

THE EFFECT OF CHAIN WRITING METHOD ON STUDENTS' WRITING RECOUNT TEXT ABILITY AT THE X TKJ STUDENTS OF SMK SWASTA TERUNA PADANGSIDIMPUAN IN 2021/2022 ACADEMIC YEAR

Rizna Amalia¹, Asriani Hasibuan², Gabby Maureen Pricilia³

Institut Pendidikan Tapanuli Selatan
e-mail : riznadalimunthe1@gmail.com¹
hasibuanasriani@gmail.com²

ABSTRACT: *The purposes of this research are to find out: 1) The extent of using chain writing method in teaching writing recount text ability at the tenth TKJ students of SMK Swasta teruna Padangsidimpuan in 2021/2022 Academic Year. 2) The extent of the students' writing recount text before and after using chain writing method on students' writing recount text ability at the tenth TKJ students of SMK Swasta Teruna Padangsidimpuan in 2021/2022 Academic Year. 3) Whether there is a significant effect of using chain writing method on students' writing recount text ability at the tenth TKJ students of SMK Swasta Teruna Padangsidimpuan in 2021/2022 Academic Year. The population of this research is all tenth TKJ students of SMK Swasta Teruna Padangsidimpuan, totaling 24 students. The research sample was tenth TKJ students, which consist of 24 students who were taken by total sampling. The data collection technique used the observation sheet and test. The results of this research: 1) The application of chain writing method is 3.2, it is categorized "very good" criterion. 2) The mean score of the students' writing recount text ability before using chain writing method is 46.79 it is categorized "fail". Meanwhile, after using chain writing method is 78 it is categorized "good". 3) the results of data analysis showed that the t_{test} is higher than t_{table} ($t_{test} 24.6 > t_{table} 2.06$). So, the hypothesis is accepted. Its mean that there is a significant effect of chain writing method on students' writing recount text ability at the tenth TKJ students of SMK Swasta Teruna Padangsidimpuan in 2021/2022 academic year.*

Keywords: Chain Writing Method, Writing Recount Text

ABSTRAK: *Tujuan penelitian ini adalah untuk mengetahui: 1) Bagaimana penggunaan metode chain writing dalam pengajaran kemampuan menulis teks recount pada siswa kelas X TKJ SMK Swasta teruna Padangsidimpuan Tahun Pelajaran 2021/2022. 2) Bagaimana kemampuan menulis teks recount siswa kelas X TKJ SMK Swasta Teruna Padangsidimpuan sebelum dan sesudah menggunakan metode chain writing 3) Apakah ada pengaruh yang signifikan penggunaan metode chain writing terhadap kemampuan menulis teks recount siswa kelas X TKJ SMK Swasta Teruna Padangsidimpuan Tahun Pelajaran 2021/2022. Populasi dalam penelitian ini adalah seluruh siswa kelas X TKJ SMK Swasta Teruna Padangsidimpuan yang berjumlah 24 siswa. Sampel penelitian ini diambil secara total sampling. Teknik pengumpulan data menggunakan lembar observasi dan tes. Hasil penelitian ini: 1) Penerapan metode chain writing adalah 3,2, termasuk kriteria "sangat baik". 2) Rata-rata skor kemampuan teks recount menulis siswa sebelum menggunakan metode chain writing adalah 46,79 dikategorikan "gagal". Sedangkan setelah menggunakan metode chain writing adalah 78 dikategorikan "baik". 3) hasil analisis data menunjukkan bahwa t-hitung lebih besar dari t-tabel ($t_{hitung} 24,6 > t_{tabel} 2,06$). Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari metode chain writing terhadap kemampuan menulis teks recount siswa pada siswa kelas X TKJ SMK Swasta Teruna Padangsidimpuan tahun ajaran 2021/2022.*

Kata Kunci: Chain Writing Method, Writing Recount Text

I. INTRODUCTION

Writing is the tool to express what the researcher thinks about many 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 SMK Swasta Teruna Padangsidempuan, 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 2022 the researcher found the data of pretest from 24 students got the average score in writing recount text was 46.79. Meanwhile according to KKM the students can pass the minimal score 60 in writing.

There are many factors that make students of SMK Swasta Teruna Padangsidempuan low 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) the teacher's technique in teaching still uses the conventional method which makes students bored or monotonous, with such circumstances learning to write recount texts becomes less enthusiastic.

Many efforts have been done by the teacher of English to solve this problem such as asking students to study hard, giving English courses, giving assignments, giving improvement test, giving motivation. Students' writing ability is still low. If this problem is not solved, students will not be able 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 that need to be reseach that is students are not able to write recount text well and do not understand the generic structure of recount text.

In this case, the researcher is interested in doing 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 give significant effect onstudents' writingrecount text ability.

Based on the explanation above, the researcher is interested in doing a research entitled “ The Effect of Chain Writing Method on Students’ Writing Recount Text Ability at the Tenth TKJ Students of SMK Swasta Teruna Padangsidempuan in 2021/2022 Academic Year”.

1. Definition of Writing Recount Text

Writing is one language skill as means of communication by someone which can express his/her idea or information written from by arranging letter, sentence and paragraph by using structure and related with sentence. Writing is considered as media to communicate through written form.

Patel and Jain (2008: 125) said that writing is a skill which must be taught and practised. Its mean that writing is a skill that must be taught so that students understand how to write well and practice to hone writing skills.

While, Asriani and Lastiana (2017) said that writing is the process of communication to convey the meaning to the receiver by using word, sentences, paragraph, and verse. Writing also can be call as the activity is often does by someone to deliver information to other people.

Based on some definitions above the researcher can conclude that writing is an activity carried out by someone by thinking in advance what will be written down to deliver information to other people.

According to Djatmika and Rachmad Isnanto (2013: 1), recount is a text that contains a sequence of events. This is the same thing as what Lahir (2017) says that recount text aims to provide information or entertain the reader so there is no conflict.

Based on definition above, the researcher can conclude that recount text is text that contain about experience or event in the past that retells by writer. Then, recount text have purpose to provide information or to entertain the readers so that there is no conflict.

2. Definition of Chain Writing Method

In this research, the researcher uses chain writing method in students' writing recount text ability. Chain writing means a method in which stories are written by a group of students trying to connect sentence by sentence to make a good story. It may also encourage the students to become involved and interested in writing.

Syathariah (2009) in Fitriyani (2019: 17) explain that chain writing method is a method which requires students to be active in the

learning process and which has the goal to make the students enjoy the learning process in the class and which give them a chance to write a certain topic together with their classmates. It is used to help students in language learning process especially in writing.

Then, Sari (2018) says that chain writing (estafet writing) is a learning method by doing in active learning which aims to enable students to associate learning as a fun activity.

While, Mackenzie and Veresov (2013) in Primasari (2021) said that chain writing method is a method applied by the teacher to solve the students' problem in mastering the language lesson, especially in writing activities.

Based on some definition above, researcher can conclude that chain writing method is a fun learning method so that students become active in learning especially in writing.

II. METHODOLOGY OF THE RESEARCH

The location of this research at SMK Swasta Teruna Padangsidimpuan. It is on Jl. Sutan Soripada Mulia Gg. Mesjid No. 10 Padangsidimpuan, Kel. Bonan Dolok, Kecamatan Padangsidimpuan Utara Kota Padangsidimpuan. The headmaster of the school is Shafwan

Hasbi Nainggolan, S.Pd., and the teacher of English name are: Samruddin, Amir Hasan, S.Pd.I., Erwin Muda, S.Pd.

The reason of the researcher in choosing SMK Swasta Teruna Padangsidempuan as the place of this research, because the researcher found the problem of this research when the researcher did an observation in this school in Februari 2022, specifically, the researcher conduct this research at the tenth TKJ students. In this research, the process of the research will conduct for three month, Februari until April 2022.

The population of this research is all tenth TKJ students of SMK Swasta Teruna Padangsidempuan, totaling 24 students. The research sample was tenth TKJ students, which consist of 24 students who were taken by total sampling.

Methodology is the way, system, rule or procedure that must be followed by a researcher in finishing the research activity. Method of the research means the way that should be chosen to solve the problem of the research.

This study applied the pre-experimental design by using one-group pre test and post test design. The research used observation sheet and test as the instrument.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of chain writing method in teaching writing recount text at the tenth TKJ students of SMK Swasta Teruna Padangsidempuan which contains 15 steps observed by the observer the total score got score 49 and the mean of the score is 3.2 it is categorized "Very Good" criterion.

After getting the data by giving pretest by writing recount text, the researcher found that the highest score was 59 and the lowest score was 36 and the mean score of the students' writing recount text before taught by using chain writing method was 46.79. It is categorized as "Fail" category. While, after taught by using chain writing method, the researcher found that the highest score is 90 and the lowest score is 67 the mean score of the students' writing recount text was 78. It is categorized as "Good" category. In order to get clear and complete description, the researcher presented the histogram before and after using chain writing method on students' writing recount text ability.

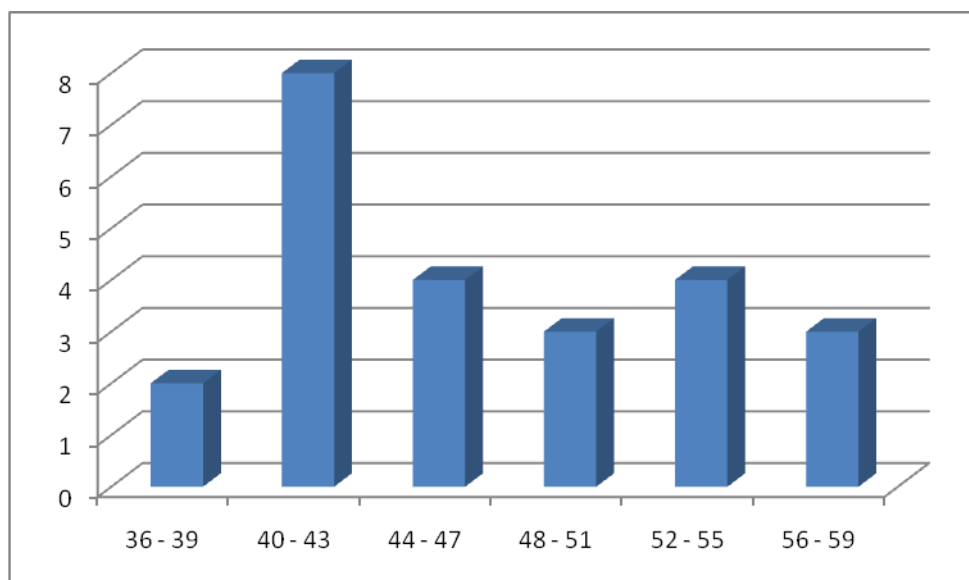


Figure 1 : Students' writing recount text ability before using chain writing method

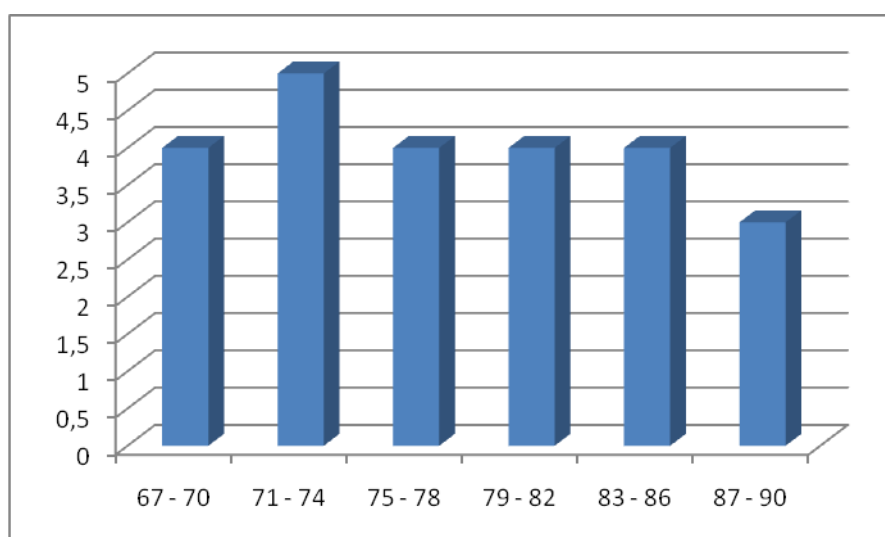


Figure 2 : Students' writing recount text ability after using chain writing Method

IV. DISCUSSION

Based on the observation sheet, the result of chain writing method on students' writing recount text, the researcher found that the score is 3.2. The score is categorized as "Very Good" criterion. Furthermore, the result of students' writing recount text before taught by using chain writing method was 46.79 and it is included in "Fail" criterion. While, the result of students' writing recount text after taught by using chain writing method is 78. It is included in "Good" criterion. It means that there is an effect on students' writing recount text after taught by using chain writing method.

In this research, the researcher get "Good" categorize. It can be seen from the mean score in which the score of pretest was 46,79 and the posttest was 78. It can be concluded that the students writing recount text ability after using chain writing method is higher than the students writing recount text before using chain writing method. Then, from the result t_{test} also proven that t_{test} is higher than t_{table} ($t_{test} 24.6 > t_{table} 2.06$).

Based on explanation above, the researcher concludes that chain writing method is suitable for teaching writing recount text. The students more active in following the teaching and learning process. The teaching and learning process is more interesting because in the

learning process the students learning in a group to make a story by using sentences related to sentences previously written by friends of their group. It encourages the students to more active in writing. Its mean that there is a significant effect of chain writing method on students' writing recount text ability at the tenth TKJ students of SMK Swasta Teruna Padangsidempuan in 2021/2022 academic year, or in the other word alternative hypothesis (H_a) is accepted.

CONCLUSION

Based on the result of this research, the researcher can conclude that as follows: 1) The result of the application of using chain writing method in teaching writing recount text at the tenth TKJ students of SMK Swasta Teruna Padangsidempuan is 3.2 it is categorized "Very Good. 2) The students' writing recount text ability before taught by using chain writing method at the tenth TKJ students of SMK Swasta Teruna Padangsidempuan is 46,79 and it is included as "Fail" category. While, the students' writing recount text ability after taught by using chain writing method at the tenth TKJ students of SMK Swasta Teruna Padangsidempuan is 78 it is included as "Good" category. 3) There is a significant effect of using chain writing method on students' writing

recount text ability. It showed that t_{test} is higher than t_{table} ($t_{\text{test}} 24.6 > t_{\text{table}} 2.06$). In other word, hypothesis is accepted.

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