

**THE USE OF CHAIN WRITING TECHNIQUE
TO IMPROVE STUDENTS' DESCRIPTIVE WRITING SKILL
AT THE 7TH GRADE OF MTs NEGERI 2 BANYUWANGI**

THESIS



UNIVERSITAS ISLAM NEGERI
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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in fulfilments of the requirements for the bachelor degree of education (S. Pd)
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FACULTY OF TARBIYAH AND TEACHER
TRAINING ENGLISH EDUCATION PROGRAM
2024**

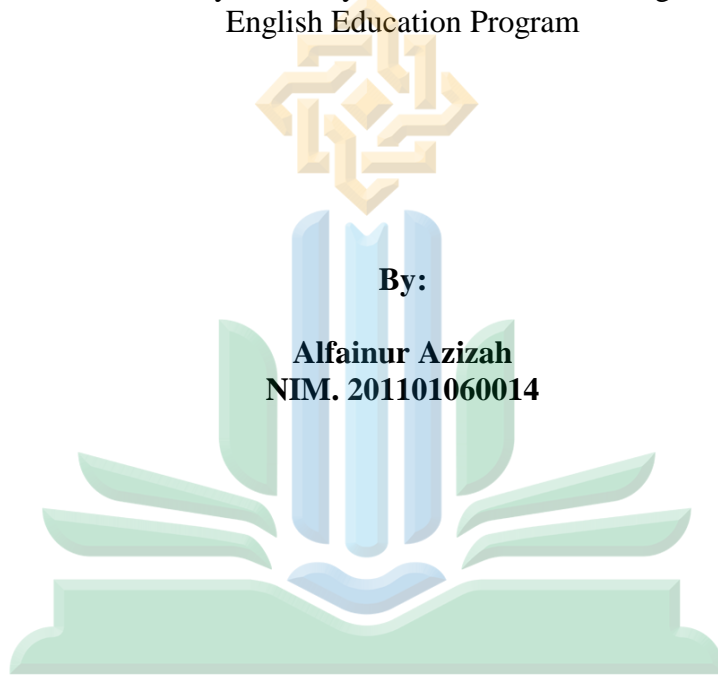
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in fulfilments of the requirements for the bachelor degree of education (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day : Monday
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MOTTO

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ ﴿٥٣﴾

Meaning: “and everything, small and big, is written down.” (Al-Qomar:53)¹



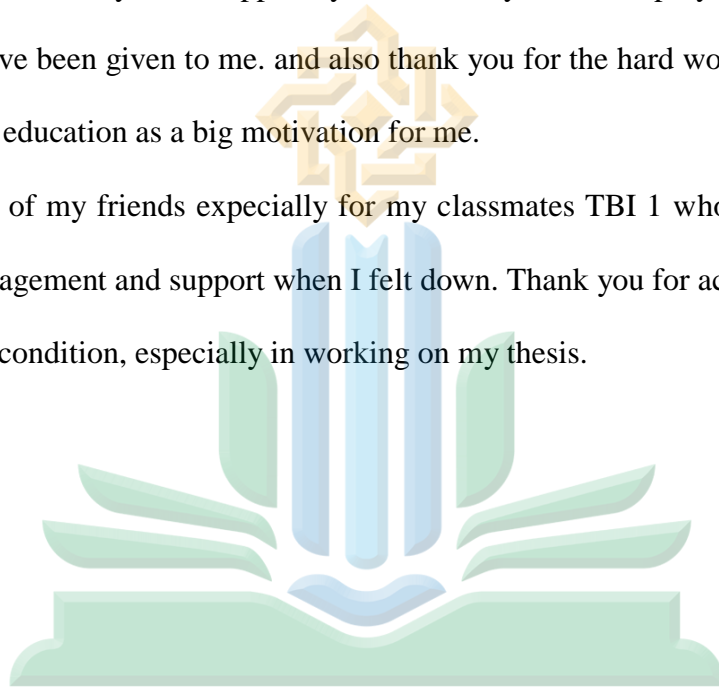
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¹ Dr. Muhammad Taqi-ud Din al-Hilah and Dr. Muhammad Muhsin Khan, *Translation of the meanings of the noble Qur'an into the English language*, (Madinah: King Fahd Glorious Qur'an Printing Complex), p. 935

DEDICATION

I would like to express my deepest gratitude and dedication to those who have provided support and encouragement to me in my academic journey.

1. I would like to thank my beloved parents Mr. Samsuri and Mrs. Ruminah who have become my main support system, thank you for the prayers and blessings that have been given to me. and also thank you for the hard work so that I get a decent education as a big motivation for me.
2. For all of my friends especially for my classmates TBI 1 who have given me encouragement and support when I felt down. Thank you for accompanying me in any condition, especially in working on my thesis.



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Firstly, all praises and gratitude to Allah SWT who has given me health and opportunity so I can finish this undergraduate thesis. Sholawat and greetings are always be given to our prophet, Prophet Muhammad SAW, who has brought us from the dark era to the bright era.

The researcher realized that this undergraduate thesis would not have been completed without the help and guidance of other people. Therefore, on this occasion the researcher would like to express my deepest gratitude to the following parties:

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Jember, July 20th 2024
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ABSTRACT

Alfainur Azizah, 2024: *The Use of Chain Writing Technique to Improve Students' Descriptive Writing Skill at the 7th Grade of Mts Negeri 2 Banyuwangi*

Keywords: *Chain writing, writing skill, descriptive text*

Writing is one of the complex skills in learning English, because to master writing skills, students also need other English language skills, such as listening, reading and speaking. Writing skill is an important skill that can assist someone express their opinions in written form. Since writing skill is complicated skill, many students experience difficulties and challenges in writing. Based on interviews conducted with English teachers, most students had difficulty thinking of ideas to write, students did not know what to write as the content of the text. They were often stuck in starting to write because students were weak in vocabulary and afraid of making mistakes in grammatical structure. Due to the lack of writing practice, students still find it difficult to understand mechanics and organization when writing texts.

The research question of this research focused on “How does the use of Chain Writing technique improve students’ descriptive writing skill at 7th grade of MTs Negeri 2 Banyuwangi?”. The research objective was to describe how Chain Writing improves students’ descriptive writing skill text at 7th grade of MTs Negeri 2 Banyuwangi.

Classroom Action Research (CAR) with a model developed by Kemmis and McTaggart was used in this research. In this research, the researcher collaborated with an English teacher who acted as a teacher while the English teacher controlled and observed the class during the research. The subject of this research was 25 students of 7th grade of MTs Negeri 2 Banyuwangi.

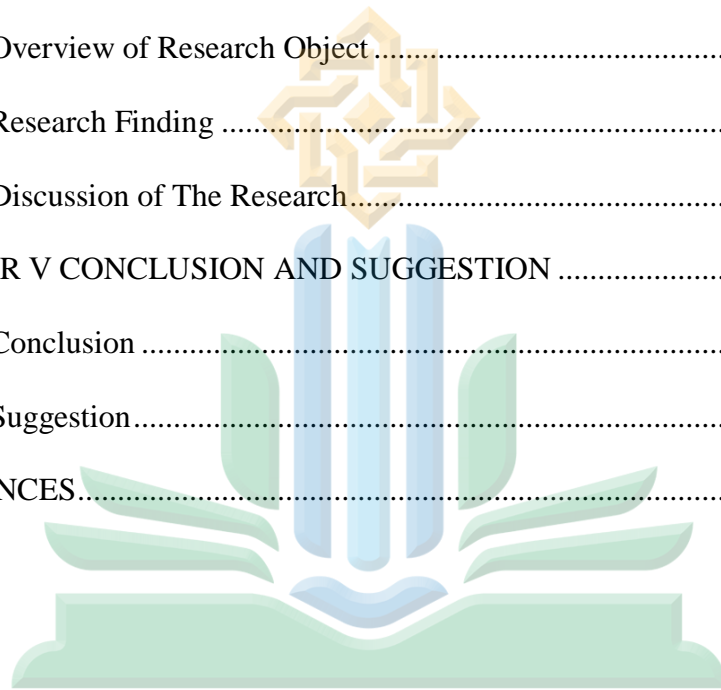
The result of this research showed that students’ writing test improved from pre-test to the second post-test. On the pre-test, the mean score of students was 69,04 and the percentage of students who passed the criteria of success was 36% which means that there are 9 students who passed the criteria of success and 16 students did not pass the criteria of success. meanwhile in post-test 1, the mean score of students’ Post-test 1 was 72,32 and the percentage of students who passed the criteria of success in post-test 1 was 40% which means that there are 10 students who passed the criteria of success and 20 students did not pass the criteria of success. The students mean score in the post-test 2 was 80,36 and the percentage of students who passed the criteria of success in post-test 2 was 80% which means there were 20 students who passed the criteria of success and there were 5 students that did not pass the criteria of success.

The improvement above occurred because the chain writing technique involved several members in a group, each member contributed their thoughts, ideas, and concepts in making sentences and forming paragraph. Moreover, chain writing technique carried out collaboratively to produce good products. In addition, the work pattern of the chain writing technique was carried out in a systematic and well-organized manner. It was concluded that students' writing skills increased significantly after using The Chain Writing Technique in the teaching and learning process.

TABLE OF CONTENT

| | |
|-----------------------------------|-----|
| COVER | i |
| ADVISOR APPROVAL SHEET | iii |
| EXAMINER APPROVAL SHEET | iv |
| MOTTO..... | v |
| DEDICATION | vi |
| ACKNOWLEDGEMENT | vii |
| ABSTRACT | ix |
| TABLE OF CONTENT | x |
| LIST OF APPENDIXES..... | xi |
| CHAPTER I INTRODUCTION..... | 1 |
| A. Background of Study | 1 |
| B. Research Question | 7 |
| C. Research Objective | 7 |
| D. Research Significance..... | 7 |
| E. Definition of Key Terms..... | 8 |
| CHAPTER II LITERATURE REVIEW..... | 10 |
| A. Previous Research..... | 10 |
| B. Theoretical Framework..... | 16 |
| CHAPTER III RESEARCH METHOD..... | 36 |
| A. Research Design..... | 36 |
| B. Research Location..... | 39 |
| C. Research Subject..... | 40 |

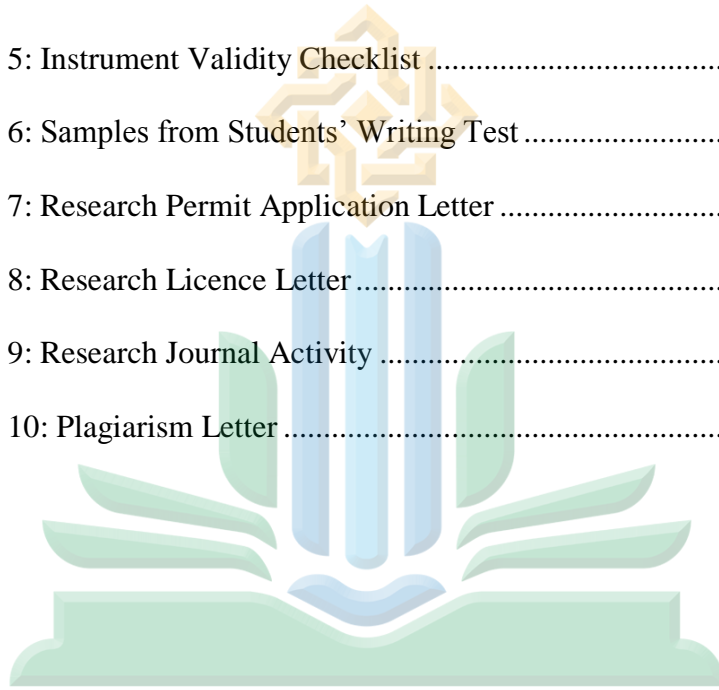
| | |
|--|----|
| D. Data Collection Technique | 40 |
| E. Data Analysis Technique | 42 |
| F. Validity of Data..... | 44 |
| G. Criteria of Success | 45 |
| CHAPTER RESEARCH FINDINGS AND DISCUSSIONS..... | 46 |
| A. Overview of Research Object..... | 46 |
| B. Research Finding | 47 |
| C. Discussion of The Research..... | 69 |
| CHAPTER V CONCLUSION AND SUGGESTION | 73 |
| A. Conclusion | 73 |
| B. Suggestion..... | 74 |
| REFERENCES..... | 75 |



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIXES

| | |
|---|-----|
| Appendix 1: Research Matrix | 79 |
| Appendix 2: Lesson Plan | 80 |
| Appendix 3 Blueprint..... | 96 |
| Appendix 4: Observation Checklist | 97 |
| Appendix 5: Instrument Validity Checklist | 99 |
| Appendix 6: Samples from Students' Writing Test | 100 |
| Appendix 7: Research Permit Application Letter | 101 |
| Appendix 8: Research Licence Letter | 102 |
| Appendix 9: Research Journal Activity | 103 |
| Appendix 10: Plagiarism Letter | 104 |



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

In this chapter the researcher presents the points related to the topic of the research. The points consist of background of study, research question, research objective, research significance, and the definition of key terms.

A. Background of Study

Language is a key way to talk to people. Language is the main way to convey someone's ideas, thoughts, feelings, and wants.² One of the languages that people use and learn the most is English. Among the languages, English is language used worldwide due to the fact that English is used as an international language. Therefore, English learning is crucial for individuals to know how to communicate in English either in spoken or written form. With English, every individual can communicate and socialize with other people from other country.

In Indonesia, English is commonly used as a foreign language (EFL). English is regarded by the Indonesian government as an additional or foreign language.³ In Indonesia, English is regarded as the first foreign language taught. English has long been one of the mandatory subjects starting from elementary school, junior high school, senior high school, and up to college.

This is no exception to the rise in English language courses as a formal school

² Sundari, Putri Lidiana, and Permata Sari, "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," *English Teaching and Linguistic Journal (ETLiJ)*, vol. 4 No. 2, (July 2023), pp. 116-127

³ Lauder, *The status and function of English in Indonesia: A review of key factors*. (Makara, Sosial Humaniora, 2008). 12, 9-20

that uses English as the main language. Based on the English curriculum, English classes focus on speaking, writing, reading, and listening skill.

In English learning, there are four basic skills that English as a Foreign Language (EFL) students need to learn. One of the fundamental skills is writing. Writing is a productive skill that need to be comprehended by EFL students, because writing skill requires the learner to produce the language in written form. According to Meyers, writing is a process to produce language through writing which is done naturally that occurs when someone speaks.⁴ Writing skill is an important skill that can assist someone express their opinions in written form that is easy to read and understand.⁵ Albadri stated that writing is a difficult or complex skills that requires creativity because writing involves a blend of words, grammar, and ideas.⁶ According to Harmer, writing properly requires more skill than producing speaking.⁷

Since writing skill is an important skill in human life. Allah SWT says in the Qur'an about the importance of writing which in Q.S Al-Baqarah 282:

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وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ

The meaning: "Let not the scribe refuse to write as Allah has taught him, so let him write." (QS. Al-Baqarah:282)⁸

⁴ Meyers, *Gateways to academic writing: effective sentences, paragraphs and essays*. (New York: Pearson Education, 2005)

⁵ Suparwoto Sapto Wahono and Kholidatul Afifah, "The Record of Using Picture Series to Develop Students Writing Skills," (English Review: Journal of English Education, 2022), 10(3), 965-974, <https://doi.org/10.25134/erjee.v10i3.6830>

⁶ Albadri and Linda Imamatul Rosyidah, "The Effectiveness of Semantic Mapping Strategy to Improve Students' Writing Skill on Recount Text in Language Dormitory," (JOEY: Journal of English Ibrahimy, 2022). Vol. 1 No. 1

⁷ Jeremy Harmer, *How to Teach Writing*. (Essex: Longman Group. Ltd:2004)

⁸ Dr. Muhammad Taqi-ud Din al-Hilah and Dr. Muhammad Muhsin Khan, *Translation of the meanings of the noble Qur'an into the English language*, (Madinah: King Fahd Glorious Qur'an Printing Complex), p. 84

According to the verses of Al-Qur'an that previously mentioned, let not a scribe refuse to write, as Allah has taught him, so let them write. It means that people who are good at writing, should not refrain from writing transaction contracts when they asked to write, because this writing can be a form of charity from the scribe as Allah teaches them what they do not know. Therefore, let them write, as stated in the hadith.

One of the more complicated skills of learning English is writing, because to master writing skill, the learners also need other English skills, such as listening, reading, and speaking. In addition, the differences of language structure rules between the learners' native language and the language being studied also provide challenges for the learners. There are several aspects that language learners must fulfilled in writing skills. These aspects include, content, organization, vocabulary, grammatical rules, and mechanics that must be present in a perfect text. Since English is a foreign language in Indonesia, the students found it difficult because they wrote in a language that was not their mother tongue. This is among the aspect that presented challenges to students and less interested in writing texts in English.

Writing can be done in various kind of genres, such as narrative, procedural, recount, descriptive, etc. descriptive text is when the writer described a subject such as person, place, and thing in written form. descriptive aims to enable the readers to imagine something described by the writer. Texts with the intention of providing information about something or

someone are known as descriptive texts.⁹ It may be said that descriptive text is one text that describes or provides the features of a person, animal, place, thing, and others while employing words that convey the readers' sense of taste, smell, touch, and sight to help the readers have better visualize the subject matter or comprehend an idea of feeling.

Based on the previous research conducted by Rahmawati students' problem in writing skill is that many students believe that writing is the hardest skills to master. Students have struggles and find it challenges to write. Based on the interview that has been made with the English teacher, the majority of students struggle to think of ideas to write about, the students do not know what to write as text content. They frequently stuck to get their writing started because students weak of vocabulary and weak of writing practice.¹⁰ Students also find it difficult in grammatical structures. Amalia stated that writing skill includes the process of finding ideas in text by selecting and creating the idea after considering several components, including just writing the words.¹¹ That is why students consider writing skills to be a difficult skill and they start to ignoring writing lessons. Therefore, teachers must find learning techniques that are suitable for students in writing classes, especially writing descriptive text.

Descriptive text is one of the texts taught in 7th grade of MTs Negeri 2 Banyuwangi. There are several techniques that can be used by the English

⁹ Linda Gerot and Peter Wignell, *Making Sense of Funtional Descriptive Text*, 208

¹⁰ Interview with the English teacher, February 7, 2024

¹¹ Amalia, Abdullah, and Fatimah, "Teaching writing to junior high school students: A focus on challenges and solutions." *Journal of Language and Linguistic Studies*, (2021), 17(2), 794–810.

teacher to teach descriptive text in the class. One of them is Chain Writing Technique. Chain Writing Technique is a technique where students are required to combine ideas to develop a certain topic collaboratively into writing a perfect paragraph. Theoretically, Chain writing can make students have special opportunities in active writing through group writing.¹² Chain Writing is suitable Technique for any type of text such as procedure text, narrative text, and descriptive text.¹³ In addition writing in a chain is a more effective way to learn how to write than lecturing. Based on the results of data processing, the chain writing technique for learning has been proven to improve learning outcomes. Maharani et al in their research stated that students' enthusiasm in creating descriptive texts and their ability to communicate with others were both improved through collaborative writing.¹⁴ Afkarina also stated that Chain Writing technique can improve students' writing skills, because students can easily write descriptive text in their own words.¹⁵

Regarding to Chain Writing Technique, there are some previous researches that have been conducted. The first previous research was conducted by Herlina Rahmawati and Ratna Nurlia in 2022 entitled “The

¹² Nystrand, *A social-interactive model of writing*. Written Communication, (1989), (1), 66–85.

¹³ Herlina Rahmawati and Ratna Nurlia, “The Success of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students” *Journal of Development Research*, (2022), 6(2), 218–223.

¹⁴ Geana Sekar Maharani, Iwan Ridwan, and Yogi Setia Samsi, “Exploring Secondary Students' Engagement of the Collaborative Writing Approach to Learning in Writing Descriptive Text,” *PROJECT (Professional Journal of English Education)* (2023), 6(6), 1215–1222.

¹⁵ Afkarina Ali Firda, “Teaching student's writing skill by using collaborative writing strategy in descriptive text at ninth graders of smp plus darussalam blokagung in academic year 2021/2022,” (2022).

Effectiveness of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students”. The second was conducted by Geana Sekar Maharani, Iwan Ridwan, & Yogi Setia Samsi in 2023 entitled “Exploring Secondary Students' Engagement of The Collaborative Writing Approach to Learning in Writing Descriptive Text”. The third was conducted by Anggun Pertiwi and Supeno in 2019 entitled “Chain Writing Method and Media Picture in English Descriptive Texts Learning”. The fourth was conducted by Rizkia Nabilah, As'ari, and Eulis Rahmawati in 2023 entitled “The Effect of Chain Writing Method on Students' Writing Ability of Descriptive Text”. And the last was conducted by Egi Novitasari in 2019 entitled “The Effectiveness of Using Chain Story Technique towards Students' Ability in Writing Descriptive Text at The First Semester of The Eighth Grade of Smp Perintis 2 Bandar Lampung in The Academic Year Of 2018/2019”. The previous researches above proved that Chain Writing Technique is a useful technique for teaching students to write descriptive texts and enhancing their students' descriptive writing skill.

Several previous researches above focused on the effect of Chain Writing on students' writing skill in writing descriptive text. However, there were still no previous researchers who conducted Classroom Action Research (CAR) which focused on the Chain Writing Technique in improving students' descriptive writing skills. Therefore, according to the research background above, in the current research, the researcher conducted Classroom Action Research (CAR) with the title “The Use of Chain Writing Technique to

Improve Students' Descriptive Writing Skill at the 7th Grade of MTs Negeri 2 Banyuwangi”.

B. Research Question

Based on the background of the study above, the researcher formulated the research question as follows: How does the use of Chain Writing technique improve students' descriptive writing skill at the 7th grade of MTs Negeri 2 Banyuwangi?

C. Research Objective

Based on the research question above, the research objective of this research is to describe how Chain Writing Technique improves students' descriptive writing skill text at the 7th grade of MTs Negeri 2 Banyuwangi.

D. Research Significance

The researcher hoped that the final result of this research can give some contribution to the following parties both theoretically and practically:

1. Theoretical Significance

Theoretically, the researcher hoped that this research provided some understanding and insight to those who require the outcome of Chain Writing in improving students' writing skills. The result of this research also expected to enrich theories and references in the world of education regarding improving students' writing skills in writing descriptive texts by using Chain Writing Technique.

2. Practical Significance

For students, this research is hoped to provide interesting learning

techniques for students in improving their writing skills by using Chain Writing. Students are expected to be more enthusiastic, creative and active.

Regarding other researchers, it is expected that this research will provide knowledge regarding the use of Chain Writing Technique in improving students' ability to write descriptive text. It is hoped that this research can become a reference for further research on related topics.

E. Definition of Key Terms

The following definitions are provided to ensure readers interpret several terms used in this research with the same understanding. Additionally, this is intended to prevent confusion or misunderstandings about the meaning of the terms intended by the researcher.

1. Chain Writing

Chain writing is collaborative learning which is done in groups. Chain Writing is writing English text in a chain by chaining sentences from each group member and then continuing with other group members in sequence to form a complete paragraph. Students' success with each other is interrelated and influences the success of the group.

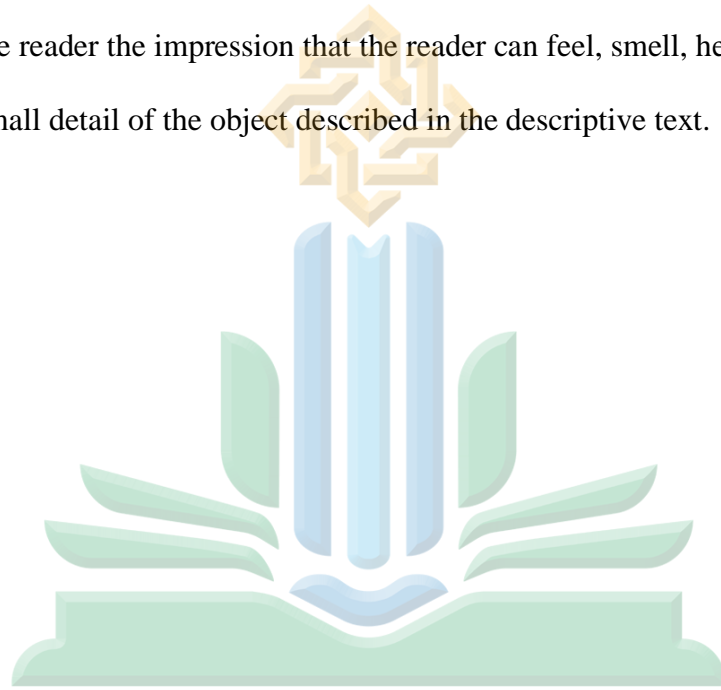
2. Writing Skill

Writing is a way of producing a product or a form of writing that is full of meaning and information. Writing skills mean a productive skill which is an activity of conveying ideas and feelings, and expressing them with words in written form so that they become good paragraphs. There are several parts in writing a text that must be paid attention to, so that the

text becomes perfect writing. These sections include: content, organization, vocabulary use, grammatical use, and mechanic.

3. Descriptive Text

Descriptive writing is anything written that aims to provide readers with an accurate description of person, place or thing. This text can give the reader the impression that the reader can feel, smell, hear and see every small detail of the object described in the descriptive text.



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CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses about the previous research that have been conducted related to the current research. This chapter also provides some explanations about the theoretical framework of the research.

A. Previous Research

This section explains several previous research that have been carried out related to this current research. The related previous research as follows:

1. First previous research conducted by Herlina Rahmawati and Ratna Nurlia in 2022 entitled “The Effectiveness of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students” the aim of this previous research was to assess the effectiveness of utilizing comic strips to teach descriptive writing using the chain writing technique. This research included 32 students from VII-F and 32 students from VII-G from SMPN 1 Sutojaya as a subject. The researchers used quasi-experimental with the experimental class and the control class. The result of this study is the chain writing technique can significantly improve the 1st grade of junior high school students’ ability to write descriptive text. The chain writing technique can improve the result of learning based on data processing output.¹⁶

The similarity between this previous research and the current

¹⁶ Herlina Rahmawati and Ratna Nurlia, “The Success of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students” *Journal of Development Research*, (2022), 6(2), 218–223.

research was both researches employed the Chain Writing Method to teach students in writing. The differences between this previous research and the current research are the previous research conducted quasi-experimental methodology that focused on using Chain Writing Method combined with Comic Strip. While in the current research, the researcher conducted Classroom Action Research (CAR) which focus on the use of Chain Writing Technique in writing class.

2. The second previous research conducted by Geana Sekar Maharani, Iwan Ridwan, & Yogi Setia Samsi in 2023 entitled “Exploring Secondary Students' Engagement of The Collaborative Writing Approach to Learning in Writing Descriptive Text” the aim of this previous research was to investigate about the use of collaborative writing methods in descriptive writing. This research used a qualitative descriptive method and involved six students in writing descriptive texts in groups. The findings show how collaborative writing can be the approach increases student engagement and helps students overcome problems when writing descriptive texts.¹⁷

The similarity between this previous research and the current research is that both discuss the technique to teaching writing descriptive text. While the differences between this previous research and the current research are previous research the previous research conducted

¹⁷ Geana Sekar Maharani, Iwan Ridwan, and Yogi Setia Samsi, “Exploring Secondary Students' Engagement of the Collaborative Writing Approach to Learning in Writing Descriptive Text,” *PROJECT (Professional Journal of English Education)* (2023), 6(6), 1215–1222.

qualitative research with descriptive method which focused on collaborative writing, while the current research conducting Classroom Action Research (CAR) which focus on the use of Chain Writing technique in teaching descriptive text.

3. The third previous research conducted by Anggun Pertiwi and Supeno in 2019 entitled “Chain Writing Method and Media Picture in English Descriptive Texts Learning”. The objective of this previous research was to examine how media picture and chain writing technique are used in the process teaching and learning. The methodology of this research was case study. The subject of this previous research were 5 students of Junior High School 2 Tirtajaya. The result is the use of chain writing technique and picture media can make students play a more active role in learning in teaching English descriptive texts.¹⁸

The similarity between previous research and current research is that both discuss chain writing in descriptive text. The differences between previous research and current research are that previous research conducted case study which focused on the use of Chain Writing Method with Media Picture in Descriptive Text learning, while the current research conducting Classroom Action Research (CAR) which focus on the use of chain writing technique in writing descriptive.

4. The fourth previous research conducted by Rizkia Nabilah, As'ari, and Eulis Rahmawati in 2023 entitled “The Effect of Chain Writing Method

¹⁸ Anggun Pertiwi and Supeno, “Chain Writing Method and Media Picture in English Descriptive Texts Learning” *INFERENCE: Journal of English Language Teaching*, (2019), 2(1), 27–37.

on Students' Writing Ability of Descriptive Text". The aim of this previous research was to gather empirical data regarding the effect of the chain writing method on students' descriptive writing skill. The sample of this previous research was 70 students which is divide into experimental class and control class. This research used a quantitative method. The result of this previous research was chain writing method was useful for teaching students how to write descriptive texts and enhancing their students' descriptive writing skill.¹⁹

The similarity between previous research and current research is that both discuss chain writing in descriptive text. The difference between previous research and current research is that the previous research used quasi-experimental, while the current research conducting Classroom Action Research (CAR).

5. The fifth previous research is thesis conducted by Egi Novitasari in 2019 entitled "The Effectiveness of Using Chain Story Technique towards Students' Ability in Writing Descriptive Text at The First Semester of The Eighth Grade of Smp Perintis 2 Bandar Lampung in The Academic Year Of 2018/2019". The aim of this previous research was to determine whether the chain story technique significantly improved students' skill to write descriptive text. Quasi experimental with control class was used in this research. The result of this research show that the chain story

¹⁹ Rizkia Nabilah, As'ari, and Eulis Rahmawati, "The Effect of Chain Writing Method on Students' Writing Ability of Descriptive Text". *English Education, Linguistics, and Literature Journal*, (2023), Vol. 2 No.2.

technique effect in enhancing students' descriptive writing skill.²⁰

The similarity between previous research and current research is that both discuss chain writing in descriptive text. The difference between previous research and current research is that the previous research used quasi-experimental, while the current research conducting Classroom Action Research (CAR).

Table 2.1
The Similarities and Differences of Previous Research

| No | Name and the Research Title | Similarities | Differences |
|----|--|--|--|
| 1. | Herlina Rahmawati and Ratna Nurlia in 2022 entitled "The Effectiveness of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students" | The similarity between previous research and current research is that both discuss chain writing technique in teaching writing to junior high school students. | The differences between previous research and current research are that previous research combined Chain Writing Method with Comic Strip, while current research focuses on chain writing technique in writing descriptive text. The previous research used quasi-experimental, while the current research conducting Classroom Action Research (CAR). |
| 2. | Geana Sekar Maharani, Iwan Ridwan, & Yogi Setia Samsi in 2023 entitled "Exploring Secondary Students' Engagement of The Collaborative Writing | The similarity between previous research and current research is that both discuss the technique to teaching in writing | The differences between previous research and current research are that previous research focused on collaborative writing, |

²⁰ Egi Novitasari, "The Effectiveness of Using Chain Story Technique towards Students' Ability in Writing Descriptive Text at The First Semester of The Eighth Grade of Smp Perintis 2 Bandar Lampung in The Academic Year Of 2018/2019," (2019).

| | | | |
|----|---|---|---|
| | Approach to Learning in Writing Descriptive Text” | descriptive text. | while the current research use Chain Writing technique in teaching descriptive text. The previous research conducted qualitative descriptive method, while the current research conducting Classroom Action Research (CAR). |
| 3. | Anggun Pertiwi and Supeno in 2019 entitled “Chain Writing Method and Media Picture in English Descriptive Texts Learning” | The similarity between previous research and current research is that both discuss chain writing in descriptive text. | The differences between previous research and current research are that previous research combined Chain Writing Method with Media Picture in Descriptive Text learning, while the while current research focuses on chain writing technique in writing descriptive. The previous research conducted case study, while the current research conducting Classroom Action Research (CAR). |
| 4. | Rizkia Nabilah, As'ari, and Eulis Rahmawati in 2023 entitled “The Effect of Chain Writing Method on Students’ Writing Ability of Descriptive Text”. | The similarity between previous research and current research is that both discuss chain writing in descriptive text. | The difference between previous research and current research is that the previous research used quasi-experimental, while the current research conducting Classroom Action Research (CAR). |
| 5. | Egi Novitasari in 2019 entitled “The Effectiveness of Using | The similarity between previous research and current | The difference between previous research and current |

| | | |
|--|--|--|
| Chain Story Technique towards Students' Ability in Writing Descriptive Text at The First Semester of The Eighth Grade of Smp Perintis 2 Bandar Lampung in The Academic Year Of 2018/2019". | research is that both discuss chain writing in descriptive text. | research is that the previous research used quasi-experimental, while the current research conducting Classroom Action Research (CAR). |
|--|--|--|

According to the similarities and differences of some previous research above, several previous research have examined the effect of Chain Writing on students' writing skill in writing descriptive text. However, only a few researchers have conducted Classroom Action Research (CAR) which focuses on the chain writing technique in improving students' writing skills. To fill this gap, the current researcher conducting Classroom Action Research (CAR) the use of Chain Writing technique to improve students' writing skill in writing descriptive text at 7th grade of MTs Negeri 2 Banyuwangi.

B. Theoretical Framework

This section discussed about the theories which are related to this research. This theoretical framework can support the researcher in doing the data analysis and providing an answer to the research question. Those are: English language teaching, the definition of writing, the components of writing, the process of writing, the types of writing, micro skill of writing, the genres of writing, the purpose of writing, the definition of descriptive text, the generic structure of descriptive text, the generic features of descriptive text, the types of descriptive text, the example of descriptive text, the teaching writing technique, the definition of chain writing technique, the procedures of

chain writing technique, the advantages, and disadvantages of chain writing technique.

1. English Language Teaching

Harmer stated that teaching is the act of conveying some knowledge, guiding, or training someone.²¹ Teaching is the act of imparting knowledge, produce understanding, and assisting someone in learning how to do something.²² Therefore, English language teaching is the act of imparting knowledge about English to make the students improve their English skill. English is taught as English as a foreign language in Indonesia. When the teacher teaches English as a foreign language and gives instructions to students, it is hoped that they will comprehend about the material that the teacher has taught.

2. Writing

a. The Definition of Writing

One of the language skills that language learners must acquire is writing, because writing skill is necessary for both in academic and professional life. Nation stated that writing is a beneficial activity that helps people prepare to work in other language skills such as listening, speaking, and reading. In addition, writing is another way to measure how well the students are

²¹ Jeremy Harmer, *How to Teach English*, (London: Longman, 2002), p. 56

²² H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice hall, 1994), p. 6

developing their capacity to express their thought and feelings.²³ Writing involves more than just putting pen on a page of paper, but writing is also need to be thoughtfully considered and planned so that the people who read it can understand.

Writing is one of productive language skills that requires the production of language. Suriamiharja stated that Writing is an activity that uses words to express ideas and emotions.²⁴ Writing can also be seen as a form of communication in which one uses words to convey ideas, emotions, and desires to other people. One way to communicate is by writing, because it gives the impression of sending and receiving messages.

The main goal of writing is for communication in written form. Writing is a crucial for daily communication tool, but it becomes more crucial in high school and college.²⁵ Students utilize writing as a practice tool or aide-memoire to assist them work with language they have been learning. The ability to write is important to people's social identities and personal experiences.

Writing is just not for communication to each other. Apart from written communication, writing is also to express one's ideas and emotional expressions. Sari et al stated that writing is an activity of expressing ideas or thoughts into creative written form that aims

²³ I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009)

²⁴ Agus Suruamiharja et al, *Practical Instruction for Writing*, (Jakarta Kemendikbud Dirjen PDM, 1997).

²⁵ Dorothy. E. And Lisa. A., *Academic Writing*, (New York: Machmillan, 2005) 5.

to inform, convincing, and entertaining the readers.²⁶ It can be said that writing is transcribing the spoken word into written form. The purpose of writing also occurs so that other individuals who have the same linguistic knowledge can read and comprehend what is written.²⁷

Based on the theories about writing above, it can be concluded that writing is productive skill that consist of some words or sentences. Writing can be used for written communication and also to express someone's ideas and thoughts.

b. The Component of Writing

Brown said that a good written composition can be created if it fulfilled the following components: content, organization, vocabulary, grammar, and mechanical.²⁸

1) Content

Content is the main aspect of a written paragraph with all the supporting details that strengthen and advance the writing.²⁹

the content of the text must have relevance, clarity, originality, and logic.³⁰ A good content must meet all necessary

²⁶ Sari, Yumna Rasyid, and Liliana Muliastuti, "Development of exposition text writing materials based on contextual approach," *Jurnal Pendidikan Dan Pengajaran*, (2018), 51(3), 122–131.

²⁷ Palar Wimsje R, "Learning of Genre Text Description Writing Through Implementing the Number Head Together Strategy towards Students' at Junior High School 2 Tondano," *Journal of International Conference Proceedings*, (2020) Vol 3, No, 2.

²⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (3rd Ed.)*, San Francisco: San Francisco State University, (2007).

²⁹ Muhibbudin, "The Application of Picture Series to Improve Writing Skills," *English education Journal*, (2016), Vol. 3. No. 03, 3

³⁰ Ann Raimes. *Techniques in Teaching Writing*. (New York: Oxford University Press, 1983), 7

requirements, including being comprehensive, coherent, and relevant to the topic of the text.

Contents is one of crucial component of writing that students should be aware of when they are writing a text. Content in writing involves the ability to provide concise information about the topic. In order for the readers to better understand the writer's point of view, the writer needs to write clearly and conclude his explanation with relevant details.

2) Organization

Organization is piece of writing that consist of the internal structure. Organization skill is the capacity to arrange a paragraph's ideas in a logical order, therefore, the pattern and sequence must be appropriate to the topic. Oshima and Hogue stated that coherence and unity are other aspect of a good paragraph.³¹

a) Coherence

Coherence is the ability of a sentence to transition logically and smoothly from one sentence to the next sentence. There must be no sharp turns. Harmer stated that a coherent piece of text is text that has related phrases and sentences.³²

³¹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing (2nd Edition)*. (Addison Wesley Longman, 1991), p. 17.

³² Jeremy Harmer, *How to Teach Writing*. (Addison Wesley Longman Limited, 2004), p. 24

b) Unity

A well-written paragraph needs to be unity, which indicates that there should only be one main idea permitted in each paragraph. The sentences in a paragraph must support and state the main sentence, so that the supporting sentences and the main sentence all come together.

3) Vocabulary Use

In writing, vocabulary is selection in the use of words related to the topic. The writer able to use many words and idioms to articulate the attitudes, feelings, and, information that are intended. The more vocabulary used in writing a text, the higher the chances that better results will be produced. Raymond clarified the words into eight different words. These vocabularies include:³³

- a) Verbs: walk, talk, read, and write
- b) Nouns: table, chair, pen, and book
- c) Determiners: that, this, these, those
- d) Prepositions: in, between, at, of
- e) Adjectives: smart, beautiful, clear, handsome
- f) Pronouns: you, I, she, he, we, they
- g) Conjunction: therefore, or, but, and, because
- h) Adverbs: last year, tomorrow, yesterday, today

³³ Raymond Murphy, *English Grammar in Use*, (Cambridge University Press, 1994), p.68-120

4) Grammatical Use

Grammar is rules or patterns that are applied to create sentences in English properly. The writer able to use the basic agreement, such as tenses, articles, pronouns, and preposition.

5) Mechanic

Mechanics are the processes used in writing such as punctuation, capitalization, spelling, and paragraphing. Writing mechanics should be arranged well because the mechanics of writing have an impact on the final result. Being able to write with a true mechanics would enable the phrase to be appropriate and readable. Students must consider about the rules of capitalization, punctuation, spelling, informational cases, and topics related to topic

c. **Process of Writing**

A writer needs to go through a writing process to produce a written text in its final form. There are four processes of writing, including:³⁴

1) Planning

When planning what to write, a writer needs to consider three important aspects. Firstly, a writer should think about the aim of their writing since it will affect not only the type of text they want to create but also the content and language they use.

³⁴ Jeremy Harmer, *How to Teach Writing*. (Pearson Longman:2004)

Secondly, the writer needs to consider the audience for his work when structuring paragraphs, using language, and organizing his writing. Thirdly, Third, writers need to consider how the substance of their writing is structured, arrange information in a certain order, stick to concepts, or choose which arguments are most suitable.

2) Drafting

The first thing a writer writes can be considered his draft. During composition, the writer uses these ideas as a guide to put them into sentences.

3) Editing

It is hard and nearly impossible to write a good paragraph in one sitting while writing a written text. The initial effort is referred to as the first draft. Uncertain information can be edited.

Editors frequently offer feedback and recommendations to writers. After that, the manuscript can be improved and revised by the writer based on concepts, punctuation, vocabulary, grammar, and essential information, allowing for the necessary modifications to be done.

4) Final Version (Final Draft)

After the author has revised and edited the draft to ensure the best possible version of the work. after that the final stage is the final version, sometimes the final draft may not resemble the

original document or initial plan at all, because the editing process has undergone many revisions. The author is now ready to convey his written work to his target readers.

d. The Types of Writing

There are some types of writing performance, such as imitative, intensive, responsive, and extensive. Brown stated that there are Four types of writing.³⁵

1) Imitative Writing

Imitative is one of the fundamental writing ability. Imitative writing aims to teach students the basic of writing letters, words, punctuation, and short sentences. This writing type includes the ability to spell words correctly and students trying to become proficient in writing rules.

2) Intensive Writing

In Intensive writing students are required to produce a text with correct grammatical rules, appropriate vocabulary, collocations, and idioms. meaning and context play a significant role in determining appropriateness and correctness, the majority of writing assessment tasks place more emphasis on the composition style.

³⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed.). San Francisco: San Francisco State University, (2000).

3) Responsive Writing

In responsive writing students are asked to write at a specific discourse level, connecting phrases to form paragraphs and logically organizing two or three paragraphs.

4) Extensive Writing

In extensive writing, all writing techniques and procedures such as essays, papers, research project, or even thesis, have been successfully managed. Extensive writing focus on the aim of writing, organizing and developing ideas logically which provide comprehensive explanations to back up their points, a range of syntactic and lexical devices many situations, engaging several revisions before producing a finished draft.

e. **Microskill of Writing**

According to Brown, there some microskill for writing production as follows:³⁶

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing that suit the goals of the text at an efficient speed
- 3) Produce a comprehensible core of words.
- 4) Use acceptable gramatical use, such as tenses, agreement, and pluralization.
- 5) Express a particular meaning in different gramatical forms.

³⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed.). San Francisco: San Francisco State University, (2000).

- 6) Use cohesive devices in written discourse.
- 7) Use the written discourse's rhetorical structure and conventions.
- 8) Appropriately complete the written communicative text according to the form and the objective.
- 9) Contain links and connection between one paragraph to another paragraph.

f. The Genres of Writing

According to writing genre-structures approach book, There are 6 genres of writing as follows:³⁷

1) Narrative Writing

Narrative writing aims to entertain the reader in an imaginative experience. The structure of narrative writing is based on the context, event that causes a problem, and a solution.

2) Recount Writing

Recount writing tells what happened to the reader and sometimes involve the writer's personal interpretation of events. There are three types of recount text including personal recount, factual recount, and imaginative recount. They are arranged according to the setting, events in chronological order and a concluding statement.

³⁷ Ribgy, *First Steps Writing Map of Development 2nd Edition*, (Education Department of Western Australia, 2005

3) Procedural Writing

Procedural writing aims to explain how to do something, in sequenced steps. They are arranged according to the goal, material, method, and evaluation.

4) Descriptive writing

Descriptive writing aims to describe something including person, place, and other thing. The generic structure of descriptive writing is identification and description.

5) Explanation Writing

Explanation writing aims to explain the process related to the information of natural, social, scientific, and cultural phenomena. The generic structure of explanation writing is general statement and explanation.

6) Analytical Exposition Writing

Analytical Exposition is a text that aims to persuade the readers to concur with the writer's interpretation by examining a particular problem. The generic structure of this text is thesis, arguments, and reiteration.

g. The Purpose of Writing

According to Grenville, writing has three primary purposes including writing to entertain, writing to inform, and writing to

persuade.³⁸

1) Writing to Entertain

One of the purpose of writing is to entertain the readers. It does not only make the readers laugh, writing also engagess the readers. Writing emotionally persuades the readers to experience a variety of emotions, including serious, funny, happy, furious, sad, and so on.

2) Writing to Inform

Writing to inform means that the writer shares information with the readers or discuss about various point of view. The main objective is to provide the readers with information or knowledge.

3) Writing to Persuade

Writing to persuade means that the writer persuades the readers to believe in something, such as in advertisement.

Writing to persuade include opinions to get the readers thinking about the subject matter. Evidence is often provided to build the readers' confidence and belief in the subject matter.

3. Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a description of a person, object, or place in such a way as to facilitate the reader's ability to visualize the

³⁸ Kate Grenville, *Writing from Start to Finish: A Six Steps Guide* (South Autralia: Griffin Press, 2001), 1.

subject matter.³⁹ Descriptive text provides information about a subject by describing its characteristics without stating personal opinions. The aim of descriptive text material is to evoke emotions, offer experiences, inform readers about unfamiliar topics, and persuade descriptive points.⁴⁰

b. Generic Structure of Descriptive Text

Generic structure is a text structure to organize text to create a coherent text. According to Sipayung, there are two generic structures in descriptive text:⁴¹

1) Identification

Identification is a statement that consist of some sentences or a short paragraph that identifies the object to be described. To introduce the reader to the subject matter discussed in the next paragraph, identification is usually given in the first paragraph.

2) Description

Description usually contains one or more paragraphs. As stated in the identification section, description section served a suitable description of the object. A description of the thing can

³⁹ Bela Putri Mendale, Endang Komariah, and Siti Sarah Fitriani, "Analyzing Students' Ability in Using the Language Features in Writing Descriptive text," *Research in English and Education Journal*, (2019), 4(4), 183–18

⁴⁰ Rizkia Nabilah, As'ari, and Eulis Rahmawati, "The Effect of Chain Writing Method on Students' Writing Ability of Descriptive Text," *English Education, Linguistics, and Literature Journal*, (2023), Vol. 2 No.2.

⁴¹ Kammer Tuahman Sipayung et al, "Generic Structure of Descriptive Text Written English Language Learner and Teachers," *Linguistic and Culture Review*, (2021), 1636-1650.

be written from a variety of perspective, including the angles, such as size, length, strength, colour, height, condition of the location, weather, qualities, shape, etc.⁴²

c. Generic Features of Descriptive Text

Djuharie stated that language features of descriptive text are:

- 1) Specific noun. For example: school, class, my house.
- 2) Simple present tense. For example: My class is very clean.
- 3) Detailed noun phrase. For example: All of the happy kids are singing together.
- 4) Adjectives that have character of describing, numbering, for example: three tall buildings.
- 5) Relation process, for example: my car has four doors.
- 6) Figurative language such as: her skin is as white and smooth as water, etc.⁴³

d. The types of Descriptive Text

Adelstein stated that there are three types of descriptive text, including description of a person, place, and thing.⁴⁴

- 1) Description of a person

Description of a person indicates that the writer has described a particular individual that consist of identification

⁴² Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan. 1998), p.26

⁴³ Otong Setiawan Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: Yrama Widia, 2007), p.24

⁴⁴ Adelstein, Michael E. and Jean G. Pival, *The writing commitment*, New York: Harcourt Brace Jovanovich, (1976).

and character sketch. In identification, students can identify the individual based on the characteristics that are apparent. In character sketch students can describe the person with more complete description.

2) Description of a place

Description of a place means that the writer describe a specific place or position with a good organization and it should be structured in such a way that the reader can imagine it clearly described scan.

3) Description of a thing

To describe something, students must have a good imagination about the thing that would be describe. Additionally, the writer must use a proper noun and efective verbs so that the readers can imagine the subject clearly.

e. The Example of Descriptive Text

My Bedroom

I have a bedroom. My bedroom is very clean and comfortable for me. My bedroom is my favorite place in my house. My bedroom is painted with soft pink, white, and floral wallpaper. There is a big bed where I sleep every day. Next to my bed, there is my study table. I put some pictures on my desk. There are photos of my family, photos of me with my friends, and photos of me with my pet, Luna, a Persian cat. I also have a drawer that I put all my clothes

in. I really like my bedroom. I spend a lot of time in my bedroom from studying, playing games, to resting.

4. Teaching Writing Technique

Successful learning depends on the right techniques, strategies and materials used by the teacher.⁴⁵ Therefore, a teacher needs to use a specific technique in teaching writing to students. Technique is something implemented that is actually used in language teaching and learning in the classroom.⁴⁶ The following are several techniques that can be used in teaching and learning, especially writing:

a. Four Square Technique

Four Square Technique is a technique for teaching fundamental writing abilities that is based on a simplified graphic organizer that serves as a visual framework to help students formulate thoughts in an orderly way before they produce texts.⁴⁷

This technique makes students compose sentences as quickly as possible without paying attention to the general framework. Students will automatically be assisted by pictures in determining the structure of the text.

⁴⁵ Harry Dhand, *Techniques of Teaching*, (New Delhi: S.B. Nangia APH Publishing Corporation, 2008), p. 15-16

⁴⁶ Ag Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.14

⁴⁷ Puput Septiani, "Improving Students' Writing Skill by Using Four Square Writing Technique (A Collaborative Classroom Action Research)," Undergraduate thesis, UIN Raden Intan Lampung, 2018.

b. Mind Mapping Technique

Mind mapping technique is a technique to facilitate the students to make plan ideas before the writing activities.⁴⁸ Students may be given examples of step-by-step writing in a hierarchy to aid with their memory of concepts until the complete essay is written.

c. Chain Writing Technique

Chain writing is a collaborative writing that students work together in a group for composing a paragraph in a chain. Tarigan stated that Chain Writing Technique is technique which students write a text by continuing what the previous research wrote before.⁴⁹

5. Chain Writing Technique

a. The Definition of Chain Writing Technique

Chain writing is a technique in writing a text which is written by a different author continuing what the previous author wrote. Tarigan stated that Chain writing technique is a technique applied by the teacher to solve the students' problem in mastering the language lessons, especially in writing activities. In addition, Chain Writing technique is a technique for composing the text by continuing the sentences given previously between students and their peers so that it becomes a complete part.⁵⁰ With chain writing

⁴⁸ Jusmin HJ Wahid and Sari Sudirman, "The Effect of Mind Mapping Technique on Students' Writing Skills," *Journal of Languages and Language Teaching*, (2023), 11(1), 39.

⁴⁹ Djago Tarigan dan Henry Guntur Tarigan, *Teknik Pengajaran Keterampilan Berbahas*, (Bandung: Angkasa. 1990), p.101-102.

⁵⁰ Djago Tarigan dan Henry Guntur Tarigan, *Teknik Pengajaran Keterampilan Berbahas*,

technique, each sentence is taken by students, and reach the inappropriate part in the process of the sentence, so they have to write the full text by rewrite the whole sentences together. Chain Writing is done in groups that will provide special opportunities for students to be active in writing⁵¹

b. Procedure of Chain Writing Technique

Shawn stated that the procedure of teaching for writing descriptive text by using chain writing as follows:

- 1) Students should be divided into small groups. Each student needs a pen, and each group needs a piece of paper.
- 2) The first sentence is written by the first student. The student on the right writes the next sentence and then continues until the last student in the group. Each student must support each other and collaborate as a team.
- 3) Students continue until they have completed the short composition.
- 4) At the end of each group must read it aloud in front of the class.⁵²

c. The Advantages and Disadvantages of Chain Writing Technique

1) The Advantages

- a) The students can use different writing technique.

(Bandung: Angkasa. 1990), p.101-102

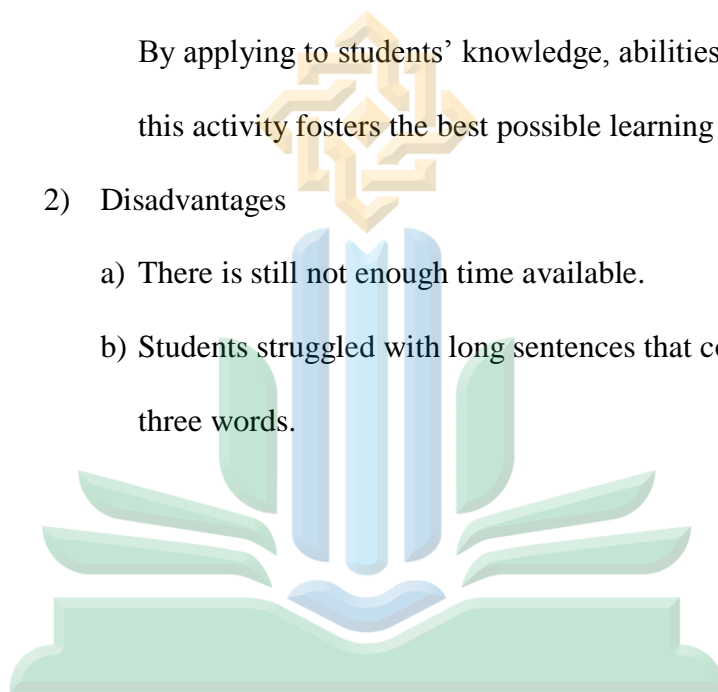
⁵¹ Martin Nystrand, *A social-interactive model of writing*, (Written Communication: 1989). 6(1), 66–85.

⁵² Shawn Reavis Long, *Chain Writing*, (Appstated edu, 2009)

- b) The students can examine their aptitude and employ chain writing.
- c) Through group collaboration, the students can learn how to write the content of the text.
- d) The format is easy and comfortable for the students to use. By applying to students' knowledge, abilities, and awareness. this activity fosters the best possible learning environment.⁵³

2) Disadvantages

- a) There is still not enough time available.
- b) Students struggled with long sentences that contain more than three words.



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⁵³ John E Smelcer, *A Round Robin Creative Writing Experience*, (Exercise-Exchange 34, 1989), p. 8-9

CHAPTER III

RESEARCH METHOD

This chapter discusses about the research method used to conduct this research. This research consists of research design, research location, research subject, data collection technique, data analysis technique, validity of data, and criteria of success.

A. Research Design

In this research, the researcher used Classroom Action Research as a research methodology. According to Craswell, classroom action research is defined as a systematic procedure carried out by teachers to assemble data and further enhance the ways in which aim to improve educational practice by studying a problem in which they operate, in a particular educational environment, his teaching, and his students' learning.⁵⁴ According to Kemmis & McTaggart, there are four crucial action in the dynamic and complementary process of conducting action research. There are, planning, acting, observing, and reflecting.⁵⁵

Based on the statement above, it means that teachers have a role in Classroom Action Research. Teachers and researchers need to observe student issues prior to implementation new teaching techniques or methods.

After teacher and researcher identify the issue, take an action, observe, and

⁵⁴ Jhon. W Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Person,2020) p. 609

⁵⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999) p. 32

reflect the outcomes to see if the strategy works. Therefore, the researcher collaborated with the English teacher to conducted classroom action research using the chain writing technique in order to improve students' writing skill in descriptive text.

In this research, the researcher used action research model developed by Kemmis and McTaggart (1988). According to Kemmis and McTaggart (1988) action research consist of four steps, namely planning, action, observation, and reflection.⁵⁶

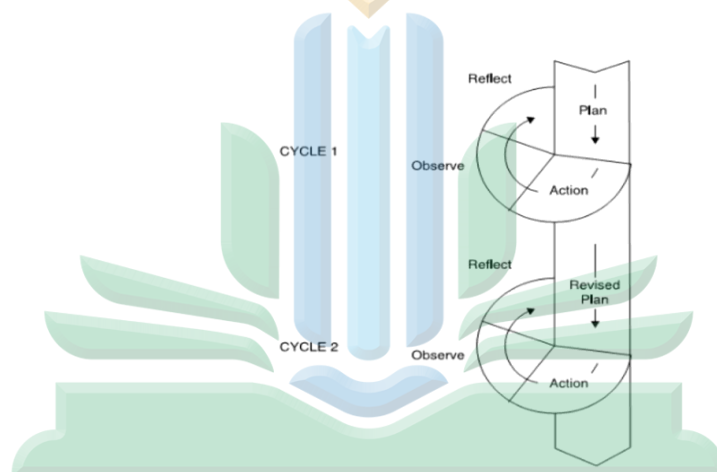


Figure 3.1 Classroom Action Research Procedure (Kemmis & Mc Taggart, 1988)

1. Planning

Planning is the first step to preparing for class learning designs that will be developed in class to solve these problems. Researchers prepare learning designs, learning methods, strategies, media and materials.

⁵⁶ Stephen Kemmis and Robin McTaggart, *The Action Research Planner*, (Deakin University: 3rd edition, 1988), p. 5-28

2. Acting

The second step is action, in this step the researcher implemented the planned design. At this stage, researchers carry out the teaching and learning process. In this process, researchers try to enhance students' abilities and results by providing writing tasks that have been prepared.

3. Observing

The third step is observation, in this step the researcher gathered the data in research where the researcher observed the research situation. The results of observations can be used as basic data to improve learning strategies, it is necessary to achieve predetermined success criteria for, and discover the strengths and weaknesses of learning strategies.

4. Reflecting

In this step the researcher evaluated the assessment process actions to ascertain the extent of the action has shown success, finding problems that may occur in the implementation process and what factors support its success. so that researchers can re-plan to improve previous actions.

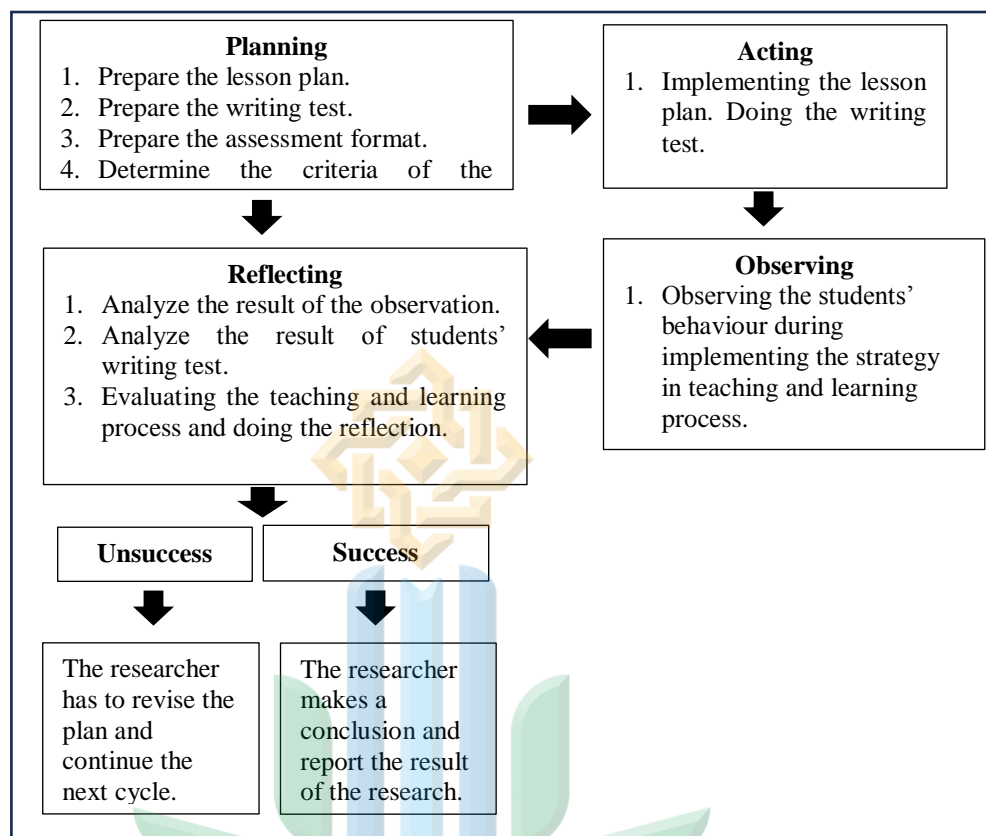


Figure 3.2 The design of Classroom Action Research

Based on the picture above, to gather general understanding of students' writing abilities, researchers and English teachers collaborated to create the first cycle of classroom action research. If in the first cycle the students have not made progress, the researcher can continue with the second cycle and compare the results of students' improvement in writing skills in cycle 1 and cycle 2. Each cycle has the same procedures consisting of planning, acting, observing, and reflecting.

B. Research Location

The location of this research was at MTs Negeri 2 Banyuwangi which is located in Jl. Hayam Wuruk No. 38 Sambimulyo, Bangorejo, Banyuwangi,

East Java. The researcher chose this school as a research location because the researcher has made observations to find several issues regarding students' writing skills. Therefore, the researcher was interested in conducting an Action Research by implementing the Chain Writing technique to enhance students' writing skill at this school. The researcher used Chain Writing technique because this technique has not been applied yet by the teacher.

C. Research Subject

7th A grade students of MTs Negeri 2 Banyuwangi which consist of 15 female and 10 male students were a subject in this research. The subject was chosen based on researcher's observation and found several issues related to students' writing skills.

D. Data Collection Technique

1. Observation

At the observation stage, the researcher observed the teaching and learning process in the classroom to collect data. The aim is to find out the situation in the classroom, student responses and also performance of the teacher throughout the process of teaching and learning process.

2. Writing Test

Test is assessing students' abilities in learning, progress during treatment, and their abilities at the cycle's culmination.⁵⁷ There are many tests that are practical to assessing students' abilities such as oral test and

⁵⁷ Departemen pendidikan dan kebudayaan direktorat jendral pendidikan dasar dan menengah direktorat pendidikan umum, *Penelitian tindakan (action research)*, (Bandung: Alfabeta, 1999), p.33-34

writing test. In this research, writing test was used by the researcher.

In assessing students' writing abilities, researchers used the assessment rubric proposed by Jacobs et al as cited in Weigle, which focuses on five aspects of writing that consist of content, organization, vocabulary, language use, and mechanics.⁵⁸ The researcher used an adaptation of Brown and Bailey's analytic scale (1984) in brown (2004).⁵⁹

Table 3.1
Scoring Rubric Adopted from Brown and Bailey's (2004)

| Aspect | Scale | Criteria |
|--------------|-------|--|
| Content | 30-24 | Excellent: associated with the selected topic and provide complete detail information. |
| | 23-16 | Good: mostly associated with the selected topic but weak of detail. |
| | 15-8 | Fair: the topic is poor of development and nearly matches the social goal of the text. |
| | 7-1 | Poor: unrelated to the topic and unsuitable the social purpose of the text. |
| Organization | 20-16 | Excellent: the text is well structured. |
| | 15-11 | Good: a bit disorganized, but the essential concepts are clear. |
| | 10-6 | Fair: the ideas are incoherent and ambiguous. |
| | 5-1 | Poor: the text does not communicate, not well structured. |
| Vocabulary | 20-16 | Excellent: employ an effective word that comes from mastery. |
| | 15-11 | Good: occasional mistakes in word choice, usage or form, but meaning is still clear. |
| | 10-6 | Fair: frequently error of word form or usage, meaning unclear. |
| | 5-1 | Poor: limited of vocabulary in English. |
| | 25-19 | Excellent: a few agreements, articles, |

⁵⁸ Weigle, S.C., *Assessing Writing*, (Cambridge: Cambridge University Pres, 2002), 116.

⁵⁹ H. Douglas Brown, *Language Assessment: principle and Classroom Practice*, (San Francisco State university:2004) p. 245

| | | |
|-----------------|-------|--|
| Grammatical Use | | pronouns, tenses, and preposition errors. |
| | 18-13 | Good: a few infrequently confused agreements, articles, pronouns, tenses, prepositions, and meaning errors. |
| | 12-7 | Fair: frequent errors of agreement, tenses, articles, pronoun, preposition, and meaning. |
| | 6-1 | Poor: dominated by errors. |
| Mechanics | 5 | Excellent: a few typographical, capitalization, punctuation, and paragraphing mistakes. |
| | 4 | Good: some mistakes in capitalization, grammar, spelling, and paragraphing, but nothing that would make the message unclear. |
| | 3 | Fair: Capitalization, punctuation, and paragraphing problems are common. |
| | 2 | Poor: punctuation, capitalization, and paragraphing problems dominated. |

E. Data Analysis Technique

The researcher used qualitative and quantitative data as a data analysis technique in this research. Data analysis is used by researchers to accurately determine whether students' writing abilities have improved or not.

1. Quantitative Data

Quantitative data was analyzed in the form of student test scores in writing tests using the chain writing technique. To find out the average student score, the formula used by researchers is from Sudijono (2006) as follows:⁶⁰

$$\bar{x} = \frac{\sum xi}{n}$$

Notes:

⁶⁰ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

- \bar{x} = Mean
- x_i = Individual Score
- n = Amount of students

The researcher used the following formula to find the percentage score:

$$p = \frac{F}{N} \times 100\%$$

Notes:

- p = The percentage of the class
- F = Total number of students who passed the KKM
- N = Amount of students

The last, the researcher used the following formula to analyzed whether the students' writing test scores improved from the first cycle and second cycle:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Notes:

- P = Students' improvement percentage
- y = result of cycle 1
- y_1 = result of cycle 2

2. Qualitative Data

Qualitative data was analyzed during an observation in teaching and learning processes. A description of the observations is related to what students describe while undergoing chain writing techniques in class. This description includes the student's level of understanding,

attitude, enthusiasm and attention, as well as the student's level of self-confidence.

Table 3.2
Research Observation Checklist

| No | Behavior | Grade | | | | | Score |
|-------|--|-------|---|---|---|---|-------|
| | | 2 | 3 | 4 | 5 | 6 | |
| 1 | Students were interested in Chain Writing Technique. | | | | | | |
| 2 | Students paid attention to the researcher as a teacher. | | | | | | |
| 3 | Students focus during teaching and learning process. | | | | | | |
| 4 | Students can make a descriptive text according to the topic and the structure of the text. | | | | | | |
| 5 | Students can increase their vocabulary in making descriptive text. | | | | | | |
| TOTAL | | | | | | | |

F. Validity of Data

Validity is the most complex criterion of good testing. Field stated that measuring what has to be measured is the essence of validity.⁶¹ There are several types of validity such as face validity, construct validity, criterion validity, and content validity.⁶² In this research, the researcher used content validity as validity of data. Before the test, the researcher compared the contents of the instrument based on the curriculum and syllabus for the

⁶¹ Field, A. P, *Discovering Statistic Using SPSS*, (Sage Public Ins. 2005).

⁶²Hamed Taherdoodt, *Validity and Reliability of The Research Instrument; How to Test the Validation of a questionnaire/Survey in a Research*, International Journal of Academic Research in Management, 2016, Vol. 5, No. 3, hal.28.

English lessons used. After each item is compared, the researcher can continue the treatment to ensure the validity of the test. Sugiono, stated that testing the validity of instruments in the form of tests can be done by comparing the test with the learning taught by the teacher in class.⁶³ The test was given based on the curriculum of the 7th grade of MTs Negeri 2 Banyuwangi.

G. Criteria of Success

If the criteria of success are achieved and the research objectives are achieved, then this research is said to be successful. The following are success criteria:

1. The learning process is said to be successful if it is 75% to 100%. What is planned in the lesson plan is realized in each cycle and the learning process is said to achieve success if the average score of student learning outcomes has increased.
2. According to this research, the standard of success is determined when students' writing scores reach the minimum mastery criteria (KKM) of English which is 75. If 75% of students with individual writing scores are 75 or higher, then they are included in that category considered successful.

⁶³Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Afabeta. 2009), 353.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter consist of an overview of research objects, research findings and discussion. The detailed description during the research process will be explained in this chapter.

A. Overview of Research Object

MTs Negeri 2 Banyuwangi is a school that provides teaching at the Junior High School (SMP) level. This school was founded on January 1, 1990 which is located on Jl. Hayam Wuruk, Gn. Sari, Temurejo, Bangorejo district, Banyuwangi Regency, East Java. The lessons in this school include all mandatory subjects according to the national curriculum with additional Islamic religious values. Mts Negeri 2 Banyuwangi received "A" accreditation status from BAN-S/M (National Accreditation Body) for schools/Madrasah. The vision of MTs Negeri 2 Banyuwangi are "The realization of Madrasah as centers for the formation of human resources with good morals, high achievements and environmental culture" while the mission are 1) Carry out learning and guidance effectively according to the potential of students, 2) Carrying out education that is oriented towards the formation of students who are faithful, devout and have noble character, 3) Creating students who are superior, independent, innovative, productive, have a global perspective and have lifelong learning, 4) Implementing technology and informatics-based learning resource innovations, 5) Carry out the development of the implementation of madrasah-based management (MBM)

regarding madrasah autonomy, transparency, accountability, participation, flexibility and continuity of programs, finances, program results by the madrasah, and 6) Creating a clean, beautiful, neat and healthy madrasah environment in an effort to preserve the environment.⁶⁴

B. Research Finding

The results of this Classroom Action Research (CAR) are in this section. This research uses the Kemmis and McTaggart model. Research results are achieved from the entire teaching and learning process. The research was conducted at MTs Negeri 2 Banyuwangi. Two cycles were used in this research; Each cycle consists of two meetings. The research was carried out in class 7 A of MTs Negeri 2 Banyuwangi which consisted of 25 students. The first cycle was carried out on March 6 2024, and the second cycle was carried out on March 13 2024.⁶⁵ The following is a detailed explanation of this research:

1. Pre – Cycle

Before taking an action, the researcher carried out a pre-cycle.

First, the researcher conducted interviews with the English teacher at 7th grade of MTs Negeri 2 Banyuwangi. The purpose of this interview is to identify problems experienced by students during the process of teaching and learning, especially in learning writing. After the interview, the researcher also made observations to see and observe the student learning process and the situation of the students during the process of teaching

⁶⁴ MTs Negeri 2 Banyuwangi “Visi dan Misi MTs Negeri 2 Banyuwangi”

⁶⁵ 6-19 March 2024

and learning in the classroom. The results of interviewed with English teachers revealed that students' writing skills were low. The English teacher clarified that students' writing scores were difficult to reach the minimum mastery criteria score. There were several problems faced by students in learning writing according to English teachers. Students may know some words in English orally, but students cannot write the words correctly. Students also still have difficulty in constructing sentences in English. Some of these problems are due to students' lack of practice.

In this Pre-cycle, the researcher gave a writing test as a pre-test. This pre-test was carried out to evaluate and assess students' understanding in writing Descriptive Text. The pre-test results showed that there were many students who had low grades. Many students still got scores below the criteria of success (KKM) which is 75. The following are the students' scores in the pre-test:

Table 4.1
Students' Score from the English Teacher in Pre-Test

| No | Name of Students | KKM | Students' Score | | | | | Total Score | Pass/Fail |
|-----|------------------|-----|-----------------|----|----|----|---|-------------|-----------|
| | | | C | O | V | G | M | | |
| 1. | AAH | 75 | 23 | 8 | 13 | 6 | 3 | 53 | Fail |
| 2. | ANI | 75 | 25 | 15 | 10 | 15 | 3 | 68 | Fail |
| 3. | APP | 75 | 15 | 20 | 18 | 18 | 4 | 75 | Pass |
| 4. | AMT | 75 | 25 | 10 | 15 | 12 | 3 | 65 | Fail |
| 5. | ADJ | 75 | 25 | 13 | 15 | 20 | 4 | 77 | Pass |
| 6. | BEA | 75 | 25 | 10 | 10 | 6 | 3 | 54 | Fail |
| 7. | FAZ | 75 | 30 | 16 | 15 | 15 | 4 | 80 | Pass |
| 8. | HNF | 75 | 25 | 20 | 15 | 12 | 3 | 75 | Fail |
| 9. | IUSP | 75 | 28 | 17 | 15 | 12 | 5 | 77 | Pass |
| 10. | IGW | 75 | 15 | 30 | 18 | 18 | 4 | 85 | Pass |
| 11. | IASM | 75 | 25 | 14 | 12 | 8 | 4 | 63 | Fail |
| 12. | KMP | 75 | 25 | 10 | 5 | 7 | 3 | 50 | Fail |
| 13. | LDA | 75 | 20 | 13 | 14 | 15 | 3 | 65 | Fail |

| | | | | | | | | | |
|-------|------|----|-----|-----|-----|-----|----|-------|------|
| 14. | MHM | 75 | 30 | 18 | 20 | 20 | 4 | 92 | Pass |
| 15. | MSP | 75 | 25 | 16 | 15 | 7 | 4 | 67 | Fail |
| 16. | MEZ | 75 | 20 | 15 | 16 | 8 | 3 | 62 | Fail |
| 17. | MJBH | 75 | 15 | 11 | 11 | 15 | 3 | 55 | Fail |
| 18. | MRHA | 75 | 23 | 10 | 13 | 8 | 3 | 57 | Fail |
| 19. | NAL | 75 | 30 | 20 | 16 | 18 | 4 | 88 | Pass |
| 20. | NIM | 75 | 27 | 16 | 8 | 6 | 3 | 60 | Fail |
| 21. | NAF | 75 | 30 | 10 | 15 | 18 | 4 | 77 | Pass |
| 22. | NAS | 75 | 28 | 18 | 15 | 15 | 5 | 81 | Pass |
| 23. | SWU | 75 | 26 | 15 | 16 | 7 | 3 | 67 | Fail |
| 34. | SMY | 75 | 25 | 16 | 16 | 12 | 4 | 73 | Fail |
| 25. | WNTP | 75 | 25 | 15 | 16 | 12 | 5 | 73 | Fail |
| TOTAL | | | 610 | 376 | 352 | 310 | 91 | 1.739 | |

Pass: 9

Fail: 16

The researcher calculated the data by using with the formula bellow:

a. Mean of Students' Score:

$$\begin{aligned}\bar{x} &= \frac{\sum xi}{n} \\ &= \frac{1.736}{25} \\ &= 69,04\end{aligned}$$

The description of the Formula:

\bar{x} = Mean

xi = Individual Score

n = Amount of students

b. Percentage of passing writing test scores (pre-test):

$$\begin{aligned}p &= \frac{F}{N} \times 100\% \\ &= \frac{9}{25} \times 100\% \\ &= 36\%\end{aligned}$$

The description of the Formula:

p = The percentage of the class

F = Total number of students who passed the KKM

N = Amount of students

The pre-cycle results above could be concluded that the average student score was 69,04 and the percentage of students who achieved the criteria of success was 36%, which is 11 out of 25 students. From the data above, it could be said that students' writing skill was weak. The researcher hoped that students could be get a higher score than the criteria of success (KKM), which is 75. Therefore, to improve students' writing skills, The further action in learning was required. therefore, the researcher was hoped that the use of Chain Writing in Writing Descriptive Text could be improve students' writing skills.

2. First Cycle

In the first cycle, there were four stages in consisted of planning, acting, observing, and reflecting. The details of the activities in the first cycle are as follows:

a. Planning in Cycle 1

The researcher and the English teacher met during this planning stage to discuss students' problems and challenges in teaching and learning process related to English, especially in learning writing skill. The researcher interviewed with the English teacher on February 7, 2024 at Mts Negeri 2 Banyuwangi. The results of interview with

English teachers showed that students' writing ability was very weak. The English teacher explained that there were several issues faced by students in the process of teaching and learning activities to write in English. The students are still hesitant to write some English words. Students also often make mistakes when writing some vocabulary correctly in English. Apart from that, they still have difficulty forming simple sentences in English because they are afraid of making grammatical mistakes. The English teacher explained that some of the problems faced by the students above were because they were not used to writing texts in English. Students are used to using electronic devices during exams where they are not required to write a text and focus on multiple choice. The English teacher added that the lack of practice in writing in English meant that students' writing skills were still low.

After the researcher carried out an interview with the English teacher, the researcher conducted classroom observation to confirm the answers obtained during the interview. find out more about the issues faced by students during the teaching and learning process. The Researcher tried to find out more about the problems students faced during the teaching and learning process.

After conducted interview and observation, the researcher assumed that students needed new learning method or technique that had never been applied by the English teachers. It is hoped that with a new method or technique applied, students would not feel bored in the

teaching and learning process.

The new method or technique used by researchers was the Chain Writing Technique to improve students' writing skill with the material about (Describing a room). The researcher discussed with the English teacher and asked the opinion of the English teacher as a collaborator in this research. The English teacher agreed of using this technique in class 7th A because the English teacher has never applied this technique in classroom before.

The researcher discussed with the English teacher about the lesson plan. In this research, the English teacher was a collaborator who observed the classroom situation during the teaching and learning process, while the researcher acted as an English teacher who also made lesson plans for teaching and the learning process, prepared the media and the material that are in accordance with basic standard and basic competence in curriculum of education. The following is a table in the planning stage:

Table 4.2
Planning Steps

| Cycle | Stage | First planning's steps | |
|-------|------------|---|---|
| 1. | Planning 1 | Determined the Material and Lesson Plan | Chapter 5: This is my school Unit 3: - Describe the rooms in the school. - Describe a school festival |
| | | Determined the Method and Media | Chain Writing Technique Steps: - The researcher asked students to look a picture related to school. - Students are asked to name several items in the school, then the researcher explained the |

| | | | |
|---|---------------|---|---|
| | | | <p>words that students did not know.</p> <ul style="list-style-type: none"> - The researcher continued to explained the material, which is Descriptive Text. - The researcher asked students to form groups consist of five students. - The researcher explained how chain writing technique applied in the classroom. - Each member of the groups had two minutes to wrote sentences in a chain. - Each group rewrite the sentences into a full paragraph. - The researcher asked students to collect their text. - The researcher gave some feedback to students. |
| 2 | Planning 2 | Determined the Material and Lesson Plan | <p>Chapter 5: This is my school Unit 3:</p> <ul style="list-style-type: none"> - Describe the rooms in a school. - Describe a school festival |
| | | Determined the Method and Media | <p>Chain Writing Technique Steps:</p> <ul style="list-style-type: none"> - The researcher explained the material in more detail and gave another example of descriptive text, then the researcher explained the structure of descriptive text. - The researcher gave students a list of vocabulary that is often used descriptive text about school. - Students are asked to sit in their respective group as the previous meeting. - The researcher explained how chain writing technique applied in the classroom. - Each member of the groups had two minutes to wrote sentences in a chain. - Each group rewrite the sentences into a full paragraph. |

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none"> - The researcher asked students to collect their text. - The researcher gave some feedback to students. |
|--|--|--|--|

b. Acting in Cycle 1

In this stage, the researcher carried out a the process of teaching and learning which consist of two cycles, each cycle consists of two meetings. The steps of teaching and learning process were based on the learning plan. The findings of each meeting are explained as follows:

1) First Meeting 1

The first meeting was held on Wednesday, 06th March 2024. The process of teaching and learning process was carried out in the 3 – 4th learning period with a duration of 2 x 45 minutes. The lesson started from 08.50 until 10.10. At the first meeting the English teacher enters the class to observe and see the condition of the class before the lesson began. The English teacher invited the

researcher to entered the class. The researcher started the lesson with greetings, praying, checking the attendance list, reviewing the material delivered by the previous English teacher which was related to the material discussed next, and explain the learning objectives and activities that will be carried out.

For the apperception, the researcher asked students to look at a picture related to the school. Students are asked to name several items in a school in English in turn. After that, the researcher explained the words students didn't know that were

related to the school. Then the researcher continued by explaining the material that students would learn, which is descriptive text, especially describing the rooms in the school. The researcher explained what descriptive text is. The researcher provided some explanations of the structure of descriptive text and provided examples of descriptive text. After all the material has been presented, the researcher asked whether there were any students who didn't understand or had anything they wanted to ask.

Before closed the lesson, the researcher concluded the day's learning and asked students to review the material they had studied at home. To close the lesson, students were asked to say Hamdallah together, followed by greetings.

2) Second meeting in Cycle 1

The second meeting was held on Thursday, 07th March 2024. The teaching and learning process is carried out in the 9th – 10th learning period with a duration of 2 x 45 minutes. The researcher entered the and started the lesson with greetings, praying, checking the attendance list, reviewing the material delivered by the previous meeting. Next, the researcher asked the students a few questions related to the material presented at the previous meeting to see to what extent the students understood about descriptive text.

after the researcher ensured that the students had

understood enough about the material in the previous meeting, the researcher continued to explained the procedure that will be used to write descriptive text, namely by using the Chain Writing Technique. In the first step, students were asked to form groups consisting of 5 students who were assisted by the researcher. After the students sat down and gathered together with their respective groups, The next step is that the researcher gave the test instrument as show in the *figure 4.1* to the students. The researcher ensured that each group had their own piece of paper and pen. Chain writing technique started with the first student to the last student in turns, each student had two minutes to wrote a sentence in a chain. During the writing test using Chain writing technique, some students still asked about vocabulary they didn't know when writing descriptive text about Classroom. after the researcher ensures that all groups have completed their descriptive text. The researcher asked students to collect descriptive text that they had written.

Before closed the lesson, the researcher concluded the day's learning and asked students to bring a dictionary in the next meeting. To close the lesson, students were asked to say Hamdallah together, followed by greetings.

| Test of Descriptive Writing | |
|--|-----------|
| Group: | |
| Name : 1. | 4. |
| 2. | 5. |
| 3. | |
| Day : Thursday, 7th March 2024 | |
| Time : 13.30 - 14.30 | |
| Class : A 7th Grade | |
| Direction of the Test: | |
| 1. Students are asked to make a group that consist of five students. | |
| 2. Make sure that each students have their own pan and one paper for one group. | |
| 3. Students are asked to create descriptive paragraphs about classroom using chain writing technique. Each student in the group is asked to write one sentence within 1 minute, starting from the first student and continuing with the second, third and last students. | |
| 4. After all group members have written their sentences, each group is asked to write the previously written sentences into a perfect paragraph, then collect the descriptive paragraph 10 minutes the meeting is close. | |
| Write the Paragraph here! | |

Figure 4.1. Test Instrument in the first cycle

c. Observing the action in cycle 1

This research was carried out to determine how well students' performance during the teaching and learning process by using Chain Writing Technique. In this stage, the researcher observed students' participation, students' enthusiasm, and students' reaction during the teaching and learning process. The information is described as follows:

Table 4.3
Research Observation Checklist

| No | Behavior | Grade | | | | | Score |
|-------|--|-------|---|---|---|---|-------|
| | | 2 | 3 | 4 | 5 | 6 | |
| 1 | Students were interested in Chain Writing Technique. | | | | | | |
| 2 | Students paid attention to the researcher as a teacher. | | | | | | |
| 3 | Students focus during teaching and learning process. | | | | | | |
| 4 | Students can make a descriptive text according to the topic and the structure of the text. | | | | | | |
| 5 | Students can increase their vocabulary in making descriptive text. | | | | | | |
| TOTAL | | | | | | | |

Note:

2= Very bad (No attention or response from students)

3= Bad (only a few students gave attention and responded)

4= Fair (some of students gave attention and responded)

5= Good (More than half of students gave attention and responded)

6= very good (almost all of students gave attention and responded)

Based on the observation that have been made (see appendix 3), some of students were interested and paid attention to the researcher as a teacher during teaching and learning process. However, some students were not focus and had difficulties when created a descriptive text. Only few students were interested on focused during teaching and learning process using Chain Writing Technique.

d. Reflecting in cycle 1

In this last stage, the data were taken from student writing test results. The data will be collected from research conducted during the teaching and learning process. The researcher and the English teacher assess and consider actions in cycle 1 which was held on Thursday, March 7th. This post test is carried out to determine students' writing abilities. The students' data score in cycle 1 can be seen as follows:

Table 4.4
Students' Writing Score in Post-Test 1

| No | Name of Students | KKM | Students' Score | | | | | Total Score | Pass/Fail |
|----|------------------|-----|-----------------|----|----|----|---|-------------|-----------|
| | | | C | O | V | G | M | | |
| 1 | AAH | 75 | 25 | 15 | 18 | 13 | 4 | 75 | Pass |
| 2 | ANI | 75 | 25 | 15 | 18 | 13 | 4 | 75 | Pass |
| 3 | APP | 75 | 25 | 10 | 15 | 12 | 3 | 65 | Fail |
| 4 | AMT | 75 | 25 | 10 | 15 | 12 | 3 | 65 | Fail |
| 5 | ADJ | 75 | 25 | 10 | 18 | 13 | 2 | 68 | Fail |
| 6 | BEA | 75 | 25 | 10 | 15 | 12 | 3 | 65 | Fail |
| 7 | FAZ | 75 | 30 | 10 | 15 | 12 | 4 | 71 | Fail |
| 8 | HNF | 75 | 25 | 10 | 15 | 12 | 3 | 65 | Fail |
| 9 | IUSP | 75 | 25 | 10 | 18 | 13 | 2 | 68 | Fail |
| 10 | IGW | 75 | 15 | 30 | 18 | 18 | 4 | 85 | Pass |
| 11 | IASM | 75 | 30 | 18 | 18 | 12 | 4 | 82 | Pass |
| 12 | KMP | 75 | 25 | 10 | 18 | 13 | 2 | 68 | Fail |
| 13 | LDA | 75 | 30 | 10 | 15 | 12 | 4 | 71 | Fail |
| 14 | MHM | 75 | 30 | 10 | 15 | 12 | 4 | 71 | Fail |
| 15 | MSP | 75 | 25 | 15 | 18 | 13 | 4 | 75 | Pass |
| 16 | MEZ | 75 | 30 | 10 | 15 | 12 | 4 | 71 | Fail |
| 17 | MJBH | 75 | 25 | 15 | 18 | 13 | 4 | 75 | Pass |
| 18 | MRHA | 75 | 30 | 18 | 18 | 12 | 4 | 82 | Pass |
| 19 | NAL | 75 | 25 | 15 | 18 | 13 | 4 | 75 | Pass |
| 20 | NIM | 75 | 30 | 10 | 15 | 12 | 4 | 71 | Fail |
| 21 | NAF | 75 | 25 | 10 | 18 | 13 | 2 | 68 | Fail |
| 22 | NAS | 75 | 30 | 18 | 18 | 12 | 4 | 82 | Pass |
| 23 | SWU | 75 | 25 | 10 | 15 | 12 | 3 | 65 | Fail |
| 24 | SMY | 75 | 30 | 18 | 18 | 12 | 4 | 82 | Pass |

| | | | | | | | | | |
|-------|------|----|-----|-----|-----|-----|----|-------|------|
| 25 | WNTP | 75 | 25 | 10 | 18 | 13 | 2 | 68 | Fail |
| TOTAL | | | 660 | 327 | 420 | 316 | 85 | 1.808 | |

According to the table above, it shows that the total of the students' score was 1.798 with the total of students was 25. Therefore, the researcher calculated the data by using with the formula bellow:

Pass: 10

Fail: 15

a. Mean of Students' Score:

$$\begin{aligned}\bar{x} &= \frac{\sum xi}{n} \\ &= \frac{1.808}{25} \\ &= 72,32\end{aligned}$$

The description of the Formula:

\bar{x} = Mean

xi = Individual Score

n = Amount of students

b. Percentage of passing writing test scores (pre-test):

$$\begin{aligned}p &= \frac{F}{N} \times 100\% \\ &= \frac{10}{25} \times 100\% \\ &= 40\%\end{aligned}$$

The description of the Formula:

p = The percentage of the class

F = Total number of students who passed the KKM

N = Amount of students

According to the data above, it shows that the students' average score was 72,32 with the percentage of students who passed the KKM was only 40%. It means that students' writing skill in writing descriptive text was still slow. It can be concluded that, the result of the test in cycle 1 still not reached the criteria of success of this research.

The students were still difficult to composing sentences in writing descriptive text. This is because they lack of vocabulary, they frequently enquired about the meaning of unfamiliar vocabulary from the English the teacher. A few students lacked concentration during the process of teaching and learning.

The researcher with the English teacher needs put more effort to make students more enthusiastic, so that students can achieve the criteria of success. The researcher needs to explain further the vocabularies that are often used in writing descriptive text. The researcher also needs to provide further explanation and more examples of the material being studied. Because the result of the action in cycle 1 did not reached the criteria of success, the researcher decided to carry out cycle 2 to achieve better score in writing test.

2. **Second Cycle**

In the second cycle, there were also four stages which consisted of planning, acting, observing, and reflecting. The details of the activities in the second cycle are as follows:

a. Planning in Cycle 2

In this stage, the researcher revised the plan for addressing the problem found in the reflection of first cycle. The researcher reviewed the material that had been presented in the first cycle, the researcher added some more detailed material and gave more examples of descriptive text to the students. In this stage, the researcher also prepared the delivery of the material to be more interesting so that students are more enthusiastic in the teaching and learning process.

b. Acting in cycle 2

1) First meeting in cycle 2

The first meeting was occurred on Monday, March 18th 2024. At the first meeting the English teacher entered the class to observed and saw the condition of the class before the lesson began. The English teacher invited the researcher to entered the class. The researcher started the lesson with greetings, praying, and checking the attendance list.

Before the researcher started to explained the material more, the researcher made sure that all students understand the material presented at the previous meeting. After that the researcher began to explain the material in more detail and gave another example of descriptive text and explained the structure and some difficult vocabulary to the students. The researcher also gave students a list of vocabulary that is often used in descriptive text.

The researcher then ensured that every student had already understood how to write a descriptive text by asking "do you have any questions?" and the students answered "nothing miss".

Before closed the lesson, the researcher concluded the day's learning and asked students to review the material they had studied at home. To close the lesson, students were asked to say Hamdallah together, followed by greetings.

2) Second meeting in cycle 2

The second meeting was occurred on Tuesday, March, 19th 2024. The researcher entered the classroom and started the lesson with greetings, praying, checking the attendance list, reviewing the material delivered by the previous meeting.

After that, the researcher continued to explained again how the Chain Writing Technique is applied in writing descriptive text.

The researcher asked the students to sit together in their respective groups, each group consisting of the same 5 people as the previous meeting. After all students sat in their respective groups, the researcher provided a list of vocabulary along with its meaning that had been explained previously to create descriptive text. Then the researcher gave the students the test instrument as show in the *figure 41*.

The chain writing started with the first student to the last student in turns, each student had two minutes to wrote a sentence

in a chain in a paper. after the researcher ensures that all groups have completed their descriptive text. The researcher asked students to collect descriptive text that they had written. Before closed the lesson, the researcher concluded the day's learning and asked students to bring a dictionary in the next meeting. To close the lesson, students were asked to say Hamdallah together, followed by greetings.

Test of Descriptive Writing

Group:
Name : 1. _____ 4. _____
 2. _____ 5. _____
 3. _____

Day : Tuesday, 19th March 2024
Time : 13.30 - 14.30
Class : A 7th Grade

Direction of the Test:

1. Students are asked to make a group that consist of five students.
2. Make sure that each students has their own pan and one paper for one group.
3. Students are asked to create descriptive paragraphs about classroom using chain writing technique. Each student in the group is asked to write one sentence within 1 minute, starting from the first student and continuing with the second, third and last students.
4. After all group members have written their sentences, each group is asked to write the previously written sentences into a perfect paragraph, then collect the descriptive paragraph 10 minutes the meeting is close.

Write the Paragraph here!

Figure 4.2. Test Instrument in the second cycle

c. Observing in cycle 2

This research was carried out to determine how well students' performance during the teaching and learning process by using Chain

Writing Technique. In this stage, the researcher observed students' participation, students' enthusiasm, and students' reaction during the teaching and learning process. The information is described as follows:

Table 4.5
Research Observation Checklist

| No | Behavior | Grade | | | | | Score |
|--------------|--|-------|---|---|---|---|-------|
| | | 2 | 3 | 4 | 5 | 6 | |
| 1 | Students were interested in Chain Writing Technique. | | | | | | |
| 2 | Students paid attention to the researcher as a teacher. | | | | | | |
| 3 | Students focus during teaching and learning process. | | | | | | |
| 4 | Students can make a descriptive text according to the topic and the structure of the text. | | | | | | |
| 5 | Students can increase their vocabulary in making descriptive text. | | | | | | |
| TOTAL | | | | | | | |

Note:

2= Very bad (No attention or response from students)

3= Bad (only a few students gave attention and responded)

4= Fair (some of students gave attention and responded)

5= Good (More than half of students gave attention and responded)

6= very good (almost all of students gave attention and responded)

From the observation that have been done (See appendix 3), it showed that some of students were interested and paid attention to the researcher as a teacher during teaching and learning process. The

students more focus than previous meeting. the students' skill in writing descriptive text also have improvement than previous meeting.

d. Reflecting

In this final stage, the researcher reflecting on the action in cycle

2. The researcher carried out a post-test 2 on Tuesday, March 19th 2024.

This post test is carried out to determine students' writing abilities. The students' data score in cycle 1 can be seen as follows:

Table 4.6
Students' Writing Score in Post-Test 2

| No | Name of Students | KK M | Students' Score | | | | | Total Score | Pass/Fail |
|----|------------------|------|-----------------|----|----|----|---|-------------|-----------|
| | | | C | O | V | G | M | | |
| 1 | AAH | 75 | 30 | 18 | 18 | 15 | 4 | 85 | Pass |
| 2 | ANI | 75 | 30 | 18 | 18 | 15 | 4 | 85 | Pass |
| 3 | APP | 75 | 16 | 15 | 20 | 12 | 5 | 68 | Fail |
| 4 | AMT | 75 | 16 | 15 | 20 | 12 | 5 | 68 | Fail |
| 5 | ADJ | 75 | 30 | 20 | 18 | 15 | 5 | 88 | Pass |
| 6 | BEA | 75 | 16 | 15 | 20 | 12 | 5 | 68 | Fail |
| 7 | FAZ | 75 | 25 | 15 | 18 | 12 | 5 | 75 | Pass |
| 8 | HNF | 75 | 16 | 15 | 20 | 12 | 5 | 68 | Fail |
| 9 | IUSP | 75 | 30 | 20 | 18 | 15 | 5 | 88 | Pass |
| 10 | IGW | 75 | 15 | 30 | 18 | 18 | 4 | 85 | Pass |
| 11 | IASM | 75 | 30 | 20 | 18 | 13 | 5 | 86 | Pass |
| 12 | KMP | 75 | 30 | 20 | 18 | 15 | 5 | 88 | Pass |
| 13 | LDA | 75 | 25 | 15 | 18 | 12 | 5 | 75 | Pass |
| 14 | MHM | 75 | 25 | 15 | 18 | 12 | 5 | 75 | Pass |
| 15 | MSP | 75 | 30 | 18 | 18 | 15 | 4 | 85 | Pass |
| 16 | MEZ | 75 | 25 | 15 | 18 | 12 | 5 | 75 | Pass |
| 17 | MJBH | 75 | 30 | 18 | 18 | 15 | 4 | 85 | Pass |
| 18 | MRHA | 75 | 30 | 20 | 18 | 13 | 5 | 86 | Pass |
| 19 | NAL | 75 | 30 | 18 | 18 | 15 | 4 | 85 | Pass |
| 20 | NIM | 75 | 25 | 15 | 18 | 12 | 5 | 75 | Pass |
| 21 | NAF | 75 | 30 | 20 | 18 | 15 | 5 | 88 | Pass |
| 22 | NAS | 75 | 30 | 20 | 18 | 13 | 5 | 86 | Pass |
| 23 | SWU | 75 | 16 | 15 | 20 | 12 | 5 | 68 | Fail |

| | | | | | | | | | |
|-------|------|----|-----|-----|-----|-----|-----|-------|------|
| 24 | SMY | 75 | 30 | 20 | 18 | 13 | 5 | 86 | Pass |
| 25 | WNTP | 75 | 30 | 20 | 18 | 15 | 5 | 88 | Pass |
| TOTAL | | | 640 | 450 | 460 | 340 | 119 | 2.009 | |

Based to the table above, it shows that the total of the students' score was 2.009 with the total of students was 25. Therefore, the researcher calculated the data by using with the formula bellow:

Pass: 20

Fail: 5

a. Mean of Students' Score:

$$\begin{aligned}\bar{x} &= \frac{\sum xi}{n} \\ &= \frac{2.009}{25} \\ &= 80,36\end{aligned}$$

The description of the Formula:

\bar{x} = Mean

xi = Individual Score

n = Amount of students

b. Percentage of passing writing test scores (pre-test):

$$\begin{aligned}p &= \frac{F}{N} \times 100\% \\ &= \frac{20}{25} \times 100\% \\ &= 80\%\end{aligned}$$

The description of the Formula:

p = The percentage of the class

F = Total number of students who passed the KKM

N = Amount of students

According to the data above, it shows that the students' mean score was 80,36 with the percentage of students who passed the KKM was 80%. It can be concluded that students' mean score showed a significant improve from 72,32 to 80,36. The percentage of students who passed the test also have improved from 40% to 80%. It means that students' mean score and the percentage of students who passed the writing the test in the second cycle was better than the first cycle. The researcher concluded that the use of chain writing technique text can improve students' writing skill in writing descriptive text.

Table 4.7
Students' Improvement in Writing Test

| No | Students' Initial Name | Score | | |
|----|------------------------|----------|-------------|-------------|
| | | Pre-Test | Post-Test 1 | Post-Test 2 |
| 1 | AAH | 53 | 75 | 85 |
| 2 | ANI | 68 | 75 | 85 |
| 3 | APP | 75 | 65 | 68 |
| 4 | AMT | 65 | 65 | 68 |
| 5 | ADJ | 77 | 68 | 88 |
| 6 | BEA | 54 | 65 | 68 |
| 7 | FAZ | 80 | 71 | 75 |
| 8 | HNF | 75 | 65 | 68 |
| 9 | IUSP | 77 | 68 | 88 |
| 10 | IGW | 85 | 85 | 85 |
| 11 | IASM | 63 | 82 | 86 |
| 12 | KMP | 50 | 68 | 88 |
| 13 | LDA | 65 | 71 | 75 |
| 14 | MHM | 92 | 71 | 75 |
| 15 | MSP | 67 | 75 | 85 |
| 16 | MEZ | 62 | 71 | 75 |
| 17 | MJBH | 55 | 75 | 85 |
| 18 | MRHA | 57 | 82 | 86 |
| 19 | NAL | 88 | 75 | 85 |

| | | | | |
|----|------------|-------|-------|-------|
| 20 | NIM | 60 | 71 | 75 |
| 21 | NAF | 77 | 68 | 88 |
| 22 | NAS | 81 | 82 | 86 |
| 23 | SWU | 67 | 65 | 68 |
| 24 | SMY | 73 | 82 | 86 |
| 25 | WNTP | 73 | 68 | 88 |
| | Mean | 69,04 | 72,32 | 80,36 |
| | Percentage | 36% | 40% | 80% |

According to the table above, it can be concluded that the mean score of the pre-test is only 69,04 and the percentage of students who pass the pre-test was 36%, it means that only 9 students who passed the criteria of success in pre-test. While in the post-test 1, the mean score of students' Post-test was 72,32 and the percentage of students who passed the criteria of success in post-test was 40%, it means that only 10 students who passed the post-test 1. However, in post-test 2 the mean score of students was 80,36 and the percentage of students who passed the criteria of success in post-test 2 was 80%, it means that students who passed the post-test 2 was 20 students.

From the data above, it can be seen that students' writing skill improved significantly. It can be concluded that the use of chain writing technique can improve students' writing skill especially in writing descriptive text.

C. Discussion of The Research

In this section, the researcher provides a discussion of research result related to the theory. The researcher needs to find a technique to get students more active, enthusiastic, creative, and able to improve their writing skill. However, the researcher chose chain writing technique as a technique to

improve students' writing skill. Chain writing is an active learning technique that can make learning a more enjoyable activity, because it can require students to learn together in a group to create a text. Harmer stated that this type of group writing is enjoyable and beneficial for helping students to improve their writing skill.⁶⁶

Chain writing is a huge increase in communication opportunities among students.⁶⁷ The application of chain writing technique can make students more active in a group. Working in a group is also has more value, because students work together with other students with the aim of achieving something that can be achieved by all students in the group.⁶⁸ With chain writing technique, not only few students can achieve the goal, but all group members can participate in writing a text in turns or in a chain.

The problem faced by students before the chain writing technique was applied in the teaching and learning process, especially writing, was that students did not know what to write as content when writing English texts. Students also less active in the classroom because they were afraid of making mistakes with their grammar and they were also afraid of choosing suitable vocabulary when writing English texts.

The use of Chain Writing Technique can help students in improving their writing skill in writing descriptive text. This can be seen from the

⁶⁶ Jeremy Harmer, *How to Teach English* (Oxford University:2008) Vol. 62, Issue 3.

⁶⁷ Beth Kerr, Sandra M. Condon, Laura A. McDonald, *Cognitive spatial processing and the regulation of posture*. (Journal of Experimental Psychology: Human Perception and Performance: 1985) 11(5), 617.

⁶⁸ Simon Attle & Bob Baker, "Cooperative learning in a competitive environment: Classroom applications", (International Journal of Teaching & Learning in Higher Education, 2007)

students' scores which have increased significantly. The pre-test score showed that the mean score of students was 69,04 and the percentage of students who passed the criteria of success was 36% which means that students' writing skill were still low. Furthermore, post-test 1 showed that the students' mean score was 72.32 and the percentage of students who passed the criteria of success was 40%, it means that only 10 students who passed the criteria of success.

From the data above, it showed that in the first post-test the students' scores were still low, therefore before the second post-test was carried out, the researcher analyzed and revised the lesson plan in the first cycle. In the second cycle, the researcher explained descriptive text about rooms in the school by providing a list of vocabulary related to that theme. Students who do not master vocabulary tend to avoid writing activities and less interested in practicing writing English.⁶⁹ The researcher also explained more about the structure of descriptive text by explaining examples of descriptive text based on its structure.

After the second cycle was conducted, the post-test 2 showed that the students' mean score was 80,36 and the percentage of students who passed the criteria of success was 80%, it means that 20 students obtained met the minimum mastery criteria (KKM 75). It can be seen from the students' mean score in the first post-test, in the second post-test the students' mean score

⁶⁹ Dwi Puji Hastui. Influence of Reading and Vocabulary Mastery on Writinig Skills Descriptive Text. (Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris, 2020) vol. 11, No 1: 48-57

increased.

The improvement above occurs because the chain writing technique involves several members in a group, each member contributes their thoughts, ideas, and concepts in making sentences and forming paragraph. Fung stated that students who work in a group or pairs have the main aim of enhancing ideas, teaching their peers, and offering ideas to enrich their writing.⁷⁰ Moreover, chain writing technique carried out collaboratively can produce good products. Villarreal and Gil-Sarratea stated that writing activities carried out collaboratively were more accurate and better in terms of content, structure, and idea organization.⁷¹ In addition, the work pattern of the chain writing technique is carried out in a systematic and well-organized manner. Rezeki stated that positive outcomes can result from strategies based on the quality of student writing, student opinions, influencing factors, and group dynamics during collaborative writing activities.⁷²

Based on the discussion above, it can be said that the use of chain writing technique in writing descriptive text was successful, because students' writing skills increased significantly from the pre-cycle to the second cycle. By using the chain writing technique, teaching and learning process in writing is no longer boring. students can work more actively in groups and force them to write in their own words.

⁷⁰ Yong Mei Fung, *Collaborative Writing Features*. RELC Journal, (2010), 41(1), 18–30.

⁷¹ Izaskun Villarreal, Nora Gil-Sarratea, "The effect of collaborative writing in an EFL secondary setting," *Language Teaching Research*, (2020), 24(6), 874–897.

⁷² Yanti Sri Rezeki, "Collaborative written feedback experience: A case study of Indonesian EFL students in an Essay Writing class," *International Journal of Educational Best Practices*, (2017), 1(2), 24.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions and suggestions from the post-test and how the chain writing technique might improve students' writing skill. Research results and discussions functions as a basis for descriptions. The following description is from research findings and discussion.

A. Conclusion

This research used Chain Writing Technique to improve students' writing skill in writing descriptive text at 7th grade of MTs Negeri 2 Banyuwangi. From the result of study above, the researcher concluded that teaching students by using Chain Writing Technique could improve students' writing ability.

Students' writing test result improved from pre-test to the second post-test. On the pre-test, the students' average score was 69,04 and the percentage of students who met the success criteria was 36% which showed that there were 9 students who passed the criteria of success and 16 students did not pass the criteria of success. while in post-test 1, the students' average score in Post-test 1 was 72,32 and the percentage of students who passed the criteria of success in post-test 1 was 40% which showed that there were 10 students who passed the criteria of success and 20 students did not pass the criteria of success. The students mean score in the post-test 2 was 80,36 and the percentage of students who achieved the criteria of success in

post-test 2 was 80% which indicated that there were 20 students who met the success criteria and there were 5 students that did not meet the success criteria.

In conclusion, the use of Chain Writing Technique could make students' writing skills improved significantly. Students' writing skills are getting better than before, starting from the aspects of content, organization, vocabulary, grammar and mechanics. With this chain writing technique, students become more active in working as a group, especially in writing an English text.

B. Suggestion

From the conclusion above, it is hoped that the suggestions presented in this research will be beneficial for English teachers and future researchers. The following are suggestions that can be taken from this research.

1. English Teachers

The chain writing technique is suggested by the researcher as an option in teaching English, especially to improved students' writing skills. The chain writing technique can be used in students' writing learning because this technique can create a new and interesting learning environment for students, students can also play a more active and enthusiastic role in learning process as groups.

2. The future researcher

It is suggested that in the future, the other researchers can conduct more in-depth research on similar topics and methods better. Future researchers are also expected to provide references for other researchers who conduct research in a similar scope.

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APPENDIX 1 RESEARCH MATRIX

RESEARCH MATRIX

| Title | Variable | Indicators | Data Resources | Research Method | Research Question |
|---|--|--|---|--|---|
| <p>The Use of Chain Writing Technique to Improve Students' Descriptive Writing Skill at 7th Grade of MTsN 2 Banyuwangi</p> | <p>1. Chain Writing Technique</p> <p>2. Writing Descriptive Text</p> | <ul style="list-style-type: none"> • The Steps of Chain Writing Technique <ol style="list-style-type: none"> a. The teacher shows a picture that will be described, after that describe the picture by writing words related to the picture in chain. b. Then write a descriptive text by using the words chain. c. Ask students to work in groups. d. The teacher gives students a new picture, then asks them to describe the picture by writing a list of words to make a descriptive paragraph. e. Students' work will be assessed by their classmates. f. The teacher guides them with difficult words. • Content • Organization • Vocabulary • Grammar • Mechanic | <p>1. Subject: The 7th grade students of MTsN 2 Banyuwangi</p> <p>2. The English Teacher</p> | <p>1. Research Design: Classroom Action Research (CAR)</p> <p>2. The cycle:</p> <ol style="list-style-type: none"> a. Planning b. Acting c. Observing d. Reflecting <p>3. Data Collection Method:</p> <ol style="list-style-type: none"> a. Writing Test b. Observation c. Interview d. Document Review <p>4. Data Analysis</p> <ol style="list-style-type: none"> a. Students' average score $\bar{x} = \frac{\sum xi}{n}$ <p>Notes:</p> <ul style="list-style-type: none"> \bar{x} = Mean xi = Individual Score n = Amount of students <p>5. Criteria of Success:</p> <p>This research will be successful if the number of students who reach the minimum mastery criteria (KKM) which is 70 or higher than 75% of the total students.</p> | <p>How does the use of Chain Writing Technique Improves Students' Descriptive Writing Skill at 7th Grade of MTsN 2 Banyuwangi?</p> |

APPENDIX 2 LESSON PLANS

MODUL AJAR
CHAPTER 5: THIS IS MY SCHOOL
UNIT 3: SCHOOL FESTIVAL

INFORMASI UMUM

A. IDENTITAS MODUL

| | |
|-------------------------------|----------------------------|
| Nama Penyusun | : Alfainur Azizah |
| Satuan Pendidikan | : MTsN 2 Banyuwangi |
| Kelas/Fase | : VII – A |
| Prediksi Alokasi Waktu | : 3 JP x 40 menit |
| Tahun Penyusunan | : 2023/2024 |

B. KOMPETENSI AWAL

- Students should be able to explain the school festival.
- Students should be able to describe their classroom in the school.

C. PROFIL PELAJAR PANCASILA & PELAJAR RAHMATAN LIL ALAMIN**Profil Pelajar Pancasila**

- Beriman dan bertakwa kepada Tuhan yang maha Esa
- Bergotong royong
- Berkebinekaan global
- Mandiri
- Bernalar Kritis, dan Kreatif

Pelajar Rahmatan Lil Alamin

Pelajar Rahmatan lil alamin yang terdiri dari, berkeadaban (ta'addub), keteladanan (qudwah), kewarganegaraan dan kebangsaan (nuwatanah), mengambil jalan tengah (tawassut), berimbang (tawazun), lurus dan tegas (I'tidal), kesetaraan (musawah), musyawarah (syura), toleransi (tasamuh), serta dinamis dan inovatif (tatawwur wa ibtikar).

D. SARANA DAN PRASARANA

- | | |
|------------------------|-----------------------------|
| 1. Gawai | 5. Papan Tulis |
| 2. Laptop/ Komputer PC | 6. Handout materi |
| 3. Internet | 7. Proyektor |
| 4. Buku Teks | 8. Referensi yang mendukung |

E. TARGET PESERTA DIDIK

Peserta didik reguler: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Chain Writing Technique* terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

1. Students should be able to talk about school activities.
2. Students should be able to describe school festival and describe their classroom.

B. PEMAHAMAN BERMAKNA

Able to describe school festival and describe their classroom in the school.

C. PERTANYAAN PEMANTIK

How is the school festival at your school?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN 1 (Section 1 – 2)

Kegiatan Pendahuluan (10 Menit)

- Doa; presensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) beranalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan Pendidikan. Serta *Pelajar Rahmatan lil alamin* yang terdiri dari, berkeadaban (ta'addub), keteladanan (qudwah), kewarganegaraan dan kebangsaan (nuwatanah), mengambil jalan tengah (tawassut), berimbang (tawazun), lurus dan tegas (I'tidal), kesetaraan (musawah), musyawarah (syura), toleransi (tasamuh), serta dinamis dan inovatif (tatawwur wa ibtikar).

Kegiatan Inti (20 menit)

1. Section 1 – Say what you know

- Guru menyajikan sebuah gambar tentang *School Festival* dan ruang kelas.
- Guru meminta peserta didik untuk mengidentifikasi hal-hal yang berkaitan tentang gambar tersebut.
- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

2. Section 2 - Listening

- Guru memperdengarkan beberapa kosakata tentang *School Festival* dan *Classroom*.
- Guru menjelaskan kosakata yang sulit beserta artinya.

PERTEMUAN 2 (Section 3 – 4)

3. Section 3 – Language Focus

- Guru memberikan penjelasan tentang teks deskriptif untuk menggambarkan sebuah ruang kelas.

Structure of Descriptive Text

| Structure | Text |
|---|--|
| Identification The name of the room | This is our classroom |
| Description Feature 1: The size | It is big |
| Feature 2: The object | There are thirty tables and chairs |
| Feature 3: The activity | We study subjects like math, English, and science. |

- Guru memberikan penjelasan lebih detail seperti nama benda-benda yang terdapat di ruang kelas. For example: Desks, Chairs, Whiteboard.

4. Section 3 – Viewing and Writing

- Guru meminta peserta didik untuk membuat sebuah kelompok yang terdiri dari 5 peserta didik.
- Guru menjelaskan tentang Chain Writing dalam menulis teks deskriptif kepada peserta didik.
- Guru meminta peserta didik untuk menulis teks deskriptif dengan menggambarkan school festival secara berantai.
- Guru memeriksa hasil Chain Writing dari peserta didik, guru dapat memberikan saran dan perbaikan kepada peserta didik.

Kegiatan Penutup (10 menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan di lakukan pada pertemuan berikutnya.

E. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk proyek yang dibuat oleh peserta didik yang dipresentasikan.
- Guru menyampaikan bahwa peserta didik bekerja sendiri untuk menyelesaikan proyek itu.
- Guru menyampaikan bahwa peserta didik dapat menyelesaikan proyek ini di luar kelas (atau secara *asynchronous*, apabila kelas dilakukan secara daring).
- Guru menjelaskan langkah-langkah pembuatan proyek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.
- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian proyek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan proyek mereka.
- Ketika proyek sudah selesai dikerjakan peserta didik, guru meminta peserta didik untuk menyajikan proyek mereka pada kelas dan melakukan penilaian berdasarkan rubrik yang ada di Buku Siswa.

Rubrik Penilaian Siswa

| Aspect | Scale | Criteria |
|---------|-------|--|
| Content | 30-24 | Excellent: related to the assigned topic and provide complete detail information. |
| | 23-16 | Good: mostly related to the topic but weak of detail. |
| | 15-8 | Fair: the topic is poor of development and nearly matches the social goal of the text. |
| | 7-1 | Poor: not related to the topic, does not |

| | | |
|-----------------|-------|--|
| | | match the social goal of the text. |
| Organization | 20-16 | Excellent: the text is well structured. |
| | 15-11 | Good: a bit disorganized, but the essential concepts are clear. |
| | 10-6 | Fair: ideas confused or disconnected. |
| | 5-1 | Poor: the text does not communicate, not well structured. |
| Vocabulary | 20-16 | Excellent: uses an effective word that comes from mastery. |
| | 15-11 | Good: occasional mistakes in word choice, form or usage, but meaning is still clear. |
| | 10-6 | Fair: often error of word form, choice, or usage, meaning obscure. |
| | 5-1 | Poor: limited of vocabulary in English. |
| Grammatical Use | 25-19 | Excellent: a few agreements, tenses, articles, pronouns, and preposition errors. |
| | 18-13 | Good: several errors of agreement, tense, articles, pronoun, preposition, and meaning seldom obscured. |
| | 12-7 | Fair: frequent errors of agreement, tense, articles, pronoun, preposition, and meaning obscured. |
| | 6-1 | Poor: dominated by errors. |
| Mechanics | 5 | Excellent: few errors of spelling, punctuation, capitalization, and paragraphing. |
| | 4 | Good: occasional errors in spelling, punctuation, capitalization, and paragraphing, but the meaning is not obscured. |
| | 3 | Fair: Frequently errors of capitalization, punctuation, and paragraphing. |
| | 2 | Poor: dominated errors of capitalization, punctuation, and paragraphing. |

F. PENGAYAAN DAN REMEDIAL

- Let's make a descriptive text about your school festival!

G. REFLEKSI

- Guru memberitahu peserta didik bahwa sebelum pelajaran diakhiri, mereka perlu merefleksikan proses dan perkembangan belajar mereka.
- Guru menyampaikan kepada peserta didik pentingnya melakukan refleksi diri sebagai upaya untuk mengetahui perkembangan belajar mereka dan upaya perbaikan proses pembelajaran.

- Guru membimbing peserta didik untuk menjawab pertanyaan-pertanyaan di bagian Reflection dengan jujur.
- Guru memberikan penekanan pada jawaban yang telah diberikan oleh peserta didik dan mengajak peserta didik untuk memformulasikan solusi dari hambatan-hambatan dalam belajar yang mereka hadapi.



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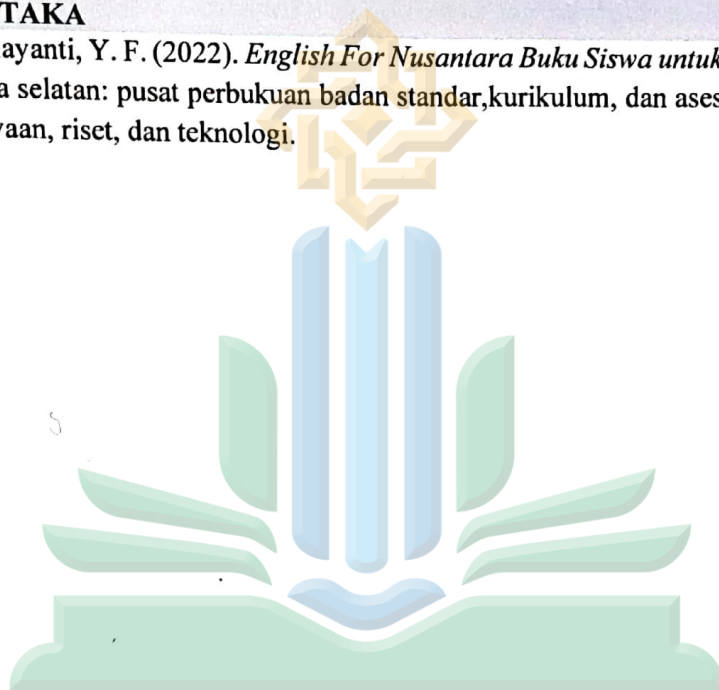
LAMPIRAN-LAMPIRAN

Lampiran 1**BAHAN BACAAN GURU DAN PESERTA DIDIK**

- Buku Panduan Guru Bahasa Inggris Kelas VII
- Buku Panduan Siswa Bahasa Inggris Kelas VII

Lampiran**DAFTAR PUSTAKA**

Ika Lestari Damayanti, Y. F. (2022). *English For Nusantara Buku Siswa untuk SMP/MTS Kelas 7*. Jakarta selatan: pusat perbukuan badan standar, kurikulum, dan asesmen pendidikan, kebudayaan, riset, dan teknologi.



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Mengetahui,
Guru Bahasa Inggris

Endah Puji Harsini, S. Pd
197001181997032002

Banyuwangi, 1 Maret 2024
Peneliti

Alfainur Azizah
NIM. 201101060014

MODUL AJAR
CHAPTER 5: THIS IS MY SCHOOL
UNIT 3: SCHOOL FESTIVAL

INFORMASI UMUM

A. IDENTITAS MODUL

| | |
|-------------------------------|----------------------------|
| Nama Penyusun | : Alfainur Azizah |
| Satuan Pendidikan | : MTsN 2 Banyuwangi |
| Kelas/Fase | : VII – A |
| Prediksi Alokasi Waktu | : 3 JP x 40 menit |
| Tahun Penyusunan | : 2023/2024 |

B. KOMPETENSI AWAL

- Students should be able to explain the school festival.
- Students should be able to describe their classroom in the school.

A. PROFIL PELAJAR PANCASILA & PELAJAR RAHMATAN LIL ALAMIN

Profil Pelajar Pancasila

- a. Beriman dan bertakwa kepada Tuhan yang maha Esa
- b. Bergotong royong
- c. Berkebinekaan global
- d. Mandiri
- e. Bernalar Kritis, dan Kreatif

Pelajar Rahmatan Lil Alamin

Pelajar Rahmatan lil alamin yang terdiri dari, berkeadaban (ta'addub), keteladanan (qudwah), kewarganegaraan dan kebangsaan (nuwatanah), mengambil jalan tengah (tawassut), berimbang (tawazun), lurus dan tegas (I'tidal), kesetaraan (musawah), musyawarah (syura), toleransi (tasamuh), serta dinamis dan inovatif (tatawwur wa ibtikar).

G. SARANA DAN PRASARANA

- | | |
|------------------------|-----------------------------|
| 1. Gawai | 5. Papan Tulis |
| 2. Laptop/ Komputer PC | 6. Handout materi |
| 3. Internet | 7. Proyektor |
| 4. Buku Teks | 8. Referensi yang mendukung |

H. TARGET PESERTA DIDIK

Peserta didik reguler: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

I. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Chain Writing Technique* terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning (SEL)*.



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KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

1. Students should be able to talk about school activities.
2. Students should be able to describe school festival and describe rooms in the school.

B. PEMAHAMAN BERMAKNA

Able to describe school festival and describe their classroom in the school.

C. PERTANYAAN PEMANTIK

How is the school festival at your school?

B. KEGIATAN PEMBELAJARAN

PERTEMUAN 1 (Section 1 – 2)

Kegiatan Pendahuluan (10 Menit)

- Doa; presensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) beranalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan Pendidikan. Serta *Pelajar Rahmatan lil alamin* yang terdiri dari, berkeadaban (ta'addub), keteladanan (qudwah), kewarganegaraan dan kebangsaan (nuwatanah), mengambil jalan tengah (tawassut), berimbang (tawazun), lurus dan tegas (I'tidal), kesetaraan (musawah), musyawarah (syura), toleransi (tasamuh), serta dinamis dan inovatif (tatawwur wa ibtikar).

Kegiatan Inti (20 menit)

1. Section 1 – Say what you know

- Guru menyajikan sebuah daftar kosa kata yang berhubungan dengan ruang kelas.
- Guru meminta peserta didik untuk mengidentifikasi beberapa kosa kata sulit tentang hal-hal yang berkaitan tentang ruang kelas.
- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

2. Section 2 - Listening

- Guru memperdengarkan beberapa kosak kata tentang *School Festival* dan *Classroom*.
- Guru menjelaskan kosakata yang sulit beserta artinya.

PERTEMUAN 2 (Section 3 – 4)

3. Section 3 – Language Focus

- Guru memberikan penjelasan tentang teks deskriptif untuk menggambarkan sebuah ruang kelas.
- Guru menjelaskan struktur teks deskriptif beserta contohnya.

Structure of Descriptive Text

| Structure | Text |
|---|--|
| Identification The name of the room | This is our classroom |
| Description Feature 1: The size | It is big |
| Feature 2: The object | There are thirty tables and chairs |
| Feature 3: The activity | We study subjects like math, English, and science. |

- Guru memberikan daftar dan penjelasan lebih detail seperti nama benda-benda yang terdapat di ruang kelas dan memberikan beberapa contoh kalimat.
For example: This class is big.

4. Section 3 – Viewing and Writing

- Guru meminta peserta didik untuk membuat sebuah kelompok baru yang terdiri dari 5 peserta didik.
- Guru menjelaskan tentang Chain Writing dalam menulis teks deskriptif kepada peserta didik.
- Guru meminta peserta didik untuk menulis teks deskriptif dengan menggambarkan ruang kelas mereka secara berantai.
- Guru memeriksa hasil Chain Writing dari peserta didik, guru dapat memberikan saran dan perbaikan kepada peserta didik.

Kegiatan Penutup (10 menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan di lakukan pada pertemuan berikutnya.

C. ASESMEN / PENILAIAN

- Guru menjelaskan bahwa untuk mengukur pengetahuan dan keterampilan peserta didik tentang materi yang disampaikan pada bab, penilaian dilakukan baik di dalam proses pembelajaran, seperti penilaian keaktifan peserta didik berkontribusi dalam diskusi, atau kegiatan lain dan di akhir pembelajaran dalam bentuk proyek yang dibuat oleh peserta didik yang dipresentasikan.
- Guru menyampaikan bahwa peserta didik bekerja sendiri untuk menyelesaikan proyek itu.
- Guru menyampaikan bahwa peserta didik dapat menyelesaikan proyek ini di luar kelas (atau secara *asynchronous*, apabila kelas dilakukan secara daring).
- Guru menjelaskan langkah-langkah pembuatan proyek itu dan rubrik penilaian yang akan digunakan untuk menilai pekerjaan peserta didik seperti dijelaskan di Buku Siswa.
- Guru menyampaikan bahwa peserta didik dapat bertanya atau berkonsultasi selama penyelesaian proyek itu.
- Guru memberikan masukan, atau revisi apabila diperlukan selama peserta didik menyelesaikan proyek mereka.
- Ketika proyek sudah selesai dikerjakan peserta didik, guru meminta peserta didik untuk menyajikan proyek mereka pada kelas dan melakukan penilaian berdasarkan rubrik yang ada di Buku Siswa.

Rubrik Penilaian Siswa

| Aspect | Scale | Criteria |
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| Content | 30-24 | Excellent: related to the assigned topic and provide complete detail information. |
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| | 15-8 | Fair: the topic is poor of development and nearly matches the social goal of the |

| | | |
|-----------------|-------|--|
| | | text. |
| | 7-1 | Poor: not related to the topic, does not match the social goal of the text. |
| Organization | 20-16 | Excellent: the text is well structured. |
| | 15-11 | Good: a bit disorganized, but the essential concepts are clear. |
| | 10-6 | Fair: ideas confused or disconnected. |
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| | 5-1 | Poor: limited of vocabulary in English. |
| Grammatical Use | 25-19 | Excellent: a few agreements, tenses, articles, pronouns, and preposition errors. |
| | 18-13 | Good: several errors of agreement, tense, articles, pronoun, preposition, and meaning seldom obscured. |
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| | 6-1 | Poor: dominated by errors. |
| Mechanics | 5 | Excellent: few errors of spelling, punctuation, capitalization, and paragraphing. |
| | 4 | Good: occasional errors in spelling, punctuation, capitalization, and paragraphing, but the meaning is not |

| | | |
|--|---|---|
| | | obscured. |
| | 3 | Fair: Frequently errors of capitalization, punctuation, and paragraphing. |
| | 2 | Poor: dominated errors of capitalization, punctuation, and paragraphing. |

D. PENGAYAAN DAN REMEDIAL

- Let's make a descriptive text about your school festival!

G. REFLEKSI

- Guru memberitahu peserta didik bahwa sebelum pelajaran diakhiri, mereka perlu merefleksikan proses dan perkembangan belajar mereka.
- Guru menyampaikan kepada peserta didik pentingnya melakukan refleksi diri sebagai upaya untuk mengetahui perkembangan belajar mereka dan upaya perbaikan proses pembelajaran.
- Guru membimbing peserta didik untuk menjawab pertanyaan-pertanyaan di bagian Reflection dengan jujur.
- Guru memberikan penekanan pada jawaban yang telah diberikan oleh peserta didik dan mengajak peserta didik untuk memformulasikan solusi dari hambatan-hambatan dalam belajar yang mereka hadapi.

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LAMPIRAN-LAMPIRAN

Lampiran 1**BAHAN BACAAN GURU DAN PESERTA DIDIK**

- Buku Panduan Guru Bahasa Inggris Kelas VII
- Buku Panduan Siswa Bahasa Inggris Kelas VII

Lampiran**DAFTAR PUSTAKA**

Ika Lestari Damayanti, Y. F. (2022). *English For Nusantara Buku Siswa untuk SMP/MTS Kelas*
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Mengetahui,
Guru Bahasa Inggris

Endah Puji Harsini, S. Pd
197001181997032002

Banyuwangi, 1 Maret 2024
Peneliti

Alfainur Azizah
NIM. 201101060014

APPENDIX 3 BLUEPRINT

KISI-KISI SOAL PENILAIAN PESERTA DIDIK

Mata Pelajaran : Bahasa Inggris

Kelas/smt : VII/1

Bentuk ujian : Menulis

| No | Elemen dan Capaian Pembelajaran | Kelas/Smt | Materi | Indikator Soal | Bentuk Soal |
|----|--|-----------|---------------------------------|--|-------------|
| 1 | <p>Menulis – Mempresentasikan Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai <i>genre</i> teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.</p> | VII/1 | Chapter 5: This is my School | Peserta didik dapat menulis sebuah paragraf <i>Descriptive</i> tentang ruang kelas dengan <i>content, organization, vocabulary, grammatical use,</i> dan <i>mechanic</i> yang tepat. | Tulis |

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APPENDIX 4 RESEARCH OBSERVATION CHECKLIST

Cycle 1

RESEARCH OBSERVATION CHECKLIST

| No | Behavior | Grade | | | | | Score |
|-------|--|-------|---|---|---|---|-------|
| | | 2 | 3 | 4 | 5 | 6 | |
| 1 | Students were interested in Chain Writing Technique. | | | √ | | | 4 |
| 2 | Students paid attention to the researcher as a teacher. | | | √ | | | 4 |
| 3 | Students focus during teaching and learning process. | | √ | | | | 3 |
| 4 | Students can make a descriptive text according to the topic and the structure of the text. | | √ | | | | 3 |
| 5 | Students can increase their vocabulary in making descriptive text. | | √ | | | | 3 |
| TOTAL | | | | | | | 17 |

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Cycle 2

RESEARCH OBSERVATION CHECKLIST

| No | Behavior | Grade | | | | | Score |
|-------|--|-------|---|---|---|---|-------|
| | | 2 | 3 | 4 | 5 | 6 | |
| 1 | Students were interested in Chain Writing Technique. | | | | √ | | 5 |
| 2 | Students paid attention to the researcher as a teacher. | | | √ | | | 4 |
| 3 | Students focus during teaching and learning process. | | | √ | | | 4 |
| 4 | Students can make a descriptive text according to the topic and the structure of the text. | | | | √ | | 5 |
| 5 | Students can increase their vocabulary in making descriptive text. | | | √ | | | 4 |
| TOTAL | | | | | | | 22 |

APPENDIX 5 INSTRUMENT VALIDITY CHECKLIST

INSTRUMENT VALIDITY

Instruction:

1. Put a check (✓) in the column according to your opinion.

| No | Aspek yang dinilai | Skala Penilaian | | | | Catatan |
|---------------|--|-----------------|---|---|---|---------|
| | | 1 | 2 | 3 | 4 | |
| Isi | | | | | | |
| 1 | Materi sesuai dengan kompetensi inti dan kompetensi dasar. | | | | ✓ | |
| 2 | Indikator soal sesuai dengan materi | | | | ✓ | |
| 3 | Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan | | | ✓ | | |
| 4 | Pedoman penilaian sesuai dengan rubrik nilai yang telah ditetapkan | | | | ✓ | |
| 5 | Kesesuaian alokasi waktu dengan soal yang telah disediakan | | | | ✓ | |
| Soal | | | | | | |
| 1 | Soal disusun menggunakan tes menulis untuk mengetahui kemampuan menulis siswa | | | | ✓ | |
| 2 | Soal disusun sesuai dengan materi Descriptive Text | | | | ✓ | |
| 3 | Tes menulis disusun sesuai dengan teori writing yang mana mengharuskan siswa untuk menulis sebuah teks | | | | ✓ | |
| 4 | Penilaian kemampuan menulis siswa berdasarkan dari buku H. Douglas Brown | | | | ✓ | |
| Bahasa | | | | | | |
| 1 | Petunjuk soal menggunakan kaidah bahasa inggris yang benar | | | | ✓ | |
| 2 | Soal tidak menggunakan istilah ganda yang menimbulkan salah pengertian | | | | ✓ | |
| 3 | Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik. | | | | ✓ | |

Note:


4 = Sangat Baik

3 = Baik

4 = Kurang

5 = Sangat Kurang

Jember, 07 Mei 2024


 Dr. Suparwoto Sapto Wahono, M. Pd
 NIP. 197406092007011020

APPENDIX 6 SAMPLES FROM STUDENTS' WRITING TEST

1. The sample of students test in Pre-cycle

No. _____
Date: _____

| | |
|--------------------------|---|
| <input type="checkbox"/> | Name: Ahmad Nurul Hasan |
| <input type="checkbox"/> | Kls : VII A |
| <input type="checkbox"/> | Absen: 2 |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | Description class My class is very good |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | My my classroom consist of twenty five students and my |
| <input type="checkbox"/> | homeroom teacher is a miss Endah my class is green color |
| <input type="checkbox"/> | look my class leader is a Moh. Jamil biridha there is a |
| <input type="checkbox"/> | white board my classroom has Air conditioner, fan, table |
| <input type="checkbox"/> | Projector, pictures, flag, computer, and door. |

2. Sample of students' test in Post-test 1

Kelompok 3

No.: _____ Date: _____

| | |
|--------------------------|---|
| <input type="checkbox"/> | This is my class. my class so clean |
| <input type="checkbox"/> | This is a class that has a lot of fans |
| <input type="checkbox"/> | This is my backpack is so heavy |
| <input type="checkbox"/> | this is a pen, my pen colour is black |
| <input type="checkbox"/> | In my class have a fan this fan so cold |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

3. Sample of students' test in Post-test 2

Kelompok 3

No. _____ Date: _____

my school

| | |
|--------------------------|--|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | This is my school, my school is big, my school have |
| <input type="checkbox"/> | School yard, the yard is used for sports, my school yard |
| <input type="checkbox"/> | is clean. in my school have us, us room is medium |
| <input type="checkbox"/> | and have a first aid kit, and if the student is sick |
| <input type="checkbox"/> | they go to us and in us have a pen and have a bed |
| <input type="checkbox"/> | Ahmad anson habibi |
| <input type="checkbox"/> | Ahmad nurul hasan |
| <input type="checkbox"/> | Muhammad jamil biridha |
| <input type="checkbox"/> | Nabila Anjam litungu |
| <input type="checkbox"/> | Misha selvia putri |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

Nama kelompok = Rafel, Nindy
Silva, sasa

No.: _____ Date: _____

Description School

| | |
|--------------------------|--|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | This is our school |
| <input type="checkbox"/> | It is big and wide |
| <input type="checkbox"/> | There are two canteen and one cooperative |
| <input type="checkbox"/> | usually in the morning we go to the canteen to buy |
| <input type="checkbox"/> | food and drink |
| <input type="checkbox"/> | In the Islamic junior high school two banyuwangi |
| <input type="checkbox"/> | we have the big and wide hall |
| <input type="checkbox"/> | There are nineteen class and three laboratories |
| <input type="checkbox"/> | We study subjects like art |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

APPENDIX 7 RESEARCH PERMIT APPLICATION LETTER



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-5460/In.20/3.a/PP.009/02/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Negeri 2 Banyuwangi

Jl. Hayam Wuruk, No 38 Sambimulyo, Sambirejo, Kec. Bangorejo, Kab. Banyuwangi

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060014
Nama : ALFAINUR AZIZAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Chain Writing Technique to Improve Students Skill in Writing Descriptive Text at 7th Grade of MTsN 2 Banyuwangi" selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Uswatun Hasanah, S. Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Februari 2024

Dekan,

KH. KHOTIBUL UMAM



UNIVERSITAS ISLAM NEGERI
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JEMBER

APPENDIX 8 RESEARCH LICENCE LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH TSANAWIYAH NEGERI 2 BANYUWANGI
 Jalan Hayam Wuruk Nomor 38 Sambimulyo Bangorejo Banyuwangi
 Telepon (0333) 399394 ; Faksimile (0333) 399394
 Email : mtsnsambirejo@gmail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 208/Mts.13.30.2/PP.00.5/03/2024

Yang bertanda tangan di bawah ini :

Nama : Uswatun Hasanah, S.Ag

NIP : 19750818 200501 2 004

Pangkat / Gol : Penata Tk.I / (III/d)

Jabatan : Kepala MTsN 2 Banyuwangi

Dengan ini menerangkan bahwa :

Nama : Alfainur Azizah

NIM : 201101060014

Semester : VIII (Delapan)

Prodi : Tadris Bahasa Inggris

Benar – benar telah mengadakan Penelitian / Riset & quote ; The Use of Chain Writing Technique to Improve Students' Writing Skill in Writing Descriptive Text Mulai tanggal 7 Februari s/d 18 Maret 2024 di MTsN 2 Banyuwangi Tahun Pelajaran 2023/2024.

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Banyuwangi, 18 Maret 2024

Kepala,

Uswatun Hasanah

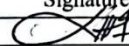






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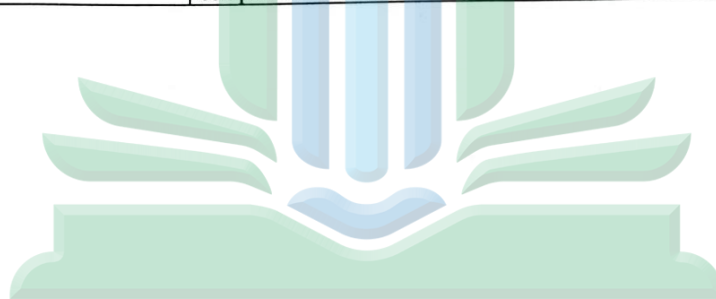


APPENDIX 9 RESEARCH JOURNAL

RESEARCH JOURNAL ACTIVITIES

Name : Alfainur Azizah
 NIM : 201101060014
 Title : The Use of Chain Writing Technique to Improve Students' Writing Skill in Writing Descriptive Text at 7th Grade of MTsN 2 Banyuwangi
 Location : MTsN 2 Banyuwangi

| No | Day/Date | Activities | Signatures |
|----|-----------------|--|---|
| 1. | 7 Februari 2024 | Research Permit |  |
| 2. | 7 Februari 2024 | Observe the classroom, Interview and consult about the lesson plan with the English Teacher. |  |
| 3. | 6 Maret 2024 | The researcher applies the action in cycle 1 |  |
| 4. | 7 Maret 2024 | The researcher gives a writing test to students (Post Test 1) |  |
| 5. | 18 Maret 2024 | The researcher applies the action in cycle 2 |  |
| 6. | 19 Maret 2024 | The researcher gives a writing test to students (Post Test 2) |  |
| 7. | 19 Maret 2024 | The researcher asked for a letter of completion of research |  |



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APPENDIX 10 PLAGIARISM LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Alfainur Azizah
 NIM : 201101060014
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : The Use of Chain Writing Technique to Improve Students'
 Descriptive Writing Skill at 7th Grade of MTs Negeri 2
 Banyuwangi

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 18%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 19 Agustus 2024

Penanggung Jawab Cek Plagiasi

ETIK UIN KHAS Jember

UNIVERSITAS ISLAM NEGERI
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 JEMBER



(Laili Yunita Susanti, S.Pd., M.Si)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan



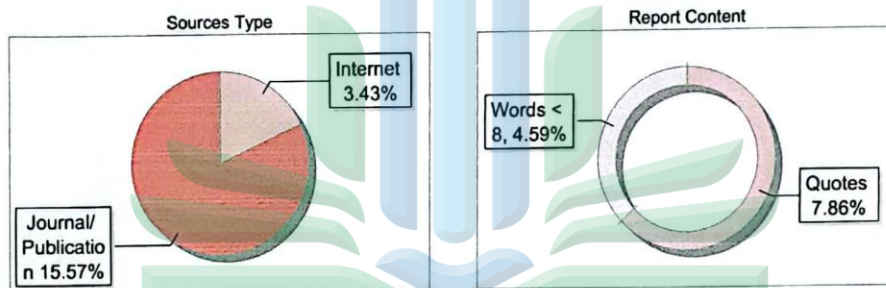
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Submission Information

Author Name STUDENT
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 Paper/Submission ID 2241559
 Submitted by studentfik@gmail.com
 Submission Date 2024-08-19 09:40:54
 Total Pages, Total Words 8, 1896
 Document type Assignment

Result Information

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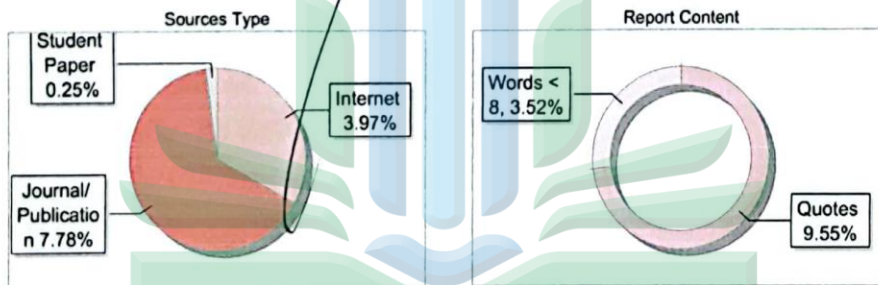
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Submission Information

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 Title: TES 2
 Paper/Submission ID: 2241560
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Language: Non-English
 Student Papers: Yes
 Journals & publishers: Yes
 Internet or Web: Yes
 Institution Repository: Yes





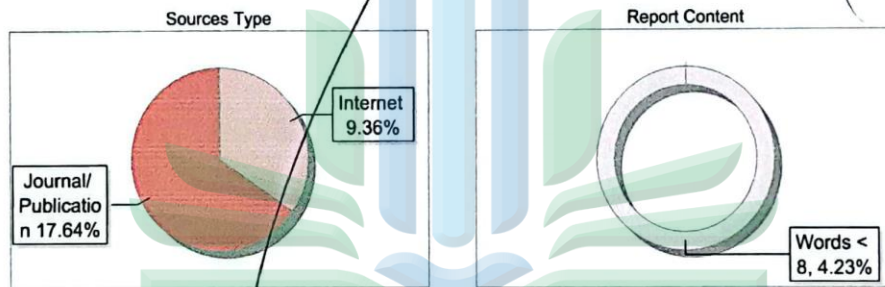
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Author Name STUDENT
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 Journals & publishers Yes
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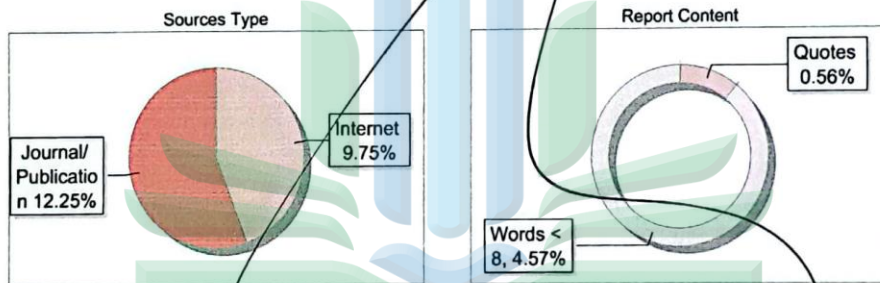
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Submission Information

Author Name: STUDENT
 Title: TES 2
 Paper/Submission ID: 2241575
 Submitted by: studentfik@gmail.com
 Submission Date: 2024-08-19 09:53:21
 Total Pages, Total Words: 28, 6041
 Document type: Assignment

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Similarity **22 %**



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 References/Bibliography: Excluded
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Language: Student Papers: Yes
 Journals & publishers: Yes
 Internet or Web: Yes
 Institution Repository: Yes

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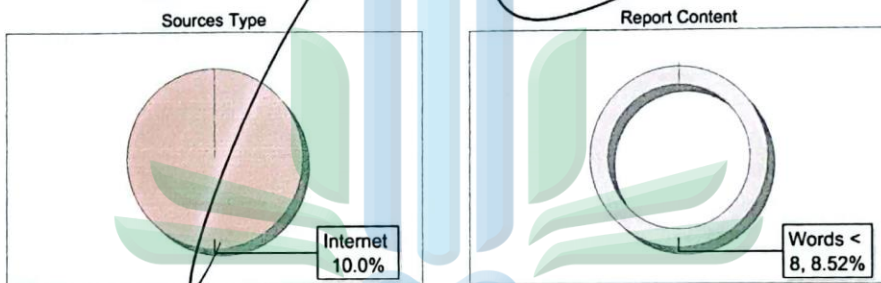
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Submission Information

Author Name STUDENT
 Title TES 2
 Paper/Submission ID 2241808
 Submitted by studentfik@gmail.com
 Submission Date 2024-08-19 11:20:58
 Total Pages, Total Words 3, 446
 Document type Assignment

Result Information

Similarity 10 %



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| References/Bibliography | Excluded | Student Papers | Yes |
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| Excluded Source | 0 % | Internet or Web | Yes |
| Excluded Phrases | Not Excluded | Institution Repository | Yes |

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 JEMBER



DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Alfainur Azizah

NIM : 201101060014

Program : English Education Department

Faculty : Faculty of Tarbiyah and Teaching Training

University : State Islamic University of Kiai Haji Achmad Siddiq Jember

State that the undergraduate thesis entitled "The Use of Chain Writing Technique to Improve Students' Descriptive Writing Skill at 7th Grade of Mts Negeri 2 Banyuwangi" is truly my original work from the result of conducting a research at 7th grade Students of MTs Negeri 2 Banyuwangi, except some resources which are accepted from references mentioned.

Jember, October 8th 2024



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CURRICULUM VITAE



Name : Alfainur Azizah

Place, Date of Birth : Banyuwangi, July 21st, 2001

Address : Plampang Rejo, Cluring, Banyuwangi

Gmail Address : alfainurazizah@gmail.com

Faculty : Tarbiyah and Teacher Training

Program : English Education

Educational Background:

1. RA Perwanida 1 Plampangrejo (2006 – 2008)
2. MI Miftahul Ulum 1 Plampangrejo (2008 – 2014)
3. Mts Negeri Banyuwangi II (2014 – 2017)
4. MAN 3 Banyuwangi (2017 – 2020)

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