

THE CHAIN WRITING METHOD IN LEARNING WRITING FOR INFORMATION TECHNOLOGY FACULTY STUDENTS: The Effectiveness

Yusniarsi Primasari¹ Hesty Puspita Sari²; Nita Sutanti³

¹⁻³Balitar Islamic University, Blitar City, Indonesia

E-mail: hestypuspita1403@gmail.com

ABSTRACT

This study purposes in determining the effectiveness of students writing ability on descriptive text being taught using the Chain Writing Method for the B class of Informatics Engineering Study Program Balitar Islamic University 2020/2021 academic year. This research is an experimental research, which uses the chain writing method to find out its effectiveness from student learning outcomes. The population of this study were first semester students of Informatics Engineering Study program which consisted of 21 students as a sample. The researchers applied one group pretest posttest. The sampling technique is random sampling. The method used is a quasi-experimental design. The pretest result done by Informatics Engineering students shown the average was 44.19%. The pre-test was conducted by researcher in March 2020. Then it can be concluded that their Writing Descriptive text ability are not good enough. The results of data analysis, known that the chain writing method is more effectively used in learning to write descriptive text for B class of Informatics Engineering students. It has significance difference in mean of determining by précising statistics of dependent T-test. From the calculating result of the t-test found that the t-value obtained was 5,959, while the required critical t-value at $p > .05$, the level of significance of the two tailed test is 2.086 ($df = 20$), $p > .01$ the two tailed significant level of test was 2.845 ($df = 20$). The data results of this research indicates that there is a significance difference in pretest and posttest score result. This proves that the chain writing method is effective method in learning the descriptive texts for the informatics engineering class in the 2020/2021 academic year.

Keywords: Chain Writing, Descriptive Text, Experimental Study.

1. INTRODUCTION

Many students have problems in writing texts. Most students don't know what and how to start writing. Moreover, it is difficult for them to write down their ideas into sentences. They also admitted that during the writing test, they had problems with grammar. The results of the pre-test average score was 44.19.

This shows that most students had problems in terms of organization, grammar and mechanics compared to the other two aspects, content and vocabulary. In terms of organization, many students do not know how to write descriptive text using appropriate generic structures. They write their compositions based on what comes to their mind. In terms

of grammar, most students use the wrong tenses. The problem can be caused by several factors, such as; lack of vocabulary, difficulty in describing, defining, explaining, and paraphrasing ideas. They may also be caused by the use of ineffective writing strategies by students (Gebhard, 2006).

Dalman in Sari et al., (2018) states that, "Writing is an activity of pouring ideas or thoughts into creative written form that aims to inform, convincing and entertaining". This statement is almost in line with the opinion of (Suparno, 2008) states, "Writing is an activity to convey messages or activities written language communication which is done through the tool (the medium)". According to (Halliday & Martin, 2003) states, "Writing is a process, namely the process of writing and reasoning". Writing is to create a topic we have to think, relate some facts, and compare.

Based on the three theories put forward, a conclusion is drawn that writing is a process of reasoning and thinking in pouring or conveying activities ideas creatively through the media to convey certain goals. Writing means communicate or convey information, rigid in expressing ideas in writing then the process of communication or information conveyed allows someone to be wrong interpret the meaning and purpose of the text. According to (Dewi, 2013), writing is a form of language expression dealing with symbol, letters, words, phrase, even a sentence. The main objective of writing is written communication. People have been used many tools for writing from the traditional to modern one, including paints, pencils, pens, typewriters, and computers.

Writing is a psychological activity of language users to put information in written text (Purba, 2018). Some techniques used in writing activities likes proses witting, running dictation and chain writing. Chain Writing or Relay Writing is a learning method whose process is by doing (learning by doing) or active learning which aims to enable students to relate learning as a fun activity. Chain Writing is that students work in groups. Each member's thoughts are poured into groups and in one text with the same theme and title. ([Http://bagawanabiyasa.Wordpress.com](http://bagawanabiyasa.wordpress.com))

(Mackenzie & Veresov, 2013), Chain writing method is a method applied by the teacher to solve the students' problem in mastering the language lessons, especially in writing activities. Convincing children to continue to draw as their form continues to learn to write something conventionally rather than separating between learning to write and drawing will make children learn faster and allow a child to produce writing that is more complex than

their age. Theoretically, Chain Writing is done in groups that will provide special opportunities for students to be active in writing (Nystrand, 1989), is the recommended technique in school reconstruction (Newmann, 1986). This group is also widely recommended as a way of obtaining a degree of equality in the classroom (Oakes & Lipton, 1990).

Benefits of Chain Writing that is carried out regularly This group is the availability of a great increase in communication opportunities among students (Kerr et al., 1985). (Wolff et al., 2015) conclude that group learning is more effective than group learning other methods or techniques. Compared to other methods, competition and individual, technique working in groups has more value (Attle & Baker, 2007). In the competition technique, student work in opposition to others with the aim of achieving something that can only be obtained by one student, i.e. 1st place.

Of course this goal is achieved if only and if only other students failed. So only a few students are active because they think they are the only ones can achieve that goal, while most of the other students are just reluctant because they sure you don't get a chance to win. The learning strategy for writing essays using this Chain Writing Writing is as follows: (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) Asking students to focus their thoughts and pay attention to the purpose of writing the text; Rhetorical structure of the text elements in the selected genre (keep in mind that each genre has a different text element); (5) Observing and formulating together the writing of the text that has been determined; (6) Reviewing the explanation of the criteria for a good essay, namely using the right choice of words, the use of correct spelling, the relationship between the sentences before and after that that must connect, and there is a good closing sentence; (7) Divide the class into groups, (adjusting to the number of students in the class); (8) Sticking flipchart paper that has been started with the writing of the opening phrase, (you can also write the title or theme of the essay that must be completed by students) in the Wall; (9) Allow each group to take a distance of about 5 meters, with how to line up back in each group that has been determined; (10) Starting Chain Writing (writing one sentence at a time, each child gets one times, can be adjusted by formulating agreed rules); (11) Discussing the results of the writings that have been made in groups (sentence arrangement, spelling and

sentence relationship, etc.); (12) Assess together the results of writing the text; and (13) Holding reflection together.

The chain writing can be applied in every genre of text. It may be applied for descriptive, narrative, procedure, explanation, cause and effect etc. In applying the descriptive writing for example, chain writing will be very helpful for students to improve not only their skill but also their desire to write. Descriptive text is a text that describes and express a sensory experience, the way something is seen and heard (Kane, 2000).

In line with what (Pardiyono, 2006) said, descriptive text is a text that provides an overview of an object (human or non-human). Another definition comes from (Mendale et al., 2019) who says that descriptive text is a genre that describes an object, place, or person in a way that allows the reader to imagine what is being described. In short, descriptive text is a text tells some object in detail. The purpose of descriptive text is to express feelings, to narrate experiences, to inform readers who are unfamiliar with the subject and to convince things that explain.

Description is an activity of expressing ideas, describing, and describing objects make it easier for writers in their activities. Through the given procedure writers are better able to regulate the cycle of writing descriptive essays. As for the steps in the activity of compiling the description, namely: 1) Determining the object or theme to be described and its purpose; 2) Collecting data by observing the object to be described; 3) Arranging the data into a good order (systematic) or create a framework essay; 4) Describing/developing an outline into a descriptive essay according to the specified theme, (Ritonga, 2019). Another opinion regarding the steps for writing a descriptive essay was conveyed by Kosasih in (Ritonga, 2019) as follows: 1) Determining the topic, theme, and purpose of the essay; 2) Formulating the title of the essay; 3) Arranging the outline of the essay; 4) Collecting materials/data; 5) Developing an outline; 6) Making a way to end and conclude the writing; 7) Completing the essay.

Some research similar to this research are (Samad et al., 2020) with a research entitled "The Effect of Chain Writing Method on Writing for Grade 3 Students" concluded that by applying chain writing method in a writing class, most students appear their motivation and interest in writing activity, including students of special needs. Giving treatments to ABK students makes them paid more attention and more interest in writing class activities, even though they must be in continuous assistance from the teachers. Finally, the result goes to a

positive valuable impact effect if it is appealed to the results of the class without the chain writing model. Another research similar to the above article is (T. D. Sari, 2018) conducted a research entitled “The Implementation of Chain Writing Method to Increase Students Ability Writing Narrative Text at Mts. Al-Muttaqin Padang Tualang Langkat” who has conducted the similar research of chain writing.

He resumed that students' capability in composing texts especially the narrative text was highly improved by applying chain writing techniques. All of them pay more attention which indicates that their response in learning write when taught using chain writing was very good. Using conventional methods is still most happened in the writing class, this method bored the students during the learning process. They feel uncomfortable by the situation. Several ways had been tried by the teachers to motivate the students, One of them is designing a comfortable class using chain.

Where the students may work in group and active learning. This method is expected to give beneficial and advantages for the students due to their great class involves and activeness in determining ideas, let the students share and develop their ideas into sentences, and building students interesting communication. The above description concludes that the writer is really interested in knowing the effectiveness of Chain Writing or Relay Writing. Concerning the above background, the researchers conduct a research to know the effectiveness of chain writing method in learning writing for information technology faculty student's year 2020/2021

2. METHODOLOGY

Arikunto (2010) explains that an experimental study is a scholarly investigation where researcher utilizes one, two or more independent variables, controls the similar variables of the research and notices the manipulations effect of dependent variable”. He adds that the aim of quantitative study is determining if there is a natural correlation exists among the variables of the research. The experiment done by involving control and careful observation and measurement. The researcher applied experimental study with quantitative approach in analyzing the result of research. The data is in the form of descriptive.

The data in this research were 21 students of information's engineering program. Chain writing was implemented in the classroom of one class control group. Some procedure of pre-test, treatment, and post-test was done in collecting the data. The pre-test and post-test were

given to measure students' achievements, before and after implementing chain writing learning technique. The scores of pre-test and post-test were computed by using t-test and analyze to find out if there was a significant influence of implementing chain writing for teaching descriptive text. According to (Arikunto, 2010) the formula of the test is

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notes:

- t = Computation Score
- Md = Means of difference between pre-test and final-test
- $\sum D^2$ = the addition of the squared distinctive score
- N = Subject of the research
- d.b = the subtraction of N-1

Alternative Hypothesis (Ha) stated that significant effect of implementing chain writing technique for learning descriptive text is accepted. Null Hypothesis (Ho) stated that there is no significant effect of implementing chain writing technique for learning descriptive text.

3. RESULT AND DISCUSSION

The researchers applied a quantitative approach in analyzing the data. Researchers used a statistical procedure of the dependent T-test along analyzing it. In this research, the researcher is eager to find out the result of applying the chain writing method in a writing class and get the conclusion whether the students got a better score or not when using chain writing method for descriptive text as follows:

1. Calculate the mean of differences (MD) between variables X and Y, this research applied the formula:

$$MD = \frac{\sum D}{N}$$

2. Calculate the standard deviation of differences (SD_D) with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - D^2}$$

3. Calculate standard error dari mean of differences (SE_{MD}) between variable X and Y:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

4. Find the result of observation (t_o) from the test with formula:

$$t_o = \frac{MD}{SE_{MD}}$$

5. Find the degree of freedom (df) with formula:

$$df = N - 1$$

Data Analysis Result

Several step have been explained in the data analysis, namely the Dependent T-test as described below:

Table 4.1 value analysis

X₁	X₂	D	D²
36	40	4	16
44	60	16	256
48	52	4	16
36	36	0	0
60	72	12	144
56	60	4	16
60	60	0	0
60	80	20	400
72	80	8	64
32	40	8	64
48	52	4	16
28	40	12	144
40	44	4	16
52	60	8	64
40	44	4	16
36	60	24	576
40	60	20	400
36	60	24	576
36	40	4	16
28	40	12	144
40	60	20	400
∑X₁ 928	∑X₂ 1140	∑D 212	∑D² 3344

The researcher calculated mean of difference (MD) between variabel X dan Y, as the result below:

$$MD = \frac{\sum D}{N}$$

$$= \frac{212}{21} = 10.095$$

$$D^2 = 10.095^2$$

$$= 101.909$$

The researcher calculated standard deviation of differences (SD_D):

$$SD_D = \sqrt{\frac{\sum D^2}{N} - D^2}$$

$$\begin{aligned}
 &= \sqrt{\frac{3344}{21}} - 101.909 \\
 &= \sqrt{159.24} - 101.909 \\
 &= \sqrt{57.331} = 7.571
 \end{aligned}$$

The Researcher Calculated standard error from mean of differences (SEMD) between variable X and Y:

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{7.571}{\sqrt{21-1}} \\
 &= \frac{7.571}{\sqrt{20}} \\
 &= \frac{7.571}{4.47} = 1.694
 \end{aligned}$$

The researcher find the result of observation (to) from the test:

$$\begin{aligned}
 to &= \frac{MD}{SE_{MD}} \\
 &= \frac{10.095}{1.694} = 5.959
 \end{aligned}$$

The researcher stated the degree of freedom (df):

$$\begin{aligned}
 df &= N - 1 \\
 &= 21 - 1 \\
 &= 20
 \end{aligned}$$

25

The researcher get the results of the calculation scores as follows:

$$\begin{array}{ll}
 N &= 21 & \sum D^2 &= 3344 \\
 \sum D &= 212 & SD &= 7.571 \\
 D &= 10.095 & &
 \end{array}$$

The above results of analysis shown that the calculation of the t-test found the t-value obtained was 5.959, while the required critical t-value was at $p > .05$ level of significance of two tailed test is 2,086 (df = 20), $p > .01$ level. The significant of the two tailed test is 2,845 (df = 20). The results of the data indicates that there is a difference in results of student's score improvement on the pretest and posttest.

4. CONCLUSION

The above discussion concluded that students' average score before and after being taught using chain writing method was different. The average was 44.19. It is not so good result but they have been improved. The students' score improves after they are being taught with chain writing into the average of 54.28. the result shows slight improvement, it indicates good sign that chain writing is effective and very beneficial for learning descriptive writing. The result of the t-test also supported the conclusion of the research. It can be shown from the result of T count (5.959) is higher than T table (1,71). The hypothesis shows that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, the researcher can concluded that there is a significant effect on applying chain writing for learning descriptive text.

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, Cet. Ke-13.
- Attle, S., & Baker, B. (2007). Cooperative learning in a competitive environment: Classroom applications. *International Journal of Teaching & Learning in Higher Education*, 19(1). <https://www.isetl.org/ijtlhe/pdf/ijtlhe121.pdf>
- Dewi, U. (2013). *How to write*. <http://repository.uinsu.ac.id/8566/>
- Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-development and methodology guide*. University of Michigan Press. https://books.google.co.id/books?hl=id&lr=&id=HBUgNRvBVFQC&oi=fnd&pg=PR7&dq=Gebhard,+J.+G.+2000.+Teaching+English+as+a+Foreign+or+Second+Language:++A%09Teacher+Self-Development+and+Methodology+Guide.+Ann+Arbor:+The+University+of+Michigan+Press.&ots=hiqQkpqeP3&sig=tMugxOwYUfA6ZUwLe7BXWSt_Zps&redir_esc=y#v=onepage&q&f=false
- Halliday, M. A. K., & Martin, J. R. (2003). *Writing science: Literacy and discursive power*. Taylor & Francis. https://books.google.co.id/books?hl=id&lr=&id=ZDB6AgAAQBAJ&oi=fnd&pg=PP1&dq=Ak+Prize+2003+Writing+is+a+process,+namely+the+process+of+writing,+the+process+of+reasoning&ots=iTnxcoo88u&sig=WJ6teMb_B6GbD-aHt-1tgQfqxVQ&redir_esc=y#v=onepage&q&f=false
- Kane, T. S. (2000). *Oxford essential guide to writing*. <http://lib.bvu.edu.vn/handle/TVDHBRVT/3731>
- Kerr, B., Condon, S. M., & McDonald, L. A. (1985). Cognitive spatial processing and the regulation of posture. *Journal of Experimental Psychology: Human Perception and Performance*, 11(5), 617. <https://doi.org/https://psycnet.apa.org/doi/10.1037/0096-1523.11.5.617>
- 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*, 38(4), 22–29. <https://doi.org/https://doi.org/10.1177%2F183693911303800404>

- Mendale, B. P., Komariah, E., & Fitriani, S. S. (2019). Analyzing Students' Ability in Using the Language Features in Writing Descriptive text. *Research in English and Education Journal*, 4(4), 183–189. <http://www.jim.unsyiah.ac.id/READ/article/view/14128>
- Newmann, F. M. (1986). Priorities for the future: Toward a common agenda. *Social Education*, 50(4), 240–250. <https://eric.ed.gov/?id=EJ335096>
- Nystrand, M. (1989). A social-interactive model of writing. *Written Communication*, 6(1), 66–85. <https://doi.org/https://doi.org/10.1177%2F0741088389006001005>
- Oakes, J., & Lipton, M. (1990). *Tracking and ability grouping: A structural barrier to access and achievement*. College Entrance Examination Board. <https://psycnet.apa.org/record/1990-98101-008>
- Pardiyono, M. P. (2006). Sure. *English for Writing Acquisition*. Surakarta: LPID UMS.
- Purba, R. (2018). Improving the achievement on writing narrative text through discussion starter story technique. *Advances in Language and Literary Studies*, 9(1), 27–30. <https://doi.org/http://dx.doi.org/10.7575/aiac.all.v.9n.1p.27>
- Ritonga, S. (2019). The Effect of Inquiry Method on Student's Ability in Writing Exposition Text at the Eleventh Grade Students of MAN Labuhanbatu. *Red: Revolution of English Department Journal*, 3(1). <https://ejournal.univalabuhanbatu.ac.id/index.php/red/article/view/263>
- Samad, I. A., Fitriani, S. S., Rahma, E. A., Sofia, S. S., & Rizkanisa, N. (2020). *ACADEMIC WRITING FOR UNIVERSITY STUDENTS*. Jakad Media Publishing.
- Sari, A. M., Rasyid, Y., & Muliastuti, L. (2018). Development of exposition text writing materials based on contextual approach. *Jurnal Pendidikan Dan Pengajaran*, 51(3), 122–131. <https://doi.org/http://dx.doi.org/10.23887/jpp.v51i3.15924>
- Sari, T. D. (2018). *The Implementation Of Chain Writing Method To Increase Students Ability Writing Narrative Text At Mts. Al-Muttaqin Padang Tualang Langkat*. Universitas Islam Negeri Sumatea Utara Medan. <http://repository.uinsu.ac.id/4159/>
- Suparno, M. Y. (2008). Keterampilan dasar menulis. *Jakarta: Universitas Terbuka*.
- Wolff, M., Wagner, M. J., Poznanski, S., Schiller, J., & Santen, S. (2015). Not another boring lecture: engaging learners with active learning techniques. *The Journal of Emergency Medicine*, 48(1), 85–93. <https://doi.org/https://doi.org/10.1016/j.jemermed.2014.09.010>