

**THE EFFECTIVENESS OF CHAIN WRITING LEARNING
METHOD ON STUDENTS' WRITING SKILLS AT 9TH GRADE
OF MTS MA'ARIF NU 1 CILONGOK, BANYUMAS**



AN UNDERGRADUATE THESIS

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State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment for *Sarjana Pendidikan (S.Pd.)* Degree**

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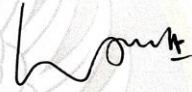
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MOTTO

“If you win, you live. If you lose, you die. If you don’t fight, you can’t win”

-Mikasa Ackerman-



DEDICATION

This thesis is dedicated to:

Myself, thank you for effort and enthusiasm

My beloved grandmother, Ruwiyah

My Grandfather, Suharno

My Family and Friend

Thank you for all the prayers and support to finish my study



PREFACE

First of all, the researcher would like to thanks almighty god, Allah SWT, the most merciful and the most gracious who has given mercies and blessing that the researcher could finish this thesis entitled "The Effectiveness of Chain Writing Method on Students Writing Skill at 9th Grade of MTs Ma'arif NU 1 Cilongok, Banyumas" as a final assignment in achieving Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, sholawat and greetings are poured out on our prophet Muhammad SAW, who has guided us to the path of truth and led us to the path of the light of life

The researcher realized that this thesis would never been accomplished without the guidance and motivation from many people. In this great occasion, the researcher would like to express the deepest thanks to:

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Abstract:

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

Keyword: *chain writing learning method, teaching writing, writing skills*

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CHAPTER I

INTRODUCTION

The research background and conceptual definition, which includes teaching writing and chain writing, are covered in the first chapter of the study. The research question, objective and significance of the study which includes both theoretical and practical significance are the next topics discussed. The research's structure is the last subject.

A. Background of the Research

Writing is one of the skills that English language learners need to acquire. Writing activities are usually carried out on paper media using pencils or pens. According to a journal entry by (Mira, 2021), writing ranks last among the four language skills, following reading, listening, and speaking. The journal also mentions various opinions of experts regarding writing, such as the opinion of Gebhardt and Dawn Rodrigues in Mira (2021) that writing is an important activity carried out in schools, whether writing proposals, reports, or school assignments. Writing is also a crucial component of success; this is supported by the statements made by William Smith, Robert Diyanni, and Eric Gould in Mira (2021). Based on Merriwether in (Durga & Rao, 2018) describes the English writing process by delineating each stage of the writing process. Writing is a cognitive process related skill, thus creating good writing requires more than just analyzing what is observed and understood; it also requires a thorough understanding of the subject matter.

Writing is a creative behavior. Writing involves not only comprehension but also the writer's personal experience. Writing is a way to communicate concepts and idea, when completed, will develop into a self-sufficient, comprehensible, and imaginative individual. The objective of writing is to come up with a topic, think about it, relate a few stories or facts, and then write them into an organized paragraph that will be easy to read and understand motivation (Kusumawardhani, et al. 2022). Writing becomes complicated when they do not understand how to choose and put words

together into a sentence. Good word selection is adjusted to the situation and purpose of the text to be written (Deane, 2018; Pratiwi, 2015) in (Widiana & Husein As Sabiq, 2021). Some experts state the definition of writing, the product/text-oriented approach emphasizes the coherence and readability of content by focusing on the surface of sentence patterns (Hyland, 2013). The process/cognitive based on method usually shows the writer's actions while writing (Silva, 2012). In contrast, the reader/genre-oriented approach highlights limitations on both form and substance, and the author understands the context for which the text will be produced (Tribble, 2010).

The most difficult aspect of studying and learning English is writing. Because what is written differs from what is spoken, it becomes challenging (Kusumawardhani et al., 2022). Writing is the difficult ability to learn in English, the ideal method should be prepared to be used to support educational activities as well as to increase students' writing knowledge and motivation (Kusumawardhani, et al. 2022). Writing requires simultaneous control of several variables, which makes it a highly complicated cognitive activity. This makes writing a crucial component of language. Many students still struggle with text writing, and they are uncertain of where to begin. Additionally, they have trouble expressing their thoughts into language. They also stated that they struggled with grammar during the writing exam. There are a number of reasons why writing can be challenging, including a lack of vocabulary and trouble defining, describing, and expressing concepts. They could also result from students using poor writing techniques. They may also be caused by the use of ineffective writing strategies by students (Kusumawardhani et al., 2022).

Additionally, it is said that one of the most challenging tasks for students to do is write (Yulianti et al., 2019). English learning in Indonesia, especially writing skills, is still lacking in terms of teaching. This claim is presented in a journal by Unique (2016), who states that one of the motivations for starting the journal was the underutilization of writing learning methodologies in junior high school, which is where students start developing their skills and

abilities. The phenomenon in Indonesia is that in teaching writing at the secondary school level, teachers only explain the social function, structure and linguistic elements but do not teach how to develop paragraphs properly and correctly (Kurniaman et al., 2018). From some of the explanations above, it shows that teacher assistance is very important in developing student writing skills.

According to Wakerkwa (2023) journal, certain Indonesian primary schools incorporate English into their curriculum, making the school a suitable research object. The scientific paper addresses how elementary school writing technique materials connect to English language learning. The investigation revealed deficiencies in the school's writing abilities, but the students are very motivated and enthusiastic about learning English, particularly in the area of writing. Writing education in Indonesia has not been able to take in students with different literacy levels (Mudasih & Subroto, 2022). Language learners' writing abilities are correlated with their vocabulary acquisition. Some contend that because writing is viewed as less active learning in Indonesia, students are unable to express their creativity (Leli D., 2019).

Writing skill acquisition is influenced by both external and internal influences, according to several journals. Their low level of English writing competency affects the internal factor, whereas the poor quality of writing instruction affects the external element (Mudasih & Subroto, 2022). The journal written by (Atayeva et al., 2019) mentions there are a few explanations for why college Students find writing difficult. Limited writing experience, a lack of English vocabulary, and poor grammar ability could be some of the causes. Grammatical errors are among the common issues that are identified in EFL, according to (Toba et al., 2019). These issues also occurred in the previous journal. In addition, according to Al-Jaro, Al-Quiadhi, & Ramadhan (2016) mentioned that problems in writing skills include traditional learning from teachers who have not developed methods or strategies in teaching writing skills at school (Toba et al., 2019). The issue that results from teachers using the same teaching strategies when teaching writing is that some students

think writing isn't as fascinating as it should be (Putu et al., 2023). Writing seems challenging because there are a lot of things that students need to understand. Writing in plain language should be uncomplicated, clear, succinct, and structured. Legal writing should not contain unclear or unusual terms or complex sentence structures. However, it is simple and easy without being condescending or uncomplicated (Kusumawardhani, et al. 2022).

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

It is concluded from some of the explanations above, that learning in the classroom really needs learning methods to get maximum learning results. Another statement was made by (Surakhmad 1990) in (Nasution, 2017) that a teacher can employ several teaching strategies in each class as necessary; the more effective the strategy, the better the outcome. The journal written by (Nasution, 2017) examines several methods that can be applied in the classroom such as preaching method, drill method, experimental method, problem solving method, and discussion method. The results of his research concluded that the understanding of concepts and learning materials is obtained from the use of appropriate methods. Additionally, using effective teaching strategies might help students improve their performance in school.

Identifying the importance of using a method in learning, especially in this discussion about writing skills, there are several methods that can be used, such as in the journal written by (Ai et al., 2020) which discusses the chain writing learning method. Chain writing is used in her journal to make an update on learning methods, especially writing learning. The journal notes that traditional teaching strategies in elementary schools lead to students losing interest in writing instruction. Furthermore, students become more silent when traditional methods are used, which prevents them from developing and expressing their thoughts. According to the research, employing the chain writing method produced better results than the traditional way. It is anticipated that this approach will be useful and benefit the students because of their enthusiastic participation in class, their ability to discuss and develop thoughts into sentences, and the development of engaging communication skills.

In addition to the above research, there are other research found is a journal written by (Lestari et al., 2021) with relation to the use of the free writing technique. In practice, free writing demands that students freely convey any thoughts they may have in writing. They can think creatively, independently, and responsibly when developing their ideas thinks to the application of the free writing method. According to his research, the goal of implementing the free writing method in the classroom is to engage students in active learning. Her investigation also revealed that this approach produced a welcoming and accommodating learning environment in the classroom. The end findings demonstrated that the strategy used might raise students' learning objectives related to their writing abilities. It is possible to draw the conclusion that using a variety of approaches can influence how well students learn from their journals.

MTs Ma'arif NU 1 Cilongok, Banyumas especially grade nine, has teachers who are competent in updating learning methods. However, the main problem lies in the ability of students who cannot follow the methods used by the teacher. It can be concluded that the method used does not support learning

for grade nine students. The traditional approach that is still in use causes students' to participate in writing instruction in the classroom in a passive and uninteresting way. The lack of renewal strategies in this instruction affects the learning outcomes of the students, particularly those in grade nine. After compiling a list of current issues, the author discovered that MTs Ma'arif NU 1 Cilongok, Banyumas experienced a number of comparable issues. Students in the ninth grade are typically just beginning to formulate writing concepts. It is not good if this keeps happening since it renders students passive and hinders learning.

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

B. Operational Definition

Some definitions for some of the topics that will be covered will be provided in this section.

1. Chain Writing Learning Method

Chain writing is a learning tool that could help students in the classroom with collaborative techniques (Mayasari & Siti Naimatul

Masruroh, 2024). Chain writing is implemented through active activities and games. Erben and Sarieva (2013) defines that Chain writing is a method used by more than one individual in a way that each person makes one sentence and then continues with other colleagues. Chain writing is a fun method to implement, this statement was stated by Harmer (2008) that chain writing is a group writing method that is fun and can improve students' writing skills. The chain writing method also forms a group with good cooperative performance and fosters enthusiasm in students (Sihombing et al., 2023).

Chain writing is an approach of education that uses active learning, or doing, to help students connect learning to enjoyable activities. Students collaborate in groups when writing chain letters. Every person contributes their ideas to groups and a single text with a common theme and title ([Http://bagawanabiyasa.Wordpress.com](http://bagawanabiyasa.wordpress.com)). Benefits of Chain Writing that is carried out regularly This group is the availability of a great increase in communication opportunities among students (Kerr et al., 1985). (Wolff et al., 2015) conclude that group learning is more effective than group learning other methods or techniques. Compared to other methods, competition and individual, technique Working in groups is a more valuable technique than competing or working alone (Attle & Baker, 2007). Under the competition strategy, students battle with one another to achieve a goal that only one student is able to achieve (Primasari et, al. 2021).

2. Student Writing Skills

Writing skill is one of the complex cognitive abilities where the writer must be able to provide control over variables simultaneously. Some studies mention that writing in students is used to qualify in an education and future work. Students must become skilled writers in order to, Teachers need to motivate students to do so by teaching them writing procedures and conventions, such as grammar usage and writing exercises

(Durga & Rao, 2018). although writing can be difficult for students, it is still a useful, important, integral and enjoyable part of foreign language learning Scott (1990: 69) as cited in (Virdyna, 2016). (Adas and Bakir, 2013) cited in (Yulianti et al., 2019) say that in order for students to participate in daily life, they must be able to write and comprehend functional texts and brief essays with themes like narrative, descriptive, and recount.

In addition, in his journal entitled "Some Thoughts on Writing Skill" states that Writing is a crucial ability that helps students organize their thoughts, thus teachers must encourage their students to and psychologically approaching the subject in the right way (Ariana, 2018). It is possible to draw the conclusion that pupils' writing skills are cognitive abilities based on some of the aforementioned factors. Writing is another skill that might define a learner's destiny. Students find student writing skills to be a challenging task, but with the right execution, it can be an enjoyable learning experience. Student writing skills are also an indication of student success in learning a foreign language. Thus, student writing skills must continue to be developed in order to produce successful students.

C. Research Question

Writing is one of the skills that must exist in learning, especially foreign language learners. Based on the background about how effective the chain writing method for students' writing skills. Therefore, the study's problem formulations are: How effective is chain writing learning method on student writing skill at 9th grade of MTs Ma,arif NU 1 Cilongok, Banyumas?

D. Objective and Significance of The Research

1. Objective of The Research

This study aims to determine the effectiveness of the chain writing learning method on student writing skills at 9th grade of MTs Ma'arif NU 1 Cilongok, Banyumas is.

2. Significance of The Research

a. Theoretical significance

This research will help people learn more about the chain writing process. This research can be used as a reference when addressing writing skill problems, people also recognize the difficulties encountered when learning writing skills in the classroom.

b. Practical Significance

1) Students

This research aims to helping students easily for achieving learning goals especially in writing skills. This research can also helping students for more easily to understanding about the students explanation

2) Teacher

This research aims to improve quality of the teachers in providing teaching for students at school, especially the students of MTs Ma'arif NU 1 Cilongok, Banyumas

3) Researcher

This study aims to produces better learning outcomes it used to serve as a point of reference for upcoming studies on the same topic.

E. Structure of the Research

Based on the systematics of writing in this research, the researcher forms a conceptual framework of the research being made. The structure of this research is divided into five parts. The following describes all parts of the content of the research made:

Chapter I describes the introduction, which includes the study's background, conceptual definition, research question, objectives of the research, significance of the research, and the structure of the research.

Chapter II describes the literature review which the theories related to "The Implementation of Chain Writing Learning at 9th Grade of MTs Ma'arif NU 1 Cilongok, Banyumas" included teaching writing, writing process, learning method, kind of learning method for 4 skills, general concept of chain writing, advantages and disadvantages of using chain writing learning method, and previous study.

Chapter III describes the research method, consisting of the methodological approach, time and place, population, sample, instrument of this study, and data analysis techniques

Chapter IV describes the findings of the research and discussion, to explore the result of effectiveness the chain writing method

Chapter V describes the conclusion, which summarizes the findings, limitation of study, and suggestion of research.

CHAPTER II

LITERATURE REVIEW

The literature review explain about some theories the subject to be discussed. The topic in this section is about general concept of teaching writing and its process. For the next topic is about general concept of learning method in general and some method for teaching writing. In the last topic is about general concept of chain writing, procedure of chain writing, the guidelines of chain writing, and the last is advantages and disadvantages of chain writing.

A. Theoretical Background

In This study, the theoretical background is about teaching writing, writing method and chain writing learning method

1. Teaching Writing

The following will explain the theory of teaching writing skills.

a. General Concept of Teaching Writing

English learning is integrated into four skills namely speaking, listening, reading and writing. Writing is one of the cognitive abilities that students need to understand. Heaton in St.Y. Slamet (2008:141) say that writing is a difficult and complex ability in producing a piece of writing. Based on this definition, of course, making writing skills is a challenge for teachers in delivering writing materials. Teachers must be able to implement a writing pedagogy that specifically teaches students the types of thought processes that contribute to effective writing in this context (Yin Ling Cheung, 2016). One way that can be done is by applying learning methods, especially writing in schools. Surakhmad in (Nasution, 2017) Argues that various kinds of learning methods must be mastered by a teacher. With good mastery of learning methods, it will create a better quality of achieving learning goals. This

statement indirectly makes teaching staff required to master several methods in one teaching session.

Additionally, in order to keep students engaged in their studies, writing instruction in the classroom needs to be made as engaging as possible (Zainab et al., 2021). If the teacher lacks the necessary skills to carry out the activities, the qualities of young learners do not ensure the success of English language instruction. Conventional learning, or lecture-based learning, is one of the indicators of poor of writing learning. Therefore, in learning writing, the most important thing is the teacher's ability to present an effective, creative, innovative, and fun learning process (Febriyanto, 2015). Writing instruction serves as a means of communicating ideas or preserving our thoughts in written form. Adamson (2006) states that teaching writing in ELT classes is seen to be a way to help students maintain their language skills, according to a new research review. Students usually write based on the opinions of others. Writing as language acquisition serves as what it is. Students are assigned a topic to write on at this point (Wahidiyati, 2020).

a. Writing Process

The writing process is the action of producing text (Caswell & Mahler, 2004) cited in (Hartini A.A., 2023). It is explained that there are five steps in creating a text such as:

1) Prewriting

This is the first step in starting the writing process. At this stage, students are required to find a topic that will be made in their writing. There are several ways that students can do at this stage such as brainstorming, plotting, etc.

2) Writing

Next, students can start writing the idea of the subject matter. This can start from the draft that has been made in the prewriting section.

3) Revising

To find or develop their ideas, students can look for sources from the subject matter to be created.

4) Editing

At this stage, the writing made will be corrected to correct the parts that are less precise. This aims to make the writing publishable and easy to understand.

5) Publishing

In the last step, students can publish their writing on the right platform so that it is useful for those who read it (Hartini A.A., 2023)

2. Learning Method

In every lesson, it is good to use an appropriate method. The following describes some learning methods, especially writing

a. General Concept of Learning Method

Learning method is a means of achieving the goals of instruction and learning. Students' desire and enthusiasm in learning will decline if the proper approach is not used. Creating a favorable learning environment is one of the goals of employing techniques, among other things. When material is provided without a plan, it will be challenging to meet the objectives (Ii et al., 2005). In order to achieve a learning goal, the teacher must be able to determine strategies to create an effective and efficient class. Teaching methods must be selected and determined before teaching and learning activities are organized in order to achieve the objectives of learning. In determining the objectives of teaching and learning, it is used to determine the learning methods that will be used. In practice, teachers can use a variety of methods (more than one) to make it easier to achieve the objectives (Widayati, A. 2004). A teacher's ability to teach is a process of developing skills based on professional teaching abilities and science. To accomplish the intended objectives for both

students and teachers, the teacher must carry out the process continuously and structurally in accordance with the created learning plan. The main purpose of education must provide a strong stimulus for the development of individual abilities in an effort to overcome all new problems that arise and can find alternative solutions in dealing with them (Ilyas & Syahid, 2018). Knowing how important learning is, it requires a way to achieve a learning goal. The method that can be used in learning is also called a learning method.

b. Kinds of Learning Method in 4 Skills

In learning English, there are four basic skills that must be learned. The skills are speaking, listening, reading, and writing. There are several examples of learning methods that exist in the four English skills, namely:

- 1) There are several learning methods used to improve speaking skills, namely: 1) Guided Speaking which focuses on the accuracy of pronunciation including the pronunciation of vowels and consonants and proper intonation. 2) The use of short conversation and role play methods that conversation. This method is used to improve speaking skills beyond pronunciation (Perdana, 2015).

(Brown & Abeywickrama, 2010) said that speaking is a productive ability that can be observed empirically (Dalimunthe & Haryadi, 2022). From a pragmatic, communicative perspective, speaking and listening are tightly related in the language school. ESL classes that focus on oral communication skills are typically referred to as "Listening/Speaking" courses. The most common discourse category in the profession, conversation, is particularly affected by the interplay between these two performance styles. Additionally, in the classroom, students frequently engage in a variety of oral production activities before or after even somewhat unidirectional spoken language input (lectures, speeches, etc.) (Lander & Brown, 1995).

2) The learning methods used in listening learning are (1) Listening team method. The procedure for the listening team method is to divide students into several groups and give different problems to each group to solve by relying on their hearing. This strategy will make students get more information. (2) Fun learning method that can be done using songs. The supporting activities of this method are fill in the blank lyric, vocabulary meaning, and translating lyrics (Faiza et al., 2021). The ability to listen is the process of a person perceiving other people through the senses, (especially aural) organs, giving meaning to messages and understanding them (Kutlu & Aslanolu, 2009). Larry Vandergrift (1999) emphasizes that listening is an active activity carried out by listeners related to something they know with what they hear (Liubinienė, 2009). It is difficult to overstate the value of listening in language acquisition. We absorb linguistic information through reception, which is necessary for language production. Students always listen more in class than they say. All people agree that listening skills are "larger" than speaking skills. Listening is a two-way process. It involves more than just hearing audio symbols in a one-way fashion (Lander & Brown, 1995).

3) The learning methods used in reading are: (1) scaffolding method. According to Sani (2013:21) scaffolding is the provision of complex tasks with sufficient guidance to students to complete the task. The main goal of this method is for students to have optimal reading skills. (Septiana et al., 2014). Another reading learning method is (2) Reading Guided which aims to create an active classroom atmosphere during reading learning so that students can provide questions or arguments. Guided reading can also be used to break down a problem that is difficult to solve because of the

amount of material that must be learned to solve the problem (Sutomo, 2019). Reading is a learning process to obtain information and knowledge by looking at symbols. Reading is also a great ability must be mastered by everyone in everyday life. Young people with levels lower reading ability is much more vulnerable to unemployment, poverty and delinquency (Goux et al., 2017). Reading is risk in almost every way—a guessing game, to borrow Goodman's terminology—because readers must solve puzzles to deduce meanings, choose what to remember and what not to, and then go on. This is where a top-down, or conceptually driven, approach to text processing is essential; in this approach, we use our own knowledge and expertise to comprehend a text (Lander & Brown, 1995). In reality, a reader constantly switches between different points of emphasis, first using a top-down method to infer the likely meaning and then switching to a bottom-up method to confirm that the writer is speaking the truth (Nuttall 1996: 17).

- 4) The next skill that must be learned in English learning is writing skill. serve as a means of communication and is an essential life skill. Writing is essentially not a question of whether or not someone is able to carry out an activity the. More than that, writing is a skill that involves the ability to think examine various ideas about an object and then express them in written form which is arranged systematically so that it can be easily understood by the target reader. Apart from that, writing should not be done carelessly. Every day, people use writing as communication tool. Student of all ages understand the importance of written communication. As educators, it is our responsibility to assist students in seeing writing as a vital component of education (Caswell & Mahler, 2004). The goal that a language teacher wants

to achieve in teaching writing is the success of students in creating writing that is fluent, easy to understand, accurate and appropriate. In writing classes, English professors often cover three levels of writing: There are three types of writing: (1) guided, (2) controlled, and (3) free (Broughton et al, cited in Hossain, 2015).

Writing exercises that have teacher-determined final products and content are known as controlled writing exercises. Next, According to Simpson (1998:1), a guided writing class is one in which the instructor explains to the students how to write a sentence or paragraph using the proper English rules before giving them the chance to apply these techniques in their own work. Otherwise, when the teacher only provides the title and the students complete all the work, free writing is allowed. Additionally, there are three primary steps in the writing process: prewriting, writing, and revising (Titisari, 2015). Writing instruction is therefore a form of productive skill in which students use the three primary writing processes to create written texts. Teachers can also use the three stages to provide writing exercises (Ma'rufah et al., 2021).

Some of the problems in writing skills are based on teachers who still use conventional methods that are less varied. As said (Idris et al., 2014) in his research at a university. In the interviews conducted, it was found that the learning method that was more often used by lecturers in previous writing lessons was the lecture method. The lecture method is conducted in class and followed by giving home assignments. Students receive more than discover the knowledge themselves. This ultimately makes students more representative than productive. Most lecturers with conventional methods will continue learning with assignments without any assistance from other learning media so that the teaching and learning process becomes monotonous.

In learning writing, some methods used to support writing activities carried out at school are also presented. There are many learning methods in teaching and learning activities, one of which is the writing learning method. In a journal written by (Ii et al., 2005) found several methods that can be used in teaching writing:

1. community language learning method, which is a method of teaching writing by forming a study group.
2. suggestopedy method, which creates a more natural classroom atmosphere.
3. total physical response is a conventional method that listens to the teacher's explanation and then responds with a question.
4. The silent way method, in which the teacher only instructs students so that students are able to do something according to the teacher's direction (Ii et al., 2005).
5. Chain writing, is a method of teaching that aims to make learning enjoyable for students by using an active or direct learning process (Primasari et al, 2021). Another description of chain writing is a learning approach where a student begins writing a short tale, followed by another student, according to Saragih and Rabbani (2017).

3. Chain Writing Learning Method

One of the teaching strategies used to assist pupils in improving their writing abilities is chain writing.

a. General Concept of Chain Writing

The chain writing is a teaching method used to give students the chance to collaborate with one another in groups and learn together. One of the active learning strategies, or learning by doing, is chain writing, which is designed to be entertaining for kids so they won't become bored when learning to write (Diwansyah et al., 2022). Teachers use the technique of chaining words to help students who struggle to understand language lessons, particularly when related to

writing assignments. Since chaining will provide the students specific assignments, it can be done independently or in groups. Additionally, professionals in writing construction advise using this strategy (Primasari et al., 2021). The chain writing approach is used in the classroom in a number of small groups. In a single group, the students take turns writing down their thoughts. This approach can boost students' excitement for learning, establish a joyful learning environment, and encourage cooperative group work. Chain writing is one tool that can be utilized to help pupils write better and achieve better academically. Chain writing is applicable to all literature genres. It can be used for a variety of purposes, including cause and effect, narrative, descriptive, and procedural. Students can benefit significantly from chain writing while using descriptive writing, for example, since it can improve both their writing ability and motivation.

b. Procedure of Chain Writing

Here are some procedures that must be done:

1) Selecting episode to form

Following Hillocks (1995), we contend that in order to promote learning, successful and cohesive classroom education should be chain-like, with episodes connected to create a coherent instructional chain in which concepts, abilities, and knowledge are recontextualized from one episode to the next (VanDerHeide & Newell, 2013).

2) Time

the time constant across several instructor chains and concentrate our in-depth categorization of instruction on significant teaching events instead of all observed instruction (VanDerHeide & Newell, 2013). In this section, students will start planning, including by: At the beginning of the lesson, teachers and students together pay attention to the pictures on the blackboard or

projector. Then students prepare HVS paper that will be used to write. Before that, students in one class are divided into 5-6 groups (one group contains 4-5 people). After completing the activity of paying attention to the picture and forming groups, then the teacher began to write one sentence about the picture displayed. Then the sentence will be continued by students on the HVS paper that has been prepared alternately in one group (Apritasari, 2023).

3) The end-of-unit writing assignment.

Principles to maintain the ecological validity of the chains serve as a guide when deciding which episodes to include in the instructional chain (VanDerHeide & Newell, 2013). In this section students will be drafting: After finishing writing alternately in one group, the teacher then instructs each student to discuss with their respective groups with the aim of creating writing that is in accordance with the existing generic structure (Apritasari, 2023).

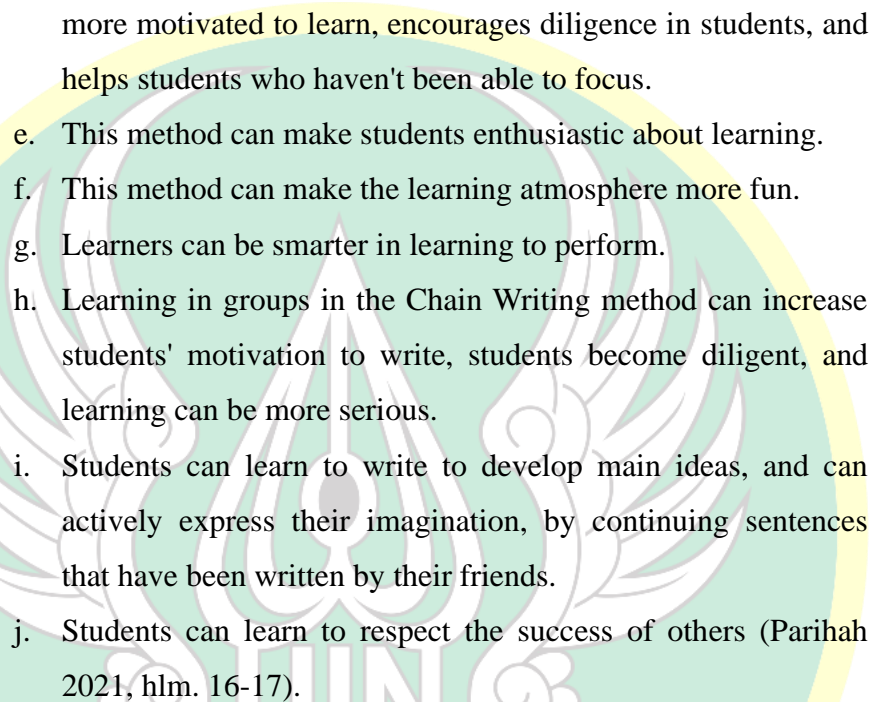
4) Selecting representative episodes

The instructional episodes that preceded and accompanied students' answers to this assignment were connected in the chains we subsequently created (VanDerHeide & Newell, 2013). In this section, students start editing: After discussing the results of their writing, students are asked to exchange the results of discussions between one group and another. The aim is to find out the mistakes that exist in other groups by discussing them together with the teacher (Apritasari, 2023)

c. Advantage and Disadvantages of Chain Writing Method

1) Advantages of Chain Writing Method

The nature of learning methodologies is employed to offer a simple teaching approach that enables students to comprehend learning effectively. The benefits of employing the chain writing technique:

- 
- a. This method can increase student's enthusiasm in learning writing
 - b. This method creates a more enjoyable environment for learning
 - c. Through learning, students get more knowledge
 - d. The chain writing learning method helps students become more motivated to learn, encourages diligence in students, and helps students who haven't been able to focus.
 - e. This method can make students enthusiastic about learning.
 - f. This method can make the learning atmosphere more fun.
 - g. Learners can be smarter in learning to perform.
 - h. Learning in groups in the Chain Writing method can increase students' motivation to write, students become diligent, and learning can be more serious.
 - i. Students can learn to write to develop main ideas, and can actively express their imagination, by continuing sentences that have been written by their friends.
 - j. Students can learn to respect the success of others (Parihah 2021, hlm. 16-17).

2) Disadvantages of Chain Writing Learning Method

In addition to the advantages obtained from the chain writing method, there are also disadvantages to using this method:

- a. Limited time for chain writing implementation
- b. Students often work in a hurry
- c. The classroom atmosphere tends to be less conducive and seems noisy because this method requires students to work actively (Sihombing et al., 2023).
- d. Limited working time of the chain writing method in learning.
- e. Learners are rushed in the application of the chain writing method.

- f. The learning atmosphere tends to be noisy due to active learners (Parihah 2021, hlm. 16-17).

B. Review of Relevant Study

The research written by (Ai et al., 2020) contains the effect of the chain writing method on students' writing skills, especially in developing main ideas. In his research shows significant results. The results of the study showed that the two groups' writing abilities were different, with the experimental group's average post-test score being higher than that of the control group. This shows that the Chain Writing method has a beneficial effect on students' writing skills in developing main ideas and is more effective in improving students' writing skills. This chain writing method makes students learn actively and fun in writing activities. This method is carried out in groups where students will learn more creatively because the systematic writing using the chain writing method continues the writing of their group friends according to the theme. Whereas in the learning of writing skills using conventional methods, the learning process is more fixated on. According to the results of the research, class V students at SDN Cisasah benefit from using the chain writing method in order to improve their writing abilities and develop their most important ideas. The difference in the research from the journal mentioned with this research is to find a method that matches the needs of the students in the research site. The teacher has actually done several variations of learning, but the many variations of learning used do not make significant changes in students at the school, especially grade ninth.

The purpose of the study by Diwansyah et al. (2022) is to find out how the chain writing approach affects the ability of class IV SDN Caringin students to write descriptions. Many teachers consider the effective teaching and learning process to be with a calm classroom atmosphere, orderly students, attention centered on the teacher, and the teacher explaining the lesson in front of the class. With these conditions, students are less challenged in the active teaching and learning process. The chain writing method is part of the active learning method or learning by doing, which makes learning less boring and motivates

students to write. From the research conducted, there is a significant effect of the chain writing method on students' description writing skills. From the results of the study, it can be concluded that the chain writing method improves description writing skills. This research also shows that learning by writing together in groups can motivate students to write better and learning becomes more fun.

The difference between the research in the journal mentioned and this research is the use of text for pre-test and post-test testing. In the journal, the above is done with descriptive text which focuses on describing something. What is different in the research being made is the use of narrative text which tends to be difficult for junior high school students if they have to make it themselves. This was done because only a few have examined writing skills using narrative text as the test material.

The goal of the research by (Nasution, 2017) is to determine and examine how learning approaches are used in an attempt to enhance student accomplishment or learning outcomes at school. In this study, the definition of learning methods and the importance of learning methods for teaching and learning activities are described. The results of this study indicate a relationship between the selection of good learning methods and the improvement of learning outcomes. This research also explains that choosing the right method and according to your needs is very important. The right learning method in the learning process makes it easier for teachers to carry out their duties as educators, as well as students, students will find it easier to absorb and understand the lessons given by the teacher, as well as have the ability to think critically and develop social attitudes. This research also states that schools that have professional teachers will be able to manage the learning process and be able to apply learning methods that will be used in the learning process so that there will be an increase in student achievement in schools. The purpose of this study is to determine whether the chain writing approach improves the writing abilities of ninth-grade students at MTs Ma'arif NU 1Cilongok, Banyumas.

C. Hypothesis

Based on these studies, The Effectiveness of Chain Writing Learning Method at 9th Grade of MTs Ma'arif NU 1 Cilongok, banyumas. The following are possible hypotheses:

H₀: Null Hypothesis, there is no significant difference in the use of Chain Writing Learning Method

H_a: Alternative Hypothesis, there is a significant difference in the use of Chain Writing Learning Method



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

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

B. Time and Place of The Research

1. Place of The Research

The research was conducted at MTs Ma'arif NU 1 Cilongok, Banyumas because based on the initial research that had been conducted, it

was found that students at the school had problems in writing skills. This makes researchers want to try new methods in learning at the school related to writing skills. From the observation found that the school needs a new or more enjoyable approach to teaching writing at MTs Ma'arif NU 1 Cilongok, Banyumas as evidenced by the learning outcomes in writing skills.

2. Time of The Research

This study started in November 2024. The treatment started on November 14th, 2024 until December 11st, 2024. At the first meeting, a pre-test was given to experimental and control class students. Furthermore, treatment was carried out in the experimental class for five times. In the second meeting, the researcher provided material on the meaning, characteristics and linguistic structure of narrative text. In the third meeting, the researcher provided material on the language structure and tenses used in narrative text. In the fourth meeting, the researcher gave instructions to each group to create a narrative text with the theme “Fables” in groups using the chain writing method. In the fifth meeting, the researcher gave instructions to each group to create a narrative text with the theme “free” in groups using the chain writing method. In the sixth meeting, the researcher gave a review of the material about narrative text. In the seventh meeting, the researcher gave a post-test to the experimental class and the control class to create a narrative text with the theme “Fairy Tale”.

The following table is made to make it easier to find out the time of research:

Table 3.1. Time of The Research

Activity	Experiment	Control
Pre-test	November 12 nd , 2024	November 13 th , 2024
Treatment 1	November 19 th , 2024	

Treatment 2	November 21 st , 2024	
Treatment 3	November 26 th , 2024	
Post-test	December 11 st , 2024	December 11 st , 2024

C. Population and Sample of The Research

One of the important things in quantitative research is population and sample. Population and sample needed for collecting the data research. In this Research, population and sample is determined through simple random sampling by using lottery. There is about population and sample

1. Population of The Research

The population serves as a boundary on the research's scope, which is meant to allow the researcher to concentrate on their work (Coe et al., 1983). All of the research subjects represent the population (Brinda et al., 2019). This study's population included all of the 9th grade of MTs Ma'arif NU 1 Cilongok, Banyumas in the 2024/2025 academic year. Here is a list of the total population of this study:

Table 3.2. Population of Study

Class	9A	9B	9C	9D	9E	9F
Student	31	33	32	34	34	30
Total Number of Student						194

2. Sample of The Research

In this investigation, samples were taken in two classes: experimental and control. Furthermore, a simple random sampling technique was used to randomly select the classes. To choose the experimental class and control class for this investigation, a lottery was used to do simple random sampling, which resulted in the following:

Table 3.3. Sample of Study

Grade	Number of Student	Description
9A	31	Experimental Class
9C	32	Control Class

D. Variables and Indicators of The Research

There is about variable and indicators symboling by X and Y

Independent Variable

Dependent Variable

X  Y

Description:

X: The Effectiveness of Chain Writing Learning Method

Y: Student's Writing Skills at 9th Grade of MTs Ma'arif NU 1 Cilongok, Banyumas.

1. Independent Variable

Independent variable is a variable that has the theoretical possibility of causing an impact in another variable (Kurniawati, 2017). This variable is the cause of change or the occurrence of a dependent variable. It is called an independent variable because this variable is free to influence other variables (Veronica et al., 2022). In this study, the independent variables included are The Effectiveness of Chain Writing Learning Method.

2. Dependent Variable

Dependent variables are variables that in their scientific structure are the result of the effect of other variables. Basically, the dependent variable is the subject matter of the research which in turn becomes the object of the research (Kurniawati, 2017). These variables are also often referred to an output variables, criteria and constants (Veronica et al., 2022). Dependent variable in this research is Student's Writing Skills at 9th Grade of MTs Ma'arif NU 1 Cilongok, Banyumas.

E. Technique of Data Collection

1. Pre-Test

The pre-test will be carried out by both the experimental class and the control class. The pre-test used contains 6 instructions related to the text to be used. The questions have been adjusted to the applicable curriculum and validated through several stages of instrument validation. In the pre-test used, students were asked to create a narrative text with the theme “folklores” based on the pictures provided in the pre-test answer sheet. Before conducting the pre-test, a population selection made, namely the 9th grade of MTs Ma'arif NU 1 Cilongok. After that, sample selection was carried out by taking 2 random classes from class 9. This sample selection involved a lottery to get 2 random classes. The classes selected as samples were class 9A and 9C. The pre-test in the experimental class was conducted on November 12nd, 2024. While in the control class the pre-test was carried out on November 13th, 2024. The implementation of the pre-test in the experimental and control classes was carried out with the following procedures:

- a) The researcher reviews the material about narrative text
- b) The researcher gives a pre-test to students to make a narrative text with the theme “Folklore”
- c) The researcher explains the instructions in the pre-test about what must be included in making narrative text
- d) Learners start to make narrative text with the teacher's supervision
- e) The researcher monitors each student and helps students who have difficulties.
- f) Students collect pre-test results.

2. Treatment

The class that will get the treatment is the experimental class. Treatment is done by applying Chain writing Learning Method into English learning. Treatment will be conducted in six meetings or about a month. The treatment includes the delivery of material in the classroom at

the second meeting to the fifth, then giving a post-test at the seven meeting to collect data to be analyzed. Treatments was carried out for the first time on the third meeting. The second meeting is carried out on November 14th, 2024 with the following procedures:

- a) The researcher provides material about the meaning, characteristics and language features of narrative text.
- b) The researcher asks questions about the material that has not been understood
- c) The researcher reviews the material from beginning to end
- d) Students write the material that has been explained.

Treatments was carried out for the first time on November 19th, 2024 using the steps that follow:

- a) The researcher provides material on the language structures and tenses used in narrative texts.
- b) The researcher asks questions about the material that has not been understood
- c) In this part, the chain writing method has begun to be applied with the following procedures
- d) Students in one class were divided into 6 groups, where each group consisted of 6-5 people.
- e) The researcher gives instructions to each group to create a narrative text with the theme “Fairytale” in groups using the chain writing method.
- f) The instructions given are that the narrative text created, there are at least 2 sentences on each pictures have been provided
- g) The orientation part is made by a student, the complication and resolution parts are made by 3-4 students and the re-orientation part is made by a student.

- h) Before writing the narrative text, the teacher gives an example of a narrative text with the theme “Fairytale” and explains the text, starting from orientation, complication, resolution, and re-orientation.
- i) Students start to create narrative text
- j) The researcher monitors the liveliness of the discussion, helps those who are having difficulty, and monitors how students perform the chain writing method in each group
- k) The researcher reviews the material from beginning to end

The second treatment was conducted on November 21st, 2024 with the following procedures:

- a) In this part, the chain writing method has begun to be applied with the following procedures
- b) Students in one class were divided into 6 groups, where each group consisted of 6-5 people.
- c) The researcher gives instructions to each group to create a narrative text with the theme “Fabel” in groups using the chain writing method.
- d) The instructions given are that the narrative text created, there are at least 2 sentences on each pictures have been provided
- e) The orientation part is made by a student, the complication and resolution parts are made by 3-4 students and the re-orientation part is made by a student.
- f) Students start to create narrative text
- g) The researcher monitors the liveliness of the discussion, helps those who are having difficulty, and monitors how students perform the chain writing method in each group.
- h) Students collect the results of the discussion that has been done.

The third treatment was conducted on November 26th, 2024 with the following procedures

1. In this part, the chain writing method has begun to be applied with the following procedures
2. Students in one class are divided into 6 groups, where each group consists of 6-5 people.
3. The researcher gives instructions to each group to create a narrative text with the theme "Free" in groups using the chain writing method.
4. The instructions given are that the narrative text created, there are at least 2 sentences on each picture have been provided
5. The orientation part is made by a student, the complication and resolution parts are made by 3-4 students and the re-orientation part is made by a student.
6. Students start to create a narrative text
7. The researcher monitors the liveliness of the discussion, helps those who are having difficulty, and monitors how learners do the chain writing method in each group.
8. Students collect the tasks that have been done

3. Post-Test

The identical questions from the pre-test are used in the post-test, which occurs following treatment (Oktavia et al., 2019). This assessment is given at the conclusion of the learning process to determine how well students have understood the subject matter and what significant ideas they have learned (Magdalena et al., 2021). The post-test used contains 6 instructions related to the text to be used. The questions have been adjusted to the applicable curriculum and validated through several stages of instrument validation. In the post-test, Students were instructed to use the images on the pre-test answer sheet to produce a narrative writing using the theme "fairy tale." The post-test in the experimental class and control class was carried out on December 11st, 2024. The implementation of the post-test in the experimental and control classes was carried out with the following procedures:

- a) The researcher reviews the material about narrative text
- b) The researcher gives a post-test to students to make a narrative text with the theme “Fairy tale”
- c) The researcher explains the instructions in the post-test about what must be included in making narrative text
- d) Learners start to make narrative text with the teacher's supervision
- e) The researcher monitors each learner and helps learners who have difficulties.
- f) Students collect post-test results

F. Technique of Data Analysis

The researcher analyzing 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

Normality test is carried out to test a parametric data which is also commonly referred to as inferential statistics. The normality test is used to see whether the data has a distribution that follows a normal curve or not. The criteria for the *Kolmogorov-Smirnov* test when the significance value (sig.) is greater than or equal to 0.05; it can be concluded that the data is normally distributed. However, when the significance value is smaller than 0.05; then it can be concluded that the data is not normally distributed (Isnawan et al., 2020)

Sig. $\geq 0,05$ = Data is normally distributed

Sig. $< 0,05$ = Data is not normally distributed

2. Homogeneity Test

Used in ensuring that data comes from the same population or not. In quasi-experimental research, there are generally two samples, namely the experimental class and the control class, the homogeneity test is needed to ensure that the two samples come from the same population. Homogeneity

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

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

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

3. Hypothesis Testing

1) N-Gain Test

The N-Gain test is an effective tool for measuring increases in understanding of concepts or abilities after learning interventions. Research shows that learning methods can increase N-gain significantly. Additionally, although there are doubts about the reliability of gain scores, recent research suggests that gain scores can be more reliable under certain conditions. This test is used to measure the effect of the treatment carried out. Before conducting the N-Gain test, the thing that must be done is to give a pre-test and treatment to the sample. Then in the final stage a post-test is given so that both the values of the pre-test and post-test appear (Oktavia et al., 2019). The following formula is used to calculate the normality of gain according to Meltzer:

$$\text{N-Gain} = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{maks}} - S_{\text{pre}}}$$

Description:

N-Gain = Stating the normality gain test

S_{pre} = State Pre-test score

S_{post} = State Post-test score

S_{maks} = State Maksimum score

There is criteria the effectiveness of N-gain test according to Meltzer can be seen in the following table

Tabel 3.4. Classification of gain normality scores by:

Karinaningsih (2010)

Normalitas Gain	criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

2) Mann Whitney U Test

Statistical tests with two independent samples in nonparametric tests have similar objectives to the T-test in parametric statistics. The purpose of these two tests is to investigate whether the two free samples are from the same population. Both samples will be examined using the T-test when evaluating samples using parametric statistics, and there are a few conditions that must be completed. If one of the conditions in the T-test is not completed, the T-test cannot be continued and must be replaced with a nonparametric statistical method that is only used for two independent samples (Santoso, S, 2015). If the independent sample T-test cannot be conducted because of unfulfilled conditions, such as an assumption of normality that does not fulfilled the standards, The Mann Whitney U-test, a nonparametric test, can be used. The specifications for the Mann-Whitney U-test are:

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

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

The formula for doing the Mann-Whitney U test is:

$$U_1 = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_1(n_2+1)}{2} - R_2$$

Description:

U1 = Number of ranks 1

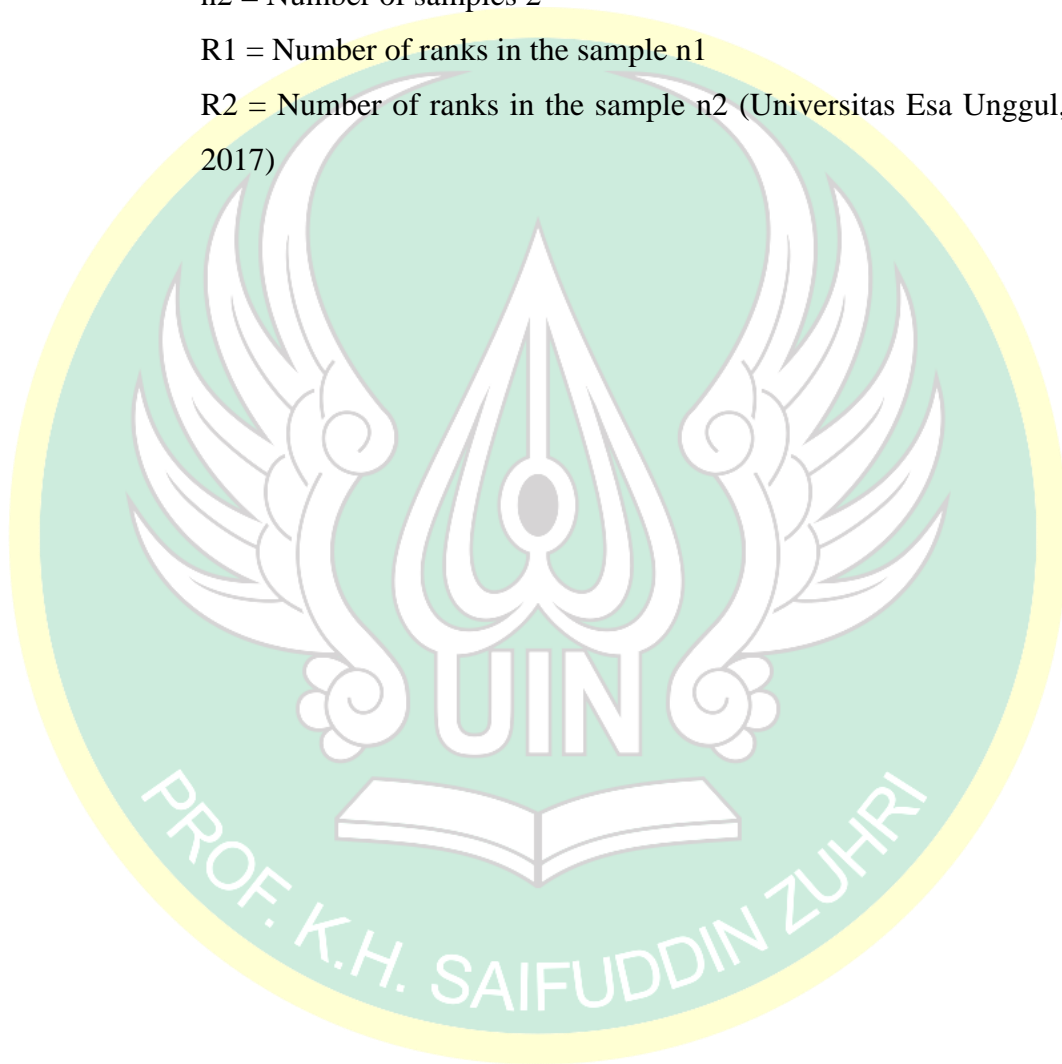
U2 = Number of ranks 2

n1 = Number of samples 1

n2 = Number of samples 2

R1 = Number of ranks in the sample n1

R2 = Number of ranks in the sample n2 (Universitas Esa Unggul,
2017)



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Researchers discuss the problem's findings in this part using data and a variety of data analysis techniques. The analysis carried out is normality test, homogeneity test, and hypothesis test. In addition, the author also includes a discussion in this chapter.

A. Finding

This study is using quantitative methodologies in the form of quasi-experiments. This study was conducted with the aim of knowing the effectiveness of the chain writing learning method in improving writing skills in students at MTs Ma'arif NU 1 Cilongok. This study involved a population of grade 9 students, while the sampling was done by random sampling using a lottery. The results of the lottery showed that the samples to be taken were class 9A as an experiment class and 9C as a control class. In 9A as an experiment class there are 31 students and in 9C as a control class there are 32 students. To determine the effectiveness of the learning method, researchers used the pre-test and post-test results of the two selected sample classes.

The data collection techniques used in this study were pre-test and post-test for the experimental class and control class. The pre-test is conducted together before the experimental class gets treatment and the post-test is conducted together after the experimental class gets treatment. The pre-test in the experimental class was conducted on November 12nd, 2024 then continued with treatment on November 19th, 21st, 26th, 2024 using chain writing learning method. The post-test in the experimental class was conducted on December 11th, 2024. Pre-test in control class was conducted on November 13th, 2024. Teaching in control class was conducted on 16th, 20th, 23rd, 2024 without using chain writing learning method. Post-test in control class was conducted on December 11st, 2024.

1. Pre-test and Post-test of Experiment Class

As previously written, the pre-test of the experimental class was conducted before treatment. The time of the pre-test in the experimental class was on November 12nd, 2024. The post-test in the experimental class was conducted after the class received treatment. The time of the experimental class post-test was on December 11st, 2024 along with the implementation of the control class post-test. The results of the pre-test and post-test will be explained in the following table:

Table 4.1. The Result of Pre-Test and Post-Test Data in The Experiment Class

No.	Student's Name	Pre-Test Score	Post-Test Score
1	KN	67.5	87.5
2	ML	65	85
3	BN	70	90
4	MN	67.5	87.5
5	MD	40	72.5
6	DR	55	80
7	RM	40	75
8	WR	70	87.5
9	AR	40	75
10	RA	67.5	87.5
11	FA	40	75
12	MK	60	87.5
13	FS	67.5	87.5
14	FR	40	75
15	NM	67.5	90
16	IM	70	90
17	SI	67.5	80

18	FN	70	90
19	FZ	67.5	87.5
20	HP	70	87.5
21	DA	75	95
22	AS	40	72.5
23	NR	67.5	80
24	DB	60	80
25	RF	40	75
26	AM	50	77.5
27	UF	70	87.5
28	KG	70	90
29	NA	70	85
30	DN	40	75
31	EN	67.5	80
MINIMUM		40	72.5
MAXIMUM		75	95
MEAN		59.75806	83.46774
MEDIAN		67.5	85
MODE		67.5	87.5

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

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

2. Pre-Test and Post-Test Control Class

In some of the discussions above, the pre-test in the control class was conducted on November 13th, 2024. The control class conducted the post-test without doing the treatment before. The post-test in the control class was conducted on December 11st, 2024. The results of the pre-test and post-test in the control class as follows:

Table 4.2. The Result of Pre-Test and Post-Test Data in The Control Class

No	Student's Name	Pre-Test Score	Post-Test Score
1	DAS	45	55
2	MM	50	57,5
3	SN	52,5	60
4	DKA	50	57,5
5	DAP	62,5	70
6	WI	70	70
7	ZSD	50	52,5
8	RDF	55	57,5
9	IK	50	52,5
10	FAM	50	55
11	RN	57,5	55
12	NK	47,5	60
13	YS	45	60
14	IN	55	62,5
15	AN	62,5	67,5
16	NH	57,5	62,5
17	FWA	47,5	55
18	ES	50	60

19	ZE	52,5	52,5
20	AA	47,5	60
21	AU	57,5	60
22	AS	55	57,5
23	RAA	47,5	50
24	HPO	47,5	60
25	DAF	50	60
26	MF	47,5	55
27	DA	47,5	52,5
28	WT	62,5	70
29	ANR	52,5	57,5
30	ENH	47,5	65
31	RS	52,5	55
32	FD	55	60
MINIMUM		45	50
MAXIMUM		70	70
MEAN		52.14	59.75
MEDIAN		50	60
MODE		50	60

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

B. Data Analysis

1. Normality Test

Normality test is carried out to test a parametric data which is also commonly referred to as inferential statistics. The normality test is used to see whether the data has a distribution that follows a normal curve or not. The criteria for the *Kolmogorov-Smirnov* test is when the significance value (sig.) is greater than or equal to 0.05; then it can be concluded that the data is normally distributed. However, when the significance value is smaller than 0.05; then it can be concluded that the data is not normally distributed (Isnawan et al., 2020).

Sig. \geq 0,05 = Data is normally distributed

Sig. $<$ 0,05 = Data is not normally distributed

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

Table 4.3. The Result of Normality Test Experiment Class

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

a. Lilliefors Significance Correction

Based on the test results above, it can be seen that the normality test using the Kolmogorov-Smirnov formula in the experimental class pre-test is sig. 0.000, while in the experimental class post-test is sig. 0.000. In addition, the normality test using the Shapiro-wilk formula on the experimental class pre-test is sig. 0.000 while in the experimental class post-test is sig. 0.012. The results above show that the results of the

normality test on the pre-test and post-test of the experimental class are sig. <0.005 which means that the data is not normally distributed.

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

Table 4.4. The Normality Test of Control Class

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

a. Lilliefors Significance Correction

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

2. Homogeneity Test

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

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

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

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

Table 4.5. The Result of Homogeneity Test

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3.503	1	61	0.066
	Based on Median	1.872	1	61	0.176
	Based on Median and with adjusted df	1.872	1	60.617	0.176
	Based on trimmed mean	3.421	1	61	0.069

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

3. Hypothesis Test

The results of the study to test the validity of the data are using hypothesis testing. In this work, hypothesis testing was carried out implementing the Mann-Whitney U-test and the N-Gain test. The use of mann whitney u-test in this study is because the data used is not normally distributed. The function of using the N-Gain test in this study is used to determine how effective a learning method is in improving student learning outcomes, by comparing pre-test and post-test results. The

following is an explanation of the hypothesis test in the research being made:

a. Mann Whitney U Test

Mann whitney u-test is a non-parametric hypothesis test. According to Tentua (2009), Non-parametric methods do not require the data to be normally distributed, therefore this method is often also called the free distribution test (Sriwidadi, 2011). As explained above, the use of The mann-Whitney u-test was applied in this research since the data was not normal distributed. The conclusions created in the Mann-Whitney U test are:

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

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

Table 4.6. The Result of Mann Whitney U Test

Test Statistics ^a	
	Score
Mann-Whitney U	0.000
Wilcoxon W	528.000
Z	-6.849
Asymp. Sig. (2-tailed)	0.000

a. Grouping Variable: Group

Based on the data listed, it can be concluded that the value of the mann whitney u test shows a significant difference between the experimental class and the control class. This can be seen from the table which shows the score of the Mann Whitney U-test of 0.000, then Wilcoxon W shows a score of 528,000. on the Z score shows -6,849

with Assymp Sig. (2-tailed) shows a score of 0.000. based on the table above, it can be seen that $U_{\text{count}} < U_{\text{tabel}}$ so it can be concluded that there is a significant difference in the use of Chain Writing Learning Method.

b. N-Gain Test

N-Gain is a statistical method used to measure the increase in understanding or ability of students after following an intervention or learning process. The effectiveness of a teaching strategy in improving student learning outcomes is assessed using this N-Gain test by comparing pretest and posttest result (Terbimbing, 2016). The conclusion of the N-Gain Test results:

***Tabel 4.7. Gain Score Distribution sources by:
Karinaningsih (2010)***

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

***Table 4.8. Effectiveness Interpretation N-Gain sources by:
Karinaningsih (2010)***

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

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

Tabel 4.9. The Finding of N-Gain Test in Experiment Class

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

Based on the table above, it can be concluded that the calculation results regarding the level of effectiveness of the chain writing learning method in the experimental class consisting of 31 students. The table shows that the average in the experimental class reached 59.0190%. This shows that the use of chain writing learning method in the experimental class is included in the moderately effective category with a median of 58.3333% and the minimum score is 38.46%, while the maximum is 80.00%. On the impact of implementing the chain writing learning approach, there are 4 categories in the N-Gain test. The first category, Less than 40% becomes ineffective, 41-55% is less effective, and 56-75% is

considered quite effective and $> 76\%$ is considered effective. In this study, the results of the N-Gain calculation in the experimental class showed 59.0190% which was included in the quite effective category.

C. Discussion

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

The pre-test results for the experimental class indicated that the minimum score was 40 and the maximum score was 75. Furthermore, the post-test results from the experimental class indicated a minimum value of 72.5 and a maximum score of 95. The pre-test results for the control class show that the minimum score is 40 and the maximum score is 70. Furthermore, the post-test in the control class indicates that the minimum score is 50 and the maximum score is 70. Based on the data from the experimental and control classes, there is a difference in the results of the experimental class that received treatment employing the chain writing approach compared to the control class that did not receive treatment.

Based on the finding of the N-Gain test calculation of the effectiveness of chain writing learning method in this study, it shows that the method used is quite effective. As explained earlier, N-Gain has a range of categories that are divided into several stages, namely $<40\%$ is included in the ineffective category, 40-55% is included in the less effective category, 56-75% is included

in the quite effective category and the effective category, then $> 76\%$ included in the effective category. In this study, the results of the calculation of N-Gain score reached a percentage of 59.0190%, which means that the N-Gain is included in the category quite effective to improve the learning process. students' writing skill at 9th grade of MTs Ma'arif NU 1 Cilongok. The calculations on the Mann Whitney U-test that show the presence of $U_{count} < U_{tabel}$ with score Assymp Sig. (2-tailed) by 0.000. This result shows that H_0 is rejected, which indicates no significant difference in the use of chain writing learning method.

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

Through his research, it can be concluded that chain writing is a method that has a good impact on student learning. This is stated in the thesis written by Apritasari, regarding student perceptions of group learning. Students are more facilitated when learning in groups. Although not all of them feel the same way, most students think so (Apritasari, 2023). The chain writing method is quite effective in learning, especially in terms of attracting students' attention to be more focused in carrying out teaching and learning activities. This is the effect of improving students' writing skills. The renewal of learning methods will have a good influence on teaching and learning activities. This

statement is evidenced by a journal written by Sundari et al. which states the need for teachers to replace the old learning methods with such new ones. as chain writing, which provided the students with an interesting and different learning environment, increasing the students' motivation in learning English, particularly writing (Sundari & Sari, 2023). The fundamentals of a learner's motivation in the classroom are explained by hierarchy theory. When a student comes at class in bad shape, for instance, it affects his motivation to participate in the learning process (Dwinalida & Setiaji, 2022).

The success in using the chain writing learning method is that the group activities make it easier for students to develop ideas. Working together in creating a paragraph from a combination of several sentences written by several students will make it easier for students to develop ideas in writing. In accordance with the research conducted by Primasari, who stated that the chain writing method provides several benefits for students, one of which is by building communication and developing ideas together. Primasari also said that the use of conventional methods that are not developed, will make students feel less interested in learning which causes students to lack motivation in learning writing skills. With the chain writing learning method, Primasari has found that the method is able to overcome the problems that occur (Primasari et al., 2021).

CHAPTER V

CONCLUSION AND SUGESTION

In this section, researchers discuss topics regarding the conclusion of the research conducted, Limitation, and Recommendation for further research.

A. Conclusion

The research conducted this time used quantitative methods. The aim of this research was to evaluate how effectively the chain writing learning method improved students' writing skills. This study shows the difference in results between classes that use the chain writing method, namely the experimental class, and classes that do not use chain writing as a learning method called the control class. This is evidenced by the results of data calculations from both classes using IBM SPSS Statistic 25 which shows an increase in learning outcomes. Although both classes showed an increase in the post-test results, the score obtained by the control class was lower than the score obtained by the experimental class. Based on the above statement, it can be concluded that the use of chain writing learning method makes a significant improvement in the writing skills of grade 9 students.

The experimental class and the control class had different scores, according to the findings of the hypothesis test conducted with IBM SPSS Statistic 25 for Windows. In the N-Gain test, the mean score obtained in the experimental class showed a minimum value of 38.46 while the maximum score was 80.00. In addition, the percentage of the mean in the N-Gain test shows 59.0190%, which means it falls into the moderately effective category. Based on these calculations, it can be concluded that the results of the N-Gain test show a significant difference resulting from the use of the chain writing method in the experimental class.

In addition to using the N-Gain hypothesis test, this study also used A non-parametric statistical test is needed for evaluating the hypothesis since the data used is not normally distributed. The calculation results of the Mann Whitney U-test show the result of Assymp Sig. (2-tailed) of 0.000. These results indicate that $U_{\text{Count}} < U_{\text{table}}$ means H_a is accepted but H_0 is rejected is accepted. It can be inferred from this observation that the use of the Chain Writing Learning Method changes significantly.

The pre-test and post-test results in the experimental class differ significantly, according to the data previously discussed. Furthermore, a significant distinction was observed between the experimental class's post-test results and the control class's post-test results. The experimental class that was treated with the chain writing learning method had a higher post-test score than the control class, which was not treated with the method, according to the difference between the two classes' findings. This claim determines the conclusion that students' writing abilities are impacted by the chain writing learning method at 9th grade of MTs Ma'arif NU 1 Cilogok.

B. Limitation of Study

This research has been done as well as possible but still has limitations in it. At the time of data collection, researchers only had the opportunity to conduct four treatments due to the time that was approaching the examination test. Additionally, the researcher had numerous challenges during the data collection period because of a number of school-related incidents that forced pupils to miss class, which reduced the amount of performing instructional and learning activities. Because of this, the research's drawback is related to time constraints.

C. Suggestion

Based on the discussion of the research and the results of the conclusions that have been made, the researcher proposes several

suggestions related to the research. Suggestions are made to make improvements that can be made with this research.

1. For The School

This research provides information to schools about methods that can be used while performing instructional and learning activities in the form of chain writing methods. The chain writing method has a good effect on student learning objectives so that it can be applied as a substitute method of instruction.

2. For The Teacher

The chain writing method can be used by teachers while performing instructional and learning activities, especially when delivering material related to writing texts. This method can be an alternative for teachers who want to develop writing skills in students.

3. For Others

Other researchers can use this study as a reference for making research that discusses similar topics. In addition, it is suggested to other researchers with the same topic to conduct treatment for more than 4 meetings so that the significance of using the chain writing method can be seen.

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APPENDICES

Appendix 1. Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon
(0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertandatangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd.
Jabatan : Dosen
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian yang berjudul **"The Effectiveness of Chain Writing Learning Method on Students' Writing Skills at 9th Grade of MTs Ma'arif NU 1 Cilongok"** yang dibuat oleh:

Nama : Yulistya Putri Yudi Utami
NIM : 1917404086
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

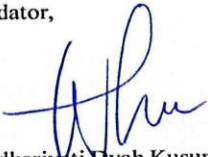
Dengan ini menyatakan instrument tersebut:

☐ Layak digunakan
☒ Layak digunakan dengan revisi
☐ Tidak layak digunakan

Catatan (bila perlu)

- Objek diganti spy tdk ambigu.
- Instruksi dan tanda baca diperhatikan.
- Rubrik diganti yg lebih spesifik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 06 November 2024
Validator,

Windharyati Dyah Kusumawanti, M.A., M.Pd.

MODUL AJAR BAHASA INGGRIS

Appendix 2. Teaching Module Experiment Class

MODUL AJAR BAHASA INGGRIS

KELAS EKSPERIMEN

Nama Penyusun	Yulistya Putri Yudi Utami
Sekolah	MTs Ma'arif NU 1 Cilongok
Mapel	Bahasa Inggris
Jam Pelajaran	80 menit
Kelas	9
Fase	D
Fase Capaian Pembelajaran	<p>Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.</p>
Elemen Capaian	<p>Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, peserta didik</p>

	merencanakan, menuliskan, dan menyajikan berbagai jenis teks 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 narasi sesuai dengan konteks penggunaannya. Peserta didik mampu membuat teks naratif 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. 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 9
Kegiatan Pembelajaran Pertemuan I	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru menjelaskan tujuan pembelajaran yang akan dicapai

	<p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru mengulas materi mengenai <i>narrative text</i> 2. Guru memberikan <i>pre-test</i> kepada peserta didik untuk membuat <i>narrative text</i> dengan tema “Folklores” 3. Guru menjelaskan instruksi yang tertera dalam <i>pre-test</i> mengenai apa saja yang harus ada dalam pembuatan <i>narrative text</i> 4. Peserta didik mulai membuat <i>narrative text</i> dengan pantauan guru 5. Guru memantau setiap peserta didik dan membantu peserta didik yang mengalami kesulitan. 6. Peserta didik mengumpulkan hasil <i>pre-test</i> <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru bertanya mengenai kesulitan yang dialami peserta didik 2. Guru menutup dengan salam 3. Guru dan peserta didik berdoa bersama
Kegiatan Pembelajaran Pertemuan II	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan materi mengenai pengertian, karakteristik dan struktur

	<p>kebahasaan <i>narrative text</i></p> <ol style="list-style-type: none"> 2. Guru bertanya mengenai materi yang belum dipahami 3. Guru mengulas lagi materi dari awal sampai akhir 4. Peserta didik menulis materi yang sudah dijelaskan <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi kuis sederhana seputar <i>narrative text</i> 2. Peserta didik menjawab kuis dari guru 3. Guru menutup pembelajaran dengan salam 4. Guru dan peserta didik berdoa bersama
Kegiatan Pembelajaran Pertemuan III	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru mengaitkan dan mengulas materi pembelajaran pada pertemuan kemarin 6. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan materi mengenai struktur kebahasaan dan <i>tenses</i> yang digunakan dalam <i>narrative text</i> 2. Guru bertanya mengenai materi yang belum dipahami 3. Pada bagian ini, metode <i>chain writing</i> sudah mulai diterapkan dengan prosedur sebagai

	<p>berikut</p> <ol style="list-style-type: none"> 4. Peserta didik dalam satu kelas dibagi menjadi 6 kelompok, dimana setiap kelompok terdiri dari 6-5 orang 5. Guru memberikan instruksi kepada setiap kelompok untuk membuat <i>narrative text</i> dengan tema “<i>Fairytale</i>” secara berkelompok dengan metode <i>chain writing</i> 6. Instruksi yang diberikan yaitu <i>narrative text</i> yang dibuat, minimal terdapat 2 paragraf, dimana setiap paragraph terdiri dari 5 kalimat 7. Untuk bagian <i>orientation</i> dibuat oleh 1 anak, bagian <i>complication</i> dan <i>resolution</i> dibuat oleh 3-4 anak dan bagian <i>re-orientation</i> dibuat oleh 1 anak. 8. Sebelum menulis <i>narrative text</i>, guru memberikan contoh <i>narrative text</i> dengan tema “<i>Fairytale</i>” dan menjelaskan teks tersebut, mulai dari <i>orientation</i>, <i>complication</i>, <i>resolution</i>, dan <i>re-orientation</i>. 9. Peserta didik mulai membuat <i>narrative text</i> 10. Guru memantau keaktifan diskusi, membantu yang mengalami kesulitan, dan memantau bagaimana peserta didik melakukan metode <i>chain writing</i> pada setiap kelompok 11. Peserta didik mengumpulkan hasil diskusi yang telah dikerjakan 12. Guru mengulas materi dari awal sampai akhir
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	<p>13. Peserta didik menulis materi yang sudah dijelaskan</p> <p>Penutup (10 menit)</p> <p>14. Guru memberi kuis sederhana seputar <i>tenses</i> yang dijelaskan</p> <p>15. Peserta didik menjawab kuis dari guru</p> <p>16. Guru menutup pembelajaran dengan salam</p> <p>17. Guru dan peserta didik berdoa bersama</p>
<p>Kegiatan Pembelajaran</p> <p>Pertemuan IV</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru mengaitkan dan mengulas materi pembelajaran sebelumnya 6. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Pada bagian ini, metode <i>chain writing</i> sudah mulai diterapkan dengan prosedur sebagai berikut 2. Peserta didik dalam satu kelas dibagi menjadi 6 kelompok, dimana setiap kelompok terdiri dari 6-5 orang 3. Guru memberikan instruksi kepada setiap kelompok untuk membuat <i>narrative text</i> dengan tema “<i>Fairytale</i>” secara berkelompok dengan metode <i>chain writing</i> 4. Instruksi yang diberikan yaitu narrative text yang dibuat, minimal terdapat 2 paragraf,

	<p>dimana setiap paragraph terdiri dari 5 kalimat</p> <ol style="list-style-type: none"> Untuk bagian <i>orientation</i> dibuat oleh 1 anak, bagian <i>complication</i> dan <i>resolution</i> dibuat oleh 3-4 anak dan bagian <i>re-orientation</i> dibuat oleh 1 anak. Sebelum menulis <i>narrative text</i>, guru memberikan contoh <i>narrative text</i> dengan tema “<i>Fairytale</i>” dan menjelaskan teks tersebut, mulai dari <i>orientation</i>, <i>complication</i>, <i>resolution</i>, dan <i>re-orientation</i>. Peserta didik mulai membuat <i>narrative text</i> Guru memantau keaktifan diskusi, membantu yang mengalami kesulitan, dan memantau bagaimana peserta didik melakukan metode chain writing pada setiap kelompok Peserta didik mengumpulkan hasil diskusi yang telah dikerjakan <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> Guru bertanya mengenai kesulitan yang dialami Guru menutup dengan salam Guru dan peserta didik berdoa bersama
Kegiatan Pembelajaran Pertemuan V	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> Guru memberi salam Berdoa bersama-sama Guru memeriksa kehadiran peserta didik Guru memberi motivasi belajar kepada peserta didik Guru mengaitkan dan mengulas materi

	<p>pembelajaran sebelumnya</p> <p>6. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p> <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Pada bagian ini, metode <i>chain writing</i> sudah mulai diterapkan dengan prosedur sebagai berikut 2. Peserta didik dalam satu kelas dibagi menjadi 6 kelompok, dimana setiap kelompok terdiri dari 6-5 orang 3. Guru memberikan instruksi kepada setiap kelompok untuk membuat <i>narrative text</i> dengan tema “bebas” secara berkelompok dengan metode <i>chain writing</i> 4. Instruksi yang diberikan yaitu narrative text yang dibuat, minimal terdapat 2 paragraf, dimana setiap paragraph terdiri dari 5 kalimat 5. Untuk bagian <i>orientation</i> dibuat oleh 1 anak, bagian <i>complication</i> dan <i>resolution</i> dibuat oleh 3-4 anak dan bagian <i>re-orientation</i> dibuat oleh 1 anak. 6. Peserta didik mulai membuat narrative text 7. Guru memantau keaktifan diskusi, membantu yang mengalami kesulitan, dan memantau bagaimana peserta didik melakukan metode <i>chain writing</i> pada setiap kelompok 8. Peserta didik mengumpulkan tugas yang telah dikerjakan
--	---

	<p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru bertanya mengenai kesulitan yang dialami 2. Guru meminta beberapa peserta didik untuk membacakan hasil pekerjaan mereka 3. Guru menutup dengan salam 4. Guru dan peserta didik berdoa bersama
<p>Kegiatan Pembelajaran</p> <p>Pertemuan VI</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru mengulas materi mengenai <i>narrative text</i> 2. Guru memberikan <i>post-test</i> kepada peserta didik untuk membuat <i>narrative text</i> dengan tema “Fairy Tale” 3. Guru menjelaskan instruksi yang tertera dalam <i>post-test</i> mengenai apa saja yang harus ada dalam pembuatan <i>narrative text</i> 4. Peserta didik mulai membuat <i>narrative text</i> dengan pantauan guru 5. Guru memantau setiap peserta didik dan membantu peserta didik yang mengalami kesulitan. 6. Peserta didik mengumpulkan hasil <i>post-test</i> <p>Penutup (10 menit)</p>

	<ol style="list-style-type: none"> 1. Guru bertanya mengenai kesulitan yang dialami peserta didik 2. Guru menutup dengan salam 3. Guru dan peserta didik berdoa Bersama
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 narrative text dengan tema “legenda” • Peserta didik membuat narrative text dengan tema “fabel”
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	Yulistya Putri Yudi Utami
Sekolah	MTs Ma'arif NU 1 Cilongok
Mapel	Bahasa Inggris
Jam Pelajaran	80 Menit
Kelas	9
Fase	D
Fase Capaian Pembelajaran	<p>Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat.</p>
Elemen Capaian	<p>Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, peserta didik</p>

	merencanakan, menuliskan, dan menyajikan berbagai jenis teks 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 narasi sesuai dengan konteks penggunaannya. Peserta didik mampu membuat teks naratif 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. 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 9
Kegiatan Pembelajaran Pertemuan I	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru menjelaskan tujuan pembelajaran yang akan dicapai

	<p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru mengulas materi mengenai <i>narrative text</i> 2. Guru memberikan <i>pre-test</i> kepada peserta didik untuk membuat <i>narrative text</i> dengan tema “Folklores” 3. Guru menjelaskan instruksi yang tertera dalam <i>pre-test</i> mengenai apa saja yang harus ada dalam pembuatan <i>narrative text</i> 4. Peserta didik mulai membuat <i>narrative text</i> dengan pantauan guru 5. Guru memantau setiap peserta didik dan membantu peserta didik yang mengalami kesulitan. 6. Peserta didik mengumpulkan hasil <i>pre-test</i> <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru bertanya mengenai kesulitan yang dialami peserta didik 2. Guru menutup dengan salam 3. Guru dan peserta didik berdoa bersama
Kegiatan Pembelajaran Pertemuan II	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan materi mengenai pengertian, karakteristik dan struktur

	<p>kebahasaan <i>narrative text</i></p> <ol style="list-style-type: none"> 2. Guru bertanya mengenai materi yang belum dipahami 3. Guru mengulas lagi materi dari awal sampai akhir 4. Peserta didik menulis materi yang sudah dijelaskan <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi kuis sederhana seputar <i>narrative text</i> 2. Peserta didik menjawab kuis dari guru 3. Guru menutup pembelajaran dengan salam 4. Guru dan peserta didik berdoa bersama
<p>Kegiatan Pembelajaran</p> <p>Pertemuan III</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru mengaitkan dan mengulas materi pembelajaran pada pertemuan kemarin 6. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan materi mengenai struktur kebahasaan dan <i>tenses</i> yang digunakan dalam <i>narrative text</i> 2. Guru bertanya mengenai materi yang belum dipahami 3. Guru mengulas materi dari awal sampai akhir

	<p>4. Peserta didik menulis materi yang sudah dijelaskan</p> <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi kuis sederhana seputar <i>tenses</i> yang dijelaskan 2. Peserta didik menjawab kuis dari guru 3. Guru menutup pembelajaran dengan salam 4. Guru dan peserta didik berdoa bersama
<p>Kegiatan Pembelajaran</p> <p>Pertemuan IV</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru mengaitkan dan mengulas materi pembelajaran sebelumnya 6. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru memberikan contoh <i>narrative text</i> dengan tema “<i>Fairytale</i>” 2. Guru menjelaskan teks tersebut, mulai dari <i>orientation, complication, resolution, dan re-orientation.</i> 3. Peserta didik mengulang materi yang sudah disampaikan mengenai bagian-bagian yang ada di teks tersebut sesuai dengan yang mereka pahami <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru bertanya mengenai materi yang belum dipahami peserta didik

	<ol style="list-style-type: none"> 2. Guru menutup dengan salam 3. Guru dan peserta didik berdoa bersama
Kegiatan Pembelajaran Pertemuan V	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru mengaitkan dan mengulas materi pembelajaran sebelumnya 6. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk membuat narrative text dengan tema “bebas” secara individu 2. Struktur yang harus ada dalam narrative text yang dibuat mencakup <i>orientation</i>, <i>complication</i>, <i>resolution</i>, dan <i>re-orientation</i> 3. Guru memantau peserta didik dan membantu peserta didik yang mengalami kesulitan 4. Peserta didik mengumpulkan hasil pekerjaan mereka <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru bertanya mengenai kesulitan yang dialami 2. Guru meminta beberapa peserta didik untuk membacakan hasil pekerjaan mereka 3. Guru menutup dengan salam 4. Guru dan peserta didik berdoa bersama

<p>Kegiatan Pembelajaran</p> <p>Pertemuan VI</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa bersama-sama 3. Guru memeriksa kehadiran peserta didik 4. Guru memberi motivasi belajar kepada peserta didik 5. Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Inti (60 menit)</p> <ol style="list-style-type: none"> 1. Guru mengulas materi mengenai <i>narrative text</i> 2. Guru memberikan <i>post-test</i> kepada peserta didik untuk membuat <i>narrative text</i> dengan tema “Fairy Tale” 3. Guru menjelaskan instruksi yang tertera dalam <i>post-test</i> mengenai apa saja yang harus ada dalam pembuatan <i>narrative text</i> 4. Peserta didik mulai membuat <i>narrative text</i> dengan pantauan guru 5. Guru memantau setiap peserta didik dan membantu peserta didik yang mengalami kesulitan. 6. Peserta didik mengumpulkan hasil <i>post-test</i> <p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Guru bertanya mengenai kesulitan yang dialami peserta didik 2. Guru menutup dengan salam 3. Guru dan peserta didik berdoa Bersama
<p>Asesmen</p>	<p>Formatif:</p> <ul style="list-style-type: none"> • Ketika peserta didik sedang mengerjakan

	<p>tugas baik individu maupun kelompok, guru bisa berkeliling untuk memantau kegiatan 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 narrative text dengan tema “legenda” • Peserta didik membuat narrative text dengan tema “fabel”
Pedoman Penilaian	Rubrik terlampir
Refleksi Pembelajaran	Peserta didik menyampaikan refleksi pembelajaran dengan cara menulis dikertas lalu dikumpulkan.

Appendix 4. Test Instrument

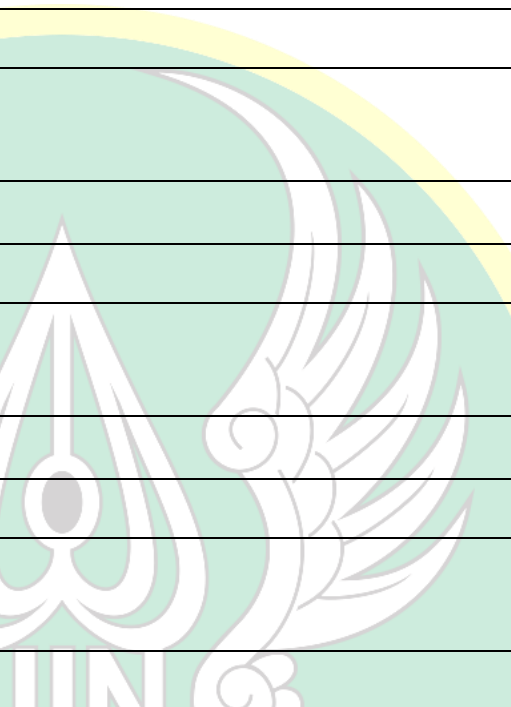
Pre-test Instrument

Name	
Class	
Date	
Score	

Instruction:

1. Work individually!
2. Write down your name, class and date.
3. Write down your narrative text about “legend” based on the picture provided.
4. Each picture is written in at least 2 sentences.
5. The narrative text must contain:
 - Orientation (introduction of characters, time setting, and place of occurrence).
 - Complication (problems that arise and develop in the middle of the story).
 - Resolution (problem solving).
 - Re-Orientation (conclusion, moral message, or change in character at the end of the story).
6. This writing activity will be assessed based on writing skill rubric on page 3 and 4.

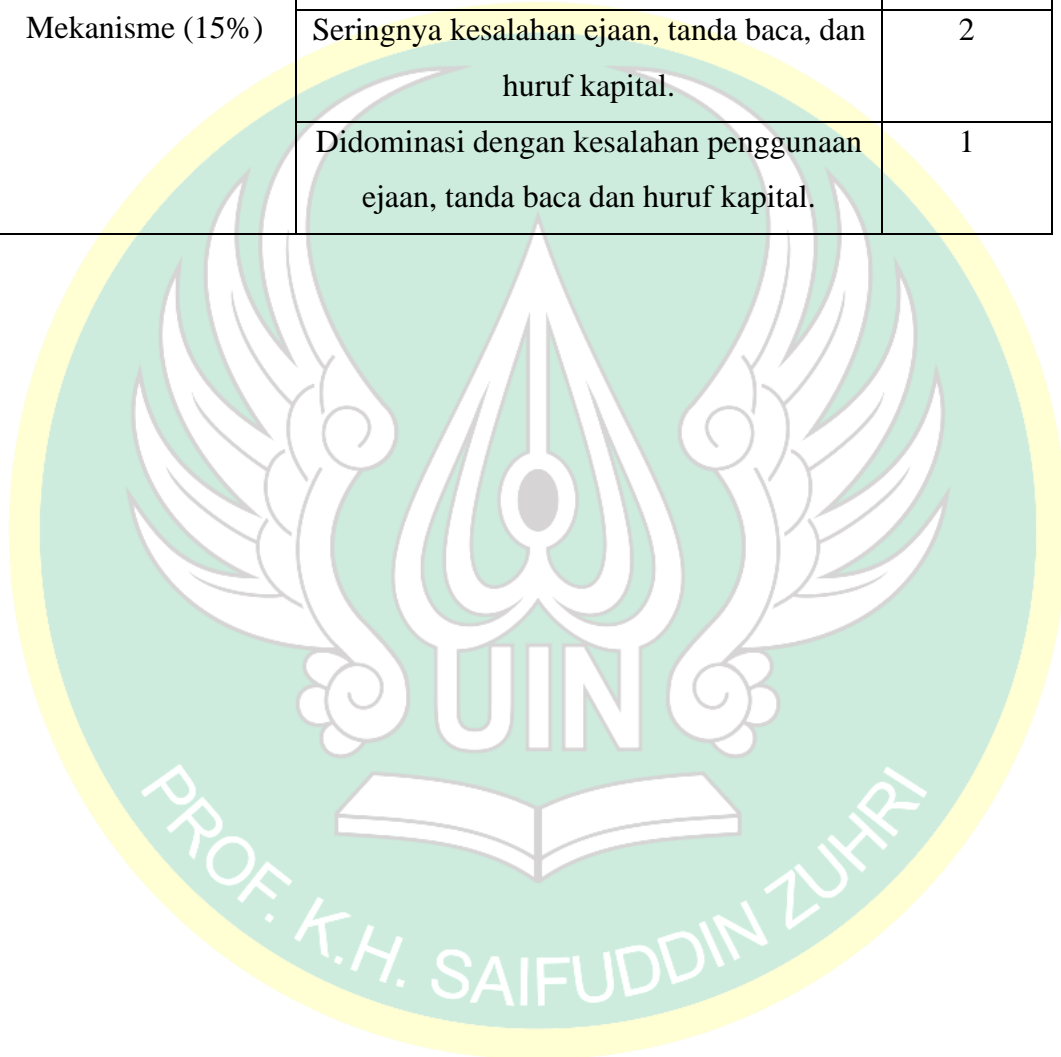
Malin Kundang



Tabel Rubrik Penilaian

Aspek	Kriteria	Skor
Isi (30%)	Topik lengkap dan jelas serta detailnya sesuai dengan topik.	4
	Topiknya lengkap dan jelas serta detailnya hampir sesuai dengan topik.	3
	Topiknya lengkap dan jelas tetapi detailnya tidak berhubungan dengan topik.	2
	Topiknya tidak lengkap dan tidak jelas serta detailnya tidak berhubungan dengan topik.	1
Penyusunan Kalimat (20%)	Identifikasi lengkap dan naratif disusun dengan konjungsi yang tepat.	4
	Identifikasi hampir lengkap dan naratif disusun dengan konjungsi yang tepat.	3
	Identifikasi kurang lengkap dan naratif disusun dengan sedikit kesalahan konjungsi.	2
	Identifikasi tidak lengkap dan naratif disusun dengan kesalahan konjungsi.	1
Kosakata (15%)	Semua pilihan kata dan bentuk katanya efektif.	4
	Beberapa pilihan kata dan bentuk katanya efektif.	3
	Beberapa pilihan kata dan bentuk katanya membingungkan.	2
	Semua pilihan kata dan bentuk katanya membingungkan.	1
Tata Bahasa (20%)	Sangat sedikit ketidak sesuaian tata bahasa.	4
	Beberapa ketidak sesuaian tata bahasa.	3

	Banyaknya ketidak sesuaian tata bahasa.	2
	Didominasi ketidak sesuaian tata bahasa.	1
Mekanisme (15%)	Penggunaan ejaan, tanda baca, dan huruf kapital yang benar.	4
	Terkadang ada kesalahan penggunaan ejaan, tanda baca, dan huruf kapital.	3
	Seringnya kesalahan ejaan, tanda baca, dan huruf kapital.	2
	Didominasi dengan kesalahan penggunaan ejaan, tanda baca dan huruf kapital.	1



Post-Test Instrument

Name	
Class	
Date	
Score	

Instruction:

1. Work individually!
2. Write down your name, class and date.
3. Write down your narrative text about “fairy tale” based on the picture provided.
4. Each picture is written in at least 2 sentences.
5. The narrative text must contain:
 - Orientation (introduction of characters, time setting, and place of occurrence).
 - Complication (problems that arise and develop in the middle of the story).
 - Resolution (problem solving).
 - Re-Orientation (conclusion, moral message, or change in character at the end of the story).
6. This writing activity will be assessed based on writing skill rubric on page 3 and 4.

Snow White





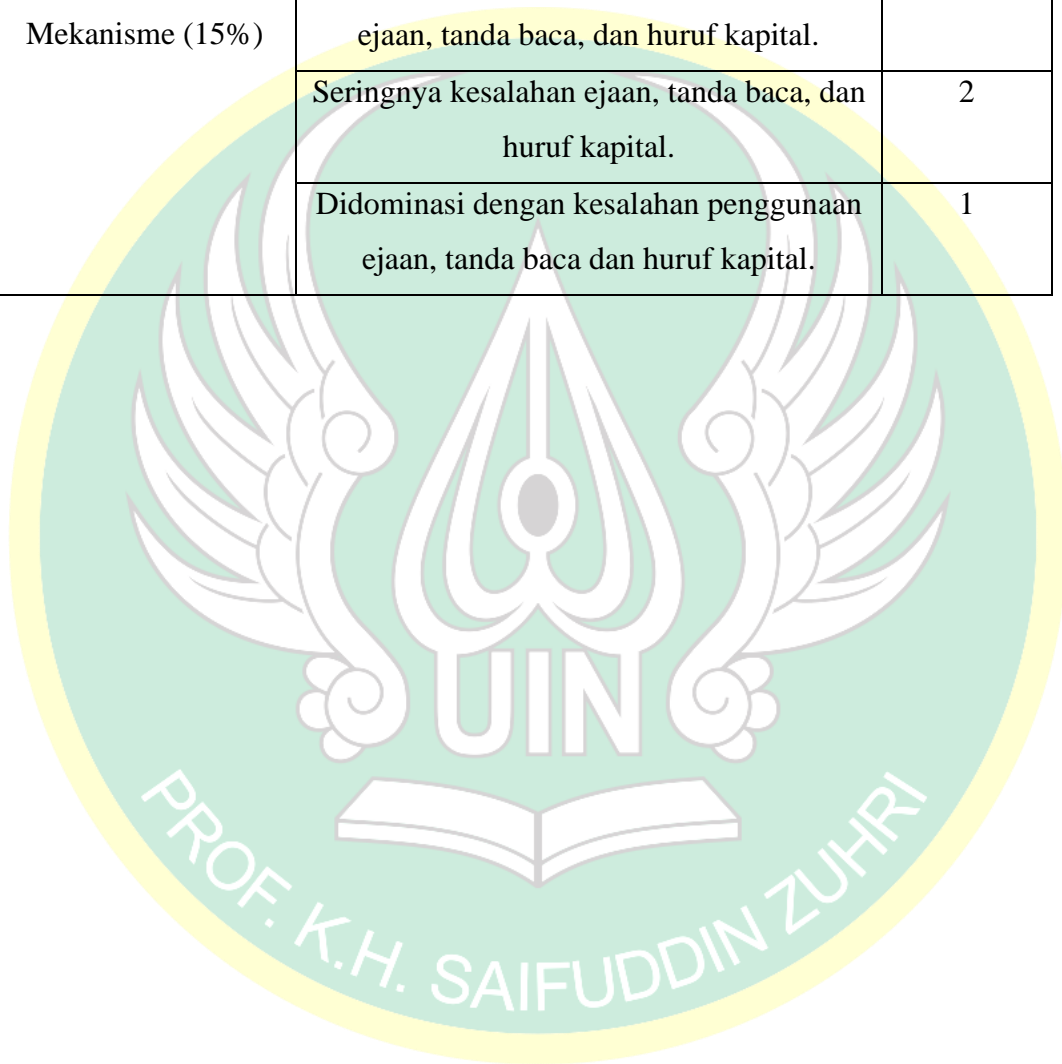




Tabel Rubrik Penilaian

Aspek	Kriteria	Skor
Isi (30%)	Topik lengkap dan jelas serta detailnya sesuai dengan topik.	4
	Topiknya lengkap dan jelas serta detailnya hampir sesuai dengan topik.	3
	Topiknya lengkap dan jelas tetapi detailnya tidak berhubungan dengan topik.	2
	Topiknya tidak lengkap dan tidak jelas serta detailnya tidak berhubungan dengan topik.	1
Penyusunan Kalimat (20%)	Identifikasi lengkap dan naratif disusun dengan konjungsi yang tepat.	4
	Identifikasi hampir lengkap dan naratif disusun dengan konjungsi yang tepat.	3
	Identifikasi kurang lengkap dan naratif disusun dengan sedikit kesalahan konjungsi.	2
	Identifikasi tidak lengkap dan naratif disusun dengan kesalahan konjungsi.	1
Kosakata (15%)	Semua pilihan kata dan bentuk katanya efektif.	4
	Beberapa pilihan kata dan bentuk katanya efektif.	3
	Beberapa pilihan kata dan bentuk katanya membingungkan.	2
	Semua pilihan kata dan bentuk katanya membingungkan.	1
	Sangat sedikit ketidak sesuaian tata bahasa.	4

Tata Bahasa (20%)	Beberapa ketidak sesuaian tata bahasa.	3
	Banyaknya ketidak sesuaian tata bahasa.	2
	Didominasi ketidak sesuaian tata bahasa.	1
Mekanisme (15%)	Penggunaan ejaan, tanda baca, dan huruf kapital yang benar.	4
	Terkadang ada kesalahan penggunaan ejaan, tanda baca, dan huruf kapital.	3
	Seringnya kesalahan ejaan, tanda baca, dan huruf kapital.	2
	Didominasi dengan kesalahan penggunaan ejaan, tanda baca dan huruf kapital.	1





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UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon
(0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertandatangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd.
Jabatan : Dosen
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian yang berjudul **"The Effectiveness of Chain Writing Learning Method on Students' Writing Skills at 9th Grade of MTs Ma'arif NU 1 Cilongok"** yang dibuat oleh:

Nama : Yulistya Putri Yudi Utami
NIM : 1917404086
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut:

- ☐ Layak digunakan
☒ Layak digunakan dengan revisi
☐ Tidak layak digunakan

Catatan (bila perlu)

- Objek diganti spy tdk ambigu.
- Instruksi dan tanda baca diperhatikan.
- Rubrik diganti yg lebih spesifik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 06 November 2024

Validator,

Windharyati Dyah Kusumawanti, M.A., M.Pd.

Appendix 6. Sample of Pre-Test in Experiment Class

Nama = Miftahul ngilmi
kelas = 9A

Malin Kundang



one day There was a mother
and child who lived on the
coast They lived very simply



when The child has grown into
a teenager he works along side
the adults



3. After 12 years of work, the thief Kundan and his wife were sailing and on the beach, on the beach, old grandma they were seen calling "my son". the thief Kundan answered "who are you? you are not my mother" Then the thief Kundan went back to sailing
4. when the Kundan Thief was in the middle of the sea, he was hit by a very big storm and his ship was battered a bout and then they threw the things on the ship when lightning struck their ship and every thing on top of the ship turned to stone, including the Kundan Thief

3
3
3
2
2

Appendix 7. Sample Post-Test of Experiment Class

Snow White



One upon a time, there lived a little beautiful girl named Snow White. At her young age, she could already clean her own house which makes every people love her.



She has an evil mother and always jealous that Snow White is liked by every people. The only activity her mother does is make up and looking in the mirror.



One day, her mother had an evil plan to kill Snow White when she was playing in the garden. Snow White was given a poisoned apple by her mother and fell asleep.







Luckily, the seven dwarfs found Snow White who was poisoned by her mother under a tree. Then the seven dwarfs called a doctor and Snow White was cured.

4
3
2
2
1

Appendix 8. Sample Pre-Test of Control Class

Nama : Deswito Anggoraini Pancowati.

Malin Kundang

	1. there is a story about malin kundang asking his mother for permission to go abroad. Malin kundang's mother allowed malin kundang to go abroad.
	2. one day when malin kundang was going abroad he would go on a ship.
	malin kundang's mother gave a massage so that malin-kundang would not forget his mother in ^{the village.}
	

3. after many years. Malin kundang finally returned to the village with his wife. When Malin kundang's mother heard that her son had returned she immediately met him. Malin kundang's mother called her son at that time Malin kundang heard his mother's voice but he pretended not to hear it because he was ashamed of his poor mother.

4. when Malin kundang's mother heard her son's words, Malin kundang's mother was disappointed with Malin kundang, she cursed her son to become a stone, after cursing her son she left malin kundang.

3
2
2
2
2
2

2

Appendix 9. Sample Post-Test of Control Class

Snow White



In a village on the edge of the forest, there lived a beautiful girl in a little cottage. The beautiful girl was named snow white.



Snow white has an evil stepmother who always tells her to do work. Her mother doesn't like snow white because she is the only child in the family.



One day, her mother want to kill snow white so that the money of the family could go to her evil stepmother. Her mother to give snow white an apple that had been the poison and snow white eating the apple until fall asleep.



Her evil mother threw snow white into the middle of the Forest so that no one can find her. Luckily, snow white was found by the prince and the seven dwarfs. Snow white was treated and nursed until health.

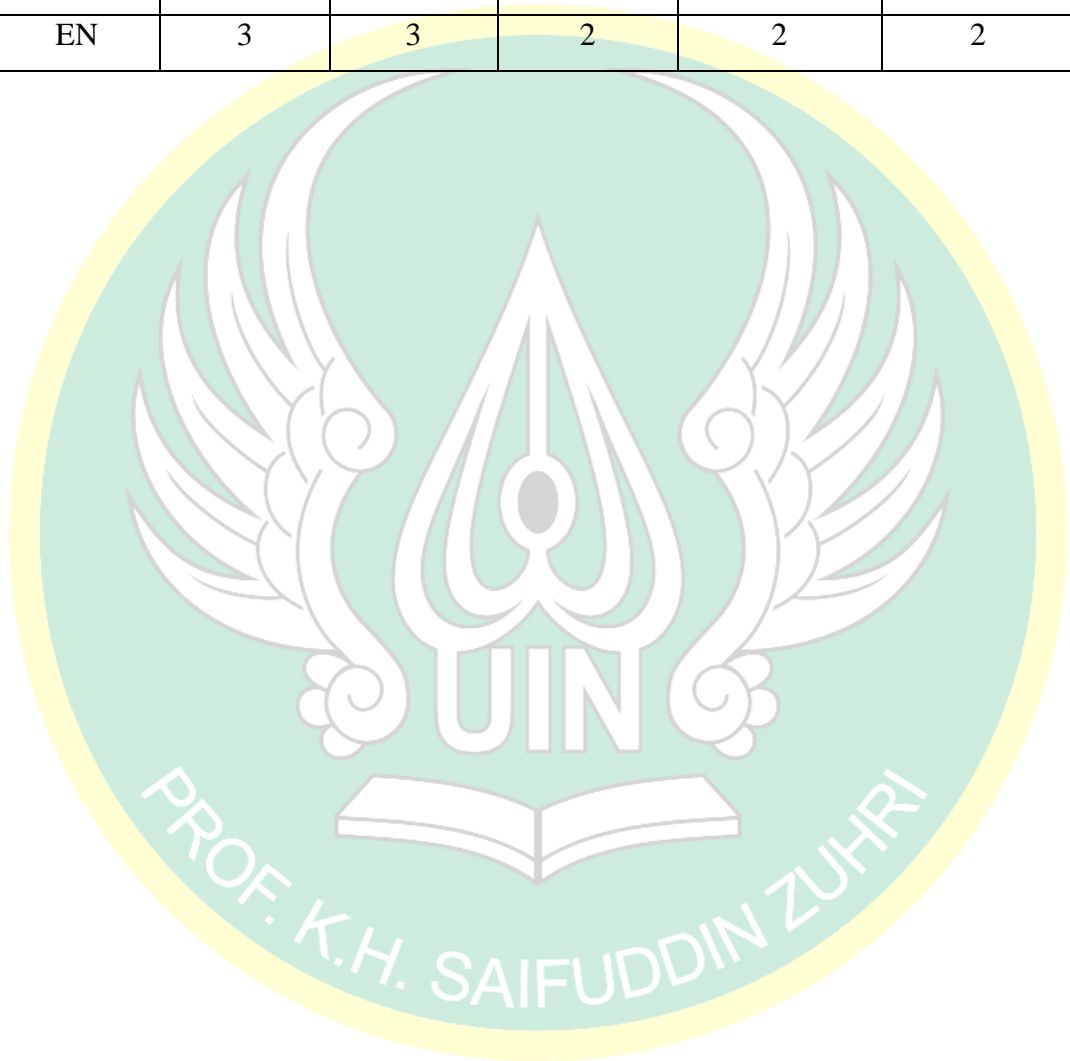
3
3
3
3
21

Appendix 10. The Results of Pre-Test Assesment Rubric in The Experimental Class

PRE-TEST EXPERIMENT CLASS

NAMA	ISI	PENY. KAL	KOSA KATA	TATA BHS	MEKA NISME
KN	3	2	2	2	2
ML	3	2	2	2	2
BN	4	3	2	3	2
MN	4	3	2	3	2
MD	2	2	1	2	2
DR	3	2	2	2	2
RM	2	2	2	2	2
WR	3	3	3	3	2
AR	2	3	2	2	2
RA	3	3	2	3	2
FA	3	2	2	2	2
MK	3	3	2	2	2
FS	3	3	3	2	2
FR	2	2	2	2	2
NM	3	2	2	3	2
IM	3	3	3	3	2
SI	3	3	2	3	2
FN	3	3	3	3	2
FZ	3	3	3	3	2
HP	3	3	3	3	2
DA	3	3	4	3	2
AS	2	2	2	2	2
NR	3	3	2	3	2
DB	3	2	3	2	2

RF	3	2	2	2	1
AM	3	2	1	2	2
UF	3	3	3	3	2
KG	3	3	3	3	2
NA	3	3	2	3	3
DN	3	2	1	2	1
EN	3	3	2	2	2

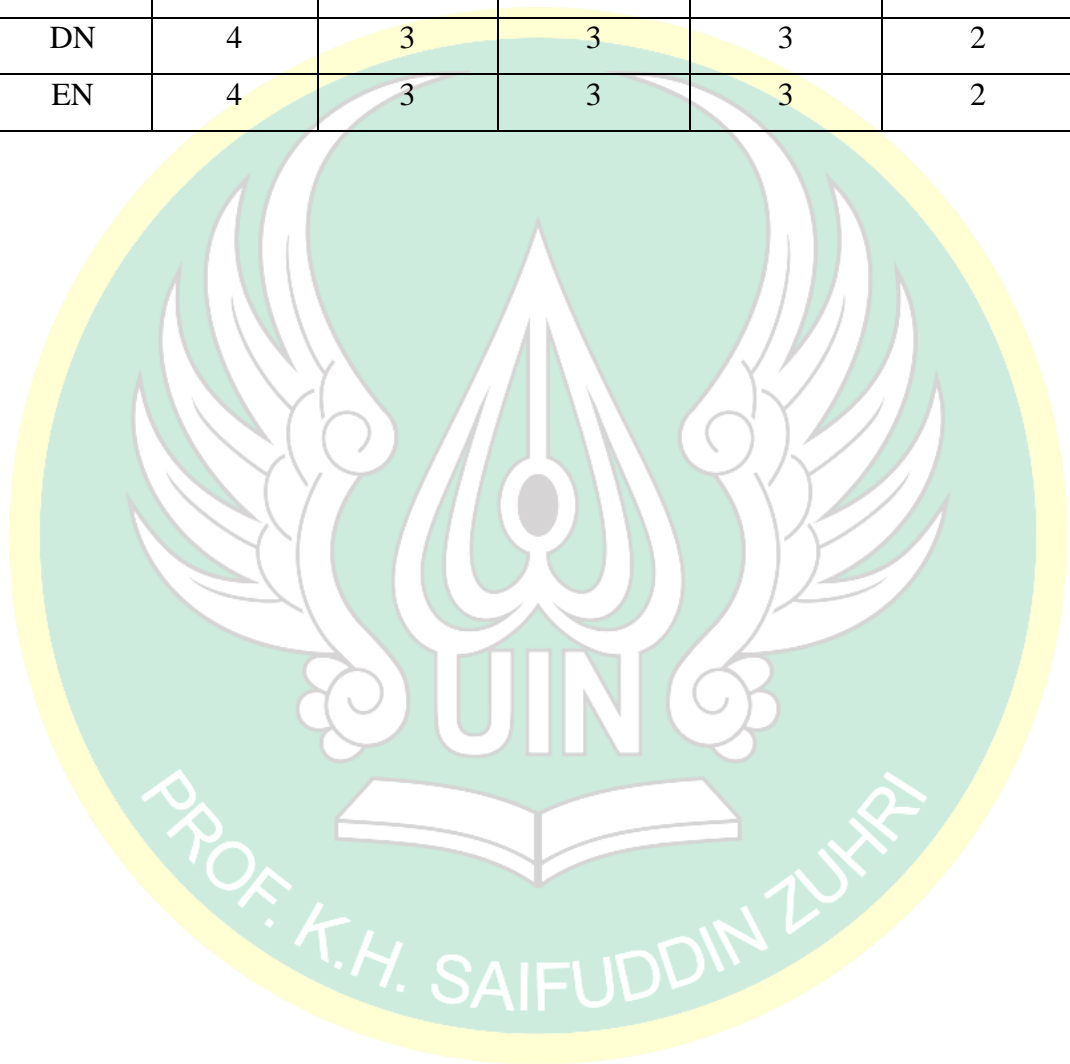


Appendix 11. The Results of Post-Test Assessment Rubric in The Experimental Class

POST-TEST EXPERIMENT CLASS

NAMA	ISI	PENY. KAL	KOSA KATA	TATA BHS	MEKA NISME
KN	4	3	2	3	3
ML	3	3	2	3	3
BN	4	3	3	3	2
MN	4	3	3	3	3
MD	3	3	2	3	2
DR	3	3	2	2	2
RM	3	3	3	3	3
WR	3	3	3	3	3
AR	4	3	3	2	2
RA	4	3	3	3	3
FA	4	3	3	3	3
MK	4	3	3	3	3
FS	4	3	3	3	2
FR	4	3	3	2	3
NM	4	3	3	3	3
IM	4	3	2	3	3
SI	4	3	2	3	3
FN	4	3	3	3	3
FZ	4	3	3	3	3
HP	4	3	3	3	2
DA	4	3	3	3	3
AS	4	3	2	3	2
NR	4	3	3	3	2

DB	4	3	3	3	2
RF	3	3	3	3	2
AM	3	3	2	3	2
UF	4	3	3	3	3
KG	4	3	3	3	3
NA	4	3	3	3	3
DN	4	3	3	3	2
EN	4	3	3	3	2

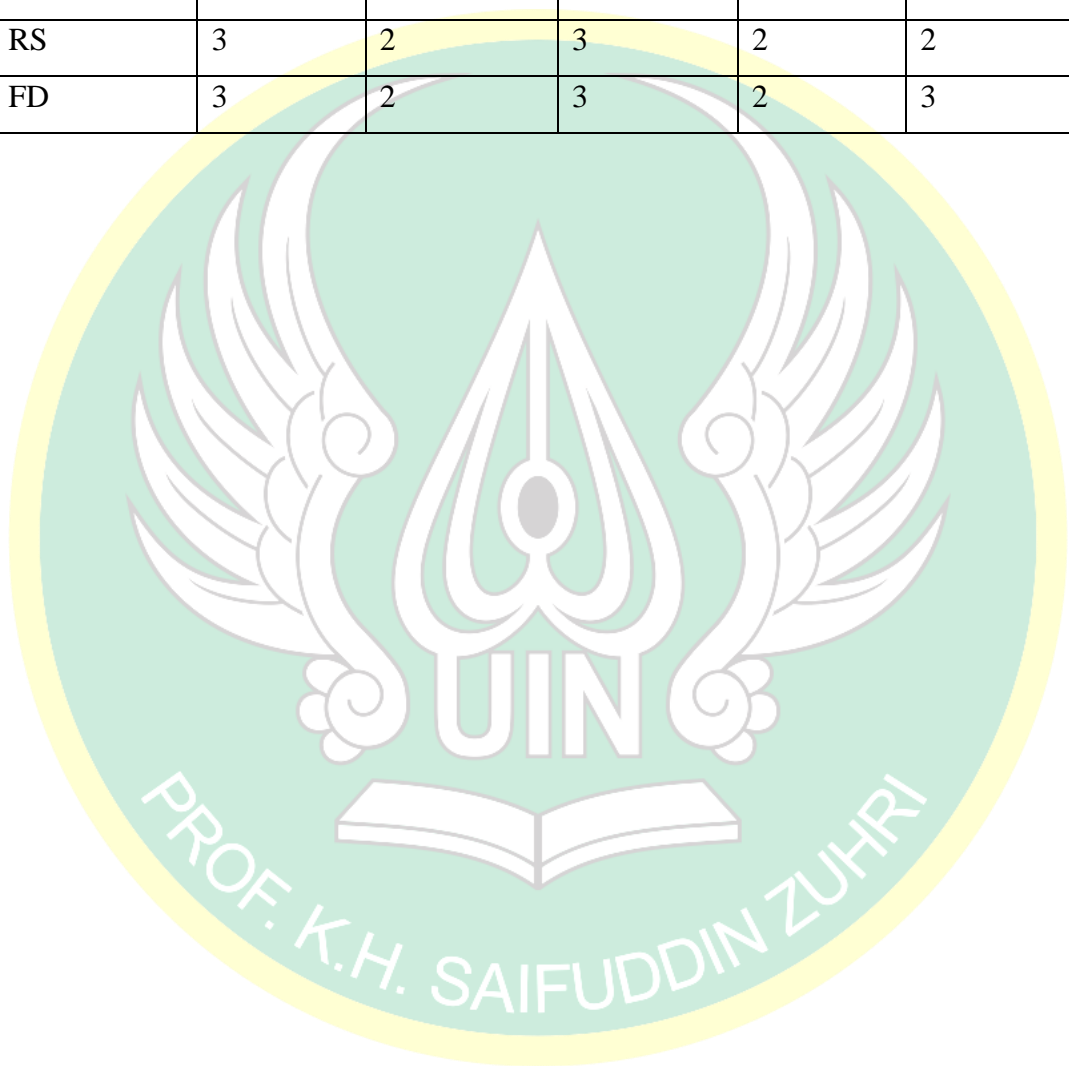


Appendix 12. The Results of Pre-Test Assesment Rubric in The Control Class

PRE-TEST CONTROL CLASS

NAMA	ISI	PENY. KAL.	KOSA KATA	TATA BHS	MEKA NISME
DAS	3	2	2	2	1
MM	3	2	3	2	1
SN	3	2	3	2	1
DKA	3	2	3	2	1
DAP	3	3	3	3	1
WI	3	3	3	3	4
ZSD	2	2	3	2	1
RDF	3	3	3	3	1
IK	3	2	3	2	1
FAM	3	2	3	2	1
RN	3	3	3	2	2
NK	3	2	2	2	1
YS	2	2	2	2	1
IN	3	3	3	3	1
AN	3	3	4	3	2
NH	3	3	3	3	1
FWA	3	2	2	2	1
ES	3	2	2	2	2
ZE	3	2	3	2	1
AA	3	2	2	2	1
AU	3	3	3	3	2
AS	3	3	3	3	1
RAA	2	2	2	2	1
HPO	2	2	2	2	1

DAF	3	2	3	2	1
MF	2	2	2	2	1
DA	3	2	2	2	1
WT	4	4	3	4	2
ANR	3	3	3	2	1
ENH	3	3	3	2	2
RS	3	2	3	2	2
FD	3	2	3	2	3

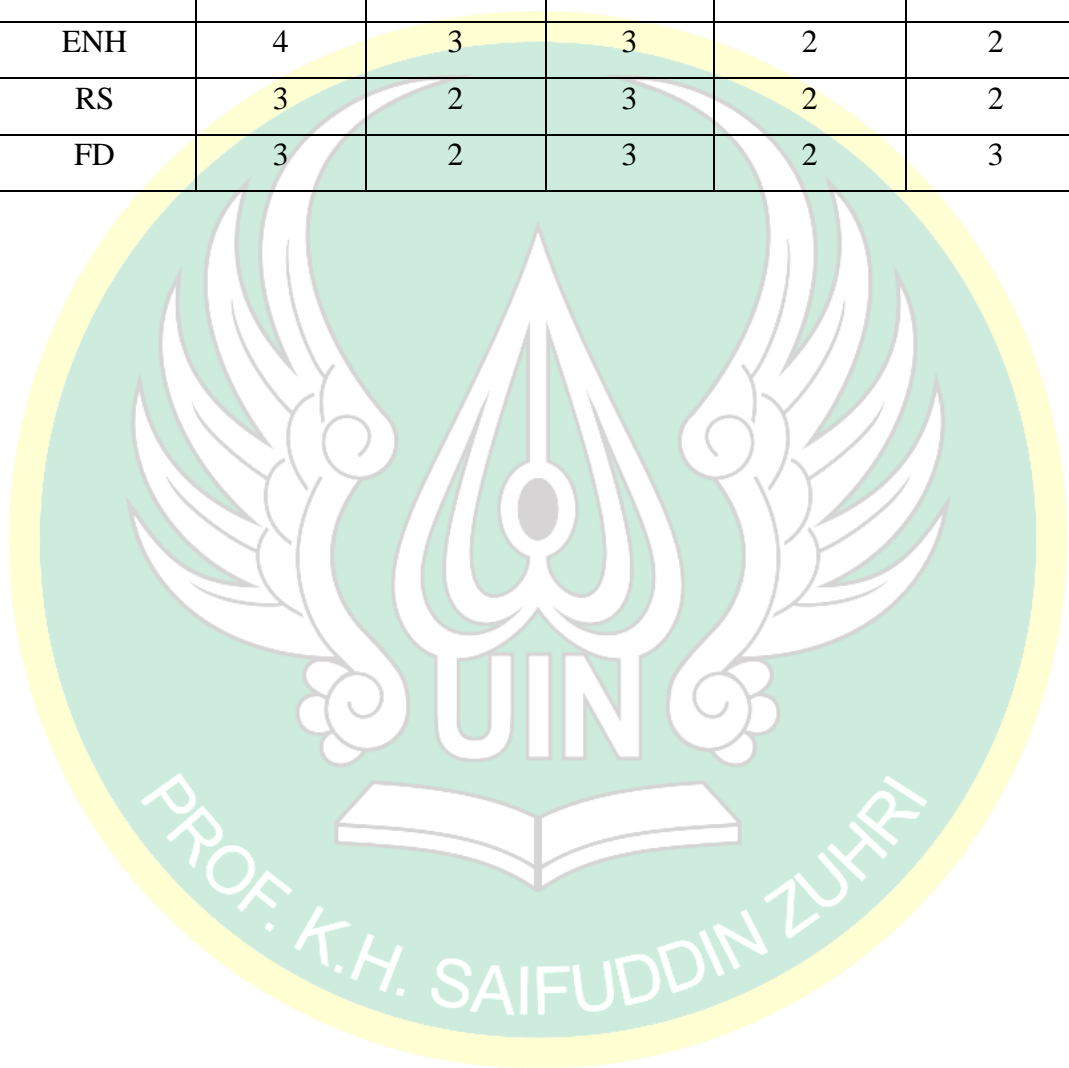


Appen dix 13. The Results of Post-Test Assesment Rubric in The Control Class

POST-TEST CONTROL CLASS

NAMA	ISI	PENY. KAL.	KOSA KATA	TATA BHS	MEKA NISME
DAS	3	3	2	2	2
MM	4	2	3	2	2
SN	4	3	3	2	2
DKA	4	2	3	2	1
DAP	4	3	3	3	2
WI	4	3	3	3	4
ZSD	3	2	3	2	1
RDF	3	3	3	3	1
IK	3	2	3	2	1
FAM	3	2	3	2	2
RN	3	3	2	2	2
NK	4	3	2	2	3
YS	4	3	2	2	3
IN	4	3	3	3	3
AN	4	3	4	3	2
NH	4	3	3	3	3
FWA	3	2	2	2	1
ES	4	3	2	2	2
ZE	3	2	3	2	1
AA	4	3	2	2	3
AU	4	3	3	3	3
AS	3	3	2	3	1
RAA	3	2	2	2	1

HPO	4	3	3	3	1
DAF	4	3	3	2	2
MF	4	3	2	2	2
DA	3	2	2	2	2
WT	4	4	3	4	3
ANR	4	3	3	2	2
ENH	4	3	3	2	2
RS	3	2	3	2	2
FD	3	2	3	2	3



Appendix 14. Documentation of Learning Activity



Learning Activity in Control Class



Learning Activity in Experiment Class



Learning Activity in Control Class



Learning Activity in Experiment Class

Appendix 15. Curriculum Vitae

CURRICULUM VITAE

A. Personal Identity

1. Name : Yulistya Putri Yudi Utami
2. Student Number : 1917404086
3. Date and Place of Birth : Wonosobo, 02 April 2002
4. Gender : Female
5. Address : Bowongso, RT 16 / RW 05 Kauman
Kaliwiro, Wonosobo
6. Email : yulistyau@gmail.com
7. Father's Name : Yudi Laharta
8. Mother's Name : Witni Listyawati (Almh).

B. Educational Background

1. Formal Education
 - a. SD/MI : MI Ma'arif Bowongso
 - b. SMP/MTS : SMP Negeri 1 Kaliwiro
 - c. SMA/SMK : SMA Negeri 3 Purwokerto
 - d. S1 : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. Non Formal Education
 - a. 2013-2015 : Pondok Pesantren Dhamanhuri, Kaliwiro
 - b. 2016-2022 : Pondok Pesantren Ath-Thohiriyah, Purwokerto

Purwokerto, 12 March, 2025



Yulistya Putri Yudi Utami

1917404086

