



Implementing Chain Writing in Report Text

Dwi Cherlinda, Benni Satria, Muhammad Candra

English Language Education Study Program, Universitas Maritim Raja Ali Haji,
Tanjungpinang, Indonesia

English Language Education Study Program, Universitas Maritim Raja Ali Haji,
Tanjungpinang, Indonesia

English Language Education Study Program, Universitas Maritim Raja Ali Haji,
Tanjungpinang, Indonesia

Corresponding email: dwi276159@gmail.com

Received January 13, 2023; Revised March 5, 2024; Published April 30, 2024

<https://doi.org/10.31629/juliet.v5i1.5409>

Abstract

The purpose of this research was knowing the effect of using the chain writing method on students' writing achievement in writing report text at SMPN 1 Bintan. This research used quasi-experimental design. The population of this research was first semester 9th grade students at SMPN 1 Bintan with 30 students from two classes as a sample, 15 students in class 9.A as the experimental class using the chain writing method and 15 students in class 9.B as the control class. using the expository method. The treatment was conducted by researcher in November 2022. Then it can be concluded that students' writing achievement towards report text are not good enough. The results of data analysis, known that the chain writing method was no more effectively used in learning to write report text for 9th grade at SMPN 1 Bintan. From the results of the calculation of the independent T-test test one-tailed it was known that t_0 obtained was 0.13, while t_{table} value in the degree of significance of 0.05 one-tailed test was 1.70 ($df = 28$). Because $0,13 < 1,70$ the data from this research showed that there was a significant difference in the results of the posttest comparison of the two classes. This proved that the chain writing method was an ineffective method for learning report text for 9th grade students at SMPN 1 Bintan in the 2022/2023 academic year.

Keywords: Chain Writing Method, Writing Achievement, Report Text

This is an open access article under the terms of the [Creative Commons Attribution](https://creativecommons.org/licenses/by/4.0/) License, which permits use and distribution in any medium, provided the original work is properly cited.

© 2024 The Authors. *Juliet* published by Universitas Maritim Raja Ali Haji (UMRAH).

I INTRODUCTION

When learning a new language, each individual should satisfy four abilities that should be dominated. Language skills including speaking, listening, reading, and writing were composing that were language abilities intrinsic in each typical human (Nursisto, 2000). Because these four skills will make it easier for someone to master a language, especially English. That was why these four skills so important for language learner.

In language learning in the classroom, of course there was writing activities carried out. Writing was the act of expressing a language by letters, symbols, or words, with the main goal of exchanging information. Imagine, how someone creatively develops their mind with written language is writing (Harmer, 2004). A similar opinion by Dewi (2013) language expressions related to symbols, letters, words, phrase and a sentence are writing. So writing was an activity that interacts to communicate by exchanging information through language or writing, which can be read by readers.

In expressing ideas, thoughts, and emotions and realizing them in a meaningful text, writing itself must pay attention to many things, in order to produce good writing and deserve to be read. Among them are the possession of punctuation marks, the selection and spelling of vocabulary and a structured way of conveying ideas (Dirgayasa, 2014). It was clear, that writing was a language skill that was very difficult for students to master, especially for those who use English as their second language.

From on some of the explanations above, it is possible to say that writing was a translating process from spoken language into written language. Using written letters, symbols or with difficult words to convey messages as a way to communicate with each other. Writing has the main goal of communicating ideas, information and some of the processes needed in making written works.

Writing was one of the English skills that are supposed to master by students. Because, by writing students could explore their ideas, thoughts and thoughts through words that are realized in written language. This was in accordance with communication activities in the form of using written language as a tool or medium to convey messages (information) to other parties in the environment (Dalman, 2015). A similar opinion stated by Fitriyanti & Setyaningias (2017) writing was an activity to develop the mind based on the preparation of sentences or paragraphs that have a coherent meaning and could be understood by public and conveyed in writing. In addition, writing was one of the important things to have and must be trained on students. This was because writing will make students creative in communicating through words.

In training students' writing in the classroom, the teacher needed to pay attention to the method chosen. Because the learning method will greatly affect the process and learning outcomes of students in the classroom. One method that could be used for the purpose of training and helping students' writing achievement is the chain wiring method.

In theory, chain writing method would provide chances for students to actively write grouply (Nystrand, 1989). In practice, group members of students must work together to convey ideas in a text by applying the same topic and title. According to Mackenzie and Veresov (2013), chain writing method was a method that allows children to produce meaningful text. While according to Hargis (2014) the use of chain writing involves many students in the form of groups to write. He stated that the interaction between students in writing made the writing process more interesting.

In other words, chain writing method was a writing learning activity for students directed by the teacher to work together in groups in the classroom to complete a written work in a fun way. So that, their interest to learn writing will be high and students will not feel bored during the writing learning process. In addition, learning to write using the chain writing method requires cooperation and support among group members, so students were motivated to help each other when a group of friends were struggling to write (Candidates and Soesetyo, 2017).

Here was the learning steps of chain writing method in Mackenzie and Veresov (2013):

1) Provide flipchart paper, markers (markers), masking tape, and scissors; 2) Prepare a sample script/text containing the text to be assigned; 3) Listening/showing to students an example of a text; 4) Ask students to concentrate and pay attention to the purpose of writing the text, the rhetorical structure of the text elements in the chosen genre (remember that each genre has different text elements); 5) Observe and formulate together the writing of the text that has been determined; 6) Check the detail for appropriate text criteria. This means using the correct words, using of correct spelling, the relationship between the sentences before and after that must be connected, and the appropriate of a great closing sentences; 7) Divide the class into groups, (adjusting to the number of students in one class; 8) Sticking flipchart paper that begins with the writing of the opening phrase, (can also be written Title or theme of the essay that must be completed by students) on the wall; 9) Invite each group to take a distance of about 5 meters, by marching backward to each group that has been determined; 10) Start chain writing (writing one sentence in turn, each child gets one chance, can be adjusted by formulating agreed upon rules); 11) Discuss the results of the writings that have been made in groups (sentence arrangement, spelling and sentence relationship, etc; 12) Assessing together the results of writing texts; and 13) Hold reflections together.

Learning to write using the chain writing method will actively involve student group activities in the classroom, and this will train students to work together to complete their group writing. So that it will make the learning process of writing in the classroom feel fun and not make the students feel bored. This is in line with the statement of Hargis (2014) using chain writing involves many students in the form of groups to write. He stated that the interaction between students in writing made the writing process more interesting.

This was supported by the first research conducted by Setyaningrum (2015). The results of her research indicated that there were differences in ability of students who were taught using chain writing method and students who were taught not using chain writing method in writing short story of 10th grade students. Then the effectiveness of the use chain writing method was higher than learning that only used conventional writing method.

The second research was conducted by Fitriyanti & Setyaningtias (2017). Their research concluded that the use of the chain writing method had a significant positive effect on the writing skills of 3th grade students of SD Tumbuh 3 Jogjakarta. They had an interest in writing and become more creative, even for children with special needs.

The third research was carried out by Dwi Sari (2018). Her research concluded that by using the chain writing method, students' ability in writing narrative text of 8th grade students could be improved. The students' response to the teaching when they learned was very good. It was showed from the average pre-test is 60.16, the average post-test I is 72.96, and the average post-test II is 80.53.

The fourth research was conducted by Karto et al. (2019). They came to the conclusion that students' ability to create descriptive text using the chain writing method was superior to students' ability for creating descriptive text using the conventional method. Their research on 7th grade at SMP Negeri Mulyoharjo, Musi Rawas Regency showed that the average ability of students for creating descriptive text by using chain writing method was high more than the average ability of students for creating descriptive text by using conventional method.

The last research was conducted by Primasari et al. (2021). Their research found that chain writing method was more effective in teaching students of information technology faculty to create descriptive text. After used chain writing method for taught them making a descriptive text, even though it was a little, the results had increased.

There were many positive values from the research mentioned above. However, there was no research that applied chain writing method towards report text. Caused that, the researcher proposed chain writing method on writing learning of report text for this research. To see the effect of the use chain writing method on students' writing achievement towards report text.

An English text that describes, the shape, general characteristics of a living things and non-living things, or event was the definition of a report text. This was in accordance with what was stated by Gerot and Wignell (1994) and Dirgeyasa (2016) that the text that functions to describe everything, about nature, the environment's social and man-made phenomena was a report. So the report text's social function was illustrating how things are, with reference to a variety of natural, man-made, and social phenomena.

From Dirgeyasa (2016) here were generic structure in report text: a) Title: a title or topic that describes a subject to be discussed; b) General Statement or Classification: consists of statements about a subject that is discussed; c) Description: this section tells what the phenomenon discussion or it consists of information or elaboration about the topic or title. From Dirgeyasa (2016) here were language features in report text: a) Use technical language related to subject; b) Uses formal and impersonal language; c) Have many “being” and “having” verbs; d) Frequently employs declarative sentences (positive and negative); e) Uses present tense (Dominantly it is used in order to uncover the realities and/or general facts); f) Passive sentences are often used; g) Uses the verbs for describing and classifying (is, are, has, have, belongs to); h) Focuses on scientific or technical reports on classes of things.

II METHOD

The researcher used quantitative research method. The kind of quantitative research method was experimental research design. Which was in an experiment, the researcher put an idea to the test (or practice or procedure) for determining if it has an effect on a result or a dependent variable (Creswell, 2012). The experimental research for this research was quasi-experimental design. The researcher will use posttest-only design for this research.

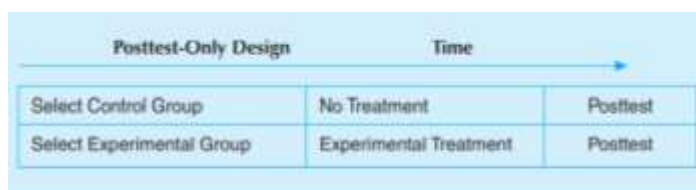


Figure 1. Quasi-Experimental Design (Posttest-Only Design)

This research was conducted at SMPN 1 Bintan in the first semester of 2022/2023 academic years, the time scheduled in October 2022. The population selected for this research are 9th grade students. The researcher selected 1 experimental and 1 control class available from 8 classes as sample. The researcher chose the cluster sampling technique for this research as sampling technique. Test was used for collecting data for this research. The posttest was given after the treatment. The instrument applied by the researcher for this research was a writing test. The researcher used SPSS Statistics 20 and Microsoft Excel 2021 for analyzing data. When analyzed data, the researcher compared their posttest' result. To find the significant effect between experimental class and control class.

III RESULT

3.1 Normality Test

The researcher used Kolmogorov Smirnov in SPSS Statistics 20 to test the normality of the data. The decision making if Sig. (p) > 0.05 then Ho is accepted and if Sig. (p) < 0.05 then Ho is rejected

Table 3.1 Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Achievement	Experimental Class	.191	15	.148	.884	15	.055
	Control Class	.123	15	.200*	.941	15	.390

Here were the result of the normality test of students' writing achievement by using SPSS Statistics 20. The normality test was done by researcher before giving treatment. The significant value of both of the classes can be seen on Sig. in column Kolmogorov-Smirnov. Which showed 0.148 for the experimental class and 0.200 for the control class. In other words, the data from the experimental class and control class came normal distribution

3.2 Homogeneity Test

For test the homogeneity, the Levene Test was used. The decision making if Sig. (p) < 0.05 then Ho is accepted and if Sig. (p) > 0.05 then Ho is rejected

Table 3.2 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Writing Achievement	Based on Mean	4.013	1	28	.055
	Based on Median	3.171	1	28	.086
	Based on Median and with adjusted df	3.171	1	24.464	.087
	Based on trimmed mean	3.976	1	28	.056

Based on the table from SPSS Statistics 20 above, the significant value for both classes was confirmed in column Sig. line Based on Mean. Which showed 0.055 for the experimental class and the control class. The sig. value was more than > 0.05. In other words, that result of students' writing achievement in both of the class was homogeneous data.

3.3 Independent T-Test

On Microsoft Excel 2021 an independent t-test was tested as the hypothetical test, to know there was a mean difference between the two independent groups or the two unpaired groups with the intention that the two groups of data come from different subjects. In this research, the two independent groups were 9.A as experimental class and 9.B as control class. Which were, the experimental class who learned using chain writing method and the control class who learned using conventional method. After giving treatment to both of the classes the test was given by researcher.

Table 3.3 t-Test: Two-Sample Assuming Equal Variances

	9.A (Experimental Class)	9.B (Control Class)
Mean	79,5	80
Variance	152,84	100,57
Observations	15	15
Pooled Variance	126,70	
Hypothesized Mean Difference	0	
Df	28	
t Stat	0,13	
P(T<=t) one-tail	0,45	
t Critical one-tail	1,70	
P(T<=t) two-tail	0,90	
t Critical two-tail	2,05	

Based on the table from Microsoft Excel 2021 above, the t_0 of both of the class can be seen on t Stat and the t_{table} can be seen on t Critical one-tail. Which were, $t_0 = 0,13$ and $t_{table} = 1,70$. Because $0,13 < 1,70$ then H_0 was accepted. It can be concluded that the students taught using chain writing method do not achieve better than students taught using conventional method for writing report text of 9th grade at SMPN 1 Bintan.

IV DISCUSSION

The researcher tried for finding the effect of using the chain writing method on students' writing achievement for writing report text. There were two classes, namely the experimental class and the control class which received the same report text learning material. However, it was different in the teaching process or treatment between the two class. On the experimental class, the researcher applied the chain writing method, while on the control class the researcher applied the conventional method.

Data analysis was carried out to find there was effect or not of using the chain writing method on students' writing achievement in learning to write report text. Data testing was carried out by comparing the posttest values between the two classes with an independent t-test. Then in the independent t-test, it is known that $t_0 = 0.13 < t_{table} = 1.70$ (table 3.3) H_0 is accepted and H_a is rejected.

This showed that students were taught by using chain writing method in experimental class did not achieve better results in learning to write report text than students were taught by using conventional method on control class. Where this also answered the question in this research. Especially, do the students were taught using chain writing method achieve better than students were taught using conventional method for writing report text of 9th grade at SMPN 1 Bintan.

Based on what is in this research results, it was different from relevant researchers. The first research from Setyaningrum, (2015). Her research concluded that using chain writing method in writing short story of 10th grade students was effective. The similarities between her research and this research were using quasi-experimental research design and using chain writing method in learning to write a text. Meanwhile the results of this research concluded that the using of using the chain writing method in writing report text of 9th grade students was ineffective. The difference between her research and this research was the type of text chosen for learning in the

classroom, in her research she used short story text for 10th grade students, while in this research the researcher used report text for 9th grade students.

The second research was conducted from Fitriyanti & Setyaningtias (2017). Their research concluded that using chain writing method in writing a sentence into a paragraph through observing an image of 3th grade students had a significant positive effect. The similarity between their research and this research was using chain writing method in learning for creating a text. Meanwhile the results of this research concluded that using chain writing method in writing report text of 9th grade students was had not significant effect. The differences between their research and this research those were, they used pre-experimental research design in their research, meanwhile by researcher this research used quasi-experimental research design. Then in implementation chain writing method, their research used a paragraph was made by observing an image for 3th grade students, while in this research the researcher used report text for 9th grade students.

The third research was conducted from Dwi Sari (2018). Her research concluded that using chain writing method for increasing ability of 8th grade students in writing narrative text was very good, based on results of comparing between cycle I and cycle II. The similarity between her research and this research was, using chain writing method in learning for creating a text. Meanwhile this research concluded that using the chain writing method in writing report text of 9th grade students was less good in writing report text, based on results of comparing students' posttest result between experimental class and control class. The differences between her research and this research were the type of research design and the text chosen for learning in the classroom. In her research she used CAR (Class Action Research) design as the research design, meanwhile for this research quasi-experimental was used by researcher as research design. Then the kind of text that had used in her research was narrative text for 8th grade students, while report text was used by the researcher for 9th grade students for this research.

The fourth research was conducted from Karto et al. (2019). Their research concluded that the average ability of students for creating descriptive text by using chain writing method was high more than the average ability of students for creating descriptive text by using conventional method of 7th grade students. The similarity between their research and this research was using chain writing method in learning how writing a text. Meanwhile the results of this research concluded that students were taught in chain writing method scored lower on average for their writing performance in writing report text than those taught in the conventional method. The differences between their research and this research were the type of research design and the text chosen for learning in the classroom. In their research they used true-experimental research design, meanwhile for this research quasi-experimental was research design that the researcher used. Then the kind of text that had used in their research was descriptive text for 7th grade students, while for this research report text was used for 9th grade students by the researcher.

The last research was conducted from Primasari et al. (2021). Their research confirmed average score before and after by using chain writing method had increased in writing descriptive text for students of information technology faculty students. They stated in their research that the use of chain writing method was effective and useful. The similarities between their research and this research were, using the quasi-experimental research design and using chain writing method in learning how writing a text. Meanwhile the results of this research concluded that after treatment, the average score of writing report text had no increased in experimental class by using chain writing method. Then, in this research the use of chain writing method was ineffective and not useful. The difference between their research and this research was the type of text chosen for learning in the classroom, in their research they used descriptive text for students of students of information technology faculty students, while for this research the researcher used report text for 9th grade students.

V CONCLUSION

Based on the results, the researcher concluded that students were taught using chain writing method did not achieve better than students were taught using conventional method in learning to write report text. The writing achievement in the experimental class were lower than the results of learning to write in the control class. It means that, the chain writing method did not have a clear positive effect on students' writing achievement for writing report text. This had proved by the scores of students' posttest in control class which were higher than those in experimental class.

REFERENCES

- Calon, D. R. & Soesetyo, B. H. (2017). Hasil Menulis Karangan Sederhana Peserta Didik Kelas X IPA 2 SMAN 1 Driyorejo dengan Metode Chain Writing. *Laterne*, 6 (2), 2-4.
- Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.).
- Dalman. (2015). *PENULISAN POPULER*. PT RajaGrafindo Persada.
- Dewi, U. (2013). How to write. <http://repository.uinsu.ac.id/8566/>
- Dirgayasa, Wayan. 2014. *Writing a Genre based Perspective*. Medan: Unimed Press.
- Dirgeyasa, I. W. (2016). *COLLEGE ACADEMIC WRITING: A GENRE-BASED PERSPECTIVE* (I. Hartoyo, Ed.). Kencana.
- Dwi Sari, T. (2018). *THE IMPLEMENTATION OF CHAIN WRITING METHOD TO INCREASE STUDENTS ABILITY WRITING NARRATIVE TEXT AT MTs. AL-MUTTAQIN PADANG TUALANG LANGKAT A THESIS*.
- Fitriyanti, R., & Setyaningtias, E. W. (2017). *PENGARUH METODE CHAIN WRITING TERHADAP HASIL BELAJAR MENULIS SISWA KELAS 3 SEKOLAH DASAR THE EFFECT OF CHAIN WRITING METHOD ON WRITING FOR GRADE 3 STUDENTS*.
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Gerd Stabler.
- Hargis, S. (2014). *An Idea to Create a Story Multiple Students (Chain Writing)*.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Harlow: Pearson Education Ltd.
- Karto, Suhartono, Susetyo, Noermanzah, & Maisarah, I. (2019). The Differences Ability In Writing Descriptive Texts By Using Chain Writing And Conventional Methods. *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, 8(10). www.ijstr.org
- Mackenzie, N., & Veresov, N. (2013). How drawing can support writing acquisition: Text construction in early writing from a Vygotskian perspective. *Australasian Journal of Early Childhood*. https://www.academia.edu/7977281/Mackenzie_N._Veresov_N._2013._How_drawing_c_an_support_writing_acquisition_text_construction_in_early_writing_from_a_Vygotskian_perspective._Australasian_Journal_of_Early_Childhood_38_4_pp._22-29
- Nursisto. 2000. *Penuntun Mengarang*. Jakarta: Mitra Gama Widya.
- Nystrand, M. (1989). *A Social-Interactive Model of Writing*. Sage Publications, Inc., 6.
- Primasari, Y., Sari, H. P., & Sutanti, N. (2021). THE CHAIN WRITING METHOD IN LEARNING WRITING FOR INFORMATION TECHNOLOGY FACULTY STUDENTS: The Effectiveness. *JARES (Journal of Academic Research and Sciences)*, 6(2), 49–58. <https://ejournal.unisbablitar.ac.id/index.php/jares>
- Setyaningrum, E. I. (2015). *KEEFEKTIFAN METODE MENULIS BERANTAI DALAM KEMAMPUAN MENULIS CERITA PENDEK SISWA KELAS X SMA NEGERI 1 GALUR, KULON PROGO, YOGYAKARTA*.