



The Effectiveness of Chain Writing Learning Method on Students' Writing Skills

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ABSTRACT

Chain writing is one of the learning methods that can help students in the classroom with collaborative techniques. Chain writing is implemented through learning activities and games. This research is used to find out how effective the use of chain writing learning method at 9th grade of MTs Ma'arif NU 1 Cilongok. This research is using quasi-experiment method. The sample chosen in this study was random sampling because it used quasi-experimental methods. The population of this study was 194 students. The data collection techniques used pre-test and post-test for experiment class and control class. The data analysis technique used normality test, homogeneity test and hypothesis test. Based on the research data, there are differences in the results in the experimental class using the chain writing learning method with the control class that does not use this method. The different effect in students writing skill between using chain writing learning method and without using chain writing learning method is evidenced by the hypothesis test which shows assymp. Sig. (2-tailed) is 0.000 ($0.000 < 0.05$) This means that H_0 was rejected and H_a was accepted. Based on this statement, it can be concluded that the chain writing learning method is quite effective to improve students' writing skills.

Keyword: Chain Writing Learning Method, Teaching Writing, Writing Skills

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INTRODUCTION

Writing is a creative activity. It doesn't just involve understanding something, but also includes the writer's own experiences. Writing helps us express ideas and thoughts, and through this process, a person can become more independent, clear in thinking, and imaginative. The goal of writing is to choose a topic, think about it carefully, connect it with some stories or facts, and then put everything into a well-organized paragraph that is easy for others to read and understand (Kusumawardhani, et al. 2022). Writing is one of the important skills that English learners need to learn. Usually, writing is

done on paper using a pencil or pen. According to a journal by Mira (2021), writing is the last skill learned after reading, listening, and speaking. The journal also shares expert opinions about writing. For example, Gebhardt and Dawn Rodrigues (Mira, 2021) say that writing is an important part of school activities, such as writing proposals, reports, or assignments. Writing is also important for success. This is supported by William Smith, Robert Diyanni, and Eric Gould (Mira, 2021). Writing is a difficult skill because it involves managing many things at the same time, which makes it a complex mental activity. That's why writing is an important part of learning a language. However, many students still find it hard to write. They often don't know how to start, and they struggle to turn their ideas into words. Some also say that they have problems with grammar during writing tests. Writing can be difficult for several reasons, such as having a limited vocabulary or struggling to explain and describe ideas clearly. It can also be caused by using poor or ineffective writing methods (Kusumawardhani et al., 2022).

Based on some of the problems discussed previously, researchers found similar problems that occur due to the lack of variations in learning methods. Explanation of the method according to Anthony in (Fanani, 2014), there is a technique and design that organizes an approach and is represented by a process. While Richard and Rodgers in (Fanani, 2014) Argues that method is a combination of the whole, namely design, procedure, and approach. The world of education is developing more quickly these days, and this is seen in the methods or procedures that are employed in the learning process. According to Oemar Hamalik in (Fanani, 2014) explains that methods are used to achieve goals in the delivery of learning materials. Nonetheless, Hamalik contends that the term "method" is now more frequently used to refer to a strategy because the meaning of the term is excessively focused on the actions taken by the teacher

MTs Ma'arif NU 1 Cilongok, Banyumas especially grade nine, has teachers who are competent in updating learning methods. However, the main problem lies in the ability of students who cannot follow the methods used by the teacher. It can be concluded that the method used does not support learning for grade nine students. The traditional approach that is still in use causes students' to participate in writing instruction in the classroom in a passive and uninteresting way. The lack of renewal strategies in this instruction affects the learning outcomes of the students, particularly those in grade nine. After compiling a list of current issues, the author discovered that MTs Ma'arif NU 1 Cilongok, Banyumas experienced a number of comparable issues. Students in the ninth grade are

typically just beginning to formulate writing concepts. It is not good if this keeps happening since it renders students passive and hinders learning.

Based on preliminary research that has been done, the researcher attempts to employ alternative approaches to develop an enjoyable learning activity on the learning challenges that arise at MTs Ma'arif NU 1 Cilongok, Banyumas. Researchers created this background to examine how well the chain writing approach works as a method upgrade to make the class more engaging and enjoyable. Effectiveness of the use of chain writing method that will be discussed in this study because it was thought to be the best approach to take in the given situations, researchers decided to employ this method. The chain writing learning method is carried out in groups and involves all individuals in a group, so this research is expected to motivate teachers to use appropriate and fun learning methods. After seeing the phenomenon that occurred the previous clarification indicates that the author is really interested about the effectiveness of chain writing. In addition, researchers rarely find the use of the chain writing method to create narrative texts that are classified as difficult for junior high school or MTs students.

METHOD

The research model used is quasi-experimental quantitative research. Quasi-experimental is a research model that is often used by students majoring in Education. According to (Isnawan et al., 2020) quasi experiments used in school research such as testing a learning method or model, is a type of research using non-randomly assignment because it uses a designated class. The quasi-experimental research model uses a pre-test and post-test control group design. The design of the pre-test and post-test used is as follows: Pre-test and post-test are generally used in two sample classes, namely the experimental class and the control class. The first step in this pre-test and post-test design is to determine the two sample classes. The second step is to give a pre-test to the two sample classes that have been determined. The third is to take action on the experimental class and the last step is giving assignments to see the results of the actions taken (Isnawan et al., 2020).

2.1 Population and Sample of The Research

The population serves as a boundary on the research's scope, which is meant to allow the researcher to concentrate on their work (Coe et al., 1983). All of the research subjects represent the population (Brinda et al., 2019). This study's population included all of the 9th grade of MTs Ma'arif

NU 1 Cilongok, Banyumas in the 2024/2025 academic year. In this investigation, samples were taken in two classes: experimental and control. Furthermore, a simple random sampling technique was used to randomly select the classes. To choose the experimental class and control class for this investigation, a lottery was used to do simple random sampling

2.2 Technique of Data Collection

- **Pre-Test**

The pre-test will be carried out by both the experimental class and the control class. The pre-test used contains 6 instructions related to the text to be used. The questions have been adjusted to the applicable curriculum and validated through several stages of instrument validation.

- **Treatment**

The class that will get the treatment is the experimental class. Treatment is done by applying Chain writing Learning Method into English learning. The treatment includes the delivery of material in the classroom at the second meeting to the fifth, then giving a post-test at the seven meeting to collect data to be analyzed

- **Post-Test**

The identical questions from the pre-test are used in the post-test, which occurs following treatment (Oktavia et al., 2019). This assessment is given at the conclusion of the learning process to determine how well students have understood the subject matter and what significant ideas they have learned (Magdalena et al., 2021). The post-test used contains 6 instructions related to the text to be used. The questions have been adjusted to the applicable curriculum and validated through several stages of instrument validation.

2.3 Technique of Data Analysis

- **Normality Test**

The normality test is used to see whether the data has a distribution that follows a normal curve or not. The criteria for the *Kolmogorov-Smirnov* test when the significance value (sig.) is greater than or equal to 0.05; it can be concluded that the data is normally distributed.

However, when the significance value is smaller than 0.05; then it can be concluded that the data is not normally distributed (Isnawan et al., 2020)

- **Homogeneity Test**

Used in ensuring that data comes from the same population or not. In quasi-experimental research, there are generally two samples, namely the experimental class and the control class, the homogeneity test is needed to ensure that the two samples come from the same population. Homogeneity test is also used to ensure that the sampling technique used is appropriate (Isnawan et al., 2020)

- **N-Gain Test**

This test is used to measure the effect of the treatment carried out. Before conducting the N-Gain test, the thing that must be done is to give a pre-test and treatment to the sample. Then in the final stage a post-test is given so that both the values of the pre-test and post-test appear (Oktavia et al., 2019)

- **Mann Withney-U Test**

Statistical tests with two independent samples in nonparametric tests have similar objectives to the T-test in parametric statistics. If the independent sample T-test cannot be conducted because of unfulfilled conditions, such as an assumption of normality that does not fulfilled the standards, The Mann Whitney U-test, a nonparametric test, can be used. The specifications for the Mann-Whitney U-test are:

H_0 Rejected if $U_{\text{count}} < U_{\text{Table}}$.

H_0 Accepted if $U_{\text{count}} \geq U_{\text{Table}}$.

FINDING

The results of the pre-test and post-test will be explained. From the 31 data, there are minimum, maximum, mean, median, and mode scores. The minimum score of the pre-test in the experimental class is 40, while the post-test is 72.5. The maximum score of the pre-test of the experimental class is 75, while the post-test is 95. The mean score of the pre-test of the experimental class is 59.75, while the post-test is 83.46. The median score of the pre-test of the experimental class is 67.5, while that of the post-test is 85. The mode score of the pre-test of the experimental class is 67.5, while that of the post-test is 87.5. From the data above, it can be concluded that there is a

difference between the results of the pre-test and post-test conducted after treatment in the experimental class.

From the 32 data, there are minimum, maximum, mean, median, and mode scores. The minimum value of the pre-test in the control class is 45, while the post-test is 50. The maximum score of the control class pre-test is 70, while the post-test is 70. The mean score of the control class pre-test is 52.14, while the post-test is 59.75. The median score of the control class pre-test is 50, while the post-test is 60. The mode score of the control class pre-test is 50, while the post-test is 60. From the data above, it can be concluded that there is a difference between the pre-test and post-test results in the control class.

The following are the results of the pre-test and post-test of both classes. In this study, the normality test was conducted using the IBM SPSS Statistic 25:

Table 1.1. The Result of Normality Test Experiment Class

Tests of Normality							
Test		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre Test	0.309	31	0.000	0.751	31	0.000
	Post Test	0.226	31	0.000	0.909	31	0.012

a. Lilliefors Significance Correction

Based on the test results above, it can be seen that the normality test using the Kolmogorov-Smirnov formula in the experimental class pre-test is sig. 0.000, while in the experimental class post-test is sig. 0.000. In addition, the normality test using the Shapiro-wilk formula on the experimental class pre-test is sig. 0.000 while in the experimental class post-test is sig. 0.012. The results above show that the results of the normality test on the pre-test and post-test of the experimental class are sig. <0.005 which means that the data is not normally distributed.

The results of the normality test on the pre-test and post-test of the control class are:

Table 1.2. The Normality Test of Control Class

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Test		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre Test	0.197	32	0.003	0.887	32	0.003
	Post Test	0.199	32	0.002	0.920	32	0.021

a. Lilliefors Significance Correction

the results of the normality test using the Kolmogorov-smirnov formula on the control class pre-test are sig. 0.003, while in the post-test the control class is sig.0.002. The results of the normality test using the Shapiro-wilk formula on the control class pre-test are sig. 0.003, while in the post-test the control class is sig. 0.021. Based on the test above, it can be concluded that the normality test in the control class is sig. <0.05 which means the data is not normally distributed.

Homogeneity test is also used to ensure that the sampling technique used is appropriate (Isnawan et al., 2020). There is criteria of homogeneity test as follows:

Sig. $\geq 0,05$ = Data is homogeneous

Sig. $< 0,05$ = Data is not Homogeneous

The following are the results of the homogeneity test conducted using IBM SPSS Statistic 25.

Table 1.3. The Result of Homogeneity Test

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3.503	1	61	0.066

Based on Median	1.872	1	61	0.176
Based on Median and with adjusted df	1.872	1	60.617	0.176
Based on trimmed mean	3.421	1	61	0.069

Based on the data above, it can be seen the results of the homogeneity test in the experimental class and control class. Based on mean column, the sig. was 0.066. Based on median column, the sig. was 0.176. Based on median and with adjusted df, the sig. was 0.176. Based on trimmed mean the sig. was 0.069. Based on the data that has been obtained, it can be concluded that the homogeneity test results in the experimental and control classes are sig. > 0.05. which means that the data from the experimental class and control class are homogeneously distributed.

As explained above, the use of The mann-Whitney u-test was applied in this research since the data was not normal distributed. The conclusions created in the Mann-Whitney U test are:

Ho Rejected if $U_{\text{count}} < U_{\text{tabel}}$

Ho Accepted if $U_{\text{count}} \geq U_{\text{tabel}}$

Table 1.4. The Result of Mann Whitney U Test

Test Statistics ^a	
	Score
Mann-Whitney U	0.000
Wilcoxon W	528.000

Z	-6.849
Asymp. Sig. (2- tailed)	0.000

a. Grouping Variable: Group

Based on the data listed, it can be concluded that the value of the mann whitney u test shows a significant difference between the experimental class and the control class. This can be seen from the table which shows the score of the Mann Whitney U-test of 0.000, then Wilcoxon W shows a score of 528,000. on the Z score shows -6,849 with Assymp Sig. (2-tailed) shows a score of 0.000. based on the table above, it can be seen that $U_{count} < U_{tabel}$ so it can be concluded that there is a significant difference in the use of Chain Writing Learning Method.

The effectiveness of a teaching strategy in improving student learning outcomes is assessed using this N-Gain test by comparing pretest and posttest result (Terbimbing, 2016). The conclusion of the N-Gain Test results:

Tabel 1.5. Gain Score Distribution sources by: Karinaningsih (2010)

N-Gain Score	Category
$g > 0.07$	High
$0.3 \leq g \leq 0.07$	Medium
$G < 0.03$	Low

Table 1.6. Effectiveness Interpretation N-Gain sources by: Karinaningsih (2010)

Precentage	Interpretation
< 40	Inefective
40-55	Less Efective
56-75	Quite Efective
>76	Efective

Based on the table of interpretation results above, in this study, the N-Gain test was carried out on the learning outcomes of the experimental group and control class with the following results:

Tabel 1.7. The Finding of N-Gain Test in Experiment Class

Descriptives				
Class			Statistic	Std. Error
Ngain_persen Experiment	Mean		59.0190	1.69912
	95% Lower Confidence Interval for Mean	Bound	55.5489	
	Upper Bound		62.4891	
	5% Trimmed Mean		59.0941	
	Median		58.3333	
	Variance		89.498	
	Std. Deviation		9.46032	
	Minimum		38.46	
	Maximum		80.00	
	Range		41.54	
	Interquartile Range		11.67	
	Skewness		-0.449	0.421
	Kurtosis		0.963	0.821

Based on the table above, it can be concluded that the calculation results regarding the level of effectiveness of the chain writing learning method in the experimental class consisting of 31 students. The table shows that the average in the experimental class reached 59.0190%. This shows that the use of chain writing learning method in the experimental class is included in the moderately effective category with a median of 58.3333% and the minimum score is 38.46%, while the maximum is 80.00%. On the impact of implementing the chain writing learning approach, there are 4 categories in the N-

Gain test. The first category, Less than 40% becomes ineffective, 41-55% is less effective, and 56-75% is considered quite effective and $> 76\%$ is considered effective. In this study, the results of the N-Gain calculation in the experimental class showed 59.0190% which was included in the quite effective category.

DISCUSSION

This study is written about chain writing learning method. Amalia (2023) explain that chain writing is students write stories in groups using the chain writing method, where each student creates one or two sentences that are then put together to form stories (Puspitasari & Kusumawanti, 2024). The purpose of this study was to determine the beneficial effects of the chain writing learning method. The experimental class that employs the chain writing learning method and the control class that does not receive the treatment are different significantly in their writing skills, according to the data from the research that has been done. This is evidenced by N-Gain and Mann Whitney U test results which states a significant difference through the data tested. The samples for the research come from two classes there is class 9A with 31 students and class 9C with 32 students.

According to the results, this study shows a significant change related to the use of chain writing method on students' writing ability. There is a significant comparison can be seen through the post-test results which are higher than the pre-test given before receiving treatment. This is in accordance with what was said by Ai et al., 2020 in his research on the use of the chain writing method to improve students' writing skills in developing main ideas (Ai et al., 2020). This is in accordance with Purwanto, write about chain writing as one of the attractive methods in teaching and learning activities. In addition, group learning activities can reduce the level of difficulty experienced by students. Through his research, it can be concluded that chain writing is a method that has a good impact on student learning (Purwanto, n.d.)

The success in using the chain writing learning method is that the group activities make it easier for students to develop ideas. Working together in creating a paragraph from a combination of several sentences written by several students will make it easier for students to develop ideas in writing. In accordance with the research conducted by Primasari, who stated that the chain writing method provides several benefits for students, one of which is by building communication and developing ideas together. Primasari also said that the use of conventional methods that are not developed, will

make students feel less interested in learning which causes students to lack motivation in learning writing skills. With the chain writing learning method, Primasari has found that the method is able to overcome the problems that occur (Primasari et al., 2021).

CONCLUSION

The aim of this research was to evaluate how effectively the chain writing learning method improved students' writing skills. This study shows the difference in results between classes that use the chain writing method, namely the experimental class, and classes that do not use chain writing as a learning method called the control class. This is evidenced by the results of data calculations from both classes using IBM SPSS Statistic 25 which shows an increase in learning outcomes. The experimental class and the control class had different scores, according to the findings of the hypothesis test conducted with IBM SPSS Statistic 25 for Windows. In the N-Gain test, the mean score obtained in the experimental class showed a minimum value of 38.46 while the maximum score was 80.00. In addition, the percentage of the mean in the N-Gain test shows 59.0190%, which means it falls into the moderately effective category. Based on these calculations, it can be concluded that the results of the N-Gain test show a significant difference resulting from the use of the chain writing method in the experimental class.

In addition to using the N-Gain hypothesis test, this study also used A non-parametric statistical test is needed for evaluating the hypothesis since the data used is not normally distributed. The calculation results of the Mann Whitney U-test show the result of Assymp Sig. (2-tailed) of 0.000. These results indicate that $U_{\text{Count}} < U_{\text{table}}$ means H_a is accepted but H_0 is rejected is accepted. It can be inferred from this observation that the use of the Chain Writing Learning Method changes significantly. The pre-test and post-test results in the experimental class differ significantly, according to the data previously discussed. Furthermore, a significant distinction was observed between the experimental class's post-test results and the control class's post-test results. The experimental class that was treated with the chain writing learning method had a higher post-test score than the control class, which was not treated with the method, according to the difference between the two classes' findings. This claim determines the conclusion that students' writing abilities are impacted by the chain writing learning method at 9th grade of MTs Ma'arif NU 1 Cilongok.

This research has been done as well as possible but still has limitations in it. At the time of data collection, researchers only had the opportunity to conduct four treatments due to the time that was approaching the examination test. Additionally, the researcher had numerous challenges during the data collection period because of a number of school-related incidents that forced pupils to miss class, which reduced the amount of performing instructional and learning activities. Because of this, the research's drawback is related to time constraints. Based on the discussion of the research and the results of the conclusions that have been made, the researcher proposes several suggestions related to the research. This research provides information to schools about methods that can be used while performing instructional and learning activities in the form of chain writing methods. The chain writing method has a good effect on student learning objectives so that it can be applied as a substitute method of instruction.

The chain writing method can be used by teachers while performing instructional and learning activities, especially when delivering material related to writing texts. This method can be an alternative for teachers who want to develop writing skills in students. Also for other researchers can use this study as a reference for making research that discusses similar topics. In addition, it is suggested to other researchers with the same topic to conduct treatment for more than 4 meetings so that the significance of using the chain writing method can be seen.

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