The Effect of Using Chain Writing Method on Students' Writing Skill of Recount Text at Grade XI of SMA Swasta Daerah Air Joman in 2022/2023 Academic Year

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ARTICLE INFO	ABSTRACT
	The intended of this study was to gather empirical data regarding the impact of chain writing on students' recount text writing. This study used a quantitative methodology and a quasi-experimental research design. The sample of this research was at the eleven grade students of SMASDA Air Joman in 2022/2023 Academic Year. There were the experimental and the control group. Each group consisted of 30 students. The experimental group was taught with chain writing method while the control group was taught with teacher's conventional method. A written test was used as the research instrument, and the students' writing on the pre- and post-tests was graded using a writing rubric. According to the calculations, the experimental group's post-test mean scores were 79.13, while the control group's were 74.37. When using an independent sample t-test to test statistical hypotheses, the results showed that, on a scale of 5% significance (0.05), t_0 was 3.015 and t_{table} was 2.002, meaning that t_0 was greater than t_{table}. The instrument used in this research was a written test and the scoring of writing rubric was used to score the students' writing on the pre test and post test. Based on the calculation, the post-test mean scores of the experimental group was 79.13 while that of the control group was 74.37. Then, the result of statistical hypothesis testing by using independent sample t-test found that on degree of significance 5% (α = 0.05), t_0 was 3.015 while t_{table} was 2.002 or $t_0 > t_{table}$. As a result, Ho was rejected while Ha was accepted. In addition, the Cohen's formulation was used to determine the effect size of the chain writing method, and the result was 0.77. It was discovered that the chain writing method had a moderate effect, and it was possible to conclude that the chain writing method had a significant effect on students' writing skill of recount text at grade eleven of SMASDA air joman in the 2022/2023 academic year.

I. INTRODUCTION

Language is a key way to get your point across. As a way to talk to people. That is, language lets people talk about the ideas, thoughts, feelings, and wants. English is spoken all over the world, and it is the first foreign language taught in Indonesian schools. It is used in every

country. Because of this, it's important for people to know how to speak and write English so the people can talk to and hang out with another from all over the world.

English is used in many countries around the world because it is an international language. It is also one of the most studied foreign languages. English is considered the first foreign language in Indonesia, and it is taught from elementary school through college. Each city also has a lot of English classes. So, in the international world, you have to know how to speak English. So far, schools have only taught English reading skills as a functional skill. Based on the English curriculum, English classes focus on listening, speaking, reading, and writing skills.

When learning a foreign language, especially English, writing is one of the most important skills. Also, writing is a good way to share our thoughts, feelings, and opinions with other people. (Klimova, 2012) says that writing is more commonly employed in higher education, and students who lack writing skills will find it difficult to interact with theteachers, peers, or anybody else.. Then, writing helps the student and helps them understand how to read the text well. At first, writing is just a way to get our thoughts, opinions, and feelings down on paper. Based on the English curriculum, English classes focus on listening, speaking, reading, and writing skills. In senior year of high school, students will learn about five different types of texts. The texts are called report text, recount text, narrative text, procedure text, and descriptive text.

The main problem found in grade XI of SMASDA Air Joman that the students are having difficulty learning English. Some students believe that English is a tough subject because the students do not comprehend writing, such as writing about recount texts. A recount text is one that retell prior events or experiences. According to (Hyland, 2009) in (Fitriyani, 2019), the purpose of a recount text is to describe past events or experiences, which might be the author's personal experience. Because students' writing skills are lacking, research must employ the past tense. The students are still having difficulty distinguishing the tenses. The students became perplexed as to how to utilize proper grammar depending on the language the students' wrote. In producing a recall paragraph, the students still employed the basic present tense. Furthermore, students were confused when it came to selecting the verb II in writing text. The students added -ed to every verb that must be transformed to verb II. For example, the students misspelt "fall" as "falled" although the right form is "fell." Evidently, grammatical errors occurred in the text. Then, the students couldn't write more about the idea. It was clear in class when the research instructed students to write a text. The students didn't look like knew how to write a text. The things that make schools in general not good places to learn at the SMA Swasta Daerah Air Joman is that students don't care about learning, and teachers still use old ways of teaching, such as speaking in front of the classroom and then requiring students to write, often without assessing the work. According to, (Saragih & Rabbani, 2017) this method of instruction might make it difficult for students to comprehend what the students are learning.

Because of this, it is difficult for students to write the thoughts down in the right way. Throughout the teaching and learning process, the teacher can apply a lot of different methods in the classroom. The chain writing method is one of them. This can be put to use through games and activities. (Erben and Sarieva, 2013) in (Asih, 2022) says that chain writing is a way for more than one person to write a story. Each person writes one sentence and then sends the paper to a partner. Students can work together to make a story in recount text in class employing the chain writing method. The students would even remember to apply the past tense while creating a recount text, so avoiding grammatical mistakes. Chain writing is a method of writing done in groups that allows students to participate in active writing (Nystrand, 1986) by (Apriani et al., 2020). Meanwile, (Mackenzie & Veresov, 2013) by

(Wulandari et al., 2021), the chain writing method is a group method that can aid students in the learning, particularly writing. Chain writing is a form of active learning in which students can view learning as an enjoyable activity. With this method, students have to work together to learn because the students will make the story together. (Harmer, 2007) by (Aqli. J, 2013) says that this is a fun way to write in a group and a good way to help students get better at writing. So, students will be able to write well, especially when the students are writing a recount text.

Finally, based on the explanation above this research was conducted with the title "The Effect of Using Chain Writing Method on Students' Writing Skill of Recount Text at Grade XI of SMA Swasta Daerah Air Joman in 2022/2023 Academic Year".

II. METHODS

This research was conducted at the SMA SWASTA Daerah Air Joman in 2022/2023 Academic Year. This school was located on Pasar XII Binjai Serbangan, Air Joman, Asahan. This research was conducted from February to March 2023. In this research, the population was all students of class XI SMA Swasta Daerah Air Joman in the 2022/2023 Academic Year.

According to (Carrow et al., 2001) the sample must be representative as an example or describe the actual state of the population. In this research the sample was randomly selected by using the lottery technique. There were two group selected as samples, control and experimental group. The research was used quantitative research with quasi experimental design. The research was used chain writing in experimental group and the control group was taught conventionally.

Table 1. The groups of Grade XI in SMA SWASTA Daerah Air Joman in Academic Year 2022/2023.

Group	Type	Experiment	Types
Experimental Group	Pre Test	X	Post Test
Control Group	Pre test	Y	Post Test

Where X : Using Chain Writing Method
       Y : Using Conventional Way

This research's instrument was a writing test with a scene picture. Before conducting the treatment, a pre-test was used to determine the mean score of the students. The treatment is then represented by X. A post-test was used to assess the student's performance following treatment. The purpose of this study was to investigate the effect of chain writing method on students' writing skill of recount text for SMASDA Air Joman XI grade students.

a. Pre-Test

The pre test was administered to the students before treatment. This is intended to determine the basic writing skills of students.

b. Treatment

In treatment, each group was given material about writing of recount text using different way. In experimental group the research treated students with chain writing method. The research was explained chain writing, then the research was divided students into groups. The research was prepared animated picture movies with scene designs without audio and

told students to prepare a blank paper and a tale theme based on the presented scene. The research was showed the video and asked the students to write down each scene, then was given it to a friend on the right. Until the video ends, this activity continues. Consist Chain writing helps students compile a paragraph using illustrations or previous lines from friends, in this research, animated video was used. But in control group was used conventional way in writing of recount text.

c. Post-Test

After the treatment, the pot-test was given to the students in the last meeting. The test was equated to the pre-test. The post-test was done after the treatment had given to the students to practice writing a recount text by using chain writing method in the class. The research was find out that there was any effect in students' skill of writing recount text after the students practice writing using chain writing method.

In this research was conducted the test of normality through SPSS version 20. The normality test is required to determine whether the data distribution was normal or not. In this normality test, the Kolmogorov Swirnnov and Shapiro Wilk table was used. If the normality test result was greater than 0.05, the data distribution was considered normal.

After knowing the result of the normality test, the homogeneity test must be performed. The homogeneity test is used to determine the degree of similarity between two groups . In this homogeneity test, Levene's table was used by SPSS version 20 software.

Following the normality and homogeneity tests, the research needed to analyse the pre-test and post-test results from the experimental and control groups using SPSS version 20. The writer used T-test to compare the experimental group which taught by using chain writing method and control groups which taught with teacher's convetional way to see if the hypothesis was accepted or rejected. The steps as follows:

a. Select **Analyse** - **Compare Means** - **Independent Sample T Test** from the menu.
b. When "**Independent - Sample T Test**" appears, enter the variables into the grouping variables box.
c. Choose **Define Grouping**, then move variables into each box and continue.
d. Select options, then enter 95% for the confidence interval percentage and click continue.
e. Click on the **OK** button.

The research was calculated the effect size to know whether the effect that is given by using chain writing method is strong, moderete, or weak. The formula of the effect size is as follows:

$$d = \frac{\text{Mean for group A} - \text{Mean for group B}}{SD_{pooled}}$$

$$SD_{pooled} = \frac{\text{Standard deviation group A} + \text{Standard deviation group B}}{2}$$

Cohen''s the interpretation of effect size:

0 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
> 1.00	Strong effect

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The score of the students into seven levels as follows:

Table 2. Clasification of Students Score

Score	Category
96 – 100	Excellent
86 – 95	Very Good
76-85	Good
66 – 75	Fairly Good
56 – 65	Fair
36-55	Poor
0-35	Very Poor

III. RESULT AND DISCUSSION

This research was carried out from February 2023 through March 2023. The pre-test and post-test, tests that were used to gather the data were administered. The information from the research was intended to determine the advantages of the chain writing method in recount text. The same tests were administered to each group, control and experimental group. The research's data was intended to determine whether the chain writing method could have a substantial impact on students' writing skills for recount texts. The data consists of the outcome from the implementation of chain writing method and conventional way. The research was carried out in SMASDA Air Joman at XI grade. The result of the student's test can be seen on the following table score.

Table 3. Student's Pre-test, Post-test and Gained Scores of Control Group

No	Students	Control Group		Gained Score
		Pre Test	Post Test	
1	AK	75	80	5
2	ARS	65	72	7
3	AYP	65	73	8
4	CM	61	82	21
5	DSM	50	68	18
6	ESI	65	75	5
7	FPA	55	82	27
8	HS	72	85	13
9	HKM	65	73	8

10	HPT	77	72	-5
11	HES	70	80	10
12	ISS	60	67	7
13	JPS	80	80	0
14	LS	79	73	-6
15	MRP	79	82	3
16	MSL	80	83	3
17	NDM	68	72	4
18	SP	67	70	3
19	SF	58	69	11
20	SYP	55	71	16
21	SAPD	70	85	15
22	SER	50	72	22
23	SRY	80	80	0
24	SN	68	71	3
25	STS	78	74	-4
26	SI	55	67	12
27	UHS	67	64	-3
28	WI	65	57	-8
29	YS	73	77	4
30	YH	65	75	10
	Total	**2017**	**2226**	**209**
	Mean	**67.23**	**74.37**	**6.96**

According to the data above, the total score of the pre-test for the 30 students in the control group was 2017, and the mean score of the pre-test was 67.23. The lowest pre-test score was 50, and the highest was 80. Meanwhile, the mean post-test score was 74.37, with 57 being the lowest and 85 being the highest. According to the data in table 1, the minimum gained score was -8 and the maximum gained score was 27. Otherwise, the total gained score was 209, and the average gained score was 6.96.

Table 4. Student's Pre-test, Post-test and Gained Scores of Experimental Group

No	Students	Experimental Group		Gained Score
		Pre Test	Post Test	
1	AP	70	82	12
2	AF	60	88	28
3	AMS	34	77	43
4	APR	54	82	28
5	ALS	45	75	30
6	ASP	49	78	29
7	BA	43	75	32
8	DP	45	71	26
9	DV	54	82	28
10	DLS	54	83	29
11	DFA	47	82	35
12	ES	60	78	18
13	EP	61	79	18
14	HS	43	88	45
15	JS	65	70	5
16	KS	53	79	26
17	LAVM	51	86	35
18	MDS	76	79	3
19	MJAH	62	85	23
20	MW	34	79	45
21	MRN	36	63	27
22	MR	70	85	15
23	MS	34	79	45
24	MRA	53	79	26
25	MSI	43	79	36
26	MRF	54	85	31
27	NN	67	77	10
28	RHG	36	70	34
29	SAP	70	77	7

30	SA	78	82	4
	Total	**1601**	**2374**	**773**
	Mean	**53.36**	**79.13**	**25.76**

Based on the data presented above, the experimental group's total pre-test score was 1601 and the mean pre-test score was 53.36. The lowest pre-test score was 34, and the highest was 78. It meant that there were still a lot of students who had no idea how to write recount text. Meanwhile, the post-test sum score was 2374, and the mean score was 79.13. The lowest post-test score was 63, and the highest was 88.

According to table 4, the minimum gained score was 3 and the maximum gained score was 45. The total gained score was 773, and the average gained score was 25.76. The data revealed the difference in student scores between the experimental and control groups. The experimental group, which was taught using the chain writing method, outperformed the control group, which was taught writing using conventional methods by a teacher. The histogram below shows the advancement of the experimental and control groups.
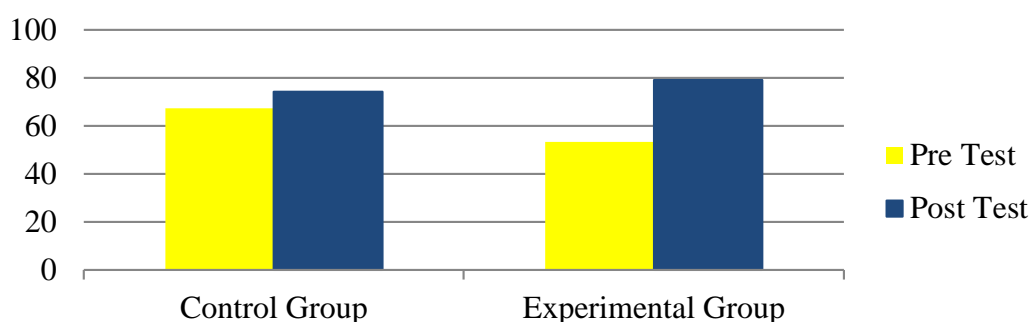

Figure 1. The Difference between Student's Score in Experimental and Control Group

a. The Normality Test

The results of the normality test on both the control and experimental groups were obtained from the Kolmogorov-Smirnov and Shapiro-Wilk tables using IBM Statistics SPSS version 20, for the pre-test the significance level of the control group was 0.167 and 0.114 and the experimental group was 0.200 and 0.285. The post-test normality test revealed that the significance level of the control group was 0.162 and 0.268, while the experimental class was 0.077 and 0.081. It meant that the probability value (p) of both the pre and post test control and experimental groups was greater than (>) 5% (= 0.05). Therefore, it was concluded that the data of both the control and the experimental group pre-test was normally distributed.

b. The Homogeneity Test

The test of homogeneity was additionally needed in order to test the similarity of the sample in both the experimental and control groups, and the research used the Levene Statistic Test from IBM Statistics SPSS version 20 to calculate the homogeneity test. The Levene Statistic Test revealed that the significance of the pre-test between the control and

experimental groups was 0.64. The significance level of the data from the control and experimental post-test scores was then determined to be 0.176. As a result, the data was homogeneous because it was larger than 0.05.

c. The Hypothesis Test

The independent t-test from IBM Statistics SPSS version 20 was used in the study to compare the means or averages of the control and experimental groups to see if there was a significant difference in the results of the control and experimental groups after treatments were given.

Table 5. The T-test Result of Post-test Scores

Group Statistics

		Group		N	Mean	Std. Deviation	Std. Error Mean
Students Outcomes	Learning	Control		30	74.367	6.6097	1.2068
		Eksperimental Writing)	(Chain	30	79.133	5.5939	1.0213

Independent Samples Test

	Levene's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Conf. Inter. of the Diff.	
								Low	Up
Equal var. assumed	1.612	.209	3.015	58	.004	4.767	1.581	1.602	7.931
Equal var. not assumed			3.015	56.457	.004	4.767	1.581	1.600	7.933

The control group's post-test mean score was 74.37, while the experimental group's was 79.13. The T-test result in table 4.7 shows a t_{value} of 3.015 with a Sig. (2-tailed) of 0.004. The t_{value} was then compared to the t_{table} to determine whether the chain writing method had a significant effect on students' recount text writing. The t_{table} was taken from a requirement that was standard in data analysis. In the significance level of 0.05, the t_{table} was 2.002 with 58 as the degree of freedom (df). The comparison reveals that t_{value} (3.015) > t_{table} (2.002), and the Sig. (2-tailed) value of the post-test score was less than, 0.004 < 0.05, indicating that Ho was rejected and Ha was accepted. In other words, the chain writing method had a significant impact on students' recount text writing.

d. The Effect Size Test

$$d = \frac{\text{Mean for group A} - \text{Mean for group B}}{SD_{pooled}}$$

$$SD_{pooled} = \frac{5.593 + 6.609}{2} = 6.101$$

$$d = \frac{79.133 - 74.367}{6.101} = 0.77$$

Cohen's the interpretation of effect size:

0 – 0.20   Weak effect

0.21 – 0.50   Modest effect

0.51 – 1.00   Moderate effect

> 1.00   Strong effect

After acquiring the results, it was clear that the effect size level of this study was moderate because the result was 0.77, indicating that there was a significant effect of using the chain writing method on students' writing of recount texts.

DISCUSSION

Based on Table 2 showed the description of the control group, the pre-test mean score of 67.23 and the post-test mean score of 74.37 in this description of the data taken from 30 students in the control group. Meanwhile, Table 3 depicted the experimental group's pre-test mean score, which was 53.36 prior to the implementation of the chain writing method. Furthermore, after implementing the chain writing method, the students' mean post-test score was 79.13. The mean score of the pre-test in the control and experimental groups showed that students received very low scores for their recount text writing, with the experimental group receiving lower scores than the control group.

Based on the test finding in control group, from the data provided in classification of the socre which was the students got score 36-55 were 4 students which was classified poor who (13.33 %), there were 10 students who got score 56 – 65 which was classified fair who (33.33 %), then there were 9 students who got score 66-75 which was classified fairly good who (30%), then there were 7 students who got score (23.33 %) which was classified good. Where as reflection in second activity, there were 2 of the students got score between 56– 65 (6.66 %) which was classified fair, then there were 17 students who got score between 66 – 75 (56.66 %) which was classified fairly good, and then there were 11 students got score between 76–85 (36.66 %) who which was classified good.

Meanwhile, in the experimental group showed that in pre test, which was the students got score under 35 were 3 students which was classified poor who (10%), there were 16 students who got score 36 – 55 which was classified fair who (53.33%), then there were 5 students who got score 56-65 which was classified fair who (16.66%), then there were 4 students who got score (13.33 %) which was classified fairly good, and then there were 2 students who got score (6.66 %) which was classified good.

It meant that the student's scores in first activity were middle low. The students wascould not answer most of the questions of the test. Where as reflection in pos test, there were 1 of the students got score between 56– 65 (3.33 %) which was classified fair, then there were 5 students who got score between 66 – 75 (16.66 %) which was classified fairly good, then there were 21 students got score between 76–85 (70 %) who which was classified good, and then there were 21 students got score between 86–95 (10 %) who which was classified very good. Based on the explanation above, it was indicated that after giving the treatment chain writing method there was ability of students' writing of recount text.

In summary, students in the experimental group performed worse on the pre-test than students in the control group. In the post-test, however, students in the experimental group outperformed students in the control group.

During the treatments, the experimental group used chain writing as a method to improve their writing of recount texts. The students in the control group, on the other hand, were taught using the teacher's traditional method. According to the statistical analysis, the experimental group's increasing point was 25.76; from 53.36 to 79.13. The control group improved by 6.96 points, rising from 67.23 to 74.37. The experimental group had significantly more improving points than the control group.

Based on the t-test from the SPSS calculation, it could be proved that p (sig. (2-tailed) < α: 0.04 <0.05. it meant that Ho – which was null hypothesis that chain writing method was not give significant effect on students' writing of recount texts at the XI grade students of SMASDA Air Joman was rejected and Ha – which was alternative hypothesis that chain writing method gave significant effect on students' writing of recount texts at the XI grade students of SMASDA Air Joman was accepted. The effect size of the chain writing method was 0.77. Therefore, the effect size level of this research was moderate.

Following the research data analysis, it was assumed that the chain writing method had a significant effect on students' writing of recount texts because the score of students' writing after being instructed by the chain writing method was higher than before students were given the treatment. The chain writing method was used to help students practise writing recount texts, one of the reasons being that it increases students' chances of learning in a group rather than individually.

The students were then informed that by working in groups, the students would be more interested in the lesson because the students were all involved in the teaching and learning process of writing the story. As a result, the students' writing improved. Working in a group, as mentioned earlier in the benefits of chain writing, can help students enjoy the learning process. Thus, teachers could change the learning method from traditional to using another method, such as chain writing, which provided the students with an interesting and different learning environment, increasing the students' motivation in learning English, particularly writing.

IV. SUGGESTION AND CONCLUSION

This current research study was conducted using a quantitative method with a quasi-experimental design to determine whether there was an effect of using chain writing method on students' writing of Recount Text or not, by using the pre-test and post-test in data collection, which used writing test given to the students. The chain writing as method was help students to practice the student writing of recount texts, one of the reasons was that this method allows students to learn in groups rather than individually. Working in a group, as mentioned earlier in the benefits of chain writing, can make students enjoy the learning process. According to the findings of the previous chapter's data analysis, Ho was rejected and Ha was accepted, indicating that there was a significant effect of using the chain writing method on students' wriitng of Recount Text at the eleven grade students of SMASDA Air Joman. Then, by using the chain writing method the students to have an interesting and different learning environment, which increased the students' motivation in learning English, particularly writing, which was known as the most burdensome lesson for the students. As a result, students were given more attention to the learning process and received higher scores.

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