

ICETAR
THE 1st INTERNATIONAL CONFERENCE ON EDUCATIONAL THEORIES,
PRACTICES AND RESEARCH
TARBIYAH AND TEACHER TRAINING FACULTY, STATE ISLAMIC
UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN ON 4TH - 5TH JULY, 2023
“Development of Post Pandemic Education to Face the Social Era 5.0”

Chain Writing Method on Students' Writing Recount Text Ability

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Abstract The objectives of the research are to find out : 1) The extent of chain writing method in teaching writing recount text ability in Institut Pendidikan Tapanuli Selatan. 2) The extent of students' ability in writing recount text before and after using chain writing method. 3) Whether there is any significant effect of using chain writing method on students' writing recount text ability in Institut Pendidikan Tapanuli Selatan. This research is conducted by using Pre Experimental Method which One- Group Pretest- Posttest Design. The Population of the research is all students of Institut Pendidikan Tapanuli Selatan in Fourth Semester. The research sample is 42 students who are taken by total sampling. The data collection technique uses observation sheet and test. The result of the research: 1) The application of chain writing method is 3.7, it is categorized very good criterion. 2) The mean score of the students' writing method is 53.2. It is categorized bad. Meanwhile, after using chain writing method is 73.4 It is categorized good 3) The results of data analysis showed that the test is 10.06 higher than table 2.06. So, the hypothesis is accepted. It means that there is a significant effect of chain writing method on students' writing recount text ability in Institut Pendidikan Tapanuli Selatan.

Keywords: *Chain Writing Method, Writing, Ability, Recount Text*

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INTRODUCTION

Writing is the tool to express what the researcher thinks about ideas, opinion and experience. Writing is the activity that has relationship to the other skill, that are speaking, reading and listening. Writing is important because of writing can persuade the other people to do something and stimulate the reader minded. Writing is important to research because nowadays many people are not interest to write. Meanwhile, in this era English is not foreign language we can see English words in everywhere.

In this research the researcher will be focus on writing recount text. Recount text is a text that telling the reader about one story, activity or action. The goal is to entertain or inform the reader. Writing a recount text is a captivating way to share personal experiences or retell past events in a clear and chronological manner. Whether you're describing a memorable trip, a significant achievement, or a unique incident, recount texts offer a platform to engage readers and transport them back to a specific moment in time. By employing vivid details, descriptive language, and a logical sequences of events, recount texts allow you to captivate your audience and provide them with a firsthand account of the experiences you wish to share. In this form of writing, the emphasis lies on presenting factual information while incorporating personal reflections and emotions.

In Institut Pendidikan Tapanuli Selatan Padangsidimpuan, there are many students have low ability in writing recount text. It can be seen based on the researcher's observation and pretest on February, 15th 2023 the researcher found the data of pretest from 42 students got the average score in writing recount text was 46.79. It is categorized bad. Meanwhile, they must master recount text as one of the text they learned. And pass the score 75.

There are many factors that make students of Institut Pendidikan Tapanuli Selatan Padangsidimpuan low ability in writing, namely: internal factors are: 1) less students' interest, 2) low students motivation, especially in learning to write recount text, 3) students still have difficulty in pouring their ideas into writing form, 4) lack of knowledge.

While, external factors are: 1) students' environment, 2) students' interest, 3) the learning circumstances to write recount texts becomes less enthusiastic. Many efforts have been done by the the lecturer to solve this problem such as asking students to study hard, applying varies method, giving assignments, and also giving motivation. Students' writing recount text ability is stii low. Further, if this problem is not solved, students will not be able to write recount text correctly. In other words, it will make them fail in writing and understanding recount texts.

Based on the result of the observation and pretest conducted by reseacher, the researcher found the problem is the students' ability in writing recount text. In this case, the researcher is interested in conducting research by using chain writing method in writing recount text. A chain writing method is a method used to assist students in compiling a paragraph based on the help of previuos sentences from friends. So, the researchers hopes by using the chain writing method can be effect the students ability to write recount text. Based on the explanation above, the researcher is interested in conducting a research entitled " The Effect of Chain Writing Method on Students' Writing Recount Text Ability in Institut Pendidikan Tapanuli Selatan Padangsidimpuan.

METHOD

The location of this research at Institut Pendidikan Tapanuli Selatan Padangsidimpuan. It is on Jl. Sutan Mohammad Arif Padangsidimpuan, Kel. Batang Ayumi Jae, Kecamatan Padangsidimpuan Utara Kota Padangsidimpuan. The rector of the campus is Drs. Moh. Nau Ritonga, M.M.

The researcher conduct the research here because the researcher found the problem here, when the researcher did teaching process at the fourth semester students. The process of the research is conducted for three months, Februari until April 2023.

This study applied the pre-experimental design by using one-group pre test and post test design. The researcher want to find out if there is a significant effect of chain writing model to writing recount text ability. One gruop pretest and posttest design is the design where pre-test is given before treatment. So, the result of the

treatment can be know more accurately because it can be compared with the situation before the treatment was given. It means that one group pretest and posttest design is the research design which only uses one group to manipulate the treatment. The group was given the pretest first to know their ability and the writer got the data. After that, the group was given the treatment to increase their ability. Then, the group was given the posttest after the treatment was given. Next, the pretest score and the posttest score that have been gotten was compared. This design can be described as below (Arikunto, 2010: 124):

Population in this research where all of the tenth TKJ students of SMK Swasta Teruna Padangsidempuan that consist of 1 class. The total of the population were 24 students. The researcher took saturated sampling (total sampling), that is saturated sampling (total sampling) as the sampling technique in this research. The researcher concludes that saturated sampling (total sampling) is suitable and easy to be used in taking sampling because total sampling use when the population is less than 100, the population in this research is 42 people.

RESULT AND DISCUSSION

A. Description of the Data

Having conducted the research and collected the data on both of variable, so the researcher is going to discuss the result of this research. The chain writing method as variable X and writing recount text as variable Y. The researcher collected data at the fourth semester students of Institut Pendidikan Tapanuli Selatan. In collecting the data, the researcher used observation sheet and writing composition test.

The researcher used observation to see how was the application of chain writing method in writing recount text. The writing composition test used to see how the students' ability in writing recount text before and after taught by using chain writing. The data were collected from 42 students through pre-test and post test. For more details description of data collected during the implementation of the research can be seen as follows:

1. Application of Chain Writing Method in Teaching Writing Recount Text

First, the researcher asked the definition of recount text. Explained the definition and the types of recount text, then the students enthusiastically listened and understood the explanation given, then the researcher gave a recount text, and explained all indicators in the recount text, including the organization, content, language use, vocabulary, mechanics. Before the researcher instructs the students to write the text, the researcher read the instruction it first, then the researcher choose the topics and write it correctly. In the second treatment, the researcher instructed the students to write the same recount text.

During the treatment, the researcher was accompanied by a partner that is English lecturer, from 11 aspects of observation sheet the researcher got mean score 3.7, it is categorized very good criterion. So it can be concluded that the chain writing method is appropriate to do to investigate the effect of chain writing method on students' writing recount text ability.

2. Students' Comprehension in Writing Recount Text Before and After Applying Chain Writing Method

a. Before

After got the data by given pretest which is formed writing composition test about recount text, it was found that the highest score was 59 and the lowest score was 36. From the whole data of pretest, the researcher found the mean score was 53.2, it is categorized bad. Median score was 53,5, and Mode was 57,9 it was categorized fail. The researchers shows the specification of the calculation in the table below:

Table 3
Students' Pretest Score of Mean, Median,
Mode in Writing Recount Text

No	Criteria	Score
1	Mean	53.2
2	Median	53,5
3	Mode	57,9

Furthermore, the frequency distribution of students' pretest results can be seen in the following table:

Table 4
Frequency Distribution of the Students' Pretest
In Writing Recount Text

No	Interval	Frequency	Percentage
1	36-39	4	9 %
2	40-43	14	35 %
3	44-47	6	15 %
4	48-51	6	15 %
5	52-55	8	17 %
6	56-59	4	9 %
Total		42	100%

Based on the frequency distribution above, the writer has found that the students who got the score 36-39 were 4 or 9%, the students who got the score 40-43 were 14 or 35 %, the score 44-47 were 6 or 15%, the score 48-51 were 6 or 15%, the score 52-55 were 8 or 17%, and the score 56-59 were 4 or 9 %. To complete the explanation of the data of pretest. The researcher shows the histogram as follows:

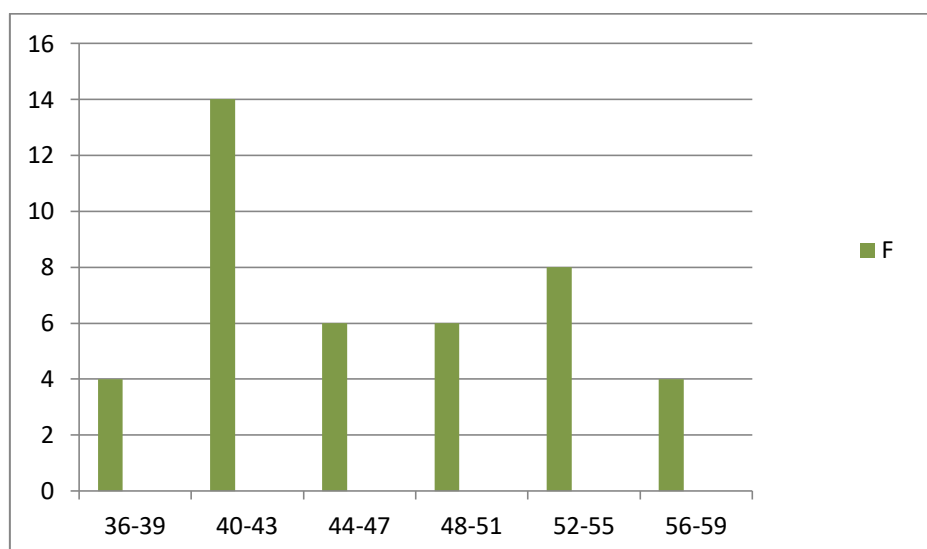


Figure 3: Pretest Students' Ability in Writing Recount Text

Based on the histogram above, it showed that the students' ability of the data pretest in writing recount text in the highest frequency consist of 14 students in interval 40-43, it can be categorized bad. It means that students' writing ability needed to apply a treatment namely; chain writing method.

b. After

After collecting the data by given posttest about the students' ability in writing recount text by applying chain writing method. The writer found that the highest score was 90 and the lowest score was 67. From the whole data of posttest, the writer found the mean score was 73.4 It is categorized good. Median score was 74 and Mode score was 72 it categorized enough. The writer shows the specification of calculation in the table below:

Table 5
Students' Posttest Score of Mean, Median, Mode
In Writing Recount Text

No	Criteria	Score
1	Mean	73.4
2	Median	74
3	Mode	72

Furthermore, the frequency distribution of students' posttest result can be seen in the following table:

Table 6
Frequency Distribution of the Students' Posttest in Reading Descriptive Text

No	Interval	Frequency	Percentage
1	67-70	4	9%
2	71-74	10	27%
3	75-78	6	15%
4	79-82	6	15%
5	83-86	8	17%
6	87-90	8	17%
Total		42	100%

From the frequency distribution above, the writer got 6 interval classes. First, interval from 67-70 has gotten by 4 students or 9%, second 71-74 has gotten by 10 students or 27%. Third, 75-78 has gotten by 6 students or 15%, fourth 79-82 has gotten by 6 student or 15%. Fifth, 83-86 has gotten by 8 students or 17%, and sixth 87-90 has gotten by 8 students or 17%. The description of the normality of students' posttest in writing recount text can be seen in the following histogram:

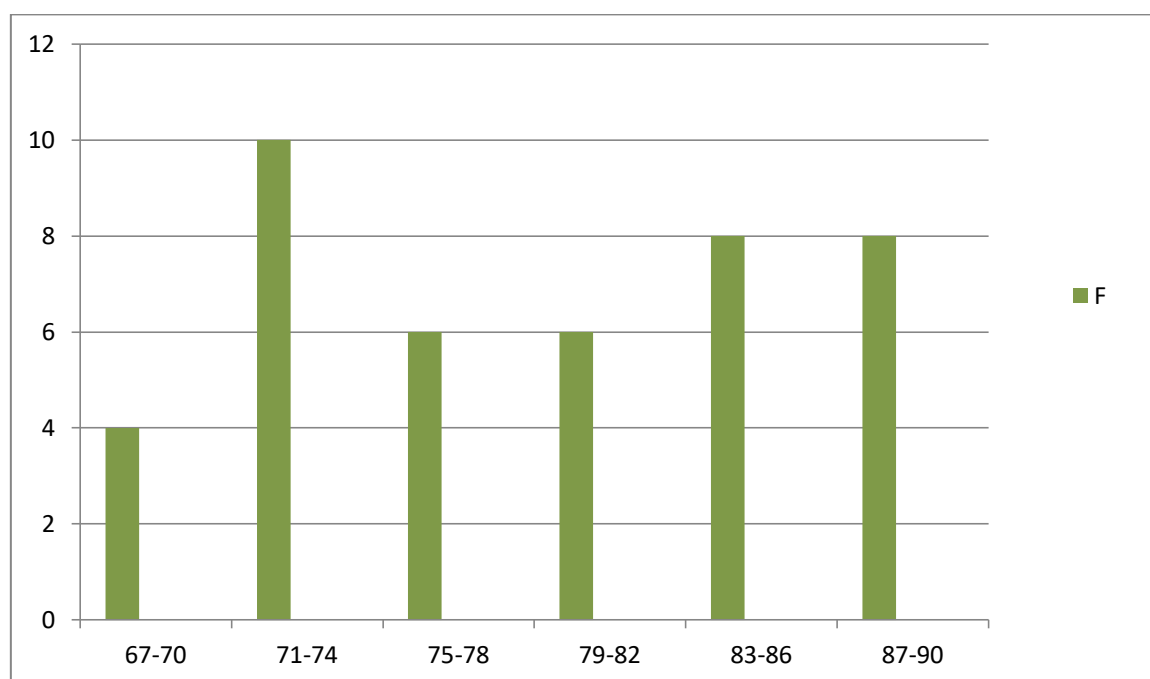


Figure 5: Histogram of Students' Posttest in Writing Recount Text

Based on the histogram above, it showed that the students' ability of the data posttest in writing recount text in the highest frequency consist of 10 students on interval 71-74, it can be categorized enough. It means that chain writing method can be affected to students' writing recount text.

CONCLUSION

Based on the research result in chapter IV, the researcher describes the conclusion as follows: The result of the application of using chain writing method in teaching writing recount text at the fourth semester students of Institut Pendidikan Tapanuli Selatan Padangsidempuan is 3.7 and it is

categorized “Very Good”. It means that the chain writing method in teaching writing recount is very good. The students’ writing recount text ability before taught by using chain writing method at the fourth semester students of Institut Pendidikan Tapanuli Selatan Padangsidempuan was 53.2 and it is included as “Bad” category. While, the students’ writing recount text ability after taught by using chain writing method at at the fourth semester students of Institut Pendidikan Tapanuli Selatan Padangsidempuan is 73.4 and it is included as “Good” category.

The testing that has been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 10.06 > t_{\text{table}} 2.06$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of using chain writing method on students’ writing recount text ability at the fourth semester students of Institut Pendidikan Tapanuli Selatan Padangsidempuan in 2022/2023 Academic Year.

Based on the conclusion above, the researcher gives some implications of the research which shows the using of chain writing method brought a good effect on students’ writing recount text ability at the fourth semester students of Institut Pendidikan Tapanuli Selatan Padangsidempuan in 2022/2023 Academic Year.

The application of chain writing method makes the students more active and interested in writing recount text. In applying this method, the researcher gives a topic for the students to write the text. Where the researcher will give WH question for the students to write one sentences related to the question given by researcher and continued by group friends in a chain to make sentences related to the previous sentence. This teaching method has an effect on students in writing recount text.

This will grow students' interest in the learning process and researcher can create different learning so that students can easily create sentences in writing recount texts. Besides, the researcher also must give the motivation to the students to increase their motivation in learning especially learn writing recount text.

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