

**THE EFFECTIVENESS OF CHAIN WRITING METHOD
ON STUDENTS' WRITING SKILL AT THE EIGHTH GRADE
OF SMP N 9 PURWOKERTO BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to The Faculty of Tarbiya and Teacher Training of State Islamic
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for *Sarjana Pendidikan* (S.Pd.) Degree**

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ON STUDENTS' WRITING SKILL AT THE EIGHTH GRADE
OF SMP N 9 PURWOKERTO BANYUMAS**

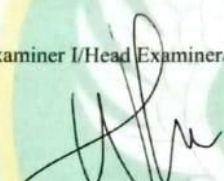
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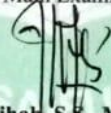
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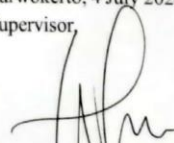
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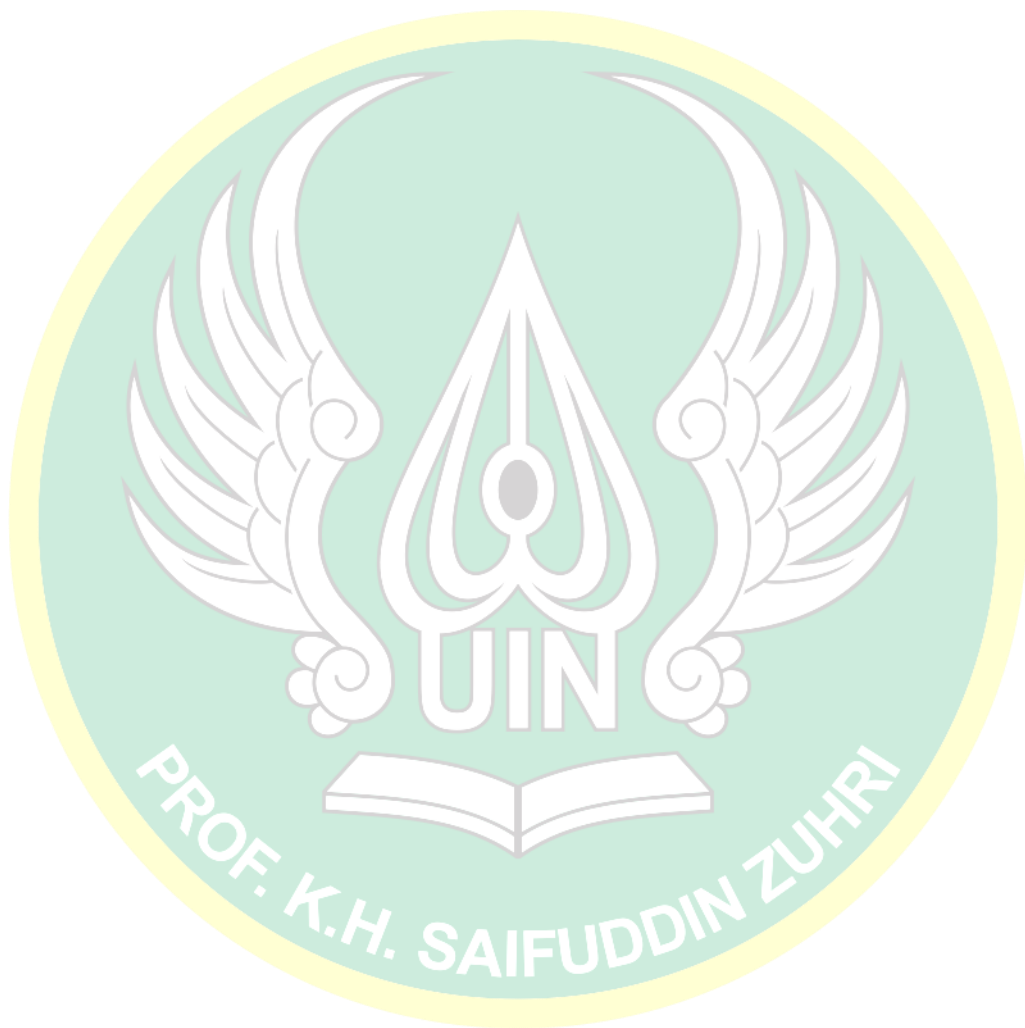
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MOTTO

“Always have a good opinion of Allah SWT and whoever it is, do everything you like and ignore everything you do not like”



DEDICATION

This thesis is dedicated to:

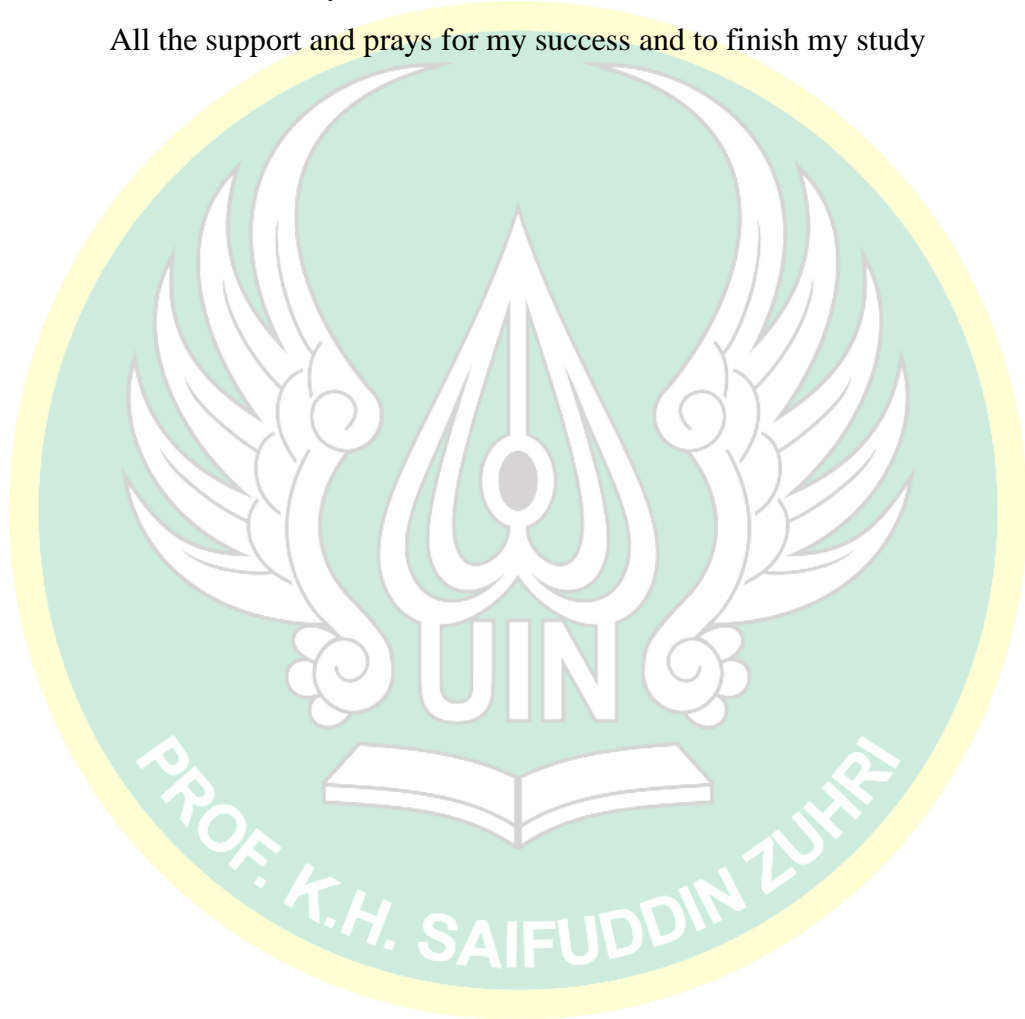
My precious parents, Sutarno and Miarti

My Grandmothers, Murtini and Almh. Mister

My Grandfather, Sanwaridi and Alm. Miarji

My beloved sister, Firli Arumdani

All the support and prays for my success and to finish my study



PREFACE

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20. Everyone who has contributed and support the researcher to finish the study.
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Purwokerto, 4 July, 2024


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Abstract: This research is experimental research about chain writing method, chain writing method is a method applied by teachers to solve students' problems in mastering language lessons, especially in writing activities. This research aims to find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas. This research used quasi-experimental research because the sample of this research used random sampling technique. The population of this research is 256 students. The data collection technique used pre-test, treatment, and post-test. The data analysis technique used normality test, homogeneity test, and hypothesis test. Based on the research data, there is an effect in teaching writing skill between students using the chain writing method and students without using the chain writing method at the eighth grade of SMP N 9 Purwokerto Banyumas. Based on the hypothesis test, the significance level was < 0.05 , in this research the Sig. 2-tailed was 0.000. The Sig. 2 tailed $0.000 < 0.05$. Based on the data above, it can be concluded that H_0 was rejected and H_a was accepted. Based on this statement, it can be concluded, that the teaching writing skill using the chain writing method was effective in teaching students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

Keywords: *writing skill, chain writing method, teaching writing.*

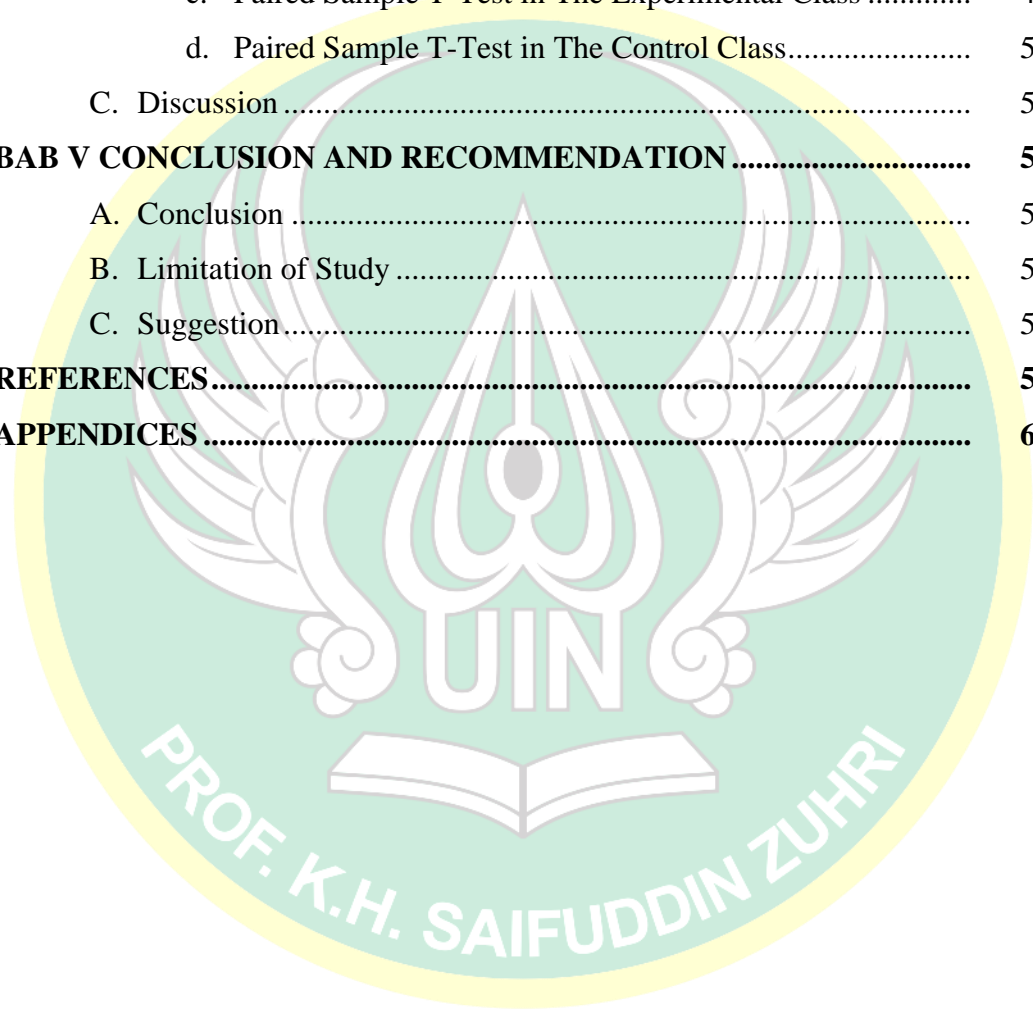


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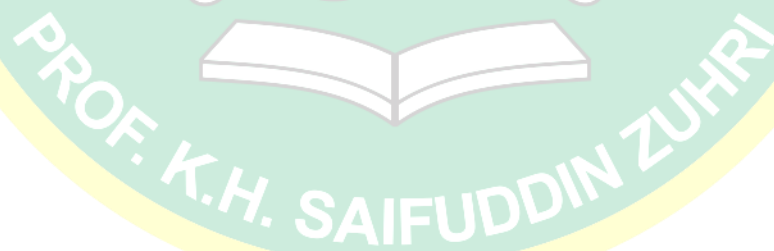
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the topic is the background of the research, and conceptual definition which consists of teaching writing and chain writing. The next topic is research question, objective, and significances of the research which consists of theoretical significances and practical significances. The final topic is the structure of the research.

A. Background of The Research

In Indonesia, writing is included in the skill category that is difficult for children to understand (Muxayyo, 2023). Moreover, education in Indonesia is still far from superior, it is not as prioritized as in other countries (Mayasari & Masruroh, 2024). This is also the cause of the problems experienced by children, on average children in Indonesia only receive education up to the upper secondary level, and perhaps only 40 percent go on to college (Coe et al., 1983). In fact, during their studies, they can channel their writing skill more widely both on and off campus (Amalia et al., 2023). Meanwhile, during school, students are more limited in channeling each of the skill they have because of limited time.

When they become students, they will spend time in the classroom because their time is structured. However, when they are at college, they can choose to spend time on or off campus because the time is flexible. Usually on campus, there are also students' activity units like as writing studios, for those who like writing, they can take part in this activity according to their wishes. Not only in the world of education, but writing skill are also important in the world of work because can improve communication internally and externally and can increase a person's credibility at work (Gamal et al., 2022).

Some students find writing practice is a boring activity, and many students also have difficulties in writing skill (Sari & Erawati, 2020). Most students do not know where to start writing, this is due to their lack of motivation in learning to write. Among the four skills that must be learned, writing skill is in a fairly difficult category because apart from learning to write, students also have to learn other skills (Al-Jarf & Reima, 2022). In writing, students need to think carefully to organize their ideas, choose the best topic sentence, and give a good reason, and convincing evidence to get the readers' trust (Ma'rufah et al., 2021). However, this can be easy if students know the steps in writing and try to understand.

The steps involved in the writing process are learning, practicing as often as possible, and trying to write well and appropriately (Vanderheide & Newell, 2013). If the learning process is carried out well by teachers and students, the learning objectives will be achieved. In the academic world, writing has become a daily activity because from the beginning of school, writing has been introduced (Muxayyo, 2023). The habit of writing should be inherent in a person from an early age because every level of education will never be separated from writing (Sari, 2018). In writing skill, a culture of reading and critical thinking must be formed because the idea that will be expressed in writing can be taken from these two things (Wahidiyati, 2020).

If students learn to write seriously, their skills can be used in school, at employment, and in their personal lives both academic and non-academic. Even though writing is a difficult skill, it will not reduce enthusiasm for learning, if students and teachers collaborate to create effective and enjoyable learning (Kim, 2019). Writing can make someone a better reader and stronger thinker because writing requires the writer's ideas and evidence they provide in the writing, as an explanation of whether the evidence supports or fails to support the ideas provided by the writer (Coe et al., 1983). Writing is important because writing can convey opinions that are in their minds and memories (Al-Qasham et al., 2021).

Many learning methods can be used in learning writing; however, there are some advantages and disadvantages in each method. It is necessary for anyone who is concerned with teaching English to find out the easier technique of the method, which can improve students' motivation for improving their writing. The teacher hoped to be smart enough to choose a method of teaching that is suitable for the situations and the needs of the students (Sartika, 2014). In Indonesia, there are still many schools that rely on traditional teaching methods like as teaching English only using books and whiteboards (Mayasari & Masruroh, 2024). Students who are taught through books and whiteboards often do not pay attention to the learning process because students feel bored and find it less fun (Gamal et al., 2022).

In line with this, learning should not depend on books because the teaching process is not just about completing book presentations, but helping students achieve competency (Brown & Hood, 1989). Thus, apart from preparing material, teachers must also apply appropriate learning methods. One method used to improve writing skill is chain writing method, chain writing method is a method applied by teachers to solve students' problems in mastering language lessons, especially in writing activities (Sotivoldievich et al., 2024). Chain writing method is carried out in groups that will provide special opportunities for students to be active in writing (Purwanto, 2022). The chain writing method is more effective in learning because students will be more motivated if they study in groups rather than individually (Sari, 2018)

This method is more fun because it is carried out in groups that involve students in various activities (Primasari et al., 2021). The reason why the researcher chose the chain writing method because this method aims to focus on the learning process, not the result. The process of using the chain writing method in learning to write texts can run well if students actively participate in learning. The chain writing method can also help students produce better writing, besides that, the chain writing method can be applied in every genre of text like as recount, narrative, descriptive, explanation, procedure, etc (Vanderheide & Newell, 2013).

The research about chain writing method by (Vanderheide & Newell, 2013) chain writing is creating an instructional chain of a teacher writing instruction allow us to select, in a principle way, the moment of instruction that are linked together to maximize students learning to write. The research aims to “instructional chaining” as an analytic method for capturing and describing key instructional episodes enacted by expert writing teachers to foster the recontextualization over time of the social practices of argumentative writing through process-oriented instructional approaches. The research about chain writing method by (Sundari & Sari, 2023). with use the chain writing method, students have to work together to learn because the students will make the story together. The research aims to improve students writing skill using the chain writing method.

SMP N 9 Purwokerto is one of the junior high schools in Purwokerto. This school has several facilities and infrastructure to support learning like as a computer laboratory, LCD in several classes, and an art room. The number of students at SMP N 9 Purwokerto is in the large category, each generation consists of approximately 8 classes, and on average each class consists of 32 students. The number of teachers and educational staff is also large, with approximately 40 teachers and 10 educational staff. English teachers consist of 3 teachers, each generation is taught by the same 1 teacher. English lessons are held twice a week per class. The learning method still uses the old method, namely the teacher center, in other words, the learning method can be said was still monotonous, and this makes students passive in learning

SMP N 9 Purwokerto is a suitable school for this research after preliminary observations were made. After conducting preliminary observation with the teacher, the researcher obtained information that writing skills at eighth grade of SMP N 9 Purwokerto were still in the initial stage. The learning in the classroom was still monotonous because it was teacher-centered, where the teacher explained and the students just listened. This made the learning process and atmosphere boring, therefore, a new method is needed so that students are more motivated in writing (Gamal et al., 2022). Based on this phenomenon, the

researcher is interested in experimenting using the chain writing method which aims to measure the effectiveness of students' writing skill using the chain writing method. Based on this explanation, the researcher is interested in conducting this research entitled "The Effectiveness of Chain Writing Method on Students' Writing Skill at The Eighth Grade of SMP N 9 Purwokerto Banyumas".

B. Conceptual Definition

A definition of terms is needed to obtain clearer information and provide guidance in research. There are several terms in this research that are used as guidelines in research, among others:

1. Teaching Writing

Teaching writing is an activity carried out by students with teacher guidance in expressing ideas through language using appropriate vocabulary, grammar, and punctuation (Hand et al., 2021). Teaching writing is a skill that is difficult to teach among other skills because when teaching writing, other skills must also be taught like as reading (Kim, 2019). Teaching writing is not easy to teach students, therefore, before teaching, teachers must understand the material first (Hidayati et al., 2022). Teaching writing can be an easy activity if done collaboratively between teachers and students (Gamal et al., 2022). Teaching writing can be carried out using many methods, teachers can adjust which method is most suitable to teach students in teaching writing. Teachers do not only focus on the material but also on the appropriate method to use and then practice with students. It is not just carried out once, it can be carried out three to four times so that the desired goal is achieved (Muxayyo, 2023).

2. Chain Writing Method

The chain writing method is an active learning method that aims to make students associate learning with a fun activity (Wei et al., 2022). Chain writing method is a social-based method that will give exceptional opportunities for students to actively write (Al-Qasham et al., 2021). The

chain writing method encourages students to take a more active role in the learning process and share their thoughts which will be expressed in the story (Nabilah & Rahmawati, 2023). It is hoped that chain writing method can make students more enthusiastic about learning writing and provide innovation for educators to make learning more fun so that students are more interested in learning to write (Najia, 2023). In this method, the teacher's role is to guide students regarding things do not understand, so the students will be the center, not the teacher.

C. Research Questions

This research aims to answer the following question:

Is the use of chain writing method effective on students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas?

D. Objectives and Significances of The Research

Based on the problem above, the researcher is interested in conducting research that focuses on students' writing skill with the chain writing method at the eighth grade of SMP N 9 Purwokerto Banyumas.

1. The Objectives of The Research

Based on the research question the objectives of this research is to find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

2. The Significances of The Research

The significances of the research include two significances, namely theoretical significances and practical significances.

a. Theoretical Significances

This research contains an innovative learning method, namely the chain writing method. Theories that can be taken from the chain writing method among others:

- 1) This study contains an active learning method which is chain writing method can provide new insight or knowledge regarding students' writing skill.
- 2) This research produces better learning outcomes, critical thinking skill is increasingly developed, social behavior is more visible, and more interaction between students.

b. Practical Significances

The practical significance of this research was carried out by three subjects, namely students, teachers, and other research.

1) For Students

The chain writing method aims to help students in writing skill, among others:

- a. This study can help students easily achieve learning goals, as well as motivate them to practice the writing skill that have been taught.
- b. This study aims to ensure that students are not fixated on teacher explanations and it is hoped that students can explore their creative thinking.

2) For Teachers

The chain writing method aims to help teachers improve students' writing skill, among others:

- a. This study can help teachers find solutions to avoid monotonous learning and overcome students' boredom.
- b. This study can help teachers in teaching writing skill using the chain writing method so that students are more active in learning and the class atmosphere becomes more lively.

3) For Other Researchers

The chain writing method aims to help other researchers on the same topic, among others:

- a. This study provides information that can be used as a reference for further research.
- b. This study aims to provide a reference for other research on similar topics by using chain writing so that teaching and learning activities become easier and more enjoyable.

E. Structure of The Research

The following is the research structure:

The first chapter is an introduction that contains the research background, conceptual definition, research question, objectives, and significance of the research.

The second chapter is a literature review that includes the theoretical background of the definition of writing skill, teaching writing skill, technique in teaching writing, the components of writing, the importance of writing in learning, definition of chain writing method, advantages and disadvantages of chain writing method, and the use of chain writing method. Then a review of relevant studies, and hypothesis.

The third chapter is about the research method, this chapter discusses the type of research, place and time of the research, population, and sample of the research, variables, and indicators of the research, data collection technique, and data analysis technique.

The fourth chapter is the result of the research which consists of the findings of this research and the discussion.

The fifth chapter is the conclusion, limitations of the study, and suggestions for the research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the results of a review of several literature related to the topic of discussing writing skill which consists the definition of writing skill, teaching writing skill, teaching writing method, components of writing skill, and the importance of learning to write. The next topic is the chain writing method which consists the definition of chain writing method, the advantages and disadvantages of chain writing method, and the use of chain writing method. After that is the previous study, which functions as a comparison between research that has been conducted and research that will be conducted. The final topic of discussion is hypothesis which consists there or not there is an effect of using the chain writing method at the eighth grade of SMP N 9 Purwokerto Banyumas.

A. Theoretical Background

The theoretical background in this research explain about writing skill and chain writing method.

1. Writing Skill

a. Definition of Writing Skill

Writing skill is the skill of expressing ideas, notions, and feelings in the form of language using appropriate vocabulary, grammar, and punctuation so that other people who read can understand the contents of the writing well (Brinda, 2019). Writing skill that can be trained by students starting from the beginning. In this world, there are not perfect writers, but writing can express what is in mind in the form of scribbles. As students nowadays, writing is very important to support education in the future because everything requires writing skill. Moreover, in the world of work, what is currently being fought over is not a title, but rather a skill that each person has (Al-Qasham et al., 2021). One of the keys to learning to write is to read more books and references, this can help students in finding ideas to express in written form (Rakhmawati, 2022).

Learning to write is more effective if carried out in groups than individually because each member can exchange opinions (Muxayyo, 2023). Each member conveys his opinion as an idea to be expressed in written form, this can also reduce miscommunication within the groups. Learning in a group can also reduce students' boredom, when they have not found an idea they can share their opinions. Learning to write is not easy, therefore, some efforts need to be made to improve students' writing skill (Enighe et al., 2021). The effort made is to increase writing practice, the more often practice, the greater the possibility that students will be happy and able to learn to write. By frequently practicing writing skill will develop by themselves.

b. Teaching Writing Skill

Teaching writing is an activity carried out by students with teacher guidance in expressing ideas through language using appropriate vocabulary, grammar, and punctuation (Vanderheide & Newell, 2013). Teaching writing is a skill that is difficult to teach among other skills because when teaching writing, other skills must also be taught like as reading (Rahmawati & Nurlia, 2022). Teaching writing as a productive skill requires teachers to direct students to express their opinions in written form and requires other components like using the right words, correct sentences, and perfect spelling (Kim, 2019). Writing lessons that are usually taught by teachers start with the simplest things so that students are not surprised and confused. Before teaching writing, teachers must have an interesting method so that students want to learn to write.

Teaching writing skill can use several methods to attract students' interest in learning. From several methods, students have many opportunities to learn writing. To get writing ideas, students should read more books and references (Rahmawati, 2022). In addition, when writing, students must be able to express their ideas, choose appropriate topic sentences, and provide convincing arguments (Hand et al., 2020). Teaching writing is not easy to teach students, therefore, before teaching, teachers

must understand the material first. So that the material presented to students can be conveyed well, besides material, appropriate learning methods are also needed (Muxayyo, 2023). Teaching writing can be an easy activity if done collaboratively between teachers and students (Gamal et al., 2022).

c. Method in Teaching Writing

In teaching writing, teachers need various methods or strategies to be used to motivate students to be active and feel relaxed while attending class (Wahab & Astri, 2022). The writing method used should not be monotonous; if it is monotonous, students will easily get bored when learning. Teachers must ask students how to write well, and they also must come across a proper method that is suitable for students' needs. Teachers must tell students how to write well and teachers must also find methods that suitable students need. There are several techniques in teaching writing, among others:

1. Chain Writing Method

The chain writing method is to write stories written by students in groups, each student makes one or two sentences, and then the sentences are combined into stories (Amalia et al., 2023). This method is expected to give benefits and advantages for students because of their activeness in determining ideas, letting students share and develop their ideas into sentences, and building students' interesting communication (Wu et al., 2022). The process of using the chain writing method in learning to write English texts can run well if students actively participate in learning. Using this method requires students to be active in learning because the students' role here is as the center. In this method, students have to work together to create a story, therefore, learning success depends on students in each group.

The reason students are used as centers is so that their role is not passive so that the learning is not boring (Sari, 2018). In this method students and teachers collaborate, the teacher's role here is more directed at guiding students, besides that students do it themselves. When this

method is applied, the class atmosphere will be noisy because students will often ask questions to the teacher or other friends. To anticipate this, teachers must be clever in controlling students so that they do not make noise themselves. When using this method, the learning process takes precedence over the results because this method aims to measure how much influence the chain writing method has on students' writing skill (Hand et al., 2020).

2. Image Media

Media is a means of learning that has long been carried out, namely since humans carry out learning processes and activities (Rahmawati & Nurlia, 2022). The media function aims to provide information to make the learning process more effective and efficient (Wahab & Astri, 2022). In conducting the learning process, students and teachers always use a variety of media. The role of media, in this case, is as a tool in learning, images media including visual-based learning media. It is known that visual-based media like as images can facilitate understanding of complex or complex subject matter (Muxayyo, 2023). Image media is an image related to learning material that functions to convey a message from the teacher to the students (Al-Jarf & Reima, 2022).

Image media can provide interesting elaboration about the structure or organization of a thing so that it also strengthens (Pertiwi & Supeno, 2019). Image media that can be used in learning among others: photos, paintings, illustrations, newspapers, cartoons, etc. This media can help students understand the material more easily because this media will automatically stimulate their thinking power (Darma et al., 2023). Image media can help students find abstract ideas because these images can provide imagination according to the topic being discussed. By using image media, learning material will be conveyed to students in a more real way besides that, this media is also easy to obtain and simple (Ross, 2021).

3. Mentor Texts

Mentor texts are literary works that students can reread for specific learning purposes (Rakhmawati, 2022). Mentor texts published in places serve as good examples of the type of writing that can help students to produce, among others: personal writing, which is usually informal less structured, and private, for example: notes, diary, etc. Mentor texts can make the writing process more concrete and accessible to students (Wahab & Astri, 2022). Teachers can show students how to generate ideas, search for information, choose words, and construct sentences in their writing. Mentor texts can help students read more and think critically (Darma et al., 2023).

Mentor texts must be well structured and pay attention to the information or message want to convey, for example: official letters, etc. In using mentor texts, the selected texts must be by learning objectives like books, magazines, blogs, websites, etc. The steps to learn to write using a mentor text: the teacher teaches students directly how to write using mentor texts, then allows students to read the mentor texts. Students discuss and give opinions about the mentor texts, and after that students begin to write their work using the mentor texts method. Lastly, the teacher assesses the students' writing results and provides feedback (Wahab & Astri, 2022).

By using mentor texts students' writing skill can improve and the resulting written text will be more creative (Rakhmawati, 2022). Creative writing is a way to express thoughts in spare time, usually, writers are interested in language style, for example: novels or another story (Rakhmawati, 2022). Besides writing being creative, many other benefits can be obtained from studying mentor text, among others: can develop personal creativity, improve memory, stress relief media, and source of income (Hidayati et al., 2022).

4. Integrating Vocabulary

Integrating vocabulary is combining several vocabularies into one sentence (Sumarni et al., 2022). Vocabulary is the core of a person's language proficiency, a student's language ability is determined by their mastery of vocabulary (Sumarni et al., 2022). Vocabulary is one of the language aspects which should be acquired by language learners (Sumarni et al., 2022). Learning vocabulary is important because students are able to speak, write, and use vocabulary. The problem that is often found in students writing skill is the choice of basic words.

On average students use cliché vocabulary, this is because they do not have a large enough vocabulary and are not precise in choosing their vocabulary (Maulida et al., 2022). Therefore, vocabulary can be a basis for students to write. Learning integrating vocabulary is very important part of learning a language. The more words are known, the greater the ability to understand what are hear and read, and the higher the ability to be able to say what want to say or write.

d. The Components of Writing

In writing, students need several components to compose good and appropriate sentences (Pertiwi & Supeno, 2019). There are several written components, among others:

1. Contents

Contents are the substance of the writing, body paragraph functions to convey the main idea (Pertiwi & Supeno, 2019). The main idea contains a collection of statements related to the topic being discussed. The contents of the writing must be understandable, that way, readers can understand the message in the text and obtain information from the writing (Al-Qasham et al., 2021). There must be an idea that can be used as a benchmark for the components. Components must contain the main objective, have unity and coherence, be sustainable, and must be developed (Sari, 2021). In writing, the contents are important because the first thing to read in a piece of writing is the contents (Baresh, 2022).

Readers will assess whether the contents of the writing are appropriate to the topic discussed. Therefore, the conformity between contents and topic must be considered to avoid deviation.

2. Organization

Organization is the overall structure of a piece of writing (Enighe et al., 2021). Organization is related to the way the writer composes and organizes ideas and messages in writing which consists of the same partial sequence (Maulida et al., 2022). In writing, the writer must know what kind of paragraph the writer wants to create and what kind of topic they want to convey to the reader. Organization refers to reasoning from content, in this organization all the facts and ideas are collected, then the subject matter is aligned according to the topic (Sari & Erawati, 2020). In writing, organization is important so that the resulting writing is appropriate to the topic being discussed (Kim, 2019). The most applicable method for writing to be well organized is to state the main idea in the first paragraph and supporting ideas in the second paragraph.

3. Vocabulary

Vocabulary is all the words contained in a language, the richness of words that a speaker or writer has, and words used in the field of science (Zahro et al., 2020). Vocabulary is one aspect of language that must be considered and mastered to support fluency in communicating verbally and in writing (Sumarni, 2022). The development of one's vocabulary mastery influences one's abilities and skill to express ideas and language appropriately. Vocabulary is one of the important things that needs to be understood to learn a language because without understanding the vocabulary the lesson will be difficult to understand (Maulida et al., 2022).

Good vocabulary mastery will have an impact on whether the sentence structure produced by the sentence is good or not is a unit built by several words so it must have a subject element and predicate. Vocabulary refers to the selection of words that are appropriate to fulfill.

This begins with the assumption that the writer wants to express his idea as clearly as possible, it has become a rule that clarity is the main goal in writing (Wati et al., 2022). Various types of vocabulary among others:

a. Nouns

Noun is the name of an object and all objects that are objects (Muxayyo, 2023). Example: table, house, stone, machine, etc.

b. Verbs

Verbs are all words that express action (Pakpahan, 2021). Examples: typing, quoting, touching, bathing, eating, etc.

c. Adjectives

Adjectives are words that express the nature or condition of an object or something (Sari, 2018). Example: new, thick, high, low, good, bad, expensive, etc.

d. Pronouns

Pronouns are words that are used to replace nouns or ones objectified (Nafriyanti, 2021). Example: this, that, they, he, something, each, etc.

e. Adverbs

Adverbs are words that provide information about verbs, adjectives, adverbs number words, or entire sentences (Baresh, 2022). Example: slowly, quickly, yesterday, tomorrow.

f. Conjunctions

Conjunctions are words that connect words, part of the sentence, or connect sentence (Baresh, 2022). Example: and, the, although, really, when, if, etc.

g. Prepositions

Prepositions are words that join words or parts of a sentence (Sari, 2018). Example: in, to, from, than, etc.

h. Determiners

Determiners are words placed in front of a noun to clarify the noun. (Muxayyo, 2023). Example: the, a, an, these, few.

i. Interjections

Interjections are words that can express emotions (Muxayyo, 2023).

Example: wow, oh, ah

4. Grammar

Grammar is one of the materials for learning to write, by having good grammar competence, students can understand the lesson well (Al-Jarf & Reima, 2022). Besides being the basic material for learning writing, grammar is the basic material for other learning like as reading, speaking, and listening (Wati et al., 2022). Grammar is also the key to learning a foreign language, a someone cannot master a language if cannot master the grammar first (Ross, 2021). The reason for this statement because someone cannot compose a good phrase or sentence if do not have good and correct grammar skill.

Grammar is one of the important elements in learning a language, therefore, grammar is also one of the materials that students must understand when learning to write (Hidayati et al., 2022). Because grammar is the main supporting material in learning to write English. There are four types of grammar: educational grammar, grammar structured in phrases, generative grammar, and cognitive grammar. As vocabulary, grammar is also important, the language can be more communicative because the content is easy to understand (Wati et al., 2022).

5. Mechanic

Mechanic is linguistic structure, in mechanics, the arrangement and implementation of words, sentences, and paragraphs must be appropriate (Sari & Erawati, 2020). Mechanic usage relates to the use of letters, punctuation, and the correct spelling. The writing of letters must be by the correct spelling. Writing sentences must be by grammar, vocabulary, and punctuation (Pertwi & Supeno, 2019). In the paragraph, the main idea and supporting ideas must also be arranged so that they are mutually sustainable. These aspects are very important so that readers can

understand the writing. Using good mechanisms in writing skill make it easier for readers to find ideas or messages in the writing and the quality of the writing will get better (Baresh, 2022).

e. The Importance of Writing in Learning

Writing is a process of thinking and removing the idea from the mind to develop and make a communication (Asih, 2022). Writing is believed to be an important language skill that plays a fundamental role in communication, especially in education (Baresh, 2022). Writing has many important as it hones various skills like critical thinking, memory, and motoric skill. Writing activities also support students in enriching their vocabulary, improving students' ability to understand lessons, etc (Pakpahan, 2021).

Writing skill are very important, play a big role, and can determine a student's overall competence, academic achievement, and achievement in other activities (Asih, 2022). In the world of education, writing is very important because makes it easier for students to think. Learning to write is very necessary for students because by writing students can express all their ideas in good, correct, and interesting written form. The importance of writing in learning among others (Sundem, 2007):

- a. Writing can help the student increase their self-confidence.
- b. Writing can help students express their ideas and thoughts.
- c. Writing can help students communicate better.
- d. Writing can help students improve analysis and interpretation skills.
- e. Writing can help students to strengthen language and organization skill.
- f. Writing can help students compare their ideas with other ideas.
- g. Writing can help students analyze the things they will write about.
- h. Writing can increase students' creativity and imagination.
- i. Writing can develop hidden interests and talents in students
- j. Writing trains students to detail what is being studied.
- k. Writing trains students to learn to find problems, formulate problems, and solve problems.

1. Writing can broaden insight because by writing students will look for sources about the topic to be written.

Based on the explanation above, it can be concluded that learning to write is very important, especially for teachers and students in learning (Sundem, 2007).

2. Chain Writing Method

a. Definition of Chain Writing Method

Chain writing method is a method in which stories are written by more than one writer, each writer makes a sentence and then forwards the paper to a partner or groups (Ling et al., 2023). In the chain writing method, students share their opinions in making sentences so that the resulting stories are continuous (Wang et al., 2023). The chain writing method can help teachers solve students' problems in mastering the language lesson, especially in writing activities (Rahmawati & Nurlia, 2022). Chain writing method can be an effective method in achieving increased learning goals (Amalia et al., 2023). This method aims to make students enjoy the learning process in the class and provide opportunities for students to write on certain topics with their classmates (Uktolseja & Gaspersz, 2019).

By using the chain writing method, students will get a pleasant learning environment which can encourage students to focus more on the learning process (Vanderheide & Newell, 2013). This method can produce higher learning and thinking power, develop social behavior and interaction, and control class activity. Learning to write will indeed be boring if done in a monotonous way, therefore teachers must be able to adjust the material, methods, and class of conditions (Mayasari & Masruroh, 2024). If learning in class seems passive, this method could be a solution so that learning can be more active. By chain writing method, students can explore their own opinions with the guidance of the teacher.

b. Advantages and Disadvantages of Chain Writing Method

The chain writing method has advantages and disadvantages because in the academic world, there is not best learning method, only the most appropriate learning method (Sotivoldievich et al., 2024). However, the existing advantages and disadvantages make users even more effective in using this method.

1. Advantages of Chain Writing Method

There are several advantages to using the chain writing method among other (Uktolseja & Gasperz, 2019)

- a. The teachers and students will make the learning and teaching process easier.
- b. The teacher will not be the center because the learning system becomes two-way.
- c. The chain writing method trains students to think critically and develop their creativity in writing.
- d. The chain writing method can overcome students' difficulties in learning to write.
- e. The students can actively learn in the class so that the learning atmosphere is more enjoyable.
- f. The chain writing method can increase communication opportunities between students.
- g. The chain writing method helps students to better understand the material, and assist teachers in delivering the material.
- h. The chain writing method makes students more enthusiastic in learning to make sentences using English.
- i. The chain writing method does not require a lot of costs.
- j. The chain writing method can develop an interpersonal relationship in group work.
- k. The chain writing method provides challenges to students to discover new knowledge and increase learning activities.

Based on the explanation above, it can be concluded that the advantages of the chain writing method can make it easier for teachers and students to learn (Najia, 2023).

2. Disadvantages of Chain Writing Method

There are several disadvantages in using the chain writing method among others (Enighe et al., 2021):

- a. This method has limited time.
- b. The teachers must check students one by one.
- c. Usually, the atmosphere in the class tends to be noisy.
- d. The teachers lack control over the conditions in the classroom.
- e. The students seem to be in a rush because time is limited.
- f. This method requires four to eight times meetings so that students can understand the material.
- g. The teachers must be more creative in handling the class and apply the chain writing method appropriately.

Based on the explanation above, it can be concluded that the disadvantages of the chain writing method can be used as an evaluation for teachers and students (Nafriyanti, 2021).

c. The Use of Chain Writing Method

In theory, the chain writing method is carried out in groups, this method provides a special opportunity for students to actively write (Ling et al., 2023). If this is carried out well and effectively, then learning objectives will be achieved. The chain writing method is an active learning method with the aims of making students associate learning as a fun activity (Sari, 2018). The chain writing method can be applied to students learning to write (Enighe et al., 2021). The writing lesson will build a writing activity in a study group, at the beginner stage, not all students can write fluently (Nabilah & Rahmawati, 2023).

To practice writing skill individually can start with group writing activities. The chain writing method is very appropriate to use so that students have the desire and basic ability to write (Wang et al., 2023). Besides making it easier for students to write down their ideas, this method will also create a pleasant atmosphere for students because in this group they will exchange ideas in making a sentence that will be arranged into paragraphs. According to Nystrand (in Dorowati, 2010) the steps for using chain writing method among others:

1. Explanation of Material and Group Division

The steps among others:

- a. The teacher has explained what is recount texts and it is hoped the students will understand it.
- b. Students are divided into several groups, each group consists of four to five students.
- c. The number of members is limited of four to five students so that learning can be effective.
- d. Each student in the group is given a number, these numbers are used to make the writing assignments easier.

2. Determining Themes and Writing Sentences Frames

The steps among others:

- a. The teacher conveys the theme and type of texts to be written, and the texts used are the same, namely recount texts.
- b. Students prepare stationery like as paper, pen, and others, for the paper used, it is recommended to use manila paper or similar to make it easier for students to write sentences in the group.
- c. Before writing a sentence, students are asked to create a writing framework first through discussion, this framework contains the main ideas that will later be developed.
- d. This framework is written on different paper or in the students' workbooks, in preparing this framework the teacher plays a role in

helping students. If students feel confused they can directly ask the teacher.

- e. Each group is guided so that the main ideas arranged in the framework do not deviate from the theme.
- f. Besides that, the writing framework is also adjusted to the structure of the texts to be written.

3. Adapting Writing to The Structure and Components of Writing

The steps among others:

- a. The structure of writing recount texts starts from orientation, event, and re-orientation.
- b. Besides that, the writing components must also be appropriate, starts from contents, organization, vocabulary, grammar, and mechanic.

4. Development of The Framework into Sentences

The steps among others:

- a. After the text framework is created then, developed into sentences.
- b. The teacher must also check whether the sentences created are by the framework or not.

5. The Use of The Chain Writing Method

The steps among others:

- a. After each group has prepared a sentence, the chain writing method activity can start.
- b. The student who is number one in each group is asked to write the first two sentences in the first paragraph.
- c. After that, the student holding number two continues, writing sentences in the same portion as the student holding number one.
- d. Then, students holding numbers three, four, and five continue until the sentences are completed into recount texts.

6. Feedback and Correct The Writing Results

The steps among others:

- a. The teacher provides feedback on the student's writing results.
- b. After that, the teacher and students correct the writing results together.

This method gives students space to tell stories about events they have experienced before (Pakpahan, 2021). This method can develop higher thinking abilities, develop social behavior, organize interaction, and manage academic solidarity in the class.

B. Review of Relevant Study

There are several studies have focused on the use of chain writing as a writing teaching method and have been carried out by several researchers.

The first research was conducted by Lulu Jola Uktolseja & Sherly Gasperz (2019) entitled "Implementation of Chain Story Techniques to Improve English speaking Ability at Imanuel YPK Vocationa; High School, Sorong City". This research used mix method namely qualitative and quantitative method. The similarity between the two research was conducted using the same method namely chain writing. The differences, the first research aims to help students of Imanuel YPK Vocational High School, Sorong City to work as a team and help each other to construct the sentence. This research aims to find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

The second research was conducted by Fitriyani (2019) entitled "The Effect of Using Chain Writing Method on Students' Writing Performance of Recount Text A Quasi-Experimental Study at The Second Grade of MTs Negeri 2 Tangerang". This research uses quasi-experimental research, the similarity between the two research was conducted using the same method namely chain writing. The differences, the second research aims to obtain empirical evidence of the effect of using the chain writing method on students' writing performance of recount text at the eighth grade of MTs N 2 Tangerang. This research aims to

find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

The third research was conducted by Yohana Serepina Pakpahan (2021) entitled "The Effect of Using Chain Story Technique in Writing Descriptive Text at Eight Grade of SMP Negeri 14 Medan". The similarity between the two research was conducted using the same method namely chain writing. The differences, the third research aims to determine the effectiveness of the chain story technique in writing descriptive text at eighth grade of SMP Negeri 14 Medan. This research aims to find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

The fourth research was conducted by Tika Dwi Sari (2018) entitled "The Implementation of Chain Writing Method to Increase Students' Ability Writing Narrative Text at Eight Grade of MTs Al-Muttaqin Padang Tualang langkat". The similarity between the two research was conducted using the same method namely chain writing method. The differences, the fourth research aims to improve students' writing ability using the chain writing method at eighth grade of MTs Al-Muttaqin Padang Tualang Langkat. This research aims to find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

The fifth research was conducted by Herlina Rahmawati & Ratna Nurlia (2022) entitled "The Effectiveness of Using a Chain Writing Method with Comic Strip to Teach Writing to Junior High School Students". This study employed a quasi-experimental methodology. The similarity between the two research was conducted using the same method namely chain writing. The differences, the fifth research aims to evaluate chain writing techniques for teaching how to write descriptive text using comic strips of Junior High School Students. This research aims to find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

The sixth research was conducted by Devi Nafriyanti (2021) entitled "The Effect of Chain Writing Method on Writing Skill Explanation Texts at Eighth Grade of SMP N 6 Kayuagung Ogan Komering Ilir Regency". This research method uses a quasi-experimental method. The similarity between the two research was conducted using the same method namely chain writing. The differences, the sixth research aims to determine the effect of the chain writing method on the ability to write explanatory text. This research aims to find out whether the use of chain writing method is effective toward students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

C. Hypothesis

In this research, the hypothesis was formulated:

Ha: There is a significant effect of chain writing method on students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

H₀: There is not significant effect of chain writing method on students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the topic which consists of the type of the research, place and time of the research, population, and sample of the research. The next topic is variables and indicators of the research, and technique of data collection which consists pre-test, treatment, and post-test. The final topic is technique of data analysis which consists of descriptive statistical data analysis, inferential statistical data analysis, and hypothesis.

A. Types of The Research

This research uses quantitative method to describe the significant effect of chain writing method on students' writing skill. The quantitative method aims to investigate a theory that exists and data looked for in an attempt to support or reject it (Pakpahan, 2021). This research is experimental, this experiment can help teachers solve learning problems in the classroom, especially in writing skill (Hand et al, 2020). Quantitative methods are closely related to systematic numbers and measurements in measuring phenomena and their relationship. To determine the effect of treatment on certain subjects in a controlled manner, experimental research was conducted. Experimental research is intended to determine whether or not there are results after treatment of a subject. This research uses quasi-experimental because the samples used in the experimental and control groups were taken randomly from a certain population. This research examines the effectiveness of the chain writing method on students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

B. Place and Time of The Research

1. Place of The Research

SMP N 9 Purwokerto is one of the junior high schools in Purwokerto. This research was conducted at SMP N 9 Purwokerto because SMP N 9 Purwokerto showed several indications of problems in ELT based on preliminary observations made by the researcher. These indications refer more to the teaching method used by teachers in learning. The teaching

method used by teachers in SMP N 9 Purwokerto was still the old method namely teacher-centered. The researcher was intended to conduct learning methods in the school used the chain writing method. This method focused on students with the aims of made students active in the classroom (Sundari & Sari, 2023).

2. Time of The Research

This research began on April 2024 and was carried out six times starting from April, 18th, 2024 to May 21st, 2024. The first meeting was the opening activity and pre-test, the pre-test used was that students created recount text individually. The second meeting was, the researcher explained material about recount text started from definitions, characteristics, and steps to created recount text. The third, and fourth, and fifth meetings were for the treatment used the chain writing method, students created recount text used the chain writing method. The last meeting was for the post-test, the post-test used was that students created recount text individually after treatment used the chain writing method. That way, the research could be carried out optimally without being constrained by available time limits (Enighe et al., 2021).

C. Population and Sample of The Research

1. Population of The Research

Population is a limitation of the scope of the research, this limitation is intended so that the researcher can focus on their research (Coe et al., 1983). The population is all subjects used in the research (Brinda et al., 2019). The population referred to here was eighth grade students who were the subjects of this research. Therefore, the population of this research was the eighth grade of SMP N 9 Purwokerto Banyumas in the 2023/2024 academic year. The eighth grade of SMP N 9 Purwokerto Banyumas consists of 8 classes with 32 students in each class, therefore, the population of this research was 256 students.

2. Sample of The Research

The sample is the selection of a subset of the population of interest in a research study. The sample of this research was chosen simple random sampling technique to determine the sample. Simple random sampling technique is sampling members from a population carried out randomly without paying attention to the levels in that population (Pakpahan, 2021). This research used simple random sampling because each member of the population has the same chance of being selected. Moreover, in this school, each class was divided equally, not based on high and low scores. There were 8 classes at the eighth grade of SMP N 9 Purwokerto Banyumas, each class consisted of approximately 32 students. Based on sampling used a spinner, two classes were selected as samples, namely class 8E and class 8F. Therefore, there were 64 students as samples in this research.

D. Variables and Indicators of The Research

Variables are objects or tools with different values (Primasari et al., 2021). In this research, there are two variables, namely:

1. Independent Variables

Independent variables are active variables that influence the dependent variables (Rahmawati & Nurlia, 2022). The independent variable of this research is the chain writing method.

2. Dependent Variables

Dependent variable is a variable that is influenced by the independent variables (Rahmawati & Nurlia, 2022). The dependent variable of this research is writing skill.

E. Technique of Data Collection

Data collection techniques use several questions, exercises, and tools to measure students' abilities, knowledge, skills, or talents in a person or group (Brinda et al., 2019). To obtain more accurate data, the researcher used data that was appropriate to the problem system (Gamal et al., 2022). The researcher used pre-test, treatments, and post-test.

1. Pre-Test

The pre-test is given to students before treatment, this is intended to determine the extent of students' basic writing abilities (Enighe et al., 2021). Before the pre-test was carried out, the researcher selected the entire population, namely students at the eighth grade of SMP N 9 Purwokerto Banyumas. After the population was collected, samples were taken by selected two classes from the population, namely the experimental class and the control class. The pre-test in the experimental class was carried out on April 22nd, 2024. The pre-test in the control class was carried out on April 18th, 2024. The pre-test was carried out in the experimental class and the control class with the following procedures:

- a. The teacher reviewed a little material about recount text.
- b. The teacher gave pre-test for students, namely writing a recount text with the theme "holiday".
- c. The teacher explained the instructions stated in the pre-test and explained the points that must be in the recount text.
- d. The students started working on the pre-test, and the teacher monitored students one by one in working on the pre-test.
- e. The students collected the results of the pre-test that was carried out.

The pre-test is given to find out the extent of their understanding before being given treatment (Enighe et al., 2021). The pre-test also used as comparison of score with the post-test.

2. Treatment

In treatment, the researcher provided and explained the material about the recount texts started from definitions, characteristics, and steps to created recount text. The treatment was carried out in the experimental class used the chain writing method. The teaching was carried out in the control class without the chain writing method. According to Nystrand (in Dorowati, 2010) the treatment was carried out in the experimental class four times as follows:

The treatment meeting 1 was carried out on April 23rd, 2024 with the following the procedures:

- a. The teacher explained the material about recount text started from the meaning, characteristics, structure, and examples.
- b. The teacher asked students about material they did not understand.
- c. The teacher explained the material again from the beginning.
- d. The teacher instructed students to explained again the material that was presented.
- e. Students write the material was explained.

The treatment meeting 2 was carried out on April 29th, 2024 with the following the procedures:

- a. In this activity the chain writing method will began according to the following procedures.
- b. The teacher divided students into 7 groups, each group consists of 5 children.
- c. The teacher gave instructions to students, namely write recount texts in groups using the chain writing method.
- d. The instructions were given, recount text created with the theme "covid 19". The recount text consists of 2 paragraphs, each paragraph consists of 5 sentences.
- e. The orientation section was written by 1 child, the event section was written by 3 children, and the re-orientation section was written by 1 child. That way the chain writing method could work well.
- f. Students began to created recount texts using the chain writing method.

- g. Students discussed created the recount text.
- h. The teacher monitored the active discussion of students in each group and helps students who experience difficulties.
- i. The teacher monitored how the chain writing method is used in each group.
- j. Students collected the results of the recount texts that was created in groups using the chain writing method.

The treatment meeting 3 was carried out on April 30th, 2024 with the following the procedures:

- a. In this activity the chain writing method will began according to the following procedures.
- b. The teacher divided students into 7 groups, each group consists of 5 children.
- c. The teacher gave instructions to students, namely write recount texts in groups using the chain writing method.
- d. The instructions were given, recount text created with the theme "free". The recount text consists of 2 paragraphs, each paragraph consists of 5 sentences.
- e. The orientation section was written by 1 child, the event section was written by 3 children, and the re-orientation section was written by 1 child. That way the chain writing method could work well.
- f. Students began write recount texts using the chain writing method.
- g. Students discussed created the recount text.
- h. The teacher monitored the active discussion of students in each group and helps students who experience difficulties.
- i. The teacher monitored how the chain writing method is used in each group.
- j. Students collected the results of the recount texts that was created in groups using the chain writing method.

The treatment meeting 4 was carried out on May 20th, 2024 with the following the procedures:

- a. In this activity the chain writing method will began according to the following procedures.
- b. The teacher divided students into 7 groups, each group consists of 5 children.
- c. The teacher gave instructions to students, namely write recount texts in groups using the chain writing method.
- d. The instructions were given, recount text created with the theme "studytour". The recount text consists of 2 paragraphs, each paragraph consists of 5 sentences.
- e. The orientation section was written by 1 child, the event section was written by 3 children, and the re-orientation section was written by 1 child. That way the chain writing method could work well.
- f. Students began to created recount texts using the chain writing method.
- g. Students discussed created the recount text.
- h. The teacher monitored the active discussion of students in each group and helps students who experience difficulties.
- i. The teacher monitored how the chain writing method is used in each group.
- j. Students collected the results of the recount texts that was created in groups using the chain writing method.

The teaching was carried out in the control class four times as follows:

The treatment meeting 1 was carried out on April 22nd, 2024 with the following the procedures:

- a. The teacher explained material about recount text started from meaning, characteristics and structure.
- b. The teacher asked students about the material they did not understand.
- c. The teacher explained the material again from the beginning.
- d. The teacher instructed students to explained again the material that was presented.
- e. Students write the material that was explained.

The treatment meeting 2 was carried out on April 25th, 2024 with the following the procedures:

- a. The teacher gave example of recount text to the students entitled "Came Late to The School".
- b. The teacher explained the recount text using English and Indonesian.
- c. The teacher explained the recount text started from characteristics and text structured in the form of orientation, event, and re-orientation.
- d. Students write examples of recount texts that was discussed together.

The treatment meeting 3 was carried out on April 29th, 2024 with the following the procedures:

- a. Students created recount texts with the theme "covid 19" individually.
- b. The recount text structured must included orientation, event, and re-orientation.
- c. The teacher monitored students one by one in wored on the recount text and helps students who experience difficulties.
- d. Students collected the results of the recount text they have created.

The treatment meeting 4 was carried out on May 2nd, 2024 with the following the procedures:

- a. Students created recount texts with the theme "free" individually.
- b. The recount text structured must included orientation, event, and re-orientation.
- c. The teacher monitored students one by one in working on the recount text and helps students who experience difficulties.
- d. Students collected the results of the recount text they have created.

The treatment was given to find out whether there were differences in the results between the students who used the chain writing method and the students who did not used the chain writing method.

3. Post-Test

The post-test was carried out after provided treatment to students (Enighe et al., 2021). Students were given a post-test with an individual writing instrument of recount text. The post-test in the experimental class was carried out on May 21st, 2024. The post-test in the control class was carried out on May 20th, 2024. The post-test in the experimental class and the control class was carried out with the following procedure:

- a. The teacher reviewed a little material about recount text.
- b. The teacher gave post-test to students, namely writing recount text with the theme “festival”.
- c. The teacher explained the instructions stated in the post-test and explained the points that must be in the recount text.
- d. The students started working on the post-test, the teacher monitored the students one by one in working on the post-test.
- e. The students collected the results of the post-test was carried out.

The post-test is used as comparison, whether there is a difference in the students score after being given treatment or not (Sotivoldievich et al., 2024).

F. Technique of Data Analysis

The researcher analyzed data from the pre-test, treatment, and post-test to know the effectiveness of the chain writing method on students' writing skill. The data analysis techniques used are:

1. Normality Test

The normality test is intended to test whether, in the regression model, the residual values have a normal distribution or not (Muxayyo, 2023). The normality test is the assumption for various parametric test, for example: linear regression test, anova test, ancova test, manova test, independent sample t-test, paired sample t-test, etc (Uktolseja & Gaspersz, 2019). Each normality test in the various test mentioned has a different way of calculating it. For example, in the paired sample t-test, what is tested is the difference

between two paired data. Meanwhile, in the independent t-test, what is tested is the dependent variable for each group. The normality test has many techniques or calculation method including: Kolmogorov Smirnov test, Shapiro Wilk test, Lilliefors test, Shapiro Francia test, Anderson Darling test, Ryan Joiner test, Jarque Bera test, Swekness Kurtosis test, etc (Hand et al., 2020). The purpose of the normality test is to find out whether the distribution of data is normal or close to normal (Rahmawati & Nurlia, 2022). The normality test criteria are as follows:

- a. If Sig. > 0.05 then the variable has a normal distribution.
- b. If Sig. < 0.05 then the variable is not a normal distribution.

2. Homogeneity Test

The homogeneity test is a statistical procedure that shows that two or more sample data sets from populations have the same variance (Rahmawati & Nurlia, 2022). The homogeneity test is only used when testing differences between two groups or several groups with different subjects or data sources (Sari et al., 2021). The homogeneity test is not always used, the homogeneity test is only used in parametric test that test the difference between two or more groups that have different data sources. Therefore, the homogeneity test is needed as an assumption of the independent sample t-test and anova test.

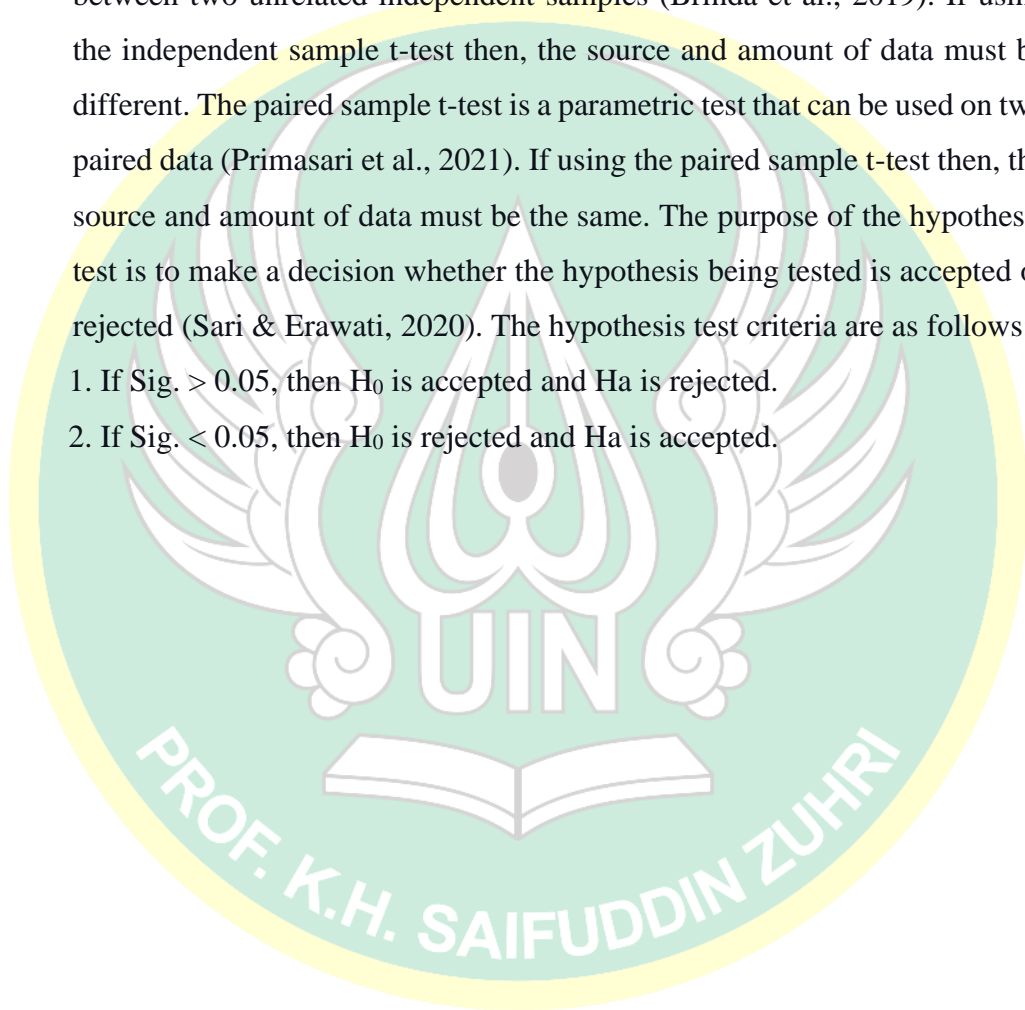
Meanwhile, in the linear regression test, homogeneity is not needed as a requirement because the linear regression test does not test differences between two or more groups. The homogeneity test has calculation techniques, including Levene test, Fisher F test, and Bartlet test (Wang et al., 2023). The purpose of the homogeneity test is to show that two or more groups of data samples taken from a population have the same variance (Ling et al., 2023). In other words, the homogeneity test is carried out to determine whether the data studied has the same characteristics or not. The homogeneity test criteria are as follows:

- a. If Sig. > 0.05 then have the same variance (homogeneous).
- b. If Sig. < 0.05 then not have the same variance (not homogeneous).

3. Hypothesis

The hypothesis test is the process of evaluating strong evidence in the sample and providing a premise for creating conclusions about the population (Ling et al., 2023). The t-test is divided into two namely, the independent sample t-test and the paired sample t-test. The independent sample t-test is a test to find out whether there are significant differences between two unrelated independent samples (Brinda et al., 2019). If using the independent sample t-test then, the source and amount of data must be different. The paired sample t-test is a parametric test that can be used on two paired data (Primasari et al., 2021). If using the paired sample t-test then, the source and amount of data must be the same. The purpose of the hypothesis test is to make a decision whether the hypothesis being tested is accepted or rejected (Sari & Erawati, 2020). The hypothesis test criteria are as follows:

1. If Sig. > 0.05, then H_0 is accepted and H_a is rejected.
2. If Sig. < 0.05, then H_0 is rejected and H_a is accepted.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the topic of finding which consists of data description. The next topic is data analysis which consists of normality tests, homogeneity tests, and hypothesis tests. The final topic is discussion.

A. Finding

This research used a quantitative method. This research was quasi-experimental research conducted at SMP N 9 Purwokerto Banyumas. This research was carried out to determine the effectiveness of the chain writing method on students' writing skill. The population in this research were students of class VIII and the sample was taken using a random sampling technique. The research subjects were 32 students of class VIII F as the experimental class and 32 students of class VIII E as the control class. To find out the effectiveness of the chain writing method, it is necessary to know the results of the pre-test scores, the post-test scores, and differences in students' achievement between students who were taught using the chain writing method and students who were taught without using the chain writing method.

Data collection techniques were carried out by the pre-test and the post-test. The pre-test was given in the experimental class and the control class before treatment. The pre-test in the experimental class was carried out on April 22nd, 2024. The pre-test in the control class was carried out on April 18th, 2024. The treatment in the experimental class was carried out on April 23th, 29th, 30th, and May 20th, 2024 using the chain writing method. The teaching in the control class was carried out on April 22nd, 25th, and 29th, 2024 and May 2nd, 2024 without using the chain writing method. The post-test in the experimental class was carried out on May 21st, 2024. The post-test in the control class was carried out on May 20th, 2024. The following section presents the results of the pre-test and the post-test data in the experimental class and the control class.

1. Pre-Test and Post-Test Data in The Experimental Class

The pre-test was carried out on April 22nd, 2024 and the post-test was carried out on May 21st, 2024. The results of the pre-test and the post-test in the experimental class with the following the table:

Table 4.1 The Results of The Pre-Test ad The Post-Test Data in The Experimental Class

No	Student's Name	Pre-test Score	Post-test Score
1	WH	85	95
2	DA	70	85
3	DNRA	35	50
4	PMW	75	80
5	NANI	85	85
6	RPM	70	85
7	RDK	80	70
8	AZP	95	95
9	ITG	70	90
10	WAS	85	95
11	AV	25	50
12	GFAP	65	85
13	RAC	90	90
14	JNA	85	85
15	NAF	85	90
16	SAP	80	85
17	AKK	80	85
18	RA	75	75
19	MA	75	90
20	MAS	90	95
21	NPH	85	85
22	ANR	75	95

23	NCDB	80	95
24	SA	90	85
25	SAEP	75	85
26	D	85	85
27	IZM	70	90
28	AAF	85	95
29	NIR	85	90
30	SNNT	85	90
31	NNF	75	85
32	FAP	95	80
Minimum		25	50
Maximum		95	95
Mean		77.66	85
Median		80	85
Mode		85	85

Based on the table above, the results of the pre-test and the post-test data were obtained in the experimental class. The results of the pre-test data as follows: the results of the pre-test data was 32, the minimum score of the pre-test was 25 and the maximum score of the pre-test was 95. The mean score of the pre-test was 77.66 and the median score of the pre-test was 80. The mode score of the pre-test was 85. The results of the post-test data as follows: the results of the post-test data was 32, the minimum score of the post-test was 50 and the maximum score of the post-test was 95. The mean score of the post-test was 85 and the median score of the post-test was 85. The mode score of the post-test was 85. Based on the data above, this shows that the post-test score were higher than the pre-test score. It can be concluded that there were difference between the pre-test score and the post-test score in the experimental class.

2. Pre-Test and Post-Test Data in The Control Class

The pre-test was carried out on April 18th, 2024 and the post-test was carried out on May 20th, 2024. The results of the pre-test and the post-test in the control class with the following the table:

Table 4.2 The Results of The Pre-Test and Post-test Data in The Control Class

No	Student's Name	Pre-Test Score	Post-Test Score
1	ZNP	85	85
2	NSF	25	90
3	NMS	90	85
4	NAMR	80	85
5	LKG	25	85
6	GNP	95	80
7	ABT	90	85
8	HIP	85	85
9	AQM	90	90
10	ZKP	80	80
11	RSA	80	55
12	ML	80	80
13	AMT	85	80
14	NOW	85	85
15	DSP	90	90
16	NFA	25	75
17	AI	80	80
18	SNS	85	80
19	FES	85	80
20	YFT	85	75
21	RS	85	85
22	AMA	80	80

23	AMD	85	85
24	NPS	90	85
25	SNA	80	85
26	FLP	90	90
27	FTI	80	95
28	MAO	90	80
29	ODNF	85	85
30	IFK	80	85
31	EDA	80	90
32	LG	85	90
Minimum		25	55
Maximum		95	95
Mean		79.22	83.28
Median		85	85
Mode		85	85

Based on the table above, the results of the pre-test and the post-test data were obtained in the control class. The results of the pre-test data as follows: the results of the pre-test data was 32, the minimum score of the pre-test was 25 and the maximum score of the pre-test was 95. The mean score of the pre-test was 79.22 and the median score of the pre-test was 85. The mode score of the pre-test was 85. The results of the post-test data as follows: the results of the post-test data was 32, the minimum score of the post-test was 55 and the maximum score of the post-test was 95. The mean score of the post-test was 83.28 and the median score of the post-test was 85. The mode score of the post-test was 85. Based on the data above, this shows that the post-test score was higher than the pre-test score. It can be concluded that there were difference between the pre-test score and the post-test score in the control class.

B. Data Analysis

1. Normality Test

The normality test data was obtained from the results of the pre-test and the post-test in the experimental class and the control class. In this research, the normality test was analyzed using IBM SPSS Statistics 25 program software for Windows. The result of the normality test was analyzed used Kolmogorov Smirnov and Shapiro Wilk test as follows:

- a. If Sig. > 0.05, the data are normally distributed.
- b. If Sig. < 0.05, the data is not normally distributed.

The result of the normality test with the following the table:

Table 4.3 The Results of The Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experimental Class	.203	32	.020	.893	32	.042
Post-Test Experimental Class	.083	32	.200*	.966	32	.404
Pre-Test Control Class	.423	32	.000	.540	32	.000
Post-Test Control Class	.214	32	.001	.794	32	.000

Based on the table above, the results of the normality test were obtained in the experimental class and the control class as follows: For the experimental class, the Sig. pre-test data was analyzed used Kolmogorov Smirnov was 0.020. The Sig. pre-test data was analyzed used Shapiro Wilk was 0.042. The Sig. post-test was analyzed used Kolmogorov Smirnov was 0.200. The Sig. post-test data was analyzed used Shapiro Wilk was 0.404. For the control class, the Sig. pre-test data was analyzed used Kolmogorov Smirnov was 0.000. The Sig. pre-test data was analyzed used Shapiro Wilk was 0.000.

The Sig. post-test data was analyzed used Kolmogorov Smirnov was 0.001. The Sig. post-test data was analyzed used Shapiro Wilk was 0.000. Based on the data above, the pre-test score and the post-test score in the experimental class > 0.05 . It can be concluded, that the pre-test and the post-test data was normally distributed in the experimental class. While, the pre-test score and the post-test score in the control class < 0.05 . It can be concluded, that the pre-test and the post-test data was not normally distributed in the control class.

2. Homogeneity Test

The homogeneity test was carried out to find out whether or not the variance of two or more population distributions is equal or not. The homogeneity of variance test was carried out after the results of the pre-test and the post-test was obtained in the experimental class and the control class. In this research, the homogeneity test was analyzed using IBM SPSS Statistics 25 program software for Windows. The result of the homogeneity test was analyzed as follows:

- a. If Sig. > 0.05 then have the same variance (homogeneous).
- b. If Sig. < 0.05 then not have the same variance (not homogeneous).

The result of the homogeneity test with the following the table:

Table 4.4 The Results of The Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	1.168	1	62	.284
	Based on Median	1.638	1	62	.205
	Based on Median and with adjusted df	1.638	1	53.609	.206
	Based on trimmed mean	1.577	1	62	.214

Based on the table above, the results of the homogeneity of variance were obtained in the experimental class and the control class as follows: based on mean column, the Sig. was 0.284. Based on median column, the Sig. was 0.205. Based on median and with adjusted df column, the Sig. was 0.206. Based on trimmed mean column, the Sig. was 0.214. Based on the data above, this shows that the post-test score was > 0.05 . It can be concluded, that the

post-test data have the same homogeneous variance for the experimental class and the control class.

3. Hypothesis Test

The validity of the research results in comparing the mean values of the two samples. In this research, the hypothesis test used the independent sample t-test and the paired sample t-test. the hypothesis was analyzed using IBM SPSS Statistic 25 program software for Windows. The result of the hypothesis test was analyzed as follows:

- a. If Sig. > 0.05, then H_0 is accepted and H_a is rejected.
- b. If Sig. < 0.05, then H_0 is rejected and H_a is accepted.

This research, the hypothesis test used the independent sample t-test and the paired sample t-tests.

a. Independent Sample T-Test of The Pre-Test

The independent sample t-test of the pre-test in the control class and the experimental class was to know the difference between the mean score of the pre-test results in the experimental class and the control class. The results of the group statistics with the following the table:

Table 4.5 The Results of The Group Statistics of The Pre-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning_Outcomes	Pre-test Experimental	32	77.66	14.646	2.589
	Pre-test Control	32	79.22	18.189	3.215

Based on the table above, the results of the group statistics of the pre-test data was obtained in the experimental class and the control class as follows: the data of the students was 32. The mean score of the pre-test in the experimental class was 77.66. While the mean score of the pre-test in the control class was 79.22. The standard deviation of the pre-test in the experimental class was 14.646. While the standard deviation of the pre-test in the control class was 18.189. The standard error mean of the pre-test in

the experimental class was 2.589. While the standard error mean of the pre-test in the control class was 3.215. Based on the data above, this shows that the results of the pre-test data in the experimental class was higher than the control class.

The result of the independent sample test with the following the table:

Table 4.6 The Results of The Independent Sample Test of The Pre-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variance assumed	.024	.877	-379	62	.706	-1.563	4.128	-9.814	6.689
	Equal variance not assumed			-379	59.301	.706	-1.563	4.128	-9.822	6.697

Based on the table above, the results of the independent sample test of the pre-test data was obtained in the experimental class and the control class as follows: the value F was 0.024 and the Sig. was 0.877. The Sig. $0.877 > 0.05$, means the variance between the experimental class and the control class was homogeneous or the same. The t_{count} was -379, the df value was 62, and the Sig. (2-tailed) was 0.706. The Sig. (2-tailed) $0.706 > 0.05$. The mean difference was -1.563 and the standard error difference was 4.128. The difference was between -9.814 and 6.689 (95% confidence interval of lower and upper difference). Based on the data above, it can be concluded that H_0 is accepted and H_a is rejected. Based on this statement, this shows that there were not difference Sig. 2 tailed between the results of the pre-test data in the experimental class and the control class.

b. Independent Sample T-Test of The Post-test

The independent sample t-test of the post-test in and the experimental class and the control class was to determine the difference between the mean score of the post-test results in the experimental class and the control class. The results of the group statistics with the following the table:

Table 4.7 The results of The Group Statistics of The Post-Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Post-test Experimental	32	85.00	10.925	1.931
	Post-test Control	32	83.28	6.911	1.222

Based on the table above, the results of the group statistics of the post-test data was obtained in the experimental class and the control class as follows: the data of the students was 32. The mean score of the post-test in the experimental class was 85.00. While the mean score of the post-test in the control class was 83.28. The standard deviation of the post-test in the experimental class was 10.925. While the standard deviation of the post-test in the control class was 6.911. The standard error mean of the post-test in the experimental class was 1.931. While the standard error mean of the post-test in the control class was 1.222. Based on the data above, this shows that the mean score of the post-test data in the experimental class was higher than the control class.

The results of the independent sample test of the post-test with the following the table:

**Table 4.8 The Results of The Independent Sample Test of
The Post-Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	1.168	.284	.752	62	.002	1.719	2.285	-2.849	6.287
	Equal variances not assumed			.752	52.384	.002	1.719	2.285	-2.866	6.304

Based on the table above, the results of the independent sample test of the post-test data was obtained in the experimental class and the control class as follows: the value F was 1.168. The Sig. was 0.284, the Sig. 0.284 > 0.05, means the variance between the experimental class and the control class was homogeneous or the same. The t_{count} was 0.752, the df value was 62, and the Sig. (2-tailed) was 0.002. The Sig. (2-tailed) 0.002 < 0.05. The mean difference was 1.719 and the standard error difference was 2.285. The difference was between -2.849 and 6.287 (95% confidence interval of lower and upper difference). Based on the data above, it can be concluded that H_0 is rejected and H_a is accepted. Based on this statement, this shows that there were difference Sig. 2 tailed between the results of the post-test data in the experimental class and the control class.

c. Paired Sample T-Test in The Experimental Class

The paired sample t-test of the pre-test and the post-test data in the experimental class was to know the difference in the students writing skill using the chain writing method. The results of the paired sample statistics with the following the table:

Table 4.9 The Results of The Paired Sample Statistics in The Experimental Class

Paired Sample Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	77.66	32	14.646	2.589
	Post-test Experimental Class	85.00	32	10.925	1.931

Based on the table above, the results of the paired sample statistics were obtained in the experimental class as follows: the mean score of the pre-test was 77.66. The mean score of the post-test was 85.00 and the data of the students was 32. The standard deviation of the pre-test was 14.646 and the standard deviation of the post-test was 10.925. The standard error mean of the pre-test was 2.589 and the standard error mean of the post-test was 1.931. Based on the data above, it can be concluded that the post-test data was higher than the pre-test data.

The result of the paired samples test with the following the table:

Table 4.10 The Results of The Paired Sample Test in The Experimental Class

Paired Samples Test										
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Pre-test Experimental Class – Post-test Experimental Class	-7.344	9.244	1.634	-10.677	-4.011	-4.494	31	.000	

Based on the table above, the results of the paired sample test were obtained in the experimental class as follows: the mean score was -7.344. The standard deviation was 9.244 and the standard error mean was 1.634. The difference was between -10.667 and -4.011 (95% Confidence Interval of Lower and Upper Difference). The t was -4.494 with df was 31 and the Sig. (2-tailed) was 0.000. The Sig. $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. Based on this statement, this shows that there were difference Sig. 2 tailed between the results of the pre-test data and the post-test data in the experimental class. Based on the data above, it can be concluded that there is an effect of the chain writing method on students' writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas.

d. Paired Sample T-Test in The Control Class

The paired sample t-test of the pre-test and the post-test data in the control class was to know the difference in the student's writing skill without using the chain writing method. The results of the paired sample statistics with the following the table

Table 4.11 The Results of The Paired Sample Statistics in The Control Class

Paired Sample Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Control Class	79.22	32	18.189	3.215
	Post-test Control Class	83.28	32	6.911	1.222

Based on the table above, the results of the paired sample statistics was obtained in the control class as follows: the mean score of the pre-test was 79.22. The mean score of the post-test was 83.28 and the data of the students was 32. The standard deviation of the pre-test was 18.189. While the standard deviation of the post-test was 6.911. The standard error mean of the pre-test was 3.215. While the standard error mean of the post-test

was 1.222. Based on the data above, it can be concluded that the post-test data was higher than the pre-test data in the control class.

The result of the paired sample test with the following the table:

Table 4.12 The Results of The Paired Sample Test in The Control Class

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test Experimental Class – Post-test Experimental Class	-4.063	19.195	3.393	-10.983	2.858	-1.197	31	.000

Based on the table above, the results of the paired sample test was obtained in the control class as follows: the mean score was -4.063 and the standard deviation was 19.195. The standard error mean was 3.393 and the difference was between -10.983 and 2.858 (95% confidence interval of lower and upper difference). The t was -1.197 with df was 31 and the Sig. (2-tailed) was 0.000. The Sig. 0.000 < 0.05, it can be concluded that H₀ is rejected and H_a is accepted. Based on this statement, this shows that there were difference Sig. 2 tailed between the results of the pre-test data and the post-test data in the control class.

C. Discussion

Based on the data analysis above, to find out whether there is a significant effect of the chain writing method on students' writing skill at eighth grade of SMP Negeri 9 Purwokerto. The method chosen was to compare the differences on students' writing skill between students at class VIII F as the experimental class and students at class VIII E as the control class. The technique of data analysis used the normality test, the homogeneity test, and the hypothesis test. In this research, the hypothesis test used the independent sample t-test and the paired sample t-test. The data collection technique used the pre-test, treatment, and the post-test. The data analyzed was used the IBM SPSS Statistics 25 program.

The descriptive analysis of the processed data is describe with several calculation test as follows: the first data analysis was used the normality test, the results of the normality test were obtained in the experimental class and the control class as follows: For the experimental class, the Sig. pre-test data was analyzed used Kolmogorov Smirnov was 0.020. The Sig. pre-test data was analyzed used Shapiro Wilk was 0.042. The Sig. post-test was analyzed used Kolmogorov Smirnov was 0.200. The Sig. post-test data was analyzed used Shapiro Wilk was 0.404. For the control class, the Sig. pre-test data was analyzed used Kolmogorov Smirnov was 0.000. The Sig. pre-test data was analyzed used Shapiro Wilk was 0.000.

The Sig. post-test data was analyzed used Kolmogorov Smirnov was 0.001. The Sig. post-test data was analyzed used Shapiro Wilk was 0.000. Based on the data above, the pre-test score and the post-test score in the experimental class > 0.05 . It can be concluded, that the pre-test and the post-test data was normally distributed in the experimental class because all the Sig. value more than 0.05 (Uktolseja & Gaspersz, 2019). While, the pre-test score and the post-test score in the control class < 0.05 . It can be concluded, that the pre-test and the post-test data was not normally distributed in the control class because all the Sig. value less than 0.05 (Wei et al., 2022).

The second data analysis was used the homogeneity test, the results of the homogeneity of variance were obtained in the experimental class and the control class as follows: based on the mean column, the Sig. was 0.284. Based on median column, the Sig. was 0.205. Based on median and with adjusted df column, the Sig. was 0.206. Based on trimmed mean column, the Sig. was 0.214. Based on the data above, this shows that the post-test score was > 0.05 . It can be concluded, that the post-test data have the same homogeneous variance for the experimental class and the control class because all the Sig. value more than 0.05 (Ling et al., 2023). The third data analysis was used the hypothesis test, there were two hypothesis test namely the independent sample t-test and the paired sample t-test.

The results of the independent sample t-test of the post-test data was obtained in the experimental class and the control class as follows: the value F was 1.168. The Sig. was 0.284, the Sig. $0.284 > 0.05$, means the variance between the experimental class and the control class was homogeneous or the same. The t_{count} was 0.752, the df value was 62, and the Sig. (2-tailed) was 0.002. The Sig. (2-tailed) $0.002 < 0.05$. The mean difference was 1.719 and the standard error difference was 2.285. The difference was between -2.849 and 6.287 (95% confidence interval of lower and upper difference). Based on the data above, it can be concluded that H_0 is rejected and H_a is accepted. Based on this statement, this shows that there were difference Sig. 2 tailed between the results of the post-test data in the experimental class and the control class (Wang et al., 2023).

The results of the paired sample test were obtained in the experimental class as follows: the mean score -7.344. The standard deviation was 9.244 and the standard error mean was 1.634. The difference was between -10.667 and -4.011 (95% Confidence Interval of Lower and Upper Difference). The t was -4.494 with df was 31 and the Sig. (2-tailed) was 0.000. The Sig. $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. Based on this statement, this shows that there were difference Sig. 2 tailed between the results of the pre-test data and the post-test data in the experimental class.

The results of the paired sample test was obtained in the control class as follows: the mean score was -4.063 and the standard deviation was 19.195. The standard error mean was 3.393 and the difference was between -10.983 and 2.858 (95% confidence interval of lower and upper difference). The t was -1.197 with df was 31 and the Sig. (2-tailed) was 0.000. The Sig. $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. Based on this statement, this shows that there were difference Sig. 2 tailed between the results of the pre-test data and the post-test data in the control class (Sotivoldievich et al., 2024). Based on the data, this shows that there is a difference in the results of the mean score between the pre-test and the post-test in the experimental class.

According to the results of the hypothesis test, the independent sample t-test and the paired sample t-test. The experimental class score was higher than the control class. Based on this statement, it can be concluded that there is an effect of the chain writing method on students' writing skill at eighth grade of SMP N 9 Purwokerto Banyumas. The research data of this research about writing activity through the chain writing method is more effective. It showed a significant post-test score in the experimental class, which was the class that was given treatment using the chain writing method. As students nowadays, writing is very important to support education in the future because everything requires writing skill (Coe et al., 1983).

It is related to the theory (Brown & Hood, 1989) that the chain writing method can be effective in achieving increased learning goals, especially in writing skill. This method aims to make students enjoy the learning process in the class and provide opportunities for students to write on certain topics with their classmates (Purwanto, 2022). Using the chain writing method requires students to be active in learning because the students and teachers collaborate, the students' role here as the center, while the teacher's role here as the guide students. It can be sure, that when the learning method is put into practice, students will ask the teacher a lot of questions (Pakpahan, 2021).

It is hoped, that the chain writing method can make students more enthusiastic about learning writing and provide innovation for educators to make learning more fun so that students are more interested in learning to write (Najia, 2023). This method was carried out in groups, when students feel confused they can ask their group members and exchange opinions. During learning, the class is often noisy because each group consists of five students when they are discussing. Even though the class is noisy the teacher must be able to handle the class so that the atmosphere remains conducive and the chain writing method can run effectively (Al-Qasham et al., 2021). In this research, it appears that students' writing skill have increased, and they can understand the material presented.

In this research, students did not feel bored during learning because they were enthusiastic and active in finishing their group work (Sari, 2018). This research, also found that the chain writing method in writing skill made the students motivated in learning activities because during the treatment they were to implement this method. It is related based on the theory by (Ningsih et al., 2021) that in the classroom, the teacher must be able to master the class and provide motivation for students. In this research, it was also found that the chain writing method in teaching writing can improve students' writing skill. It supported a significant difference in students' writing skill scores on the post-test in the experimental class. In other words, the chain writing method is effective for students to improve writing skill.

BAB V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the topic of the conclusion, limitations of study, suggestions, and references.

A. Conclusion

This research is experimental research, this research aims to measure the effectiveness of chain writing method on students writing skill at the eighth grade of SMP N 9 Purwokerto Banyumas. Based on the research data in the experimental class and the control class, there are difference score between the students who used the chain writing method and the students who did not used the chain writing method. Although the scores for both classes increased, the scores for the experimental class were higher than the scores for the control class. The conclusion can be drawn based on the results of data analysis of two classes, namely the control class and the experimental class. Based on the results of the data analysis, it can be concluded that there is an effect of the chain writing method on students' writing skill.

The results of the hypothesis test, shows that there were difference score there between the experimental class and the control class. The results of the independent sample test of the post-test were obtained in the experimental class and the control class as follows, the value F was 1.168. The Sig. was 0.284, the Sig. $0.284 > 0.05$, means the variance between the experimental class and the control class was homogeneous or the same. The t_{count} was 0.752, the df value was 62, and the Sig. (2-tailed) was 0.002. The Sig. (2-tailed) $0.002 < 0.05$. The mean difference was 1.719 and the standard error difference was 2.285. The difference was between -2.849 and 6.287 (95% confidence interval of lower and upper difference). Based on the data above, it can be concluded that H_0 is rejected and H_a is accepted.

Based on the research results, there was a significant difference between the mean score post-test results in the experimental class and the control class. The results of the paired sample test were obtained in the experimental class as follows, the mean score was -7.344. The standard deviation was 9.244 and the standard error mean was 1.634. The difference was between -10.667 and -4.011 (95% Confidence Interval of Lower and Upper Difference). The t was -4.494 with df was 31 and the Sig. (2-tailed) was 0.000. The Sig. $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. Based on the data above, this shows that there is a difference in the results of the mean score between the pre-test and the post-test in the experimental class. Based on this statement, it can be concluded that there is an effect of the chain writing method on students' writing skill at eighth grade of SMP N 9 Purwokerto Banyumas.

B. Limitation of Study

This research has limitations even though it has been carried out as well as possible. In the data collection process, the researcher has limitations in treatment time. In this case, the researcher only carried out four times treatment in the experimental class and the control class. This happened because the research time was approaching the even semester examination. Ultimately, the results of this research have limitations in research time.

C. Suggestion

Based on the results of the research and the discussions conducted by the researcher, several suggestions can be considered as improvements to various matters relating to this research, including:

1. For The School

The results of this research will provide information for school that the use of the chain writing method can have a positive influence on students' writing skill. Therefore, the school should further increase the use of the chain writing method as a learning method.

2. For The Teacher

The results of this research can be input for teachers to help students' improve writing skill.

3. For Another Researcher

The results of this research can be used as reference material for further authors in researching chain writing method on students' writing skill.



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APPENDICES

Appendix 1 Letter of Research Completion

 **PEMERINTAH KABUPATEN BANYUMAS**
SMP NEGERI 9 PURWOKERTO
Alamat: Jl. Jatisari 25 Purwokerto Kode Pos 53125 Telp. (0281) 631009
Fax 0281631009 email smpn9purwokerto@yahoo.com website smpn9pwt.sch.id 

SURAT KETERANGAN
Nomor : 423 / 607 / 2024

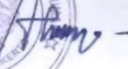
Berdasarkan surat dari Universitas Islam Negeri (UIN) Profesor Kiai Haji Saifudin Zuhri Purwokerto nomor : B.m.3719/Un.19/D.FTIK/PP.05.3/04/2024 tanggal 01 April 2024.
Perihal : Permohonan Ijin Riset Individu.

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Purwokerto Kecamatan Purwokerto Utara Kabupaten Banyumas menerangkan bahwa :

Nama : NETA PUSPITASARI
Nomor Induk Mahasiswa : 2017404130
Jurusan : Tadris Bahasa Inggris
Semester : 8 (Delapan)

Telah melaksanakan riset/penelitian di SMP Negeri 9 Purwokerto dengan judul **The Effectiveness of Chain Writing on Students Writing Skill at Eighth Grade of SMP N 9 Purwokerto**, pada tanggal 02 April 2024 s.d. 02 Juni 2024.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 14 Juni 2024
Kepala Sekolah

Drs. HERRY NURYANTO WIDOO
Pembina Tk / IVb
NIP. 19650130 199512 1 002

Appendix 2 Teaching Module Experimental Class

MODUL AJAR BAHASA INGGRIS

KELAS EKSPERIMEN

Nama Penyusun	Neta Puspitasari
Sekolah	SMP N 9 Purwokerto
Mapel	Bahasa Inggris
Kelas	8F
Fase	D
Fase Pembelajaran	Capaian Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan atau perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
Elemen Capaian	Elemen Menulis-Mempresentasikan Pada akhir fase D, peserta didik mengkomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi, dan persuasi dengan menggunakan kalimat sederhana dan majemuk

	untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Tujuan Pembelajaran	Peserta didik mampu mengidentifikasi dan memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks recount tentang kegiatan, kejadian, dan peristiwa yang telah terjadi sesuai dengan konteks penggunaannya. Peserta didik mampu membuat teks recount sesuai tema yang telah diberikan.
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia 2. Bergotong royong 3. Mandiri 4. Kreatif 5. Berpikir kritis
Strategi Pembelajaran	<p>Model Pembelajaran: PJBL.</p> <p>Metode Pembelajaran: Student center, question answer.</p> <p>Sumber Belajar: Buku, internet, youtube.</p> <p>Sarana Prasarana: Laptop, PPT, LKPD, papan tulis, spidol, penghapus.</p>
Target Peserta Didik	Peserta didik kelas VIII
Kegiatan Pembelajaran Pertemuan ke I	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> a. Guru memberi salam (greeting). b. Guru dan peserta didik berdo'a bersama-sama. c. Guru memeriksa kehadiran peserta didik. d. Guru memberi motivasi belajar kepada peserta didik. e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. f. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ol style="list-style-type: none"> a. Guru mengulas sedikit materi tentang teks recount. b. Guru memberikan pre-test kepada peserta didik yaitu membuat teks recount dengan

	<p>tema “holiday”.</p> <ol style="list-style-type: none"> c. Guru menjelaskan instruksi yang tertera dalam pre-test dan menjelaskan apa saja poin-poin yang harus ada dalam teks recount yang akan dibuat. d. Peserta didik mulai mengerjakan pre-test, guru memantau peserta didik satu persatu dalam mengerjakan pre-test dan membantu peserta didik yang mengalami kesulitan. e. Peserta didik mengumpulkan hasil pre-test yang sudah dibuat. <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> a. Guru bertanya tentang kesulitan peserta didik dalam mengerjakan pre-test. b. Guru melakukan penutupan dengan salam. c. Guru dan peserta didik berdo'a bersama-sama.
<p>Kegiatan Pembelajaran Pertemuan ke II</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> a. Guru memberi salam (greeting). b. Guru dan peserta didik berdo'a bersama-sama. c. Guru memeriksa kehadiran peserta didik. d. Guru memberi motivasi belajar kepada peserta didik. e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. f. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ol style="list-style-type: none"> a. Guru menjelaskan materi tentang teks recount mulai dari pengertian, karakteristik, struktur, dan contohnya. b. Guru bertanya kepada peserta didik tentang materi yang belum dipahami. c. Guru menjelaskan materi secara ulang dari awal. d. Guru memerintahkan peserta didik untuk menjelaskan kembali materi yang sudah disampaikan. e. Peserta didik menulis materi yang sudah

	<p>dijelaskan.</p> <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Guru memberikan pertanyaan sederhana kepada peserta didik seputar materi teks recount. Peserta didik menjawab pertanyaan guru secara bergantian. Guru melakukan penutupan dengan salam. Guru dan peserta didik berdo'a bersama-sama.
<p>Kegiatan Pembelajaran Pertemuan ke III</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> Guru memberi salam (greeting). Guru dan peserta didik berdo'a bersama-sama. Guru memeriksa kehadiran peserta didik. Guru memberi motivasi belajar kepada peserta didik. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ol style="list-style-type: none"> Dalam kegiatan ini metode chain writing akan dimulai sesuai dengan prosedur sebagai berikut. Guru membagi peserta didik menjadi 7 kelompok, setiap kelompok terdiri dari 5 anak. Guru memberikan instruksi kepada peserta didik yaitu membuat teks recount secara berkelompok dengan menggunakan metode chain writing. Instruksi yang diberikan yaitu, teks recount yang dibuat dengan tema "covid 19". Teks recount terdiri dari 2 paragraf, setiap paragraf terdiri dari 5 kalimat. Untuk bagian orientation ditulis oleh 1 anak, untuk bagian event ditulis oleh 3 anak, dan untuk bagian re-orientation ditulis oleh 1 anak. Dengan begitu metode chain writing bisa berjalan dengan baik. Peserta didik mulai membuat teks recount

	<p>dengan metode chain writing.</p> <ul style="list-style-type: none"> g. Peserta didik berdiskusi dalam membuat teks recount tersebut. h. Guru memantau keaktifan diskusi peserta didik dalam setiap kelompok dan membantu peserta didik yang mengalami kesulitan. i. Guru memantau bagaimana penggunaan metode chain writing dalam setiap kelompok. j. Peserta didik mengumpulkan hasil teks recount yang telah dibuat secara berkelompok dengan menggunakan metode chain writing. <p>Penutup (10 menit)</p> <ul style="list-style-type: none"> a. Guru bertanya tentang kesulitan peserta didik dalam mengerjakan teks recount tersebut. b. Guru melakukan penutupan dengan salam. c. Guru dan peserta didik berdo'a bersama-sama.
<p>Kegiatan Pembelajaran Pertemuan ke IV</p>	<p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none"> a. Guru memberi salam (greeting). b. Guru dan peserta didik berdo'a bersama-sama. c. Guru memeriksa kehadiran peserta didik. d. Guru memberi motivasi belajar kepada peserta didik. e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. f. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ul style="list-style-type: none"> a. Dalam kegiatan ini metode chain writing akan dimulai sesuai dengan prosedur sebagai berikut. b. Guru membagi peserta didik menjadi 7 kelompok, setiap kelompok terdiri dari 5 anak. c. Guru memberikan instruksi kepada peserta didik yaitu membuat teks recount secara berkelompok dengan menggunakan metode chain writing.

	<p>d. Instruksi yang diberikan yaitu, teks recount yang dibuat dengan tema “bebas”. Teks recount terdiri dari 2 paragraf, setiap paragraf terdiri 5 kalimat.</p> <p>e. Untuk bagian orientation ditulis oleh 1 anak, untuk bagian event ditulis oleh 3 anak, dan untuk bagian re-orientation ditulis oleh 1 anak. Dengan begitu metode chain writing bisa berjalan dengan baik.</p> <p>f. Peserta didik mulai membuat teks recount dengan metode chain writing.</p> <p>g. Peserta didik berdiskusi dalam membuat teks recount tersebut.</p> <p>h. Guru memantau keaktifan diskusi peserta didik dalam setiap kelompok dan membantu peserta didik yang mengalami kesulitan.</p> <p>i. Guru memantau bagaimana penggunaan metode chain writing dalam setiap kelompok.</p> <p>j. Peserta didik mengumpulkan hasil teks recount yang telah dibuat secara berkelompok dengan menggunakan metode chain writing.</p> <p>Penutup (10 menit)</p> <p>a. Guru bertanya tentang kesulitan peserta didik dalam mengerjakan teks recount tersebut.</p> <p>b. Guru melakukan penutupan dengan salam.</p> <p>c. Guru dan peserta didik berdo’a bersama-sama</p>
<p>Kegiatan Pembelajaran Pertemuan ke V</p>	<p>Pendahuluan (10 menit)</p> <p>a. Guru memberi salam (greeting).</p> <p>b. Guru dan peserta didik berdo’a bersama-sama.</p> <p>c. Guru memeriksa kehadiran peserta didik.</p> <p>d. Guru memberi motivasi belajar kepada peserta didik.</p> <p>e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya.</p> <p>f. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</p>

	<p>Inti (60 menit)</p> <ol style="list-style-type: none"> a. Dalam kegiatan ini metode chain writing akan dilakukan sesuai dengan prosedur sebagai berikut. b. Guru membagi peserta didik menjadi 7 kelompok, setiap kelompok terdiri dari 5 anak. c. Guru memberikan instruksi kepada peserta didik yaitu membuat teks recount secara berkelompok dengan menggunakan metode chain writing. d. Instruksi yang diberikan yaitu, teks recount yang dibuat dengan tema “studytour”. Teks recount terdiri dari 2 paragraf, setiap paragraf terdiri dari 5 kalimat. e. Untuk bagian orientation ditulis oleh 1 anak, untuk bagian event ditulis oleh 3 anak, dan untuk bagian re-orientation ditulis oleh 1 anak. Dengan begitu metode chain writing bisa berjalan dengan baik. f. Peserta didik mulai membuat teks recount dengan metode chain writing. g. Peserta didik berdiskusi dalam membuat teks recount tersebut. h. Guru memantau keaktifan diskusi peserta didik dalam setiap kelompok dan membantu peserta didik yang mengalami kesulitan. i. Guru memantau bagaimana penggunaan metode chain writing dalam setiap kelompok. j. Peserta didik mengumpulkan hasil teks recount yang telah dibuat secara berkelompok dengan menggunakan metode chain writing. <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> a. Guru bertanya tentang kesulitan peserta didik dalam mengerjakan teks recount tersebut. b. Guru melakukan penutupan dengan salam. c. Guru dan peserta didik berdo’a bersama-sama.
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<p>Kegiatan Pembelajaran Pertemuan ke VI</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> Guru memberi salam (greeting). Guru dan peserta didik berdo'a bersama-sama. Guru memeriksa kehadiran peserta didik. Guru memberi motivasi belajar kepada peserta didik. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ol style="list-style-type: none"> Guru mengulas secara sederhana materi tentang teks recount. Guru memberikan post-test kepada peserta didik yaitu membuat teks recount dengan tema "festival". Guru menjelaskan instruksi yang tertera dalam post-test dan menjelaskan apa saja poin-poin yang harus ada dalam teks recount yang akan dibuat. Peserta didik mulai mengerjakan post-test, guru memantau peserta didik satu persatu dalam mengerjakan post-test dan membantu peserta didik yang mengalami kesulitan. Peserta didik mengumpulkan hasil post-test yang sudah dibuat. <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Guru bertanya tentang kesulitan peserta didik dalam mengerjakan post-test. Guru memberikan feedback terhadap hasil post-test yang sudah dibuat. Guru melakukan penutupan dengan salam. Guru dan peserta didik berdo'a bersama-sama.
<p>Asesmen</p>	<p>Formatif:</p> <ul style="list-style-type: none"> Ketika peserta didik sedang mengerjakan tugas baik individu maupun kelompok, guru bisa berkeliling untuk memantau kegiatan

	<p>mereka.</p> <ul style="list-style-type: none"> • Ketika guru menemukan peserta didik yang kurang aktif atau mengalami kesulitan, guru bisa membantu dan mengarahkan mereka. <p>Sumatif:</p> <ul style="list-style-type: none"> • Peserta didik membuat teks recount dengan tema “holiday” secara individu. • Peserta didik membuat teks recount dengan tema “festival” secara individu.
Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Peserta didik menyampaikan refleksi pembelajaran dengan cara menulis dikertas lalu dikumpulkan.



Appendix 3 Teaching Module Control Class

MODUL AJAR BAHASA INGGRIS

KELAS KONTROL

Nama Penyusun	Neta Puspitasari
Sekolah	SMP N 9 Purwokerto
Mapel	Bahasa Inggris
Kelas	8E
Fase	D
Fase Pembelajaran	Capaian Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan atau perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
Elemen Capaian	Elemen Menulis-Mempresentasikan Pada akhir fase D, peserta didik mengkomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi, dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Tujuan Pembelajaran	Peserta didik mampu mengidentifikasi dan memahami fungsi sosial, strukturteks, dan unsur kebahasaan teks

	recount tentang kegiatan, kejadian, dan peristiwa yang telah terjadi sesuai dengan konteks penggunaannya. Peserta didik mampu membuat teks recount sesuai tema yang telah diberikan.
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 6. Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia 7. Bergotong royong 8. Mandiri 9. Kreatif 10. Berpikir kritis
Strategi Pembelajaran	<p>Model Pembelajaran: PJBL.</p> <p>Metode Pembelajaran: Student center, question answer.</p> <p>Sumber Belajar: Buku, internet, youtube.</p> <p>Sarana Prasarana: Laptop, PPT, LKPD, papan tulis, spidol, penghapus.</p>
Target Peserta Didik	Peserta didik kelas VIII
Kegiatan Pembelajaran Pertemuan ke I	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> a. Guru memberi salam (greeting). b. Guru dan peserta didik berdo'a bersama-sama. c. Guru memeriksa kehadiran peserta didik. d. Guru memberi motivasi belajar kepada peserta didik. e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. f. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ol style="list-style-type: none"> a. Guru mengulas sedikit materi tentang teks recount. b. Guru memberikan pre-test kepada peserta didik yaitu membuat teks recount dengan tema "holiday". c. Guru menjelaskan instruksi yang tertera dalam pre-test dan menjelaskan apa saja poin-poin yang harus ada dalam teks recount yang akan dibuat. d. Peserta didik mulai mengerjakan pre-test, guru memantau peserta didik satu persatu dalam mengerjakan pre-test dan membantu peserta didik yang mengalami kesulitan.

	<p>e. Peserta didik mengumpulkan hasil pre-test yang sudah dibuat.</p> <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Guru bertanya tentang kesulitan peserta didik dalam mengerjakan pre-test. Guru melakukan penutupan dengan salam. Guru dan peserta didik berdo'a bersama-sama.
Kegiatan Pembelajaran Pertemuan ke II	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> Guru memberi salam (greeting). Guru dan peserta didik berdo'a bersama-sama. Guru memeriksa kehadiran peserta didik. Guru memberi motivasi belajar kepada peserta didik. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ol style="list-style-type: none"> Guru menjelaskan materi tentang teks recount mulai dari pengertian, karakteristik, dan strukturnya. Guru bertanya kepada peserta didik tentang materi yang belum dipahami. Guru menjelaskan materi secara ulang dari awal. Guru memerintahkan peserta didik untuk menjelaskan kembali materi yang sudah disampaikan. Peserta didik menulis materi yang sudah dijelaskan. <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Guru memberikan pertanyaan sederhana kepada peserta didik seputar materi teks recount. Peserta didik menjawab pertanyaan guru secara bergantian. Guru melakukan penutupan dengan salam. Guru dan peserta didik berdo'a bersama-sama.
Kegiatan Pembelajaran Pertemuan ke III	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> Guru memberi salam (greeting). Guru dan peserta didik berdo'a bersama-sama. Guru memeriksa kehadiran peserta didik.

	<ul style="list-style-type: none"> d. Guru memberi motivasi belajar kepada peserta didik. e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. f. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ul style="list-style-type: none"> a. Guru memberikan contoh teks recount kepada peserta didik berjudul “Came Late to The School”. b. Guru menjelaskan teks recount tersebut menggunakan bahasa Inggris dan bahasa Indonesia. c. Guru menjelaskan teks recount tersebut mulai dari karakteristiknya dan struktur teksnya berupa orientation, event, dan re-orientation. d. Peserta didik menulis contoh teks recount yang sudah dibahas bersama-sama. <p>Penutup (10 menit)</p> <ul style="list-style-type: none"> a. Guru bertanya kepada peserta didik tentang materi yang belum dipahami. b. Guru mengulas kembali materi teks recount secara sederhana. c. Guru melakukan penutupan dengan salam. d. Guru dan peserta didik berdo’a bersama-sama.
<p>Kegiatan Pembelajaran Pertemuan ke IV</p>	<p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none"> a. Guru memberi salam (greeting). b. Guru dan peserta didik berdo’a bersama-sama. c. Guru memeriksa kehadiran peserta didik. d. Guru memberi motivasi belajar kepada peserta didik. e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya. f. Guru menjelaskan tujuan pembelajaran yang akan dicapai. <p>Inti (60 menit)</p> <ul style="list-style-type: none"> a. Peserta didik membuat teks recount dengan tema “covid 19” secara individu. b. Struktur teks recount harus mencakup orientation, event, dan re-orientation. c. Guru memantau peserta didik satu persatu dalam mengerjakan teks recount dan

	<p>membantu peserta didik yang mengalami kesulitan.</p> <p>d. Peserta didik mengumpulkan hasil teks recount yang sudah dibuat.</p> <p>Penutup (10 menit)</p> <p>a. Guru bertanya tentang kesulitan peserta didik dalam mengerjakan teks recount.</p> <p>b. Guru melakukan penutupan dengan salam.</p> <p>c. Guru dan peserta didik berdo'a bersama-sama.</p>
Kegiatan Pembelajaran Pertemuan ke V	<p>Pendahuluan (10 menit)</p> <p>a. Guru memberi salam (greeting).</p> <p>b. Guru dan peserta didik berdo'a bersama-sama.</p> <p>c. Guru memeriksa kehadiran peserta didik.</p> <p>d. Guru memberi motivasi belajar kepada peserta didik.</p> <p>e. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau materi sebelumnya.</p> <p>f. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</p> <p>Inti (60 menit)</p> <p>a. Peserta didik membuat teks recount dengan tema "bebas" secara individu.</p> <p>b. Struktur teks recount harus mencakup orientation, event, dan re-orientation.</p> <p>c. Guru memantau peserta didik satu persatu dalam mengerjakan teks recount dan membantu peserta didik yang mengalami kesulitan.</p> <p>d. Peserta didik mengumpulkan hasil teks recount yang sudah dibuat.</p> <p>Penutup (10 menit)</p> <p>a. Guru bertanya tentang kesulitan peserta didik dalam mengerjakan teks recount.</p> <p>b. Guru meminta salah satu siswa untuk menceritakan teks yang sudah dibuat secara singkat.</p> <p>c. Guru melakukan penutupan dengan salam.</p> <p>d. Guru dan peserta didik berdo'a bersama-sama.</p>
Kegiatan Pembelajaran Pertemuan ke VI	<p>Pendahuluan (10 menit)</p> <p>a. Guru memberi salam (greeting).</p> <p>b. Guru dan peserta didik berdo'a bersama-sama.</p> <p>c. Guru memeriksa kehadiran peserta didik.</p> <p>d. Guru memberi motivasi belajar kepada peserta didik.</p> <p>e. Guru mengaitkan materi pembelajaran</p>

	<p>dengan pengalaman peserta didik atau materi sebelumnya.</p> <p>f. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</p> <p>Inti (60 menit)</p> <ol style="list-style-type: none"> Guru mengulas secara sederhana materi tentang teks recount. Guru memberikan post-test kepada peserta didik yaitu membuat teks recount dengan tema “festival”. Guru menjelaskan instruksi yang tertera dalam post-test dan menjelaskan apa saja poin-poin yang harus ada dalam teks recount yang akan dibuat. Peserta didik mulai mengerjakan post-test, guru memantau peserta didik satu persatu dalam mengerjakan post-test dan membantu peserta didik yang mengalami kesulitan. Peserta didik mengumpulkan hasil post-test yang sudah dibuat. <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Guru bertanya tentang kesulitan peserta didik dalam mengerjakan post-test. Guru memberikan feedback terhadap hasil post-test yang sudah dibuat. Guru melakukan penutupan dengan salam. Guru dan peserta didik berdo'a bersama-sama.
Asesmen	<p>Formatif:</p> <ul style="list-style-type: none"> Ketika peserta didik sedang mengerjakan tugas baik individu maupun kelompok, guru bisa berkeliling untuk memantau kegiatan mereka. Ketika guru menemukan peserta didik yang kurang aktif atau mengalami kesulitan, guru bisa membantu dan mengarahkan mereka. <p>Sumatif:</p> <ul style="list-style-type: none"> Peserta didik membuat teks recount dengan tema “holiday” secara individu. Peserta didik membuat teks recount dengan tema “festival” secara individu.

Pedoman Penilaian	Rubrik terlampir
Refleksi pembelajaran	Peserta didik menyampaikan refleksi pembelajaran dengan cara menulis dikertas lalu dikumpulkan.



Appendix 4 Test Instruments Before Validation

Students Worksheet

Pre-Test Instrument

Name	
Class	
Date	
Score	

Instructions:

Write a recount text with the topic "Holiday"!

With the following conditions:

1. The recount text consists of 2 paragraphs.
2. Each paragraph consists of five sentences.
3. Give the story appropriate title.
4. The answer sheet is provided on page 2.
5. This writing activity will be assessed based on writing skill rubric on page 3 and 4.
6. The story should consists of:
 - When did your holiday?
 - Where did your holiday?
 - Who did your holiday?
 - What did your do?
 - How was your holiday?

Tabel Rubrik Penilaian

Aspek	Kriteria	Skor
Isi	Sesuai dengan topik	20
	Kurang sesuai dengan topik	15
	Tidak sesuai dengan topik	10
	Sangat tidak sesuai dengan topik	5
Penyusunan Kalimat	Sesuai dengan isi	20
	Kurang sesuai dengan isi	15
	Tidak sesuai dengan isi	10
	Sangat tidak sesuai dengan isi	5
Kosakata	Pemilihan kata tepat	20
	Pemilihan kata kurang tepat	15
	Pemilihan kata tidak tepat	10
	Pemilihan kata sangat tidak tepat	5
Tata Bahasa	Bisa dipahami	20
	Kurang bisa dipahami	15
	Tidak bisa dipahami	10
	Sangat tidak bisa dipahami	5
Struktur Generik	Terstruktur	20
	Kurang terstruktur	15
	Tidak terstruktur	10
	Sangat tidak terstruktur	5

Students Worksheet

Post-test Instrument

Name	
Class	
Date	
Score	

Instructions

Write a recount text with the topic "Festival"!

With the following conditions:

1. The recount text consists of 2 paragraphs.
2. Each paragraph consists of five sentences.
3. Give the story appropriate title.
4. The answer sheet is provided on page 2.
5. This writing activity will be assessed based on writing skill rubric on page 3 and 4.
6. The story should consists of:
 - When did your festival?
 - Where did your festival?
 - Whom did your festival?
 - What did your do?
 - How was the festival?

Tabel Rubrik Penilaian

Aspek	Kriteria	Skor
Isi	Sesuai dengan topik	20
	Kurang sesuai dengan topik	15
	Tidak sesuai dengan topik	10
	Sangat tidak sesuai dengan topik	5
Penyusunan Kalimat	Sesuai dengan isi	20
	Kurang sesuai dengan isi	15
	Tidak sesuai dengan isi	10
	Sangat tidak sesuai dengan isi	5
Kosakata	Pemilihan kata tepat	20
	Pemilihan kata kurang tepat	15
	Pemilihan kata tidak tepat	10
	Pemilihan kata sangat tidak tepat	5
Tata Bahasa	Bisa dipahami	20
	Kurang bisa dipahami	15
	Tidak bisa dipahami	10
	Sangat tidak bisa dipahami	5
Struktur Generik	Terstruktur	20
	Kurang terstruktur	15
	Tidak terstruktur	10
	Sangat tidak terstruktur	5

Appendix 5 Test Instruments After Validation

Students Worksheet

Pre-Test Instrument

Name	
Class	
Date	
Score	

Instructions:

Write a recount text with the topic "Holiday"!

With the following conditions:

1. The recount text consists of 2 paragraphs.
2. Each paragraph consists of five sentences.
3. Give the story appropriate title.
4. The answer sheet is provided on page 2.
5. This writing activity will be assessed based on writing skill rubric on page 3 and 4.
6. The story should consists of:
 - When did you have your holiday?
 - Where did you have your holiday?
 - With whom did you have your holiday?
 - What did you do?
 - How was your holiday?

Tabel Rubrik Penilaian

Aspek	Kriteria	Skor
Isi	Sesuai dengan topik	4
	Kurang sesuai dengan topik	3
	Tidak sesuai dengan topik	2
	Sangat tidak sesuai dengan topik	1
Penyusunan Kalimat	Sesuai dengan isi	4
	Kurang sesuai dengan isi	3
	Tidak sesuai dengan isi	2
	Sangat tidak sesuai dengan isi	1
Kosakata	Pemilihan kata tepat	4
	Pemilihan kata kurang tepat	3
	Pemilihan kata tidak tepat	2
	Pemilihan kata sangat tidak tepat	1
Tata Bahasa	Bisa dipahami	4
	Kurang bisa dipahami	3
	Tidak bisa dipahami	2
	Sangat tidak bisa dipahami	1
Struktur Generik	Terstruktur	4
	Kurang terstruktur	3
	Tidak terstruktur	2
	Sangat tidak terstruktur	1

Students Worksheet

Post-test Instrument

Name	
Class	
Date	
Score	

Instructions

Write a recount text with the topic "Festival"!

With the following conditions:

1. The recount text consists of 2 paragraphs.
2. Each paragraph consists of five sentences.
3. Give the story appropriate title.
4. The answer sheet is provided on page 2.
5. This writing activity will be assessed based on writing skill rubric on page 3 and 4.
6. The story should consists of:
 - When did you have your festival?
 - Where did you have your festival?
 - With whom did you have your festival?
 - What did you do?
 - How was the festival?

Tabel Rubrik Penilaian

Aspek	Kriteria	Skor
Isi	Sesuai dengan topik	4
	Kurang sesuai dengan topik	3
	Tidak sesuai dengan topik	2
	Sangat tidak sesuai dengan topik	1
Penyusunan Kalimat	Sesuai dengan isi	4
	Kurang sesuai dengan isi	3
	Tidak sesuai dengan isi	2
	Sangat tidak sesuai dengan isi	1
Kosakata	Pemilihan kata tepat	4
	Pemilihan kata kurang tepat	3
	Pemilihan kata tidak tepat	2
	Pemilihan kata sangat tidak tepat	1
Tata Bahasa	Bisa dipahami	4
	Kurang bisa dipahami	3
	Tidak bisa dipahami	2
	Sangat tidak bisa dipahami	1
Struktur Generik	Terstruktur	4
	Kurang terstruktur	3
	Tidak terstruktur	2
	Sangat tidak terstruktur	1

Appendix 6 Validation of Test Instruments

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Irra Wahidiyati M.Pd.
Jabatan : Dosen
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Chain Writing on Students' Writing Skill at Eighth Grade of SMP N 9 Purwokerto"** yang dibuat oleh:

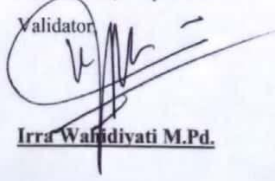
Nama : Neta Puspitasari
NIM : 2017404130
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

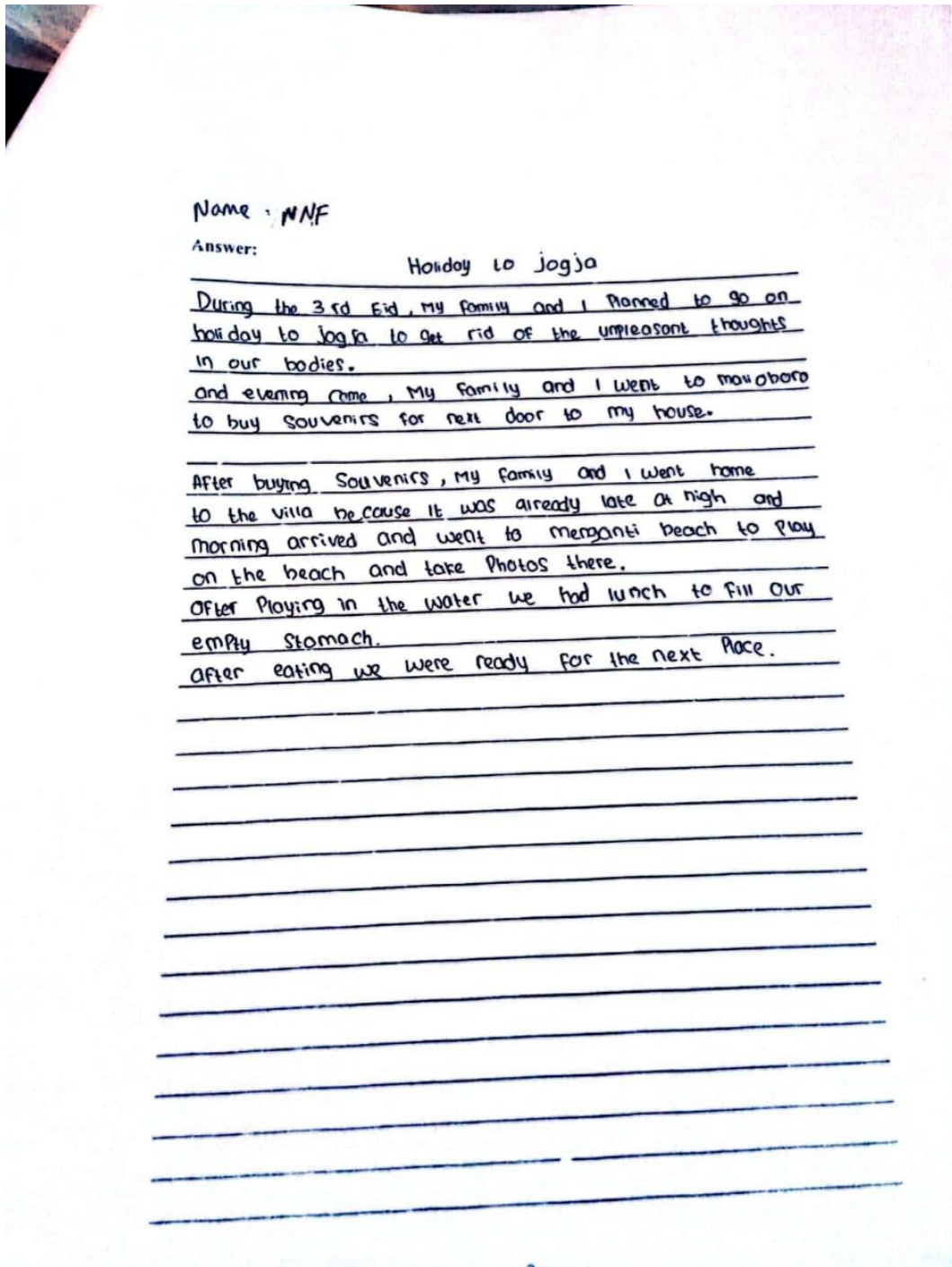
Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Catatan (bila perlu)
Kategori Grammar sudah ditindaklanjuti dengan baik

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 5 April 2024
Validator

Irra Wahidiyati M.Pd.

Appendix 7 The Sample of The Pre-Test in The Experimental Class



Name : D

Answer:

Vacation to sodong beach

At that time on Sunday, My family and i went on Vacation to sodong beach, which is located in cilacap. We went there by motorcycle. Before we went to sodong beach, we visited our relative's house first which was not far from sodong beach. When we arrived there we were provided with food typical of their area.

After we all arrived at sodong beach, the atmosphere there was very lively because on Sundays many people went on vacation. After seeing the atmosphere i went to buy snacks around sodong beach. Then not long after we packed up to go home. This holiday is very enjoyable, I am very happy because I can go on holiday with my family and spend time together

Name : MA

Answer:

Go to Jetis the beach

Last week I went to Jetis beach, Jetis Cilacap beach is at the eastern tip of Cilacap. Precisely in Jetis village, Nusawungu District. The distance from Cilacap city center is around 47 km or 1 hour 15 minutes journey. I went to Jetis beach with my family using a motorbike.

When I got there I immediately approached the sea water. I also play on the beach sand with my family. Then I ate and looked at the clothes being sold on the beach. I felt very happy when I was on holiday at Jetis beach because there I also met my brother there. But I also feel tired because it's been a long journey.

Name : MAS

Answer:

Vacation to Grandmother's house

During the class holiday, I, father, mother, and my sister went on holiday to my grandmother's house. We went on a train ride, we started our journey when morning arrived. During our journey we passed very large and beautiful plantations and rice fields.

When he arrived at grandma's house, we met grand father, grandmother, and my relatives who were waiting for us there. The conditions there are very beautiful and cool, lots of tall shady trees, and also many fresh rivers. I can fish there, swim and relax under shady trees. I was very happy to be at grand mo's house.

Name : NCD B

Answer: Vacation to Bandung

Saturday I went on holiday to Bandung with family
My family and I went to Cibaduyut to buy clothes and
souvenirs, I went to Bandung to visit a very beautiful beach
I went to Bandung to visit a tourist attraction and I stayed
at a hotel with my family, and visited bude's house
in Bandung.

what I did in Bandung was visit tourist attractions, bude
houses and go on holiday with my family shopping
and buying souvenirs to take home, my feelings during
the two weeks in Bandung were very happy on holiday
with my family.

Name : NIR

Answer:

Explored on Island

Weeks ago after the eid, me and all of my family went to the sea. It was on Teluk Pengu beach, Cilacap. There was so crowded and full of people. We all had so much fun, swam on the edge of the sea, built a sand castle and collect sea shells. It was all fun, until my dad told us to ride a boat and go to Nusa Kambangan island. At first i was full of doubt and scared, but since everyone is joined in, then i go with them.

We arrived there and dont know what to do, until people on there said to try to explore the island. We all agreed and starts walked. The island was 6 kilometres long and all was forest, its kinda boring to be honest. But all the boredom is dissappeared when we reached the last way to go to the beach at the other side of the island. I saw an ancient ruin of Deutch Soldiers. There was a lot of fauna too, such as monkey, crab and snake. All the tiredness is washed of with all the experiences i got. That was worth to try and fun.

Name : SNUT

Answer:

Holiday at my grandparents house.

Two weeks ago, at 10th of april 2024 happens to be one of two major holidays ~~and~~ celebrated by muslims and commemorates the end of the holy month of ramadhan, Eid al-Fitr. Me and my family decided to go to my grandparents house. I waited for my cousins so we could all go together. Once they got here, we all go there together. It was a two hour ride to Banjar.

Once we got to our destination, grandpa and grandma greeted us. They were so happy to see us. we Apologise and forgive each other. After that we ate rendang, it was really good. me and my cousins decided to play card games, i lost the game. After all of that, we all decided to go home and rest. Eid is honestly my favorite experience, i love hanging out with my cousins; they are fun to be around.

Name : NAF

Answer:

Going to Pangandaran Beach

Last year I go holiday to the beach, I went to cermin beach with my family. It is located in pangandaran. We left from purwokerto at 07.00 Using a car and we arrived about 09.00 'clock. As arrived there, my Parents rented a hill to take a rest. I and my brother immediately ran towards the beach.

It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach. At noon, I began to feel hungry. I approached the rented hut. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

Name : SA

Answer:

Title: Summer break with my family

Back then when i'm in 2nd grade, i had my very first summer break with my family. it was the first day of summer break, me and my family went to Bali to visit our cousin. i am so excited for finally being able to meet them again. the sun is shining brightly as the birds were singing, the leaves swaying lazily along the gentle wind.

We arrived at Bali on seven in the morning. i was so tired because its a long one day trip, but then my tiredness quickly turn into happiness as soon as i observe the view all around me. Then we went to visit my cousin's house. after we stayed there for a while, me and my family went to Kuta beach, Ponglipuran village, and last we watch the iconic traditional dance "Tari Kereak". After 3 days of staying in Bali, we had to return to Purwokerto. i'm kinda sad because i have to leave, but it is what it is.

Name : ANR

Answer:

Holiday to jetis beach.

Last Saturday, I went to jetis beach.

I went with my family.

there I played in the water and ate seafood.

the waves there are big and the sand is hot.

the food there is delicious but a bit fishy.

Almost the same seller there sells it.

the people selling there are friendly.

there I played in the sand

the sales there are also cheap and delicious

I really enjoy holidays with my family.

Appendix 8 The Sample of The Treatment in The Experimental Class

No:	Kelompok A	Date:
<input type="checkbox"/>	Anggota kelompok	
<input type="checkbox"/>	1. Alea nelysia renata (01) (orientasi)	
<input type="checkbox"/>	2. Anggun Zifara Putri (02) (Penulis)	
<input type="checkbox"/>	3. Daryadi (07) (event)	
<input type="checkbox"/>	4. Evan oklaviano B. (09) (event)	
<input type="checkbox"/>	5. Raffi maldini putra (28) (event)	
<input type="checkbox"/>	6. Rizay Adyaraka (30) (riorientasi)	
<input type="checkbox"/>		
<input type="checkbox"/>	Covid 19	
<input type="checkbox"/>		
<input type="checkbox"/>	In 2019 there was a virus called Covid-19,	
<input type="checkbox"/>	the cause of Covid-19 which infected two Indonesian citizens in the	
<input type="checkbox"/>	city of Depok, West Java, who were a mother (69) and her daughter	
<input type="checkbox"/>	(31). (orientasi)	
<input type="checkbox"/>	Covid-19 is a virus from China and started going viral in 2020.	
<input type="checkbox"/>	because of Covid-19 we have to lock down and go online.	
<input type="checkbox"/>	to leave the house if there is a need and must wear a mask, keep	
<input type="checkbox"/>	your distance, and always wash your hands properly.	
<input type="checkbox"/>	When cases of Covid-19 infection increased in many regions and	
<input type="checkbox"/>	countries, many people lost their jobs. Before the end of Covid there	
<input type="checkbox"/>	is a vaksin so that there are no more victims.	
<input type="checkbox"/>	Because there is a vaksin casualties have decreased and are getting	
<input type="checkbox"/>	better. (event)	
<input type="checkbox"/>	In early 2023 the school finally opened. and started the office work	
<input type="checkbox"/>	and got a job. (riorientasi)	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

KIKY Dare to dream, Dare to achieve

Tugas Recount

Mamma ornggolo

1. Sheryn Nisimo N F (33) (De-Orientation)
2. Diona Nur P.P (08) (Event)
3. Latifah Nur A (15) (Event)
4. Widia Anullio S (35) (Event)
5. Maulana Ahmad S (16) (Orientation)
6. Satrio Ageng P (32) (Orientation)

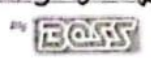
Covid - 19

4 years ago, exactly on march 2nd of 2020, a virus outbreak has hit the world. That virus has spread to Indonesia, Covid-19 is the name of the virus. I am a student from SMPn 26, Bandung, and my name is Naraya. One day, at the 19th of April 2020, my school decided to be on a lockdown for two weeks due to the virus. During those two weeks, I've been online studying from home.

I am the 2nd child of 3 siblings, and my parents owns a grocery business. However, ever since the lockdown started, my parents business has decreased. We had an economic crisis. On July 5th 2021 My sister came home after 5 years in Japan. After a few days, my sister started experiencing symptoms of illness such as fever, weak sense of smell and taste, and nausea. At first she thought that she just had a common cold, but after taking a swab test, she was positive for Covid-19. My whole family panicked and everyone decided to take a swab test just to be safe. Unfortunately, my father and my little brother was positive, while me and my mother was negative. Me and my mother are self-isolating at home, and are starting to clean the house daily, maintain our health, and implement health protocols.

Months has passed, my sister, brother, and father slowly recover from Covid-19. My school started running again as before. However, we need to continue to implement health protocols, like wearing our mask, wash our hands, and keep our distance because Covid-19 is completely gone yet.

↳ (more)



No. _____
Date _____
Kelompok 6

6

School graduate.

On that day, month ago, we all received the result of the exams and we came to celebrate before the graduation ceremony started. We all played together for the last time on school. We had a small farewell party for our class. Several friend from other class joined too. We all had a lot time of fun.

Some said goodbye because ~~they~~ they had to continue their studies far far away. It was a very emotional and a fun day at the same time. Some friends shared their feelings of happiness and gratitude. We also exchanged gift from each other as a memories. I said that was a very beautiful day.

Nama Anggota kelompok 6:

1. Nola Amalia N.I (24) = orientation.
2. Nadiga Izzati P. (19) = event.
3. Naffi Pratama H (20) = event.
4. Ibnu (Sabir A (12) = for orientation.

SIDU

Grupok 1

Anggota

1. Daffa Albani (urun kertas)
2. Lathah Nur.A (orientasi dan events)
3. Mellia Anggraeni (penulis)
4. Widia Auxilia S (events dan reorientasi)
5. Wymonprya .H (urun kertas)

Came late to school

Last Thursday, I was late coming to school because I played games until 03:00 in the morning. because I woke up late. I woke up around 06:35 in the morning and class would start at 07:00 in the morning. I ran to the bathroom to shower. Usually I have breakfast after showering, but that day I didn't.

I always go to school with my father, but that day my father was sick. So, I go to school by public transportation. this takes longer. I arrived at school at 07:15 in the morning, I ran to my class but I saw my teacher already standing in front of the class to teach.

After I entered class, my teacher still scolded me because I came to school late. I was abad experience for me and I promise I won't repeat it again.

- Not _____
Date _____
- Nama anggota :
(kelompok 5)
- Athaya keisha kinantan (04) → Writer
 - Aurelia ozka Frederika (05) → events
 - Gilang fairuzz A.p (11) → tidak ngapa2 ln
 - Mellia Anggraeni (17) → Orientasi
 - Praba margi winata (26) → events
 - Wymanpriya hernando (36) → events

Covid-19

Five years ago, President Jokowi announced that there was a new virus, namely the Covid-19 virus, which attacked the Indonesian people starting in 2019. The Covid-19 virus first attacked a mother and her daughter from the city of Depok, West Java.

The news of Covid-19 spread so quickly that it reached all Indonesian people. At that time, Indonesian people were very afraid of being infected by Covid-19, many people were initially going to go to their hometowns but that didn't happen because at that time the government emphasized that people should be quarantined at home for 2 weeks. How to avoid getting Covid-19 by maintaining a distance of 1 meter, regularly washing your hands and wearing a mask, then the medical team has also found out how to avoid it, namely with a vaccine to prevent Covid-19.

So keep the surrounding environment clean and maintain our cleanliness then take steps to avoid Covid-19

Appendix 9 The Sample of The Post-Test in The Experimental Class

Name : SNT

Answer:

Independence Day festival

Last year, on 17th of August, me and my cousin attended on our country's Independence day Competition. it was at our neighbourhood field. A day before the competition, my cousin and i went to the competition administrator to sign our names. after that, we decided to work hard to try to win that competition. we worked till afternoon.

When the morning comes, me and my cousin decided to get ready early. We walked to our neighbourhood field and saw a lot of people. the administrator came to us and told us to get ready for the competition. the first competition was sack racing, then marble race, cracker eating race, and more. It was a lot of fun. Even though we didnt win, this experience was enjoyable and memorable because a lot of our friends was with us. I hope this years festival is fun.

Name : NCPB

Answer:

Banyumasan ebeg festival

Banyumasan ebeg festival on saturday i watched the banyumasin ebeg art event with my friends watching ebeg with great excitement while i watched ebeg i bought snacks, to eat together with friends previously i met my cousin.

After i watched ebeg i went with my friends to another festival that day i was very happy and i came home

from the event at 15.00 and after i played and watched ebeg banyumasin i took a shower and ate the next day i told another friend and my friend wanted to watch it so i would invite other friends.

Name . J A E P

Answer:

17 Agustus 2023 Festival

On August 17 2023, I took part in a competition at school. I took part in a water volleyball competition, the competition was held in groups, in that groups there were 4 children, 2 girls and 2 boys in one group.

The competition required 2 sarongs held by 2 children. The water volleyball competition was very exciting, many people watched. I felt very happy to be able to take part in this competition.

When the competition starts, the teacher who is the judge is the sports teacher and there are several other teachers. It is very easy to pass the water balloon when it falls on the glove.

Name : MAS

Answer:

Festival green walk

On Sunday 12 March 2024 in my village there is a health walk. The event was held in my village field. The event was organized by the village head, when the event started, I, my family, and all the villagers took part in the festival. This festival is held so that our bodies can be healthier by taking a leisurely walk around our village.

I feel very happy, because there are lots of prizes that I can take home after this festival ends. I can also enjoy the village atmosphere when holding this festival. During the festival there are also many traders selling near the festival. At the end of the festival I was very grateful, because I was able to get a refrigerator from one of the prizes from the event. My family was also happy about what I got at the healthy walking festival.

NAME = N/R

Answer:

Lantern Rite.

Months ago, February 2024 i participated on lantern rite festival. It was a celebration for chinese new year, at a harbour on Jakarta that i forgot the name. Me, my friends, and my families celebrated together there. It was so crowded there, everyone was praying and prepared for the festival's top. At the top of time me and my friends watched a lion dance performance. The Suanni jumped there and here amused everyone, even danced on water.

In the end of the festival, me and my family go ate in a famous restaurant for our fun. There were people meeting with their loved ones after a long time. The food is very delicious i devoured all of it done. That time is almost the middle of the night, i played with friends again, and this time i lighted up a lantern and flew it to the sky. That's the point of the festival, everyone gathered and go praying together. Welcoming the new year by the lantern's light, i absolutely loved it.

Name : Azp

Answer:

"Visit the night market festival"

Last year my friends and I went to the night market festival in Pabuaran village. I left home around half past eight from home. After arriving at the place, I was surprised to see the many rides there. After much thought, my friends and I intended to ride the mang laida ride when I was riding the ride, I felt happy because I could see the beauty of Pabuaran village from above, but over time I felt dizzy because I wasn't used to riding high rides.

After riding the ferris wheel, my friends and I chose to ride the ~~amby~~ Banyu Wave ride. After paying for the ticket to ride, I sat down to wait for other customers. After the customers arrived the banyu waves were ready to start. When the Banyu waves started, I felt dizzy because there I felt dizzy and nauseous. After finishing riding the 2 rides my friends and I went home, before going home I bought a corn dog to take home, after buying the corn dog my friends and I went home.

Name : WH

Answer:

Bus Festival

At that time I attended the bus festival, I went with my friends, the bus festival was in Cilacap, precisely on turtle bay beach, my friends and I went to the bus festival by bus, went to the bus festival around 8 am and arrived at the festival at 11 p.m.

on the way to the festival it was very exciting, the buses were in convoy while honking basuri horns, when we arrived at the bus festival my friends and I saw the buses that were taking part in the festival, the buses were very elegant and very luxurious, my friends and I were very amazed to see the buses and it was time to go home.

Name : ANR

Answer:

Kirab Banyuwangi

Last february the 25th, I went to watch the kirab banyuwangi. kirab start from general sudirman towards pendopo si panji which is about 2 km. I went with my family and with my distant cousins. there I saw many people taking part in the festival. the carnival participants looked happy and tired because they had walked for about 2km.

I just watched because those who took part in the carnival were people who were invited. there were many people watching the kirab on the side of the road. I felt very happy because it was the first time I saw the kirab. and im also happy because im together with my family even if im just watching from the car. the carnival is also fun because of the crowds and various costume.

Name : MVF

Answer:

Parade Festival

August Parade in 2019 means it was 5 years ago, I took part in the festival to enliven the festival to make it exciting, there I played the ghost, namely the kunkilanak and I made up as scary as possible to make it look very scary.

Long story short, after playing as ordered by the committee holding the festival, we are waiting for the victory to be announced by the committee. and finally our RT won 2nd place because our lines were neat and easy to arrange there we all bowed down in gratitude for the victory.

Name : NAF

Answer:

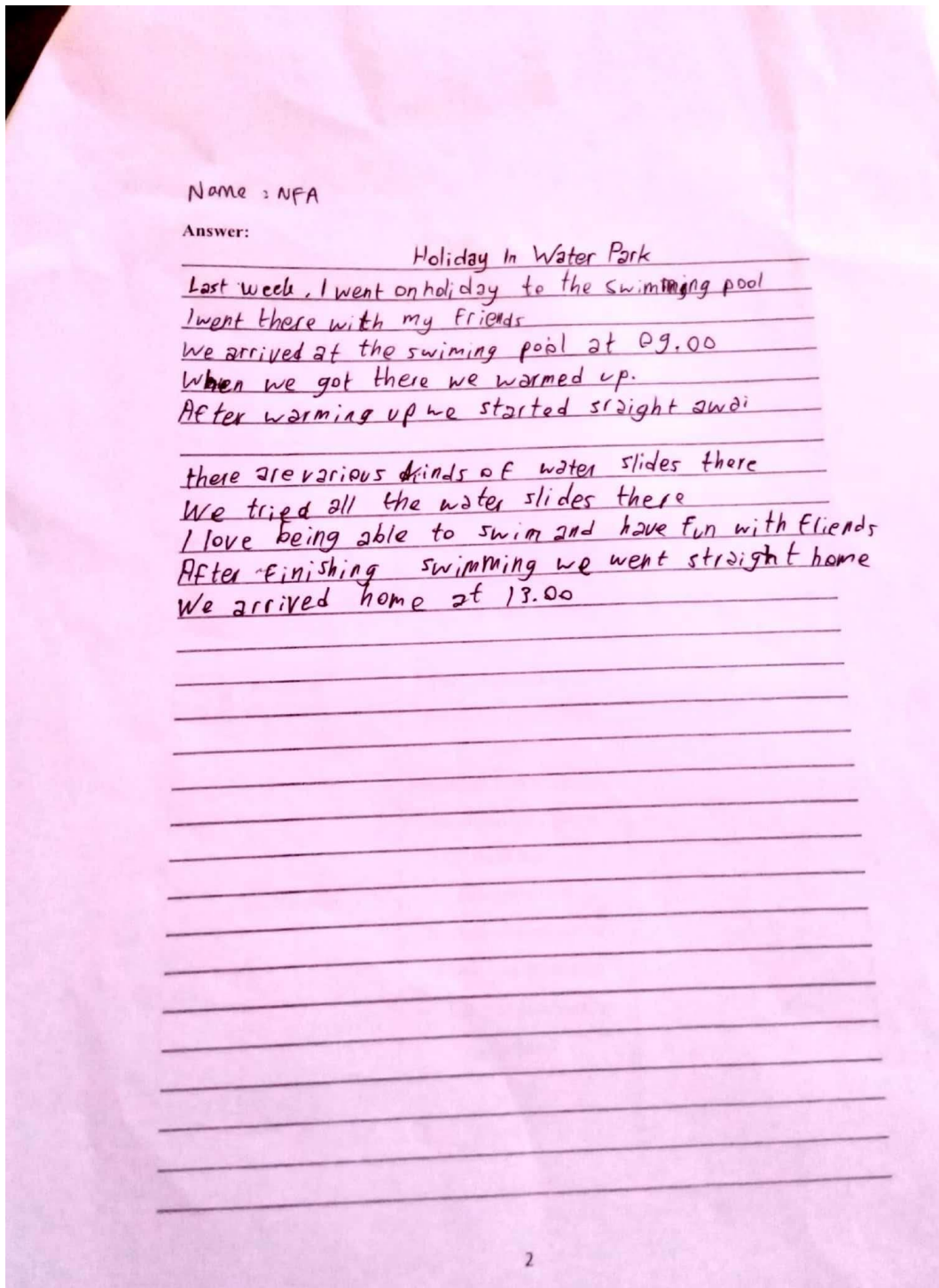
Festival

Go To The NIGHT Market

Last year, I and family went the Night Market in Prampong. I went there by motor bike together mom. There my sister intended to ride the riang labi. and after that I bought cilak food. after I bought I and my sister immediately played ballon house.

I felt very happy after playing there. because there I can experience various toy rides. before going home I bought food for grandma. After I bought food for my grandmother I went straight home. After arriving home I immediately gave food to his grandmother.

Appendix 10 The Sample of The Pre-Test in The Control Class



Name : AMT

Answer:

"Holiday in Semarang"

Two weeks ago, I went to Semarang with my brother. We visited our uncle in seselan. We went to Semarang by motorcycle. I planned to spend my holiday in Semarang. On the first day, I did not go anywhere because it was rainy. We spent a whole day to play playstation.

On the next day, we decided to do jogging at lapangan. After spending time there, we went home. On the last day of my holiday, I visited Pura Uluwatu Temple with my brother. On that day, we went home to padma padang. I was very happy for having great holiday with my brother.

selesai

Name : AND

Answer:

Going To Suwuk Beach

A few months ago, I went to Suwuk beach with my family. It is located in Kebumen. We left from Purwokerto at 07.00 (seven o'clock) using a motorcycle and we arrived about 09.30.

As arrived there, my parents rented a hut to take a rest. I and my sister immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. I didn't forget to take a selfie with the background of beautiful beach.

At noon, I began to feel hungry, I approached the rented hut. Apparently, my mother had prepared food for us.

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 18.00 (eighteen o'clock) because the trip was jammed.

Name : EDA

Answer:

Holiday

Last month, my family and I went on vacation to the pantai cilacap. Before leaving I prepared the clothes and things I had to bring, I went by car, the journey is fun.

When we got there my family and I ate together, and my father fished. I bought a swimsuit to swim there, the water is very clear and cold. Before going home my mother bought souvenirs to take home.

Name : LG

Answer:

JAKARTA

My Name is Luis Gabriel, last year I went to Jakarta to have a long Holiday and to see my Big family that lives in Jakarta. I went to Jakarta using a train. it was a long trip, to get to Jakarta from Purwokerto it takes 8 to 9 Hour to Arrive in Jakarta.

When I Arrived in Jakarta. i meet My big family and my father that works in a big Company in Jakarta, in Jakarta i went to many places. My favourite place is Lufan, ancol and Gendari City mall. it was Very fun having a long Holiday in Jakarta and 5 days later, I went back home from Jakarta to Purwokerto.

Name : NWO

Holiday to Jetis Beach

Answer:

my family and I were on holiday at the beach on Sunday, I left from 09.00 to get there at 10.00. my family and I used the car as a vehicle to get there. I went ~~to~~ on holiday to the beach with my mother, father and sister.

there we all did lots of activities like picnicking, swimming, playing in the water, playing in the sand, buying clothes and food, it was really fun there until it was almost afternoon but my sister didn't want to go home because it was really exciting there, my family and I had fun swimming together, eat together, I think the beach is a very pleasant vacation spot.

Name : NMS

Answer:

Going Holiday To Owabong Waterpark

On Saturday last week me and my family went to Owabong water park. Owabong located in Purbalingga, to get to Owabong we needed 30 minute from home. When we arrived, we were greeted by lots people who were enjoying the Eid holiday with their families.

After that we changed into swimsuits, then i invited my cousin to rent a double float that can be ridden by 2 people, we tried several slides which were an very exciting. We really enjoyed the holiday with family.

Name : ZK


Answer:

* Going back to Jakarta *

2 weeks ago I went back to Jakarta. I went with my Parents and my brother. There my family and I gathered with relatives. While waiting for Eid al-Fitr I stayed there for 1 week, the next morning the Eid al-Fitr Solat.

Tomorrow (will stay) in touch with my neighbors and relatives, and after that my family and I made a grave Pilgrimage to my Grand Parents' ~~grave~~ graves, on the 3rd day I was on holiday in area and I was very happy and satisfied, and after that I was very happy to go back to Jakarta because it's once a year.

"Thank You"



NAME : ZNP

"MAGELANG"

Answer:

Last month I went on holiday to Magelang, I leaving home at 06.00. We arrived in Magelang at 12.00, because the distance between my house and Magelang was quite to far so we went on holiday by car, I went to Magelang together with my father, mother, and young sister.

When we were in Magelang we went to visit my father's friend's house, there we were treated to durian, we ate ^{the} durian together until we finished 5 durians. When we came home from my father's friend's house we passed the Magelang square, Magelang market, and passed the military academy. This holiday wasn't very exciting because it rained all day but I was happy because I could see the military academy that I had wanted for a long time and I could feel the memories of childhood in Magelang.

Name : Ama

Answer:

The zoo
One day in year ~~2017~~ December when I was little went to the zoo with my family in Jogja at the zoo the place was very nice and spacious there I saw lots of animals some were wild and some were not wild animals the animals there were very funny there were animals such

As snake, lions, tigers, crocodiles, and others really like turtles I also took pictures with turtles at the zoo in the zoo also a lot of fun like feeding fish relaxing in the zoo garden and also having lunch in the zoo and playing with animal costumes until evening

Appendix 11 The Sample of The Post-Test in The Control Class

Name : DSP

Answer:

Festival wayang golek

Last week, I and my friend go see spectacle wayang golek in the near field the house. We gathered and went to the field at 21.00, the trip to the field took about 5 minutes, when we got there it was very busy and the wayang golek performance was starting.

Because we saw the wayang golek puppets too far away we approached the edge of the wayang golek stage to see that there was a wayang golek puppeteer playing the wayang golek puppet show very clearly. wayang golek shows puppetry stories, the show lasted until 1.30 and we decided to go home because it was already late

Name : FTI

Answer:

Food Festival

Last year I visited a food festival in Bandung. I visited the food festival with my family, there were lots of special foods from various regions. There I tried typical Bandung food, namely surabi and others. There was so much food I was confused about choosing, there I chose the food I wanted because all the food was delicious. I tried before, this is rabbit sate because I don't like rabbit, when I tried it, the taste was quite delicious.

My family tried a lot of food there. My family said this food festival was very interesting because the traders sold food on the ship. At this festival not only ate on the spot but also had food that I packed to take to the hotel. I was there to wrap the food Batagor and somay are typical of Bandung. This food festival is very busy and exciting because we can try lots of food that we haven't tried yet.

Name : ODNF

Answer:

Festival Kentongan In Purwokerto

Last year on February 24, 2023. In Purwokerto there was a Kentongan Festival to commemorate Purwokerto birthday. I woke up early and got ready to go to Plun. Plun Purwokerto with my mother. When I got there, I saw a total of 31 Kentongan groups participating in this event and it was witnessed by thousands of residents. I hope that traditional art continues to be sustainable and helps drive the community economy.

They are very compact when playing Kentongan. The group was very large. I recorded to immortalize these amazing works. There are many other performances besides Kentongan to enrich the city of Purwokerto. After that I went home and fell asleep because I was very tired. It was my best experience, very exciting and lively. Hopefully I can see that festival again ~

Name : NWO

Answer:

Festival Green Walk

On last year, 13th August 2023 me and my family got invited to Green walk festival to commemorate independence day we got lottery numbers. I go to the festival with my mom. In Sunday morning at 5.53 Am I woke up then i go to bathroom to take a bath. After that I had a breakfast with lontong and I drink coffee. After all preparations are complete, I go to field with my shoes and red t-shirt. Of course with my mom too.

When we arrived at the field, we see so many person in there, i'm so excited with this. Before start the chief organizer delivered his speech first. Honestly, I didn't focus because there were too many door prizes there. After that we start the Green Walk. We All walk with happy and get sun on the road. After arriving at the field again we got some delicious food and the time they showed the door prizes we All are so excited. People who got the door prize are so happy including me. I got some snack, yeah!!! After the door prizes finished, we going back to home. We are tired but Afterall we happy too.

Name : MAO

Answer:

Japanese Festival

Desember 17 2023. my best friend and I went to the Japanese festival at Rita Super Mall near Purwokerto square. My friend and I went there by car. When we arrived and entered the mall, my friend and I immediately saw lots of people wearing costumes like anime characters. Not only anime characters, there are also those who wear character costumes from games and manhwa.

There were many people taking photos with them, we both didn't forget to take photos with them. There is a competition for cosplayers there, namely the coswalk competition. When it was afternoon, my friend and I went home. The festival was really fun and busy, my friends and I really wanted to go there again.

Name : ZNP

Answer:

" IN Summer festival "

On the second on our last holiday, my parents took my brother and I to the summer festival. It was held every ~~first~~ Sunday from 9 am until 10 pm during summer. There were carrousel, games counters, ice cream and pop corn stalls and much more. There were also clowns every where.

At 10 am I came home from the festival carrying some of the food I got from the festival. On the way home I walked along the very green rice fields which made me comfortable. When I arrived near the house, my family and I went to the place to eat there, I ordered lots of things until my stomach was full. After arriving home I cleaned my body then I fell asleep until the afternoon. It was an exciting experience, I want to experience it again.

Name : Amp

Answer:

Festival Jepang Unsoed

Last year, I and my friends went to one of the Japanese festivals in Unsoed, the arts building. At that time I and my friends left home at 10.30 am by car. After I arrived at the festival venue, my friends and I immediately queued to buy entrance tickets for 20.000 rupiah. I and my friends queued for quite a long time because the queue was long.

After a while I finally got an entry ticket and was allowed to enter the festival area. I and my friends went around the festival area to find out what was there. I saw many people wearing costumes resembling anime characters, after that I and my friends asked for photos with people wearing costumes. There I also saw many people selling food and goods related to Japan. And I bought a drink because of the hot weather.

I went home at 17.00 in the afternoon, before I went home my friends asked me to buy some things that were there. I bought a key chain for 15.000 rupiah. A few moments after buying the key chain, my mother called me to go home immediately because it was almost sunset.

Name : EDA

Answer:

Drumming festival

This festival is in purwokerto square, this festival starts at half past eight. I watched this festival with my family, my family and I left at half past seven, before the event started, my family and I bought food. after buying food, we all shop for light snacks. after finishing we immediately watched clacking. this clacking festival occurs every year and this year it is very busy.

This clacking festival is indeed contested, in every region. so various types of clacking are performed. In clacking, not only do traditional musical instruments sound, but there are also many people dancing. The clacking festival finished at around eleven o'clock at night. After finished watching, my family and I went home together.

Name : LG

Answer:

Food Festival Purwokerto

2 Years ago, I went to see a food festival in Purwokerto, the place was so crowded because it was the biggest food festival in Purwokerto. I went to the food festival with my friends, we tried many foods in there.

In the food festival I tried Mendan, sushi, gudeg, and etc. my favourite food was Sushi and mendan it was very good and my friends like it too. When it was almost After noon we ~~went~~ went back home. it was very fun and exciting that day, it was a new experience because I never went to a food festival before.

Name : NMS

Answer:

CULTURAL PARADE FESTIVAL

3 month ago during the 453rd anniversary of the Banyumas. To celebrate it, we had several festival, one of which was a cultural parade or heirloom parade. This activity is in the form of walking hand in hand accompanying the heirlooms accompanied by people wearing traditional clothes of the Banyumas.

It started at half past 9 on 25 February, followed by many people such as local officials and other teams. Since it was a holiday, I ended up watching with my mom. Enjoyed everything that was show even without kendang and it was held more simply but I still liked it.

Appendix 12 The Results of Pre-Test Assesment Rubric in The Experimental Class

No	Student's Name	Content	Organization	Vocab	Grammar	Generic Structure	Total (all amount x 5)
1	WH	4	4	3	4	2	85
2	DA	4	3	2	3	2	70
3	DNRA	2	1	1	2	1	35
4	PMW	4	3	3	4	1	75
5	NANI	4	4	2	4	3	85
6	RPM	4	3	3	3	1	70
7	RDK	4	3	4	4	1	80
8	AZP	4	4	4	4	3	95
9	ITG	4	2	3	3	2	70
10	WAS	4	4	3	4	2	85
11	AV	1	1	1	1	1	25
12	GFAP	4	4	2	2	1	65
13	RAC	4	4	3	4	3	90
14	JNA	4	4	3	4	2	85
15	NAF	4	4	2	4	3	85
16	SAP	4	4	2	4	2	80
17	AKK	4	4	1	4	3	80
18	RA	4	2	4	3	2	75
19	MA	4	3	2	3	3	75
20	MAS	4	4	3	4	3	90
21	NPH	4	4	2	4	3	85
22	ANR	4	4	2	4	1	75
23	NCDB	4	4	2	4	2	80

24	SA	4	4	3	4	3	90
25	SAEP	4	4	2	4	1	75
26	D	4	4	2	4	3	85
27	IZM	4	3	2	4	1	70
28	AAF	4	4	3	4	2	85
29	NIR	4	4	2	4	3	85
30	SNNT	4	4	2	4	3	85
31	NNF	4	3	3	3	2	75
32	FAP	4	4	4	4	3	95

Appendix 13 The Results of The Post-Test Assessment Rubric in The Experimental Class

No	Student's Name	Content	Organization	Vocab	Grammar	Generic Structure	Total (all amount x 5)
1	WH	4	4	4	4	3	95
2	DA	4	4	3	4	2	85
3	DNRA	2	2	2	2	2	50
4	PMW	4	3	3	4	2	80
5	NANI	4	4	2	4	3	85
6	RPM	4	4	3	4	2	85
7	RDK	4	2	2	4	2	70
8	AZP	4	4	3	4	4	95
9	ITG	4	4	3	4	3	90
10	WAS	4	4	3	4	4	95
11	AV	2	2	2	2	2	50
12	GFAP	4	4	3	4	2	85
13	RAC	4	4	2	4	4	90

14	JNA	4	4	3	4	2	85
15	NAF	4	4	3	4	3	90
16	SAP	4	4	2	4	3	85
17	AKK	4	4	2	4	3	85
18	RA	4	2	3	3	3	75
19	MA	4	4	3	4	3	90
20	MAS	4	4	3	4	4	95
21	NPH	4	3	2	4	4	85
22	ANR	4	4	4	4	3	95
23	NCDB	4	4	4	4	3	95
24	SA	4	4	2	4	3	85
25	SAEP	4	4	3	4	2	85
26	D	4	4	2	4	3	85
27	IZM	4	4	3	4	3	90
28	AAF	4	4	4	4	3	95
29	NIR	4	4	3	4	3	90
30	SNNT	4	4	3	4	3	90
31	NNF	4	4	3	4	4	85
32	FAP	4	4	2	4	2	80

Appendix 14 The Results of The Pre-Test Assessment Rubric in The Control Class

No	Student's Name	Content	Organization	Vocab	Grammar	Generic Structure	Total (all amount x 5)
1	ZNP	4	4	3	4	2	85
2	NSF	1	1	1	1	1	25
3	NMS	4	4	4	4	2	90
4	NAMR	4	4	2	4	2	80
5	LKG	1	1	1	1	1	25
6	GNP	4	4	4	4	3	95
7	ABT	4	4	3	4	3	90
8	HIP	4	4	3	4	2	85
9	AQM	4	4	3	4	3	90
10	ZKP	4	4	2	4	2	80
11	RSA	4	4	3	4	1	80
12	ML	4	3	2	4	3	80
13	AMT	4	4	2	4	3	85
14	NWO	4	4	3	4	2	85
15	DSP	4	4	3	4	3	90
16	NFA	1	1	1	1	1	25
17	AI	4	4	3	2	3	80
18	SNS	4	4	3	4	2	85
19	FES	4	4	3	4	2	85
20	YFT	4	4	3	4	2	85
21	RS	4	4	3	4	2	85
22	AMA	4	4	3	4	1	80
23	AMD	4	4	3	4	2	85

24	NPS	4	4	2	4	4	90
25	SNA	4	4	4	4	2	80
26	FLP	4	4	4	4	2	90
27	FTI	4	4	3	4	1	80
28	MAO	4	4	3	4	3	90
29	ODNF	4	4	3	4	2	85
30	IFK	4	4	2	4	2	80
31	EDA	4	4	2	4	2	80
32	LG	4	4	3	4	2	85

Appendix 15 The Results of The Post-Test Asesment Rubric in The Control Class

No	Student's Name	Content	Organization	Vocab	Grammar	Generic Structure	Total (all amount x 5)
1	ZNP	4	4	3	4	2	85
2	NSF	4	4	3	4	3	90
3	NMS	4	4	3	4	2	85
4	NAMR	4	4	2	4	3	85
5	LKG	4	4	3	4	2	85
6	GNP	4	3	3	3	3	80
7	ABT	4	4	3	3	3	85
8	HIP	4	4	3	4	2	85
9	AQM	4	4	2	4	4	90
10	ZKP	4	4	2	4	2	80
11	RSA	3	2	2	2	2	55
12	ML	4	4	2	4	2	80
13	AMT	4	4	2	4	2	80

14	NWO	4	4	2	4	3	85
15	DSP	4	4	3	4	3	90
16	NFA	4	4	2	4	1	75
17	AI	4	4	2	4	2	80
18	SNS	4	4	2	4	2	80
19	FES	4	4	2	3	3	80
20	YFT	4	4	2	4	1	75
21	RS	4	4	3	4	2	85
22	AMA	4	4	2	4	2	80
23	AMD	4	4	3	4	2	85
24	NPS	4	4	3	4	2	85
25	SNA	4	4	3	4	2	85
26	FLP	4	4	3	4	3	90
27	FTI	4	4	3	4	4	95
28	MAO	4	4	2	4	2	80
29	ODNF	4	4	2	4	3	85
30	IFK	4	4	2	4	3	85
31	EDA	4	4	2	4	4	90
32	LG	4	4	4	4	2	90

Appendix 16 Documentation of The Learning Activity



Pre-test in the experimental class at VIII F on, Monday, April 22nd, 2024.



Treatment the chain writing method at class VIII F on Monday, April 29th, 2024.



Treatment the chain writing method at class VIII F on Tuesday, April 30th, 2024.



Treatment the chain writing method at class VIII F on Monday, May 20th, 2024.



Post-test in the experimental class at VIII F on Tuesday, May 21st, 2024.



Pre-Test in the control class at VIII E on Thursday, April 18th, 2024.



Material in the control class at VIII E on Monday, April 22nd, 2024.



Post-Test in the Control Class at VIII F on Monday, May20th, 2024.

Appendix 17 Curriculum Vitae

Appendix 17 Curriculum Vitae

CURRICULUM VITAE

A. Personal Identity

1. Name : Neta Puspitasari
2. Student Number : 2017404130
3. Date and Place of Birth : Purbalingga, March 26, 2002
4. Gender : Female
5. Address : Bumisari RT 21/RW 10, Bojongsari, Purbalingga
6. Email : netauspitasari897@gmail.com
7. Father's Name : Sutarno
8. Mother's Name : Miarti

B. Educational Background

1. Formal Education

- a. SD/MI : SD N 2 Bumisari
- b. SMP/MTS : SMP N 1 Bojongsari
- c. SMA/SMK : SMK Pesantren Al-Kautsar Purwokerto
- d. S1 : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

2. Non Formal Education

- a. 2017-2020 : Pondok Pesantren Al-Hidayah Karangsuci, Purwokerto
- b. 2021-2024 : Pondok Pesantren darul Abror Watumas, Purwokerto

C. Organizational Experience

1. 2017-2019 : OSMADINKA

Purwokerto, July 4, 2024


Neta Puspitasari
NIM.2017404130

Appendix 18 Transkrip

Transkrip

Cetak



UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO

Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kab. Banyumas, JawaTengah
Website : www.uinsaizu.ac.id / Email : akademik@uinsaizu.ac.id / Telepon : (0281) 635624

TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris
NIM : 2017404130
Tempat Lahir : PURBALINGGA
Tanggal Lahir : 26 Maret 2002
Jenjang Pendidikan : Strata Satu
Nama : NETA PUSITASARI
Tahun Masuk : 2020

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	MKU 61102	Bahasa Arab	B	3.00	2	6
2	MKU 61104	Bahasa Inggris	B-	2.60	2	5.2
3	MKU 61113	Filsafat Ilmu	A-	3.60	2	7.2
4	MKU 61116	BTA PPI	A	4.00	0	0
5	TBI 61101	Listening for Daily Communication	B+	3.30	2	6.6
6	TBI 61104	Literal Reading	C+	2.30	2	4.6
7	TBI 61107	Speaking for Daily Communication	B+	3.30	2	6.6
8	TBI 61110	Sentence-based Writing	B-	2.60	2	5.2
9	TBI 61113	Basic English Grammar	B+	3.30	2	6.6
10	TBI 61116	English Phonology and Phonetics	B-	2.60	2	5.2
11	TIK 61102	Dasar-dasar dan Teori Pendidikan	B	3.00	2	6
12	MKU 61101	Pancasila dan Kewarganegaraan	A	4.00	2	8
13	MKU 61103	Bahasa Indonesia	B	3.00	2	6
14	TBI 61102	Transactional Listening	B	3.00	2	6
15	TBI 61105	Interpretive Reading	B	3.00	2	6
16	TBI 61108	Transactional Speaking	A-	3.60	2	7.2
17	TBI 61111	Paragraph-based Writing	A	4.00	2	8
18	TBI 61114	Intermediate English Grammar	B	3.00	2	6
19	TBI 61117	Pronunciation Practices	A-	3.60	2	7.2
20	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
21	TIK 61104	Psikologi Pendidikan	B+	3.30	2	6.6
22	TIK 61113	Literasi Media	A	4.00	2	8
23	MKU 61105	Ulumul Qur'an	B+	3.30	2	6.6
24	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
25	TBI 61103	Listening for Academic Purposes	B+	3.30	2	6.6

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
26	TBI 61106	Critical Reading	C	2.00	2	4
27	TBI 61109	Speaking for Academic Purposes	A	4.00	2	8
28	TBI 61112	Academic Writing	B	3.00	2	6
29	TBI 61115	Advanced English Grammar	A-	3.60	2	7.2
30	TBI 61118	Introduction to Linguistics	B+	3.30	2	6.6
31	TBI 61119	Theories of Translating and Interpreting	A-	3.60	2	7.2
32	TIK 61103	Ilmu Pendidikan Islam	A	4.00	2	8
33	TIK 61105	Psikologi Perkembangan Peserta Didik	B	3.00	2	6
34	TIK 61107	Pengembangan Kurikulum	B+	3.30	2	6.6
35	MKU 61109	Fiqih	B+	3.30	2	6.6
36	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A	4.00	2	8
37	MKU 61111	Ushul Fiqih	B+	3.30	2	6.6
38	TBI 61120	Translation Practices	B+	3.30	2	6.6
39	TBI 61121	Introduction to Literature	B	3.00	2	6
40	TBI 61123	Teaching English as Foreign Language	A-	3.60	2	7.2
41	TBI 61124	Developing Material Design for English	A-	3.60	2	7.2
42	TBI 61125	Instructional Media for English	A	4.00	2	8
43	TBI 61126	Language Testing & Evaluation	A-	3.60	2	7.2
44	MKU 61107	Ilmu Kalam	A	4.00	2	8
45	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8
46	MKU 61112	Metodologi Studi Islam	A	4.00	2	8
47	TBI 61122	Cross Cultural Understanding	A-	3.60	2	7.2
48	TBI 61127	Technology Enhanced Language Learning	A	4.00	2	8
49	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
50	TBI 61130	Sociolinguistics	A-	3.60	2	7.2
51	TBI 61131	Seminar Proposal	B+	3.30	2	6.6
52	TBI 61132	Microteaching	A	4.00	2	8
53	TIK 61106	Sosiologi Pendidikan	A	4.00	2	8
54	TIK 61108	Administrasi Pendidikan	A	4.00	2	8
55	TIK 61110	Sejarah Pendidikan Islam	A-	3.60	2	7.2
56	TIK 61112	Metodologi Penelitian Pendidikan	B+	3.30	2	6.6
57	TBI 62101	English for Young Learners	A-	3.60	2	7.2
58	TBI 62102	English for Tourism	A-	3.60	2	7.2
59	TBI 62103	English for Broadcasting	A	4.00	2	8
60	TBI 62104	English for Journalism	A	4.00	2	8
61	TBI 62105	English for Difable	B+	3.30	2	6.6
62	TBI 62106	Educational Entrepreneurship	A-	3.60	2	7.2
63	TBI 62107	Bussiness English	A	4.00	2	8
64	TBI 62108	Textbook Analysis	A-	3.60	2	7.2
65	TBI 62109	Language Learning and Acquisition	B	3.00	2	6
66	TBI 62110	TOEFL Preparation	B+	3.30	2	6.6
67	MKU 61114	Kuliah Kerja Nyata	A	4.00	4	16
68	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
69	TIK 61109	Teknologi Pendidikan	C	2.00	2	4
NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
70	TIK 61111	Statistika Pendidikan	B-	2.60	2	5.2

Judul Skripsi :

KETERANGAN

SKS : Satuan Kredit Semester

HM : Huruf Mutu

AM : Angka Mutu

M : Mutu

Jumlah SKS Yang Diambil : 142

Jumlah SKS Yang Lulus : 142

Jumlah Mutu : 490.2

Index Prestasi Kumulatif (IPK) : 3.45

Purwokerto, 1 Februari 2024

Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

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