 2009), p.52

## ***B. The Concept of Writing Skill***

### **1. Definition of Writing**

According to Oxford Dictionary, “Writing is the activity or occupation of writing for instance book, stories and article”.<sup>11</sup> Writing is one of the four language skill which provide students with the chance to express their ideas.

Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals<sup>12</sup>. Writing is the mental work of investing idea, thinking about how to express them and organising them, into statements and paragraphs that will be clear to a reader.<sup>13</sup> It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.

Based on the statements above, it can be concluded that writing is expressing ideas, facts, feeling, experience, and thought in written form or a paragraph. The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most

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<sup>11</sup>Mantir Manser, “*Oxford Learners Pocket Dictionary*”, (New York University Press, 1999), p.502.

<sup>12</sup>Omniglot, The Online Encyclopedia of writing Systems and Languages, online: <http://www.omniglot.com/writing/definition>, Accessed on 10<sup>th</sup> May 2013

<sup>13</sup>David Nunan, *Practical English Language Teaching*, Ed. Internatoinal, p.88

important aspect of the writing.<sup>14</sup>In writing, the aspects include the use of vocabulary, structure of the sentences, composition of the sentences, spelling and punctuation. Those aspects are important to master in order to able to produce good writing.

## 2. Components of Writing

According to Jacobs, find out five significant components in writing these are content, organization, vocabulary, language use and mechanics.

### a. Content

There are at least four things that can measured in connecting with content, the composition should contain one central proposed only should have unity should have coherence and continuity, and should be adequate develop.

### b. Organization

The purpose of organizing material writing involves a coherence, order of important and general to specific, specific to general. Chronologically order of spatial orders pattern, when writing, the learners should arrange the writing chronologically. They should present their ideas based on the order of which happiness from the beginning to the end.

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<sup>14</sup> Penny Ur, *A course in language teaching (practice and theory)*, (Cambridge University press, 1996).p.70

c. Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerably. Vocabulary is one of component of writing to express ideas we always deal with vocabulary. The lack of the vocabulary makes us difficult to express ideas.

d. Language Use

Language use in writing in values correct and point of grammar an adequate grammar should are that is capable of product of writing. We should that be able to do anything more other separate items of language function and also grammar can help the students improve the use of formal language.

e. Mechanics

There are at least two main parts of mechanics in writing namely function and capitalization. Function is important as they way to clarify meaning. In english writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in qoutations, a formal statement and proper adjectives, act. This aspect is very important since it leads readers to understand or recognizes immediately what the writer means to express definitely.<sup>15</sup>

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<sup>15</sup>J.B. Heaton, *Writing English Language Test, New York Language*, 1998, p.148.

### 3. Process of Writing

The term process of writing has been bandied about for quite a while in ESL classroom: It is no more than a writing process approach to teaching writing<sup>16</sup>. According to Anthony Seow, Process writing as classroom activity incorporates the four basic writing stages; planning, drafting, (writing), revising, (redrafting) and editing-and three other stage externally imposed on students by the teacher namely, responding (sharing), evaluating, and post-writing.<sup>17</sup>

#### a. Planning (Pre-Writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. In fact, It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage :

##### 1) Group brainstorming

Group members spew out ideas about the topic.

##### 2) Clustering

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<sup>16</sup> Richards, Jack C and Willy A. Renandya, *Methodology in Language Teaching - An Anthology of Current Practice*, (New York: Cambridge University Press 2002), p.315.

<sup>17</sup>*Ibid*, p.316.



Student form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters.

### 3) Rapid free writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. Thee time limit keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

### 4) WH-Questions

Students generate *who, why, what, where, when* and *how* question about a topic. More such question can be asked of answer to the first string of wh-questions, and so on. This can go on indefinitely. In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaires, students will be more motivated to write when given a variety of means for gathering information during pre-writing.

### b. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is drafting- may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Depending on the genre of writing (narrative, expository,

or argumentative), an introduction to the subject of writing may be a startling statement to arrest the reader's attention, a short summary of the rest of the writing, an apt quotation, a provocative question, a general statement, an analogy, a statement of purpose and so on. Such a strategy may provide the lead at the drafting stage.

c. Responding

Responding to the student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to student's draft. Response can be oral or in writing.

d. Revising

When students revise, they interview their texts on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

e. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, and the like. Formal editing

is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stage.

f. Evaluating

In evaluating students writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned.

g. Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed piece of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worthwhile. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.

### ***C. The Concept of Paragraph***

#### **1. Definition of Paragraph**

According to Frank Chaplen, “A good paragraph is the paragraph that to enable the reader can comprehend unity of thought in a writing”. A paragraph also can be a good paragraph whenever the controlling idea in a paragraph can be wholly developed and described clearly.

A paragraph is a part of unit in writing. One of the central components of an essay or a paper is the paragraph. Some people think that a paragraph is ideally five sentences put together, or a paragraph has a topic sentence. But the essential definition of a paragraph according to Lunsford and Connors is "It is a group of sentences or a single sentence that forms a unit".

Based on some statements of paragraph above, it can be concluded that a paragraph is a series of related sentences that has only one topic and the topic is supported by some sentences that relate to the topic.

#### **2. Characteristic of Paragraph**

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It may describe a place, character, or process, narrate a series of events, compare or contrast two or more things, classify items into categories, or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share

certain characteristics. And a good paragraph is characterized by unity, coherence, and Adequate development.

a. Unity

Unity means that all the sentences in the paragraph focus on the topic. A paragraph has a unity if every sentence develops one central idea. A paragraph does not have any unity if it does not develop or support the main idea of a paragraph. In other word, unity means that all sentences on the paragraph directly support the topic sentences.

b. Coherence

In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

c. Emphasis

Emphasis is the principle of the paragraph composition in which the important ideas are made to stand. In here it is very important that the main points of the writer should be evident inside the paragraph. Having an emphasis can be achieved by using

some devices such as the use of emphasis by proportion, emphasis by pause and emphasis by position.<sup>18</sup>

### 3. Structure of Paragraph

The structure of paragraphs is involved in two types as follows:

#### a. Deductive

The deductive structure places the controlling idea for the near beginning and the near beginning and the topic of paragraph is the first few sentences and provides some background information or makes general statement.

#### b. Inductive

The inductive paragraph structure begins with evidence reason leading to the statement of the writer claim of the end of paragraph. The main conclusion is the most important parts of reasoning and usually comes at the end of a paragraph.

### 4. Main Parts of Paragraph

As a general rule, a paragraph consists of some sentences, they are topic sentence, supporting sentence and concluding sentence.

a. Topic sentence (Beginning). The topic sentence tells the reader what the paragraph is going to be about. It also helps the writers keep their writing under

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<sup>18</sup>Varron 104, Characteristic of Paragraph, [www.ask.com/.../what-are-the-characteristic-of-a-good-paragraph.htm](http://www.ask.com/.../what-are-the-characteristic-of-a-good-paragraph.htm), Accessed on 23<sup>rd</sup> September 2013

control. This is why a topic sentence is sometimes called the "controlling idea" of a paragraph. Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing. The function of a topic sentence is to describe what the paragraph will be about, such that the reader has clear expectations about what will follow. An effective topic sentence typically contains only one main idea.

b. Supporting sentence (Body). Supporting sentence is the main part of the paragraph. This is where the writer tells to the reader about the topic by including specific details. All of the sentences must relate to the specific topic of the paragraph and help it come alive for the reader. That is, all of the sentences should contain details that make the topic more interesting or help explain it more clearly. These sentences should be organized in the best possible order.

c. Concluding sentence (Ending). Concluding sentence comes after all the details have been included in the topic and supporting sentences. The concluding sentence reminds the reader what the topic of the paragraph is really all about, what it means.<sup>19</sup>

Each main part of the paragraph plays an important role in communicating meaning to the reader. And beginning paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing. The function of a topic sentence is to describe what the paragraph will be about. Supporting

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<sup>19</sup>San Juan Unified School District, *How to write good paragraph*, Online: <http://www.occc.edu/mschneberger/howtoparagraph.htm>. Accessed on 23<sup>rd</sup> September 2013

sentencediscusses the controlling idea, using facts, arguments, analysis, examples, and other information and concluding sentence summarizes the connections between the information discussed in the supporting sentence of the paragraph and the paragraph's controlling idea.

#### ***D. The Theory of Descriptive Paragraph***

According to ParlindunganPardede, Descriptive paragraph is often used to describe what a place or an object person looks like, or what a person looks and acts like. Therefore, a good descriptive paragraph provides the reader with an accurate mental picture of the topic of the paragraph whether it is a person, a place or an object.<sup>20</sup>

Descriptive paragraph isa paragraph that uses words to paint a picture in the mind of the reader. Good descriptive writers use words that engage the five senses of the reader.<sup>21</sup> And according to Richard Nordquist, the purpose of descriptive writing is to make our readers see, feel, and hear what someone has seen, felt,

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<sup>20</sup>ParlindunganPardede (Read and write BALL at UKI), *myreadwritebooster.wordpress.com/writing-3/2-paragraph-writing/3-description paragraphs*, Accessed on 27<sup>th</sup> February 2014

<sup>21</sup>CAST's UDL Book Builder, Writing Deadly Descriptive, *Online://bookbuilder.cast.org/view\_print.php.book=12464*. Accessed on 27<sup>th</sup> February 2014



and heard. Whether we're describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.<sup>22</sup>

Good descriptive paragraph is really fun to read because it contains the imagination. A good description allows the reader to be a part of the writer's world, to clearly imagine the scene, to feel the sensations, the smells and the tastes of the subject the writer is writing about.

There are a few things to think about before writer is ready to write a descriptive paragraph:

1. Pick a topic that is felt strongly about, for example, something someone likes very much, or something that someone dislikes very much.
2. Think of 5 senses in relationship to this topic.
  - What does it smell like when someone is in contact with the subject someone is describing? For example, does it smell like oranges, or rotten fruit, or like sweet perfume, or like nervous sweat?
  - What does it taste like? - Is it tart, or sweet, or bitter, or creamy?
  - What does it feel like to the touch? - Does it give a stomachache? Does it make someone's muscles relax? Is it rough, smooth, sharp, slippery?

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<sup>22</sup>Richard Nordquist, Five models descriptive paragraph, <http://grammar.about.com/od/developingparagraph/a/samdescpars.htm>. Accessed on 27<sup>th</sup> February 2014

- What does it sound like? Is it loud, or soft, or shrill, or soothing?
- What does it look like? What is the color, the shape, or the height or the depth?

3. Summarize the feelings about this topic in one sentence.<sup>23</sup>

### ***E. Collaborative Writing***

Collaborative writing refers to projects where written works are created by multiple people together (collaboratively) rather than individually. According to Lowry et al, there are five collaborative writing strategies:

1. Single-author writing occurs when one team member writes as a representative for the entire team. Single-author writing usually occurs when the writing task is simple.

2. Sequential single writing. In sequential single-author writing, one group member writes at a time. Each group member is assigned a portion of the document, writes his or her portion and then passes the document onto the next group member.

3. Parallel writing is the type of collaborative writing that occurs when a group divides the assignment or document into separate parts and all members work on their assigned part at the same time. There are two types of parallel writing: *horizontal division parallel writing* occurs when group members divide the

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<sup>23</sup>Linux Mint, Tips for a good descriptive paragraph, <http://web.clark.edu/martpe/descriptive%20paragraph.htm> Accessed on 27<sup>th</sup> February 2014

task into sections, each member being responsible for the development of his or her assigned section; *stratified division parallel writing* occurs when group members divide responsibility of the creation of the product by assigning different members different roles. Some examples of roles that a member could be assigned are: author, editor, facilitator, or team leader.

4. Reactive writing occurs when team members collaborate synchronously to develop their product. Team members react to and adjust each other's contributions as they are made.

5. Mixed mode. This term describes a form of writing that mixes two or more of the collaborative writing strategies described above.<sup>24</sup>

Based on five collaborative writing strategies above, chain writing activity has the same rules as sequential single writing. Each student has responsibility to do their job. The students work together in constructing paragraph that consist of topic sentence, supporting sentence and concluding sentence collaboratively This strategy enables the students to have a better writing than they do it individually.

#### ***F. Chain Writing Activity***

This research was inspired by a great blog post by Rachael Roberts on ELT Resourceful on Collaborative writing activities. In the post, Rachael mentions circle writing (or chain writing) activities and states that “The first activity that came to my

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<sup>24</sup>Wikipedia, Collaborative Writing, Online: *The free Encyclopedia //en.wikipedia.org/wiki/collaborative writing*, Accessed on 27<sup>th</sup> February 2014

mind when thinking about collaborative writing was the time-honoured circle writing activity. One student writes a line, then passes it on to another who writes the next line and so on. I have to admit that I am not actually very keen on this activity. It can have some amusing outcomes, but I wonder what exactly the students are learning, as the process rarely produces a coherent or cohesive outcome". And according to Storch's research in Rachel's blog found that "Collaborative writing activity, texts produced by pairs were shorter than those produced individually, but that they were better 'in terms of task fulfilment, grammatical accuracy and complexity'.<sup>25</sup> It appears that the process of working together mean that learners are giving each other useful feedback as they went along, and thereby producing more accurate and complex texts.

Chain writing activity is collaborative writing (sequential single writing). Each student is assigned a portion of the main parts of paragraph. And the main parts of paragraph are topic sentence, supporting sentence, and concluding sentence. Each student writes their portion on the paper and passes the paper to the other students. The students collaborate to construct their paragraph. It makes their writing better than they do it by themselves and practice the following:

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<sup>25</sup>Rachel Robert, <http://Collaborative writing activities.elt-resourceful.htm>, Accessed on 10<sup>th</sup> September 2013

1. Making brainstorming and putting it into a graphic organizer

Brainstorming is an effective and efficient activity to generate new ideas, thoughts that eventually lead to the solutions of several problems at a time.

A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram.<sup>26</sup> They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.

2. Writing a topic sentence with a controlling idea.
3. Writing supporting sentences that relate to the controlling idea.
4. Writing a concluding sentence that concludes the information that has been presented.
5. Using connectors (conjunction).
6. Revising and editing.<sup>27</sup>

Revising: The next important step for a good paragraph is revising. It is the phase in which the students need to correct the errors on a paragraph, for content and organization. And the students will edit their own for grammar, spelling,

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<sup>26</sup>Inspiration Software Inc, *http://How to use graphic organizers for teaching writing, learning, and understanding across the curriculum. \_ inspiration.com.htm*, Accessed on 30<sup>th</sup> January 2014

<sup>27</sup>002rwg, *http://002rwg.wikispaces.com*. Accessed on September 10<sup>th</sup> 2013

punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, and the like.

There are some steps of chain writing activity, they are:

- a. The teacher divides the students into some groups. One group consists of 4 members.
- b. The teacher gives the topic to the students.
- c. The teacher makes brainstorming that relate the topic.
- d. The teacher puts the ideas into a graphic organizer.
- e. The members in a group discuss on the job of each member in group before starting to apply this method.
- f. The teacher asks one of members who is assigned to write the topic sentence in each group to write a topic sentence on the paper.
- g. Then passing the paper to the next members who are assigned to write supporting sentence up to the last member of each group to write concluding sentence.
- h. At the end, the teacher and the students revise and edit the students' paragraphs so the students have a unified and coherent paragraph.

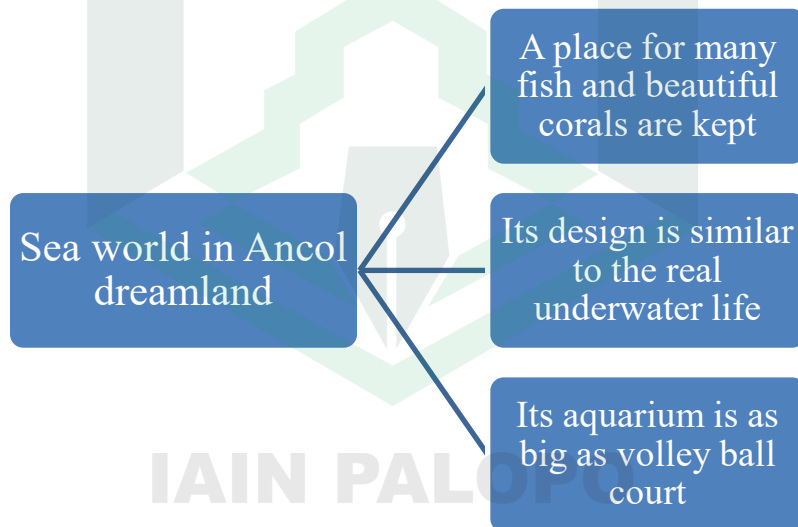
For example:

**The topic: Sea World in Ancol Dreamland**

The brainstorm lists:

- A place for many fish and beautiful coral are kept.
- Its design is similar to the real underwater life.
- Its aquarium is as big as volley ball court.

*Graphic Organiser*



## Outline

Topic : Sea World in Ancol Dreamland

a). Topic Sentence :

Sea World in Ancol Dreamland is a place where many kinds of fish and beautiful corals are kept in capacity.

b). Supporting Sentence :

- The fish can swim in aquarium that as big as volley ball court.
- It is designed similar to the real underwater life so that some people enjoy seeing the fish and they think that it is important to keep some kind of fish in capacity so that we can study and find out about them.

c). Concluding sentence :

Therefore we can see under water life without diving into the sea.

Inparagraph form:

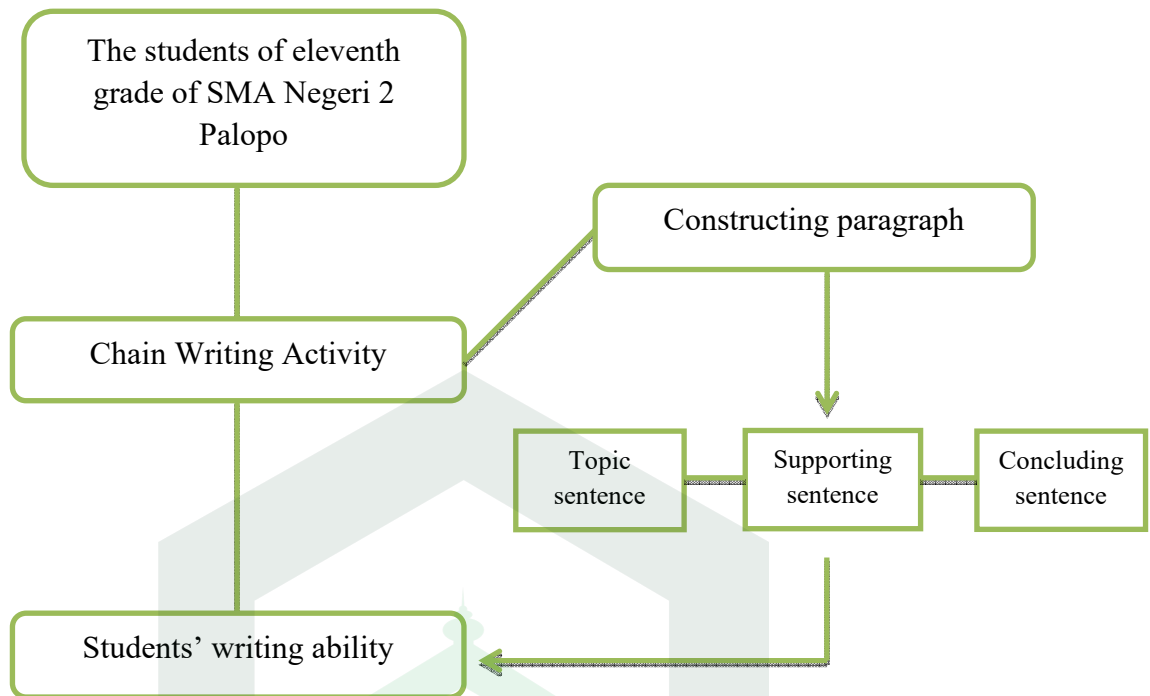
Sea World in Ancol Dreamland is a place where many kinds of fish and beautiful corals are kept in capacity. The fish can swim in aquarium that as big as volley ball court. It is designed similar to the real underwater life so that some people enjoy seeing the fish and they think that it is important to keep some kind of fish in capacity so that we can study and find out about them. Therefore, we can see under water life without diving into the sea.



### ***G. Conceptual Framework***

Based on the researcher's observation in the chapter I, the researcher found that the students of the eleventh year of SMANegeri 2 Palopo were difficult to express their ideas in writing form because they were not given the appropriate method in learning writing by the teacher. In this case, the students had better be given the appropriate method, appropriate technique and interesting media in learning writing especially in constructing paragraph.

Based on the statements above, the researcher focused on developing the students' competency in constructing paragraph through chain writing activity. The students of eleventh year of SMA Negeri 2 Palopo were given pre-test, post-test and treatment. Treatment is as a process of learning writing which focuses on constructing paragraph that consists of topic sentence, supporting sentence and concluding sentence through chain writing activity. Chain writing activity was expected to give development to the students' competency in constructing paragraph. The conceptual framework was described below:



#### ***H. Hypothesis***

There were two hypothesis of this research as follow:

1.  $H_0$  = There is no significant development of students' competency in constructing paragraph through chain writing activity at the eleventh grade of SMA Negeri 2 Palopo through chain writing activity.
2.  $H_1$  = There is significant development of students' competency in constructing paragraph through chain writing activity at the eleventh grade of SMA Negeri 2 Palopo through chain writing ability.

## CHAPTER III

### RESEARCH METHOD

#### *A. Method and Design of Research*

##### **1. Method of Research**

In this research, the researcher applied a pre-experimental research method to the eleventh grade of SMA Negeri 2 Palopo. It might find out development of students' competency in constructing paragraph through chain writing activity.

##### **2. Design of Research**

Design in this research was one group pretest-posttest design. This research involved one class of students with pre-test, treatment and post-test design. The design of research could be described as follows:

$$E = T_1 \quad X \quad T_2^{28}$$

Notation:

E = Experiment

T1 = Pre-test

X = Treatment

T2 = Post-test

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<sup>28</sup>Drs. SumadiSuryabrata, B.A.,M.A.,ED.S.,Ph.D, *MetodologiPenelitian*, (Jakarta: PT. Raja GrafindoPersada 2012), p.101

## ***B. Variable of The Research***

This research involved two variables, such as dependent variable and independent variable. They can be described as follows:

1. Dependent variable  $\Rightarrow$  Students' competency in constructing paragraph.
2. Independent variable  $\Rightarrow$  Chain writing activity

## ***C. Population and sample***

### **1. Population**

The population of this research was all of the eleventh grade students of SMA Negeri 2 Palopo. The number of population was 164 students from five classes. There were XII IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, and XI IPA 5.

### **2. Sample**

Sample is a part of population that can represent all of population. In this case, the researcher applied purposive sampling technique. The researcher took 28 students in XI IPA 3 of SMA Negeri 2 Palopo. The researcher chose the samples because the researcher found that students' competency of writing at XI IPA 3 of SMA Negeri 2 Palopo were lower than the other students. It could be seen from their scores that they got when the researcher taught them in the class.

#### ***D. Instruments of the Research***

The instruments that was applied in this research to answer the problem statement were pre-test and post-test. The tests were namely written test. And objective score were classified into four criteria, they are:

1. Main idea (Topic sentence). Writing a main idea and support it with facts and details.
2. Supporting details. Understanding that the supporting sentences in a paragraph should work together to tell more about the main idea
3. Observes (basic writing conventions). Using basic punctuation correctly, knowing and correctly spelling level appropriate high frequency words and using correct verb tense when writing.
4. Neatness. Using correct letter formation in print and cursive.<sup>29</sup>

#### ***E. Procedures of Collecting Data***

The data was collected by using the procedures as follow:

##### **1. Giving pre-test**

The researcher gave the pre-test to the students to know their competency in constructing paragraph before giving treatment. The researcher gave a topic to the

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<sup>29</sup>Oswego City School District, Paragraph writing rubric/[www.studyzone.org/testprep/ela4/h/paragraphwritingrubric2.htm](http://www.studyzone.org/testprep/ela4/h/paragraphwritingrubric2.htm), Accessed on 4<sup>th</sup> March 2014

students and asked them to write descriptive paragraph based on the topic. The topic was *Labombo Beach*. It took 30 minutes to get the data of pre-test.

## 2. Giving treatment

There were six times of treatment with the steps of chain writing activity as follow:

- a. The researcher divided the students into some groups. One group consists of four students.
- b. The researcher gave the topic to the students in the first treatment up to the sixth treatment. The topics were different in each treatment.
- c. The researcher gave brainstorms based on the topic in the first treatment up to the sixth treatment.
- d. The researcher put the ideas into a graphic organizer.
- e. The students in a group discussed on the job of each student in group before starting to construct paragraph.
- f. The researcher asked one of students who was assigned to write the topic sentence in each group to start first to write a topic sentence on the paper.

- g. Then passing the paper to the other students who were assigned to write supporting sentence up to the last student of each group to write concluding sentence.
- h. At the end, the teacher and the students revised and corrected the students' paragraph based on the criteria of paragraph writing rubric. So the students had a unified and coherent paragraph.

### **3. Giving post-test**

This post-test were given to the students after doing treatment. The researcher gave a topic to the students and asked them to write descriptive paragraph based on the topic. The topic was *My school*. This test was to know whether the students have different result after giving treatment or not. It took 30 minutes to get the data of post-test.

### ***G. Processing Technique of Data Analysis***

To analyze the data, the researcher used the program SPSS (Statistic Product Service Solution) versi 15. The data that were collected by the researcher, it would be tabulated into mean score, standard deviation, and error deviation. And also the researcher used paragraph writing rubric for evaluating students' paragraph as follow:

## 1. Main idea (Topic sentence)

No.	Score	Criteria
1.	1	Main idea/Topic sentence is unclear and is not restated in the closing sentence.
2.	2	Main idea/Topic sentence is unclear is weakly restated in the closing sentence.
3.	3	Adequate main idea/topic sentence is clear, and is restated in the closing sentence.
4.	4	Strong main idea/topic sentence is clear, and is restated in the closing sentence.

## 2. Supporting details

No.	Score	Criteria
1.	1	Each paragraph has no supporting detail sentences that relate to the main idea.
2.	2	Each paragraph has one supporting detail sentence that relates to the main idea.
3.	3	Each paragraph has two supporting detail sentences that relate to the main idea.
4.	4	Each paragraph has three or more supporting detail sentences



		that relate to the main idea.
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### 3. Observes (Basic writing conventions)

No	Score	Criteria
1.	1	Contains many errors in punctuation, spelling and /or grammar that make the piece illegible.
2.	2	Contains many errors in punctuation, spelling and/or grammar that interfere with meaning.
3.	3	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.
4.	4	Contains few, if any punctuation, capitalization, and spelling errors.

### 4. Neatness<sup>30</sup>

No.	Score	Criteria
1.	1	Many distracting errors making it illegible.
2.	2	Several distracting errors that make portions difficult to read
3.	3	Legibly written, easy to read with 1-2 distracting errors
4.	4	Legibly handwritten or typed with no distracting errors.

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<sup>30</sup>*Ibid*, Accessed on 4<sup>th</sup> March 2014

To know the value of mean score, standard deviation, standard deviation error  $t_{table}$  ( $t_t$ ) of pre-test and post-test, the researcher calculated it by using SPSS 15 and used table distribution to choose the score of  $t_{count}$  ( $t_0$ ), the table as follow:

**The table distribution of  $t^{40}$**

Df	P (Level of Significance One Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221

15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If :  $t_0 \geq t_t$  = Reject null hypothesis

If :  $t_0 < t_t$  = Received null hypothesis<sup>31</sup>



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<sup>31</sup>M. Subana, et.al., *Statistikpendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter includes two sections. The first is findings and the second is discussions.

#### **A. Findings**

The findings of the research were showed to describe the result of the data that analyzed statistically and tabulating of data. It comprised of the students' score in pre-test and post-test and the mean score and standard deviation of the students' pre-test and post-test. The analysis students' paragraph score in pre-test and post-test were presented as follows:

##### **1. Pre-Test**

In this section, the researcher showed the complete score of the students' writing ability in constructing paragraph (main idea/topic sentence, supporting details, observes/basic writing conventions, neatness) in pre-test and the mean score and standard deviation of students. The researcher presented them in the tables and calculated the score by using SPSS 15. For more clearly, at first the researcher would show the complete score of students' writing ability in constructing paragraph of main idea/topic sentence, supporting details, observers/basic writing conventions, and neatness in pre-test. It was tabulated by the following table:

**Table 4.1**  
**The Score of Students' Writing Ability in Constructing Paragraph**  
**in the Pre-Test**

Respondent	The criteria of paragraph writing rubric				Total
	Main Idea/Topic sentence	Supporting Details	Observers/Basic writing Conventions	Neatness	
R1	2	2	2	3	9
R2	3	3	2	4	12
R3	2	2	2	3	9
R4	3	3	3	4	13
R5	2	2	2	3	9
R6	2	2	2	3	9
R7	2	2	2	3	9
R8	2	2	2	3	9
R9	2	2	2	3	9
R10	2	2	2	3	9
R11	2	2	2	3	9
R12	2	2	2	3	9
R13	2	2	2	4	10
R14	2	2	2	3	9
R15	2	2	2	3	9
R16	2	2	2	3	9
R17	2	2	2	3	9
R18	1	2	1	3	7
R19	3	3	3	4	13
R20	1	2	1	2	6
R21	2	2	2	3	9
R22	2	2	2	4	10

R23	2	2	2	3	9
R24	2	2	2	4	10
R25	2	2	2	4	10
R26	2	2	2	3	9
R27	2	2	2	3	9
R28	2	2	2	4	10
N=28					$\Sigma X = 263$

Paragraph writing rubric consists of four criteria; they were main idea/topic sentence, supporting details, observers/basic writing conventions, and neatness. So in this section, the researcher would present and tabulate the score of the students' writing ability in constructing paragraph by using SPSS 15 one by one. All of those were explained for more clearly by following tables:



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## a. Main Idea/Topic Sentence

Table 4.2

## The Score of Students' Main Idea/Topic Sentence in Pre-Test

Respondents	Main idea/topic sentence
R1	2
R2	3
R3	2
R4	3
R5	2
R6	2
R7	2
R8	2
R9	2
R10	2
R11	2
R12	2
R13	2
R14	2
R15	2
R16	2
R17	2
R18	1
R19	3
R20	1
R21	2
R22	2
R23	2
R24	2



R25	2
R26	2
R27	2
R28	2
N=28	

To calculate the mean score of students' main idea/topic sentence in the pre-test, the researcher calculated it by using SPSS 15. The result could be presented into the table descriptive statistic as follow:

**Table 4.3**

**The Mean Score of Students' Main Idea/Topic Sentence in Pre-Test**

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Main Idea/Topic sentence;	28	2.00	1.00	3.00	57.00	2.0357	.08103
Valid N (listwise)	28						

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Based on the table 2.3, it showed that the highest score of students was 3 and the lowest score was 1. Despitefully, the score of the students also indicated that the mean score of students' main idea/topic sentence in pre-test was 2.0 and the standard deviation error was 0.08103.

## b. Supporting Details

Table 4.4

## The Score of Students' Supporting Details in Pre-Test

Respondents	Supporting Details
R1	2
R2	3
R3	2
R4	3
R5	2
R6	2
R7	2
R8	2
R9	2
R10	2
R11	2
R12	2
R13	2
R14	2
R15	2
R16	2
R17	2
R18	2
R19	3
R20	2
R21	2
R22	2
R23	2

R24	2
R25	2
R26	2
R27	2
R28	2
N=28	

To calculate the mean score of students' supporting details in pre-test, the researcher calculated it by using SPSS 15. The result could be presented into the table descriptive statistic as follows:

**Table 4.5**  
**The Mean Score of Students' Supporting Details in Pre-Test**  
**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Supporting details	28	1.00	2.00	3.00	59.00	2.1071	.05952
Valid N (listwise)	28						

Based on the table 2.5, it showed that the highest score of students was 3 and the lowest score was 2. Despitefully, the score of the students also indicated that the mean score of students' supporting details in pre-test was 2.1 and the standard deviation error was 0.05952.

## c. Observers/Basic Writing Conventions

Table 4.6

## The Score of Students' Observers/Basic Writing Conventions in Pre-Test

Respondents	Observers/Basic Writing Conventions
R1	2
R2	2
R3	2
R4	3
R5	2
R6	2
R7	2
R8	2
R9	2
R10	2
R11	2
R12	2
R13	2
R14	2
R15	2
R16	2
R17	2
R18	1
R19	3
R20	1
R21	2
R22	2

R23	2
R24	2
R25	2
R26	2
R27	2
R28	2
N=28	

To calculate the mean score of students' observers/basic writing conventions in pre-test, the researcher calculated it by using SPSS 15. The result could be presented into the table descriptive statistic as follows:

**Table 4.7**

**The Mean Score of Students' Observers/Basic Writing Conventions in Pre-Test**

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Observers/Basic Writing Conventions	28	2.00	1.00	3.00	56.00	2.0000	.07274
Valid N (listwise)	28						

Based on the table 2.7, it showed that the highest score of students was 3 and the lowest score was 1. Despitefully, the score of the students also indicated that the mean score of students' observers/basic writing conventions in pre-test was 2.0 and the standard deviation error was 0.07274.

## d. Neatness

Table 4.8

## The score of Students' Neatness in Pre-Test

Respondents	Neatness
R1	3
R2	4
R3	3
R4	4
R5	3
R6	3
R7	3
R8	3
R9	3
R10	3
R11	3
R12	3
R13	4
R14	3
R15	3
R16	3
R17	3
R18	3
R19	4
R20	2
R21	3
R22	4
R23	3

R24	4
R25	4
R26	3
R27	3
R28	4
N=28	

To calculate the mean score of students' neatness in pre-test, the researcher calculated it by using SPSS 15. The result could be presented into the table descriptive statistic as follows:

**Table 4.9**  
**The Mean Score of Students' Neatness in Pre-Test**  
**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Neatness	28	2.00	2.00	4.00	91.00	3.2500	.09793
Valid N (listwise)	28						

Based on the table 2.9, it showed that the highest score of students was 4 and the lowest score was 2. Despitefully, the score of the students also indicated that the mean score of student's neatness in pre-test was 3.25 and the standard deviation error was 0.09793.

## 2. Post-Test

In this section, the researcher showed the complete score of the students' writing ability in constructing paragraph (main idea/topic sentence, supporting details, observes/basic writing conventions, neatness) in post-test and the mean score and standard deviation of students. The researcher presented them into the tables and calculated the scores by using SPSS 15. For more clearly, at first the researcher would show the complete score of students' writing ability in constructing paragraph of main idea/topic sentence, supporting details, observers/basic writing conventions, and neatness in post-test. It was tabulated by the following table:

**Table 4.10**  
**The Score of Students' Writing Ability in Constructing Paragraph**  
**in the Post-Test**

Respondent	The criteria of paragraph writing rubric				Total
	Main Idea/Topic sentence	Supporting Details	Observers/Basic writing Conventions	Neatness	
R1	3	3	3	4	13
R2	4	4	3	4	15
R3	3	3	3	3	12
R4	3	4	4	4	15
R5	3	3	3	3	12
R6	3	3	3	4	13
R7	3	3	3	3	12
R8	3	3	3	3	12



R9	3	3	3	4	13
R10	3	4	4	4	15
R11	3	3	3	4	13
R12	3	3	3	3	12
R13	3	3	3	4	13
R14	3	3	3	3	12
R15	3	3	3	4	13
R16	3	3	3	4	13
R17	3	3	3	3	12
R18	2	2	2	3	9
R19	4	4	4	4	16
R20	3	3	3	2	11
R21	3	3	3	4	13
R22	3	3	3	4	13
R23	3	4	3	4	14
R24	3	3	3	4	13
R25	3	3	3	4	13
R26	3	3	3	3	12
R27	3	3	3	4	13
R28	3	3	3	4	13
N=28					$\Sigma X = 361$

Based on the criteria of paragraph writing rubric that included main idea/topic sentence, supporting details, observers/basic writing conventions and neatness as the criteria of paragraph writing rubric in pre-test, in this section the researcher would present and tabulate the students' score in post-test one by one, as follows:

## a. Main Idea/Topic Sentence

Table 4.11

## The Score of Students' Main Idea/Topic Sentence in Post-Test

Respondents	Main idea/topic sentence
R1	3
R2	4
R3	3
R4	3
R5	3
R6	3
R7	3
R8	3
R9	3
R10	3
R11	3
R12	3
R13	3
R14	3
R15	3
R16	3
R17	3
R18	2
R19	4
R20	3
R21	3
R22	3
R23	3
R24	3

R25	3
R26	3
R27	3
R28	3
N=28	

For calculating the mean score of students' main idea/topic sentence in post-test, the researcher calculated it by using SPSS 15 and the result has been presented into the table descriptive statistic as follows:

**Table 4.12**  
**The Mean Score of Students' Main Idea/Topic Sentence in Post-Test**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Main idea/Topic sentence	28	2.00	2.00	4.00	85.00	3.0357	.06262
Valid N (listwise)	28						

Based on the table 2.12, it showed that the highest score of students was 4 and the lowest score was 2. Despitefully, the score of the students also indicated that the mean score of student's main idea/topic sentence in post-test was 3.03 and the standard deviation error was 0.06262.

## b. Supporting Details

**Table 4.13**  
**The Score of Students' Supporting Details in Post-Test**

Respondents	Supporting Details
R1	3
R2	4
R3	3
R4	4
R5	3
R6	3
R7	3
R8	3
R9	3
R10	4
R11	3
R12	3
R13	3
R14	3
R15	3
R16	3
R17	3
R18	2
R19	4
R20	3
R21	3
R22	3
R23	4

R24	3
R25	3
R26	3
R27	3
R28	3
N=28	

For calculating the mean score of students' supporting details in post-test, the researcher calculated it by using SPSS 15 and the result has been presented into the table descriptive statistic as follows:

**Table 4.14**

**The Mean Score of Students' Supporting Details in Post-Test**

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Supporting details	28	2.00	2.00	4.00	88.00	3.1429	.08474
Valid N (listwise)	28						

Based on the table 2.12, it showed that the highest score of students was 4 and the lowest score was 2. Despitefully, the score of the students also indicated that the mean score of student's supporting details in post-test was 3.14 and the standard deviation error was 0.08474.

## c. Observers/Basic Writing Conventions

Table 4.15

## The Score of Students' Observers/Basic Writing Conventions in Post-Test

Respondents	Observers/Basic Writing Conventions
R1	3
R2	3
R3	3
R4	4
R5	3
R6	3
R7	3
R8	3
R9	3
R10	4
R11	3
R12	3
R13	3
R14	3
R15	3
R16	3
R17	3
R18	2
R19	4
R20	3
R21	3
R22	3

R23	4
R24	3
R25	3
R26	3
R27	3
R28	3
N=28	

For calculating the mean score of students' observers/basic writing conventions in post-test, the researcher calculated it by using SPSS 15 and the result has been presented into the table descriptive statistic as follows:

**Table 4.16**  
**The Mean Score of Students' Observers/Basic Writing Conventions**  
**in Post-Test**

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Observers/Basic writing conventions	28	2.00	2.00	4.00	87.00	3.1071	.07867
Valid N (listwise)	28						

Based on the table 2.15, it showed that the highest score of students was 4 and the lowest score was 2. Despitefully, the score of the students also indicated that the mean score of student's observers/basic writing conventions in post-test was 3.1 and the standard deviation error was 0.07867.

## d. Neatness

**Table 4.17**  
**The Score of Students' Neatness in Post-Test**

Respondents	Neatness
R1	4
R2	4
R3	3
R4	4
R5	3
R6	4
R7	3
R8	3
R9	4
R10	4
R11	4
R12	3
R13	4
R14	3
R15	4
R16	4
R17	3
R18	3
R19	4
R20	2
R21	4
R22	4
R23	4



R24	4
R25	4
R26	3
R27	4
R28	4
N=28	

For calculating the mean score of students' neatness in post-test, the researcher calculated it by using SPSS 15 and the result has been presented into the table descriptive statistic as follows:

**Table 4.18**

**The Mean Score of Students' Neatness in Post-Test**

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Neatness	28	2.00	2.00	4.00	101.00	3.6071	.10714
Valid N (listwise)	28						

Based on the table 2.18, it showed that the highest score of students was 4 and the lowest score was 2. Despitefully, the score of the students also indicated that the mean score of student's neatness in post-test was 3.6 and the standard deviation error was 0.10714.

Besides showing about the mean score of each criteria of paragraph writing rubric that included main idea/topic sentence, supporting details, observers/basic writing conventions and neatness one by one, this research also presented the total mean score and standard deviation in pre-test and post-test, and then this research has compared both of them. The result would be presented into the table descriptive statistic as follows:

**Table 4.19**  
**The Mean Score and Standard Deviation of Pre-Test and Post-Test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	28	6.00	13.00	263.00	9.3929	1.42307
Posttest	28	9.00	16.00	361.00	12.8929	1.39680
Valid N (listwise)	28					

Based on the table 2.19, it indicates that the standard deviation in pre-test was 1.42307 and post-test was 1.39680. It also showed that the mean score of students in pre-test was 9.39 and the mean score of students in post-test was 12.89. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that the using of chain writing activity improved the students' writing competency in constructing paragraph.

To know whether the pre-test and post-test were significantly difference, and also knew acceptability of the hypothesis of this research, the researcher used  $t_{test}$  and

analysis and calculated it by using SPSS 15. The result has been presented in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

**Table 4.20**  
**The Paired Samples Statistic of Pre-Test and Post-Test**

		<b>Paired Samples Statistics</b>			
		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Pair 1</b>	<b>Posttest</b>	<b>12.8929</b>	<b>28</b>	<b>1.39680</b>	<b>.26397</b>
	<b>Pretest</b>	<b>9.3929</b>	<b>28</b>	<b>1.42307</b>	<b>.26894</b>

The table of the paired samples statistics of pre-test and post-test above indicated that the value of standard deviation in pre-test was 1.42307 and the value of standard deviation in post-test was 1.39680.

In addition, the standard error mean in pre-test was 0.26894 and the standard error mean in post-test was 0.26397. The table 2.20 also showed that the mean score in pre-test was 9.39 and the mean score in post-test was 12.89. It can be concluded that the students' score improved from 9.39 to 12.89.

**Table 4.21**  
**The Paired Samples Correlations of Pre-Test and Post-Test**

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 posttest & pretest	28	.767	.000

The table 2.21 of the paired samples correlations of pre-test and post-test presented that the correlation of the students' competency before and after treatment was 0.767. It means that there was a significant correlation of students' competency in constructing paragraph by using chain writing activity before and after treatment

**Table 4.22**  
**The Paired Samples Test of Pre-Test and Post-Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest – pretest	3.50000	.96225	.18185	3.12688	3.87312	19.247	27	.000

Based on the table 2.22 of the paired samples test of pre-test and post-test, the researcher got the data that  $t_0$  ( $t_{count}$ ) = 19.247 and df (degree of freedom) = 27. Based on the table distribution of  $t_t = 2.052$ , it was the standard of significant 0,05 with degree of freedom (df) = 27. Based on the result, the researcher concluded that  $t_0$  ( $t_{count}$ ) was higher than  $t_t(t_{table})$ ,  $t_0 > t_t$ .

$$19.247 > 2.052$$

Related to the result that ( $t_0$  . $t_i$ ) the  $t_{\text{count}}$  was higher than  $t_{\text{table}}$ , it meant that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It concluded that there was a significance difference in constructing paragraph before and after using chain writing activity. Because of that, the researcher believed that chain writing activity was effective in constructing paragraph at the eleventh grade of SMA Negeri2 PALOPO.

### ***B. Discussions***

In this section, the researcher presented the result of data analysis in findings. It discussed about the using of chain writing activity in constructing paragraph at the eleventh grade of SMA Negeri2 Palopo.

After analyzing the data of students' test, it showed that  $t_{\text{count}}$  ( $t_0$ ) with the value (19.274) was higher than  $t_{\text{table}}$  ( $t_t$ ) with the value (2.052) with degree of freedom ( $df$ ) = 27 and on the level significance 0.05. It means that there was a significant difference between the result of pre-test and the result of post-test.

**Table 4.23**

**Table of the t-test of the students**

Variable	$t_{\text{count}} (t_0)$	$t_{\text{table}} (t_t)$
X1-X2	19.274	2.052

The table of  $t_{\text{test}}$  above showed that the value of  $t_0$  was higher than  $t_t$ , it could be conclude that the research hypothesis was confirmed.

In this section, the researcher not only presented the result of data analysis in findings but also the researcher would explain some procedures of collecting data that the researcher had done, they were pre-test, treatment and post-test.

#### 1. Pre-Test

When giving pre-test, the researcher found that some of students' paragraph were still not organized well among the main idea, supporting sentence and concluding sentence and it was not clearly stated. Based on the paragraph writing rubric that included main idea/topic sentence, supporting sentence, observers/basic writing conventions and neatness, the students' paragraph in pre-test showed that almost all students' main idea/topic sentence were still unclear and weakly restated in the closing sentence and even some respondents' main idea were not restated in the closing sentence. But not all students' main idea that was not clearly stated, there were some students' main ideas that were adequate main idea and restated in the closing sentence.

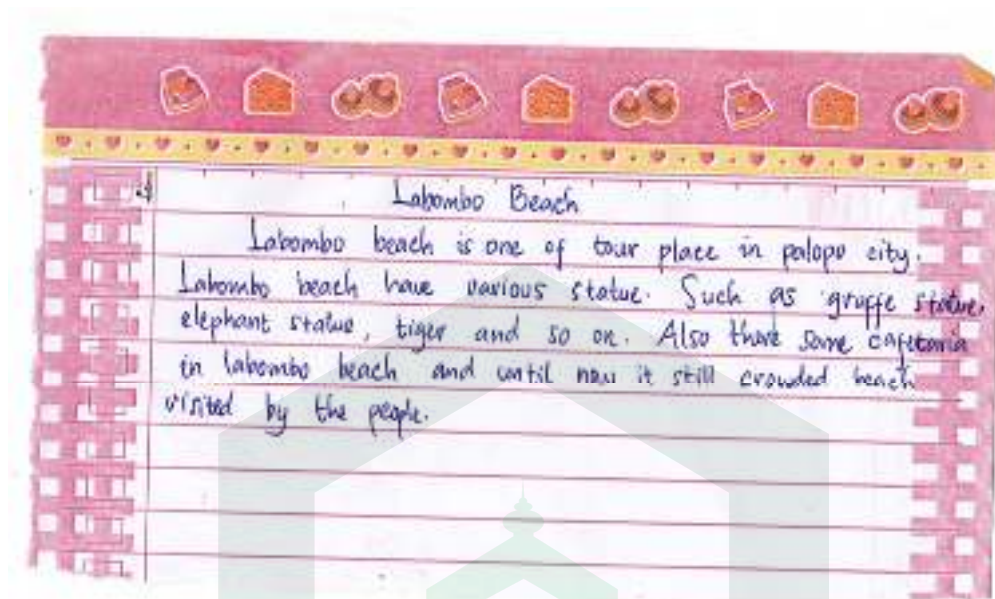
For supporting sentences in pre-test, almost all students only wrote one supporting sentence that related to the main idea. They did not give more explanation

widely about the topic. And even there are a few of students that had no supporting detail sentence that related to their main idea. And only three students that had two supporting detail sentences that related to their main idea. It means that they could not write a complete paragraph that was supported by two or more supporting detail sentences that related to main idea.

In paragraph writing rubric, not only main idea/topic sentence and supporting detail that became assessment for good paragraph, but also observers/basic writing conventions that as to about punctuation, spelling and grammar of writing. In pre-test, most of students had bad grammatical writing. In their paragraph writing contained many errors in punctuation, spelling and/or grammar that interfered with meaning or it even could make the piece illegible in their paragraph writing.

Neatness was one of criteria in paragraph writing rubric. Although all respondents were students of senior high school, but few of their handwritten still made their writing were difficult to read. But most of them had legibly handwritten with 1-2 distracting errors or no distracting errors at all and it was easy to read. In this section, the writer would show some respondents' paragraph that represented all samples as follows:

- a. Respondent 19 who got high score in pre-test

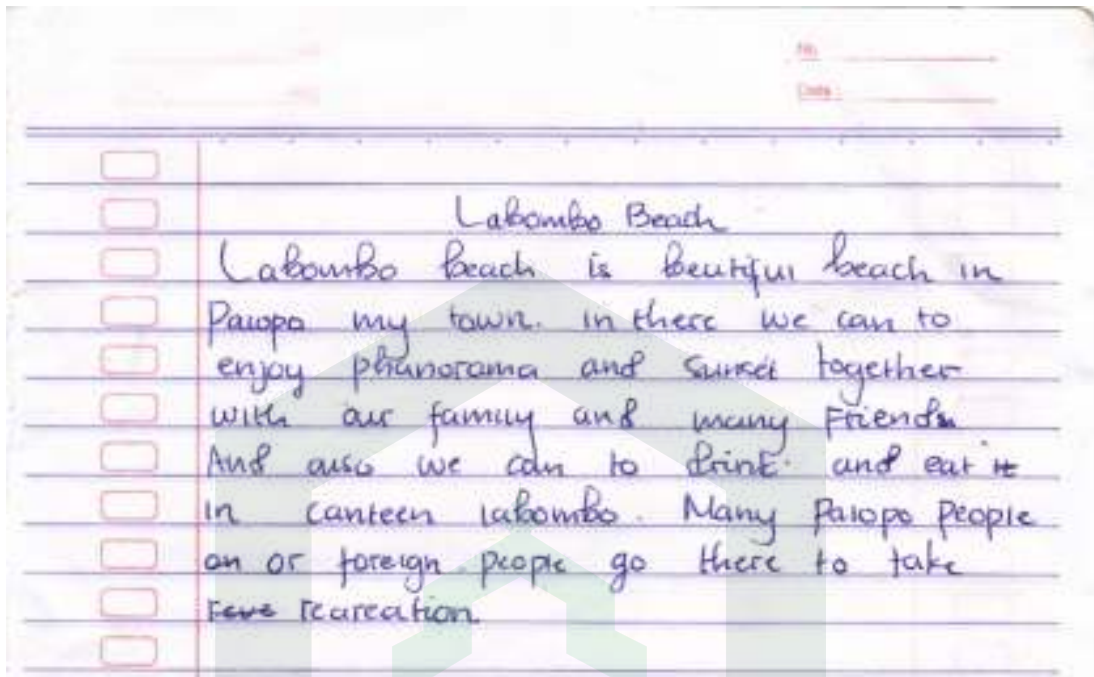


Picture 4.1

For this respondent's paragraph, she had adequate main idea that restated in closing sentence, so her main idea got score 3. Her supporting sentences explained more about the situation of Labombo beach and it related to the main idea, but her paragraph only were supported by two supporting sentences, so she got score 3 for supporting details. In her paragraph, it contained several errors in grammar of her paragraph. One of the examples is; *Labombo beach have various statue* (Labombo beach has various statues). And for neatness in her paragraph got score 4 because her handwritten was good and made the researcher easy to read it.



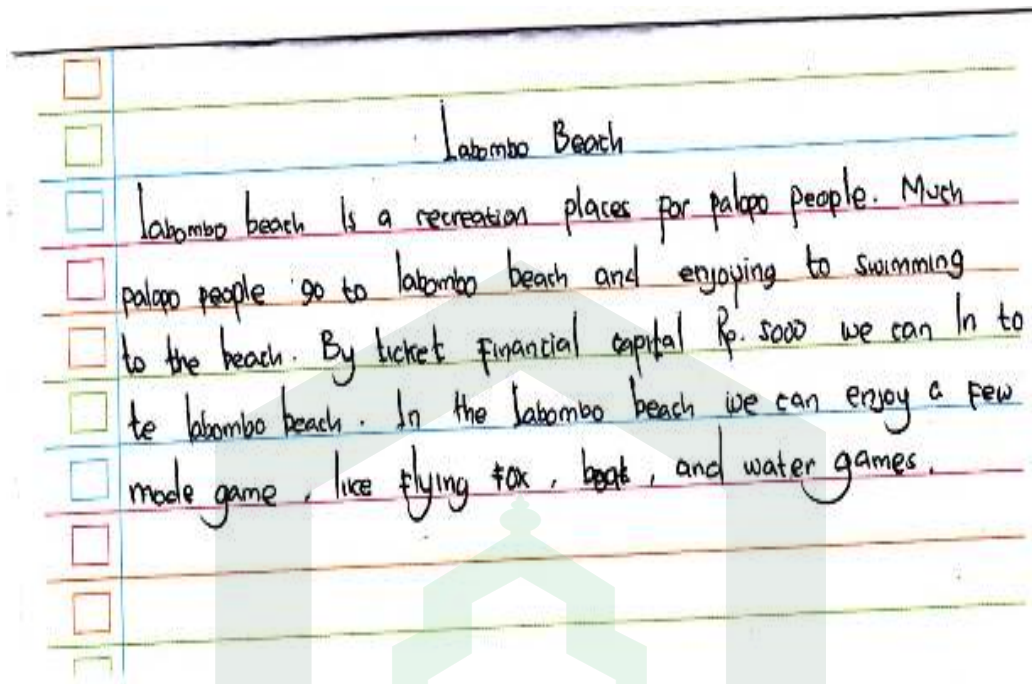
b. Respondent 4 who got high score in pre-test



Picture 4.2

In the respondent 4's paragraph above, it showed that her main idea was adequate clear. And there were two supporting sentences that related to the main idea. But there were some errors in spelling and grammar, for example; *drint* (drink), *phanorama* (panorama), *we can to enjoy* (we can enjoy), and *we can to drint* (we can drink). In her paragraph, she always wrote word "can to" and it is wrong, because "can" is modals, so after word "can" is verb not "to". For her handwritten is clear and easy to read.

c. Respondent 2 who got the high score in pre-test



Picture 4.3

The main idea in the paragraph above was adequate clear. And the supporting sentences related to the main idea. But the paragraph contained many errors in grammar, some of the examples as follows; *a recreation places* (a recreation place), *much Palopo people* (many Palopo people). Much is used for uncountable noun and many is used for countable noun. And *enjoying to swimming to the beach* (and enjoy to swim to the beach/and enjoy swimming to the beach). The error in spelling is *te* (the). And the handwritten of paragraph above was enough clear for the researcher to read it.

d. Respondent 10 who got average score in pre-test

No. \_\_\_\_\_  
Date : \_\_\_\_\_

Respondent 10

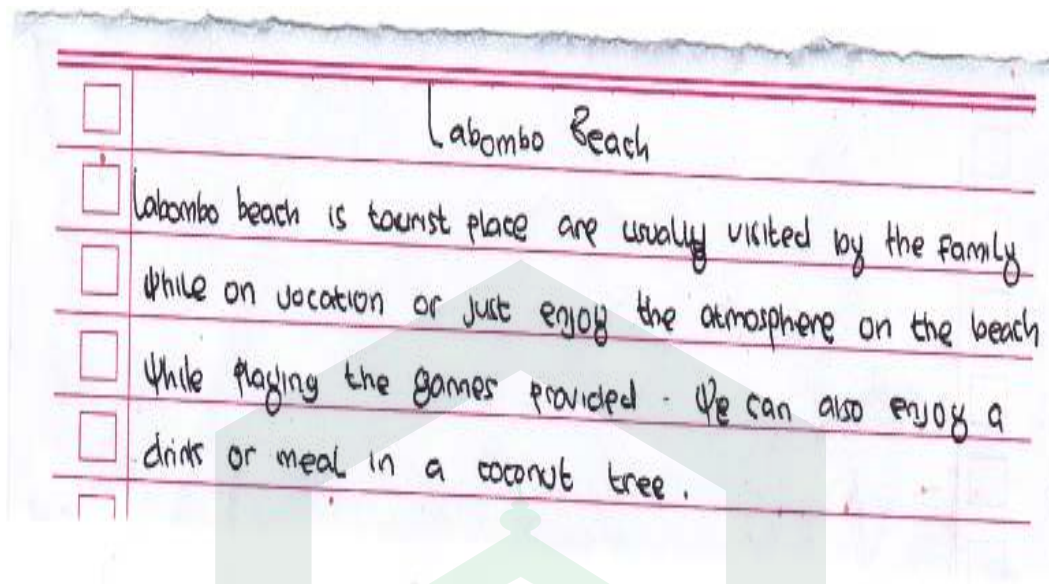
Labombo Beach

Labombo beach have a few statue animal, and we can enjoy to swimming to the beach. I like the place we can to go with our family, friends and boy friend.

Picture 4.4

Based on the paragraph above, the main idea of the respondent 10 was unclear and weakly restated in the closing sentence. Even, in paragraph above only consisted of two sentences, although the paragraph was not too clear stated but it gave few describing about the main idea. The paragraph contained many errors in spelling and grammar that interfered with meaning. For example; error in spelling *enjoy* (enjoy), errors in grammar *Labombo beach have(has) a few statue animal, and we can enjoy to swimming to the beach* (and we can enjoy swimming to the beach), *I like the place we can to go*. “Can” is modals, so after “can” is verb not “to”.

e. Respondent 23 who got average score in pre-test



**Picture 4.5**

In respondent 23's paragraph, the main idea is too long and unclear restated in the closing sentence. The paragraph above only consisted of two sentences that related enough to the topic. The idea of the paragraph above was good but it did not give some supporting sentences that was coherent. And there were many errors in grammar in the paragraph above that interfered with meaning.

From the respondents' paragraph in pre-test above, it can be concluded that the respondents did not know the function of the main parts of paragraph. And their paragraphs still were not organized well. And the ideas were not clearly stated. There were many errors in punctuation, spelling and grammar that interfered with the

meaning and even it made the piece of illegible. So, the researcher would give treatment to the students as samples in this research.

## 2. Treatment

During doing treatment, the researcher had done it for six times of treatments. In first treatment, the researcher explained about the definition of descriptive paragraph, the main parts of paragraph and explained the rules of chain writing activity as a method in learning writing especially in constructing paragraph in the class. After that, the researcher divided them into some groups where each group consisted of four students. The researcher asked them to discuss before about the job of each person in their group. The first student as main idea, the second student as supporting sentence, the third student as supporting sentence and the last student as concluding sentence. Then, the researcher wrote a topic on the whiteboard and gave some brainstorming that related to the topic and practiced chain writing activity. After that, the researcher checked the students' paragraph and corrected it in the class. The researcher found some students' mistaken in writing, for example, errors in spelling, grammar and punctuation that interfered with meaning. But for the structure of paragraph' main parts was organized well.

For the other treatments, the researcher did same as the researcher did in the first treatment. But the researcher gave different topic in each treatment. As often as possible the students were given practicing of this method, it made their paragraph became good and also made them more spirit in learning writing. It was seen from

their participation in doing this method until the last treatment. And also their paragraph had showed a good improvement in their punctuation, spelling and grammar and their structure of main parts of paragraph had been organized well.

### 3. Post-Test

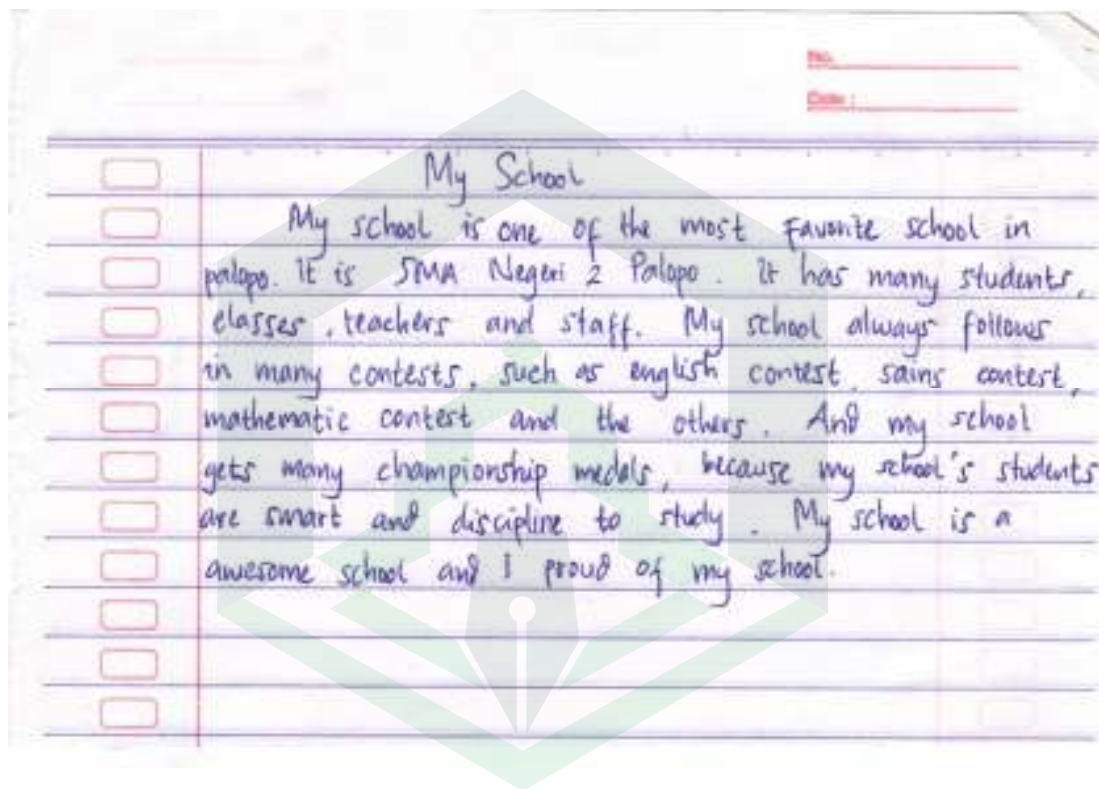
The last procedure of collecting data that the researcher did was post-test. In the post-test, the researcher gave a topic to the students in the class. Then the researcher asked them to write descriptive paragraph that related to the topic. After giving post-test, the researcher found that there was improvement to the students' paragraph. Most of students could have written a good paragraph. Their paragraph was organized well among main idea, supporting sentence, and concluding sentence and clearly stated. Most of student's main idea was adequate main idea that was restated in the closing sentence. And there were two respondents that had strong main idea that was clear and restated in the closing sentence.

In their supporting detail sentence also showed that some of students could write more than two supporting sentences that related to main idea. When pre-test, there were no students that could not write more than two supporting sentences, but after giving treatment, they could express their idea in writing more than two supporting sentences and used correct grammar. So that most of their paragraph only contained several or few errors in punctuation, spelling or grammar that did not interfere with meaning. In this section, the writer would show some respondents'



paragraph who got the high score that represent all samples in this research as follows:

- a. Respondent 19 who got the highest score in post-test

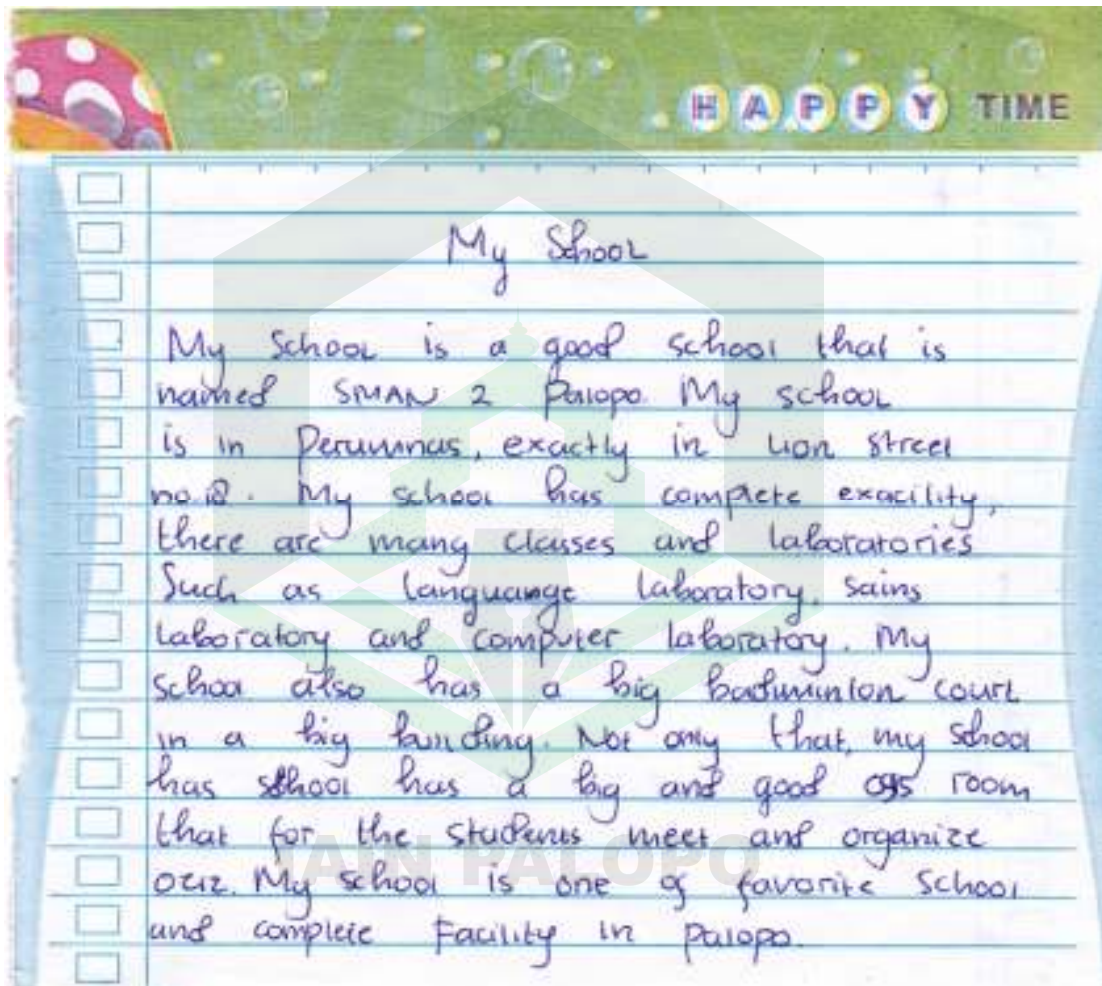


**Picture 4.6**

This respondent got the complete score in post-test. Her paragraph was comprehensible, because the content of each sentence related to the topic. Her ideas were clearly stated and it was organized well. It had more than two supporting details that related to main idea. Respondent 19's paragraph just contained an error in grammar; *I proud of my school* (I am proud of my school). There was no "auxiliary

verb” in that sentence. And her handwritten was easy to read with no distracting errors.

b. Respondent 4 who got higher score in post-test



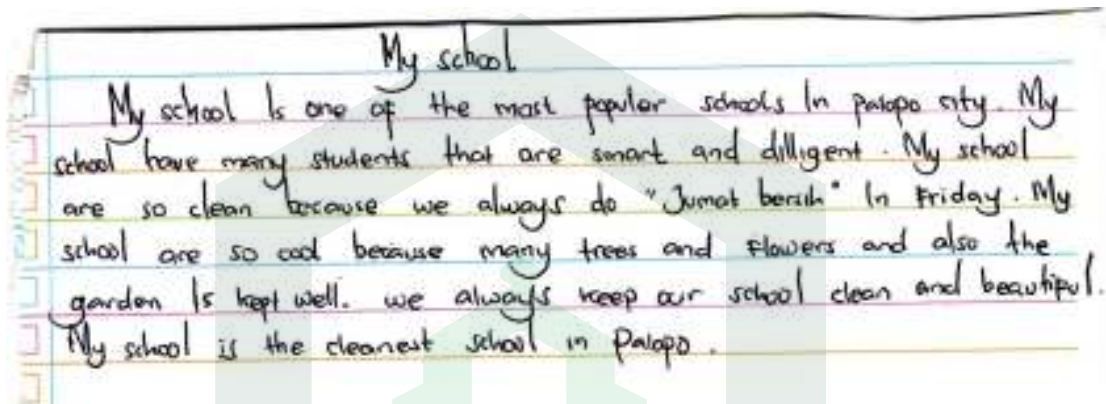
**Picture 4.7**

In respondent's paragraph above, the main idea was adequate main idea that was restated in the closing sentence. Respondent's paragraph was supported by some



ideas that support the topic. But it contained one error in spelling; *exacility* (facility) and the other errors in grammar. Respondent's paragraph had a legibly handwritten and easy for the reader to read it.

c. Respondent 2 who got the higher score in post-test



Picture 4.8

The main idea/topic sentence in the respondent's paragraph above was strong and clear that was restated in the closing sentence. Respondent's paragraph also had more than two supporting sentences that supported and related to main idea so it gave much information about the respondent's school. But the basic writing conventions of the respondent's paragraph still contained several errors in grammar, for example; *my school have many students* (my school has many students), *my school are so clean* (my school is so clean), and the other errors. And the respondent's handwritten was clear and easy to be read with no distracting errors.

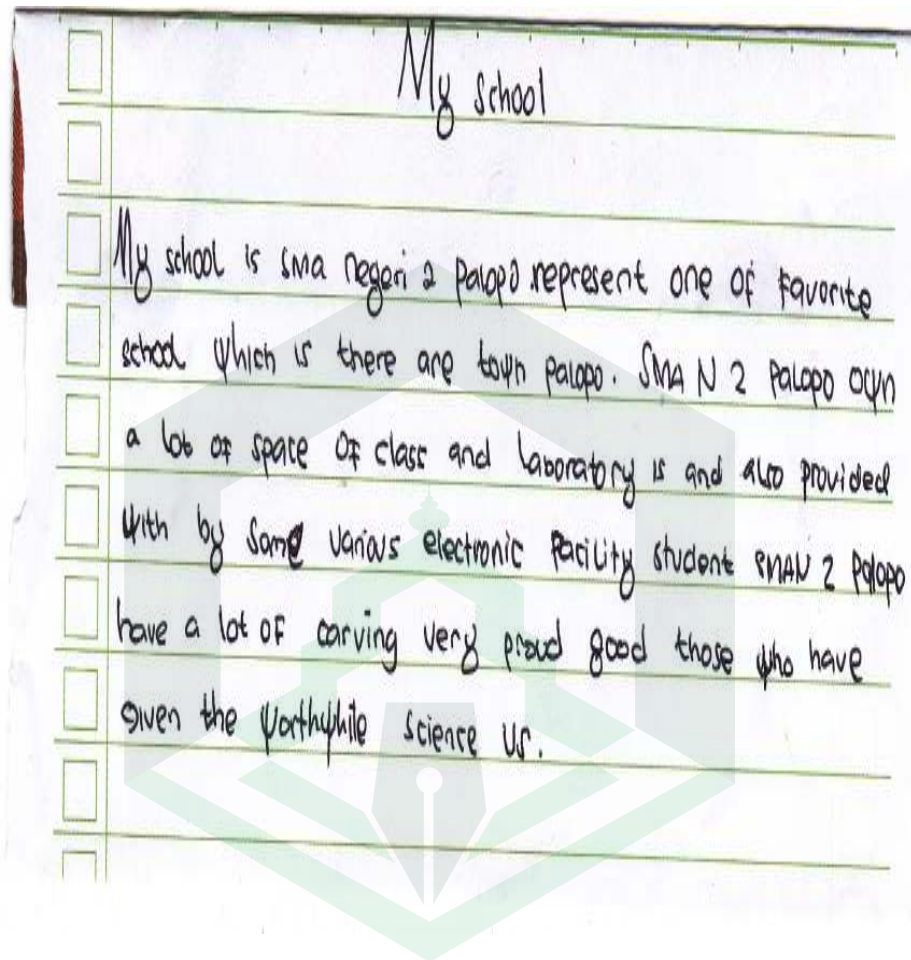
d. Respondent 10 who got the higher score in post-test

<input type="checkbox"/>	Respondent 10
<input type="checkbox"/>	
<input type="checkbox"/>	My School
<input type="checkbox"/>	
<input type="checkbox"/>	My School is SMA Negeri 2 Palopo. My school is
<input type="checkbox"/>	a beautiful school because it has fresh atmos-
<input type="checkbox"/>	phere, many trees and flowers. The teachers
<input type="checkbox"/>	also are very enjoyable in teaching and we can
<input type="checkbox"/>	understand the material that they teach. My
<input type="checkbox"/>	school is a big school that has 27 classes and
<input type="checkbox"/>	many other facilities, so that my school is
<input type="checkbox"/>	a favorite school in Palopo.
<input type="checkbox"/>	

Picture 4.9

Based on the respondent's paragraph above, it showed that the respondent's main idea was adequate main idea and it was not clear to tell the reader what the paragraph is going about. But the supporting sentences were so coherent and clear stated and it related to the topic. The respondent's handwritten also was legibly handwritten and made the reader easy to read it.

e. Respondent 23 who got the average score in post-test



**Picture 4.10**

The respondent's paragraph above was adequate coherent and rather comprehensible. Each sentence almost related to the main idea. And also the respondent's paragraph still contained several errors in grammar and punctuation. There was no concluding sentence and the supporting sentence was adequate to support the topic. But it showed that the respondent's mean to try to give some

information about the respondent's school as can be seen as the respondent expressed in respondent's paragraph. In this case, the respondent had a good spirit in constructing respondent's paragraph.

Based on some respondents' paragraph as examples that represent all respondents in this research, it can be concluded that there was an improvement in competency in constructing paragraph after giving treatment. Although most of the respondents had a good paragraph after giving treatment but there were a few of them that still have to try more to construct paragraph well by using this method.

Finally, in comparing the result of  $t_{count}$  and  $t_{table}$ , the researcher found that the value of  $t_{count}$  was higher than  $t_{table}$ ,  $t_0 > t_t$  ( $19.247 > 2.052$ ). It means that there was a significant difference between the result of pre-test and the result of post-test.

It indicates that chain writing activity gave a positive contribution to English teachers in developing students' writing competency in constructing paragraph. In pre-test students' paragraph scores were still low, but the students' paragraph scores increased in post-test after applying chain writing activity in the learning process. Applying chain writing activity in constructing paragraph as a method in learning can make students easier to write and express many ideas with interesting topics.

In constructing paragraph through chain writing activity is one of effective and interesting ways that can be applied in the classroom because chain writing activity is more made the students confident and easier to express their ideas in

writing paragraph. In addition, chain writing gives new solution in developing students' competency in constructing paragraph. In this method, the students are expected to contribute their ideas through paragraph.

The students can freely express and share their ideas through writing paragraph. Beside that they can work together (collaborative writing) with their friends to make a good paragraph. According to Storch's research in Rachel's blog found that "Collaborative writing activity, texts produced by pairs were shorter than those produced individually, but that they were better 'in terms of task fulfilment, grammatical accuracy and complexity'".<sup>32</sup> It appears that the process of working together mean that learners are giving each other useful feedback as they went along and there by producing more accurate and complex texts. The teacher serves only as the motivator and facilitator and also in doing chain writing activity.

Based on the result above, it is concluded that chain writing activity works well in constructing paragraph at the eleventh grade of SMA Negeri2 Palopo. Chain writing activity can develop students' effectiveness, motivation, writing skill, give new solution to increase writing competency in constructing paragraph, creativity and enjoying in learning English.

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<sup>32</sup>Rachel Robert, [http://Collaborative writing activities.elt-resourceful.htm](http://Collaborative%20writing%20activities.elt-resourceful.htm), accessed on 10<sup>th</sup> September 2013)

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The discussion of this chapter indicates conclusions and some suggestions related to the finding and the application of this research.

#### *A. Conclusions*

Based on the findings, data analysis, and discussion in the previous chapter, the researcher presents conclusions as follow:

1. The mean score of the eleventh grade students of SMA 2 Palopo in pre-test was still low, therefore after giving treatments, the students' competency by using chain writing activity greatly increase.
2. The writer concludes that chain writing activity is effective in developing students' competency in constructing paragraph at the eleventh year of SMA 2 Palopo.
3. Having implemented the treatments by using chain writing activity, it was found that the mean score of post-test (12.8) was higher than the mean score of pre-test (9.39). The data have been analyzed by using ( $t_t$ ) standard of significant 5% with degree of freedom ( $df$ ) = 28, got  $t_t = 2.052$  and standard of signification 0.05, the result of  $t_0$  ( $t_{count}$ ) is higher than  $t_t$  ( $t_{table}$ ),  $19.247 > 2.052$ . It means that there was a

significant difference between students' competency before and after giving treatment by using chain writing activity.

### ***B. Suggestions***

The success in learning English does not depend on the lesson program only, but more important is how the teachers present the lesson and use various methods to manage the class more lively and enjoyable. This chain writing activity also helps the teachers to manage the class well and gives much opportunity for the students to be active in learning process. Regarding to learning or teaching writing by using chain writing activity, the writer gives some suggestions as follow:

1. English teachers can apply this chain writing activity in teaching descriptive paragraph. But before applying this method, the teachers have to prepare the topic first and make the brainstorm that support the topic. The teachers can give some interesting topics to the students that can make them more spirit to write paragraph cooperatively. And also, when applying this method the researcher can give limited time to the students. It can make them compete to become the fastest group.

2. For all students, this chain writing activity can be applied well if the students can work together well among the other students in each group, because this method is cooperative. The students can give motivation and supporting each other. And also this chain writing activity can be applied well if the students have many vocabularies that can make them express easier their ideas that are comprehensible.

And the students who will apply this method have to know much about the topic so they can give much information about the topic.

3. For the next researcher who wants to develop this research in the future by using this chain writing activity, this method can be applied not only in descriptive paragraph, but maybe it can be used in constructing narrative paragraph, recount, and the other kinds of paragraph. Not only writing a paragraph, but also this chain writing may help the students in writing an essay.

Finally, the writer realizes that this thesis is still far from being perfect and because of that; constructive critics and advice are really expected for the perfection of this thesis. The writer hopes that the results of this research can be useful for the readers. It is expected to the readers will have more information about interactive activities technique.



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002rwg, <http://002rwwikispaces.com>, Accessed on 10<sup>th</sup> September 2013.



**IAIN PALOPO**

APPENDIXES I



PO

## APPENDIXE II

## LESSON PLAN

1. Subject : English
2. Time Allotment : 1 x 45
3. Class/Semester : XI IPA 3/ Two
4. School : SMA Negeri 2 Palopo
5. Treatment : 1<sup>st</sup>
6. Language focus : Writing skill
7. Standard of Competency :
  - To understand meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge.
  - To express meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge
8. Basic Competency :
  - To understand the main parts of paragraph and construct descriptive paragraph through chain writing activity.
9. Indicators :
  - To write a paragraph: *descriptive*
  - To construct descriptive paragraph that consists of topic sentence, supporting sentence and concluding sentence
10. Characters to be achieved by students:
  - Friendly/communicative
  - Likes to write descriptive paragraph
  - Creative
11. Purposes of the study
  - Students can write a paragraph: *descriptive*
  - Students can construct descriptive paragraph through chain writing activity
12. Objectives :
  - Constructing descriptive paragraph through chain writing activity

13. Learning materials : The topic is **Candi Borobudur**

14. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> <li>➤ Greeting and praying</li> <li>➤ Asking the students' condition</li> <li>➤ Giving motivation to the students before giving the material</li> </ul>	±5 min
	Lead in	<ul style="list-style-type: none"> <li>➤ Explain about Descriptive paragraph and the main parts of paragraph to the students</li> <li>➤ Telling the rules of chain writing activity to the students</li> </ul>	±10min
Presentation	Language/Skill 1	<ul style="list-style-type: none"> <li>➤ Dividing the students into some groups. One group consists of four students.</li> <li>➤ Giving the topic to the students.</li> <li>➤ Making brainstorming based on the topic.               <ol style="list-style-type: none"> <li>a. The biggest temple of Indonesia</li> <li>b. One of the miracle in the world</li> <li>c. There are many historic events that happened in Candi Borobudur</li> </ol> </li> <li>➤ Putting the ideas into a graphic organizer.</li> <li>➤ Asking the students in a group to discuss on the job of each student in group before starting to construct paragraph.</li> <li>➤ Asking one of students who is assigned to write the topic sentence in each group to write a topic sentence on the paper.</li> <li>➤ Then passing the paper to the other</li> </ul>	±25 min

		<p>students who are assigned to write supporting sentence up to the last member of each group to write concluding sentence.</p> <p>➤ At the end, revising and correcting the students' paragraph.</p>	
Closing		<p>➤ The teacher asks the students' problem during the process of learning</p> <p>➤ Closing the class and praying</p>	± 5 min

15. Sources/medium/tools:

- Seri Kuantum *Cara Baru Belajar Cerdas Bahasa Inggris untuk SMA*, Page 135



IAIN PALOPO

Palopo, 6<sup>th</sup> May 2014  
The Researcher

Nurhayati  
10.16.3.0085

## LESSON PLAN

1. Subject : English
2. Time Allotment : 1 x 45
3. Class/Semester : XI IPA 3/ Two
4. School : SMA Negeri 2 Palopo
5. Treatment : 2<sup>nd</sup>
6. Language focus : Writing skill
7. Standard of Competency :
  - To understand meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge.
  - To express meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge
8. Basic Competency :
  - To understand the main parts of paragraph and construct descriptive paragraph through chain writing activity.
9. Indicators :
  - To write a paragraph: *descriptive*
  - To construct descriptive paragraph that consists of topic sentence, supporting sentence and concluding sentence
10. Characters to be achieved by students:
  - Friendly/communicative
  - Likes to write descriptive paragraph
  - Creative
11. Purposes of the study
  - Students can write a paragraph: *descriptive*
  - Students can construct descriptive paragraph through chain writing activity
12. Objectives :
  - Constructing descriptive paragraph through chain writing activity



13. Learning materials : The topic is **Lake Toba**

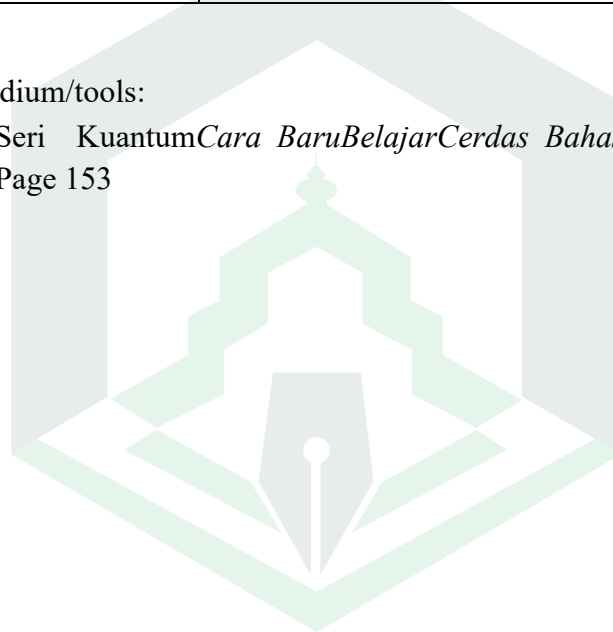
14. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> <li>➤ Greeting and praying</li> <li>➤ Asking the students' condition</li> <li>➤ Giving motivation to the students before giving the material</li> </ul>	±5 min
	Lead in	<ul style="list-style-type: none"> <li>➤ Explain about Descriptive paragraph and the main parts of paragraph to the students</li> <li>➤ Telling the rules of chain writing activity to the students</li> </ul>	±10 min
Presentation	Language/Skill 1	<ul style="list-style-type: none"> <li>➤ Dividing the students into some groups. One group consists of four students.</li> <li>➤ Giving the topic to the students.</li> <li>➤ Making brainstorming based on the topic.               <ol style="list-style-type: none"> <li>a. It is situated in the center of the Bukit Barisan mountain range</li> <li>b. It Boats many modern hotels and facilities for water sport.</li> <li>c. It is in west Sumatra.</li> </ol> </li> <li>➤ Putting the ideas into a graphic organizer.</li> <li>➤ Asking the students in a group to discuss on the job of each student in group before starting to construct paragraph.</li> <li>➤ Asking one of students who is assigned to write the topic sentence in each group to write a topic sentence on the paper.</li> <li>➤ Then passing the paper to the other</li> </ul>	±25 min

		<p>students who are assigned to write supporting sentence up to the last member of each group to write concluding sentence.</p> <p>➤ At the end, revising and correcting the students' paragraph.</p>	
Closing		<p>➤ The teacher asks the students' problem during the process of learning</p> <p>➤ Closing the class and praying</p>	± 5 min

15. Sources/medium/tools:

- Seri Kuantum *Cara Baru Belajar Cerdas Bahasa Inggris untuk SMA*, Page 153



IAIN PALOPO

Palopo, 7<sup>th</sup> May 2014  
The Researcher

Nurhayati  
10.16.3.0085

## LESSON PLAN

1. Subject : English
2. Time Allotment : 1 x 45
3. Class/Semester : XI IPA 3/ Two
4. School : SMA Negeri 2 Palopo
5. Treatment : 3<sup>rd</sup>
6. Language focus : Writing skill
7. Standard of Competency :
  - To understand meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge.
  - To express meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge
8. Basic Competency :
  - To understand the main parts of paragraph and construct descriptive paragraph through chain writing activity.
9. Indicators :
  - To write a paragraph: *descriptive*
  - To construct descriptive paragraph that consists of topic sentence, supporting sentence and concluding sentence
10. Characters to be achieved by students:
  - Friendly/communicative
  - Likes to write descriptive paragraph
  - Creative
11. Purposes of the study
  - Students can write a paragraph: *descriptive*
  - Students can construct descriptive paragraph through chain writing activity
12. Objectives :
  - Constructing descriptive paragraph through chain writing activity
13. Learning materials :
  - The topic is **Brownies** (Indonesian romantic drama)

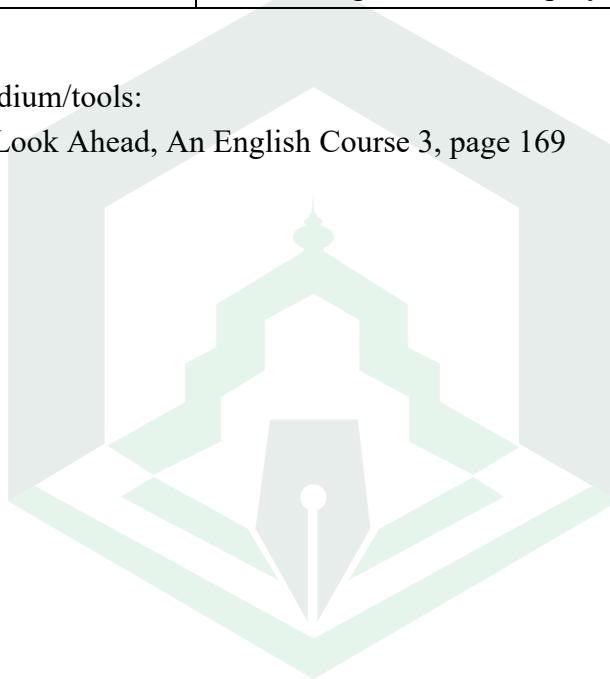
## 14. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> <li>➤ Greeting and praying</li> <li>➤ Asking the students' condition</li> <li>➤ Giving motivation to the students before giving the material</li> </ul>	±5 min
	Lead in	<ul style="list-style-type: none"> <li>➤ Explain about Descriptive paragraph and the main parts of paragraph to the students</li> <li>➤ Telling the rules of chain writing activity to the students</li> </ul>	±10 min
Presentation	Language/Skill 1	<ul style="list-style-type: none"> <li>➤ Dividing the students into some groups. One group consists of four students.</li> <li>➤ Giving the topic to the students.</li> <li>➤ Making brainstorming based on the topic.               <ol style="list-style-type: none"> <li>a. This film is about love, with its bittersweet story.</li> <li>b. In the story, Mel is disappointed with Joe, as her boyfriend.</li> <li>c. Mel meets Are, a young artist who writes, owns a bookstore and makes brownies.</li> </ol> </li> <li>➤ Putting the ideas into a graphic organizer.</li> <li>➤ Asking the students in a group to discuss on the job of each student in group before starting to construct paragraph.</li> <li>➤ Asking one of students who is assigned to write the topic sentence in each group to write a topic sentence on the paper.</li> <li>➤ Then passing the paper to the other students who are assigned to write</li> </ul>	±25 min

		<p>supporting sentence up to the last member of each group to write concluding sentence.</p> <ul style="list-style-type: none"> <li>➤ At the end, revising and correcting the students' paragraph.</li> </ul>	
Closing		<ul style="list-style-type: none"> <li>➤ The teacher asks the students' problem during the process of learning</li> <li>➤ Closing the class and praying</li> </ul>	± 5 min

15. Sources/medium/tools:

- Look Ahead, An English Course 3, page 169



Palopo, 7<sup>th</sup> May 2014  
The Researcher

**IAIN PALOPO**

Nurhayati  
10.16.3.0085

## LESSON PLAN

1. Subject : English
2. Time Allotment : 1 x 45
3. Class/Semester : XI IPA 3/ Two
4. School : SMA Negeri 2 Palopo
5. Treatment : 4<sup>th</sup>
6. Language focus : Writing skill
7. Standard of Competency :
  - To understand meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge.
  - To express meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge
8. Basic Competency :
  - To understand the main parts of paragraph and construct descriptive paragraph through chain writing activity.
9. Indicators :
  - To write a paragraph: *descriptive*
  - To construct descriptive paragraph that consists of topic sentence, supporting sentence and concluding sentence
10. Characters to be achieved by students:
  - Friendly/communicative
  - Likes to write descriptive paragraph
  - Creative
11. Purposes of the study
  - Students can write a paragraph: *descriptive*
  - Students can construct descriptive paragraph through chain writing activity
12. Objectives :
  - Constructing descriptive paragraph through chain writing activity
13. Learning materials :
  - The topic is **SpongeBob SquarePants**

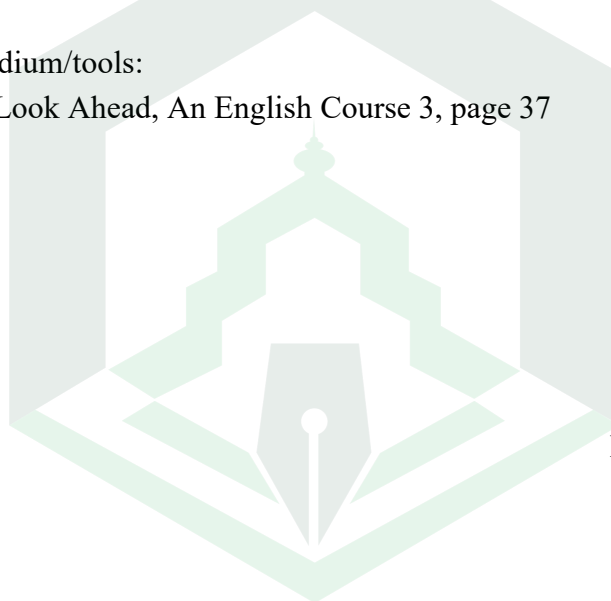
## 14. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> <li>➤ Greeting and praying</li> <li>➤ Asking the students' condition</li> <li>➤ Giving motivation to the students before giving the material</li> </ul>	±5 min
	Lead in	<ul style="list-style-type: none"> <li>➤ Explain about Descriptive paragraph and the main parts of paragraph to the students</li> <li>➤ Telling the rules of chain writing activity to the students</li> </ul>	±10 min
Presentation	Language/Skill 1	<ul style="list-style-type: none"> <li>➤ Dividing the students into some groups. One group consists of four students.</li> <li>➤ Giving the topic to the students.</li> <li>➤ Making brainstorming based on the topic.               <ol style="list-style-type: none"> <li>a. He works at the KrustyKrab restaurant.</li> <li>b. He is a chef that makes Krabby Patty.</li> <li>c. Spongebob enjoys jellyfishing at jellyfish fields</li> </ol> </li> <li>➤ Putting the ideas into a graphic organizer.</li> <li>➤ Asking the students in a group to discuss on the job of each student in group before starting to construct paragraph.</li> <li>➤ Asking one of students who is assigned to write the topic sentence in each group to write a topic sentence on the paper.</li> <li>➤ Then passing the paper to the other</li> </ul>	±25 min

		<p>students who are assigned to write supporting sentence up to the last member of each group to write concluding sentence.</p> <p>➤ At the end, revising and correcting the students' paragraph.</p>	
Closing		<p>➤ The teacher asks the students' problem during the process of learning</p> <p>➤ Closing the class and praying</p>	± 5 min

15. Sources/medium/tools:

- Look Ahead, An English Course 3, page 37



IAIN PALOPO

Palopo, 13<sup>rd</sup> May 2014  
The Researcher

Nurhayati  
10.16.3.0085



## LESSON PLAN

1. Subject : English
2. Time Allotment : 1 x 45
3. Class/Semester : XI IPA 3/ Two
4. School : SMA Negeri 2 Palopo
5. Treatment : 5<sup>th</sup>
6. Language focus : Writing skill
7. Standard of Competency :
  - To understand meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge.
  - To express meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge
8. Basic Competency :
  - To understand the main parts of paragraph and construct descriptive paragraph through chain writing activity.
9. Indicators :
  - To write a paragraph: *descriptive*
  - To construct descriptive paragraph that consists of topic sentence, supporting sentence and concluding sentence
10. Characters to be achieved by students:
  - Friendly/communicative
  - Likes to write descriptive paragraph
  - Creative
11. Purposes of the study
  - Students can write a paragraph: *descriptive*
  - Students can construct descriptive paragraph through chain writing activity
12. Objectives :
  - Constructing descriptive paragraph through chain writing activity
13. Learning materials :
  - The topic is **The Blue Whale**

## 14. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> <li>➤ Greeting and praying</li> <li>➤ Asking the students' condition</li> <li>➤ Giving motivation to the students before giving the material</li> </ul>	±5 min
	Lead in	<ul style="list-style-type: none"> <li>➤ Explain about Descriptive paragraph and the main parts of paragraph to the students</li> <li>➤ Telling the rules of chain writing activity to the students</li> </ul>	±10 min
Presentation	Language/Skill 1	<ul style="list-style-type: none"> <li>➤ Dividing the students into some groups. One group consists of four students.</li> <li>➤ Giving the topic to the students.</li> <li>➤ Making brainstorming based on the topic.               <ol style="list-style-type: none"> <li>a. The blue whale is the largest animal ever to life.</li> <li>b. It makes long migrations every year.</li> <li>c. It spends the summer feeding in Arctic.</li> </ol> </li> <li>➤ Put it into a graphic organizer.</li> <li>➤ Asking the students in a group to discuss on the job of each student in group before starting to construct paragraph.</li> <li>➤ Asking one of students who is assigned to write the topic sentence in each group to write a topic sentence on the paper.</li> <li>➤ Then passing the paper to the other students who are assigned to write</li> </ul>	±25 min

		<p>supporting sentence up to the last member of each group to write concluding sentence.</p> <p>➤ At the end, revising and correcting the students' paragraph.</p>	
Closing		<p>➤ The teacher asks the students' problem during the process of learning</p> <p>➤ Closing the class and praying</p>	± 5 min

15. Sources/medium/tools:

- Sabili Magazine, Edition 10 TH.XIII, page 16



Palopo, 13<sup>th</sup> May 2014  
The Researcher

**IAIN PALOPO**

Nurhayati  
10.16.3.0085

## LESSON PLAN

1. Subject : English
2. Time Allotment : 1 x 45
3. Class/Semester : XI IPA 3/ Two
4. School : SMA Negeri 2 Palopo
5. Treatment : 6<sup>th</sup>
6. Language focus : Writing skill
7. Standard of Competency :
  - To understand meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge.
  - To express meaning in simple functional text and monologue text or essay accurately, fluent and acceptable in form of *descriptive* in context of daily lives and access popular knowledge
8. Basic Competency :
  - To understand the main parts of paragraph and construct descriptive paragraph through chain writing activity.
9. Indicators :
  - To write a paragraph: *descriptive*
  - To construct descriptive paragraph that consists of topic sentence, supporting sentence and concluding sentence
10. Characters to be achieved by students:
  - Friendly/communicative
  - Likes to write descriptive paragraph
  - Creative
11. Purposes of the study
  - Students can write a paragraph: *descriptive*
  - Students can construct descriptive paragraph through chain writing activity
12. Objectives :
  - Constructing descriptive paragraph through chain writing activity
13. Learning materials :
  - The topic is **Kapurung**

## 14. Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> <li>➤ Greeting and praying</li> <li>➤ Asking the students' condition</li> <li>➤ Giving motivation to the students before giving the material</li> </ul>	±5 min
	Lead in	<ul style="list-style-type: none"> <li>➤ Explain about Descriptive paragraph and the main parts of paragraph to the students</li> <li>➤ Telling the rules of chain writing activity to the students</li> </ul>	±10 min
Presentation	Language/Skill 1	<ul style="list-style-type: none"> <li>➤ Dividing the students into some groups. One group consists of four students.</li> <li>➤ Giving the topic to the students.</li> <li>➤ Making brainstorming based on the topic. <ul style="list-style-type: none"> <li>a. Kapurung is a traditional food in Palopo.</li> <li>b. It is made from sago.</li> <li>c. Its taste is spicy and delicious.</li> </ul> </li> <li>➤ Put it into a graphic organizer.</li> <li>➤ Asking the students in a group to discuss on the job of each student in group before starting to construct paragraph.</li> <li>➤ Asking one of students who is assigned to write the topic sentence in each group to write a topic sentence on the paper.</li> <li>➤ Then passing the paper to the other students who are assigned to write supporting sentence up to the last member of each group to write</li> </ul>	±25 min

		concluding sentence. ➤ At the end, revising and correcting the students' paragraph.	
Closing		➤ The teacher asks the students' problem during the process of learning ➤ Closing the class and praying	± 5 min

15. Sources/medium/tools:

- The researcher's topic



Palopo, 14<sup>th</sup> May 2014  
The Researcher

Nurhayati  
10.16.3.0085

**IAIN PALOPO**

## CURRICULUM VITAE



Nurhayati, She was born on 14<sup>th</sup> May 1990 in Ujung Pandang, as the second child from the happy and simple family. Her father's name is Ambo tuwo and her mother's name is Rostina. She has one brother and three sisters . she has been married, her husband's name is Hidayat who always gives support to continue her studying.

She was starting her studying at the elementary school Borong Jambu II in 1997 and graduated 2003 and continued it in MTs Muallimin Muhammadiyah Makassar in 2003 up to 2005. In 2005 she continued her studying in MA Muallimin Muhammadiyah Makassar an graduated in 2008. After that, she continued her studying at the state college for Islamic studies (STAIN) Palopo and taking English Department and she finished her studying in STAIN Palopo in 2014.

During her studying in STAIN Palopo, she ever joined in some organization, namely: English Students Association (HMPS BIG) Palopo in 2012-2-13, Get U club (2013), and IMM STAIN Palopo.