

THE EFFECT OF USING THE CHAIN WRITING METHOD IN TEACHING WRITING OF ANALYTICAL EXPOSITION TEXT TO INDONESIAN EFL LEARNERS

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ABSTRACT

The purpose of this research was to determine the effectiveness of using the chain writing method on students' writing skills on analytical exposition texts in eleventh grade students of SMAIT As-Sakinah. The problem in this research is the students' difficulties in writing English texts. The formulation of the problem in this research is to determine the extent to which the use of the chain writing method influences students' writing of analytical exposition texts. This research is a quasi-experimental study using two classes; experimental class (XI Al-Qolam), taught using the chain writing method and control class (XI Az-Zuhruf), taught without using the chain writing method. 34 students make up the population, whereas 17 students make up the sample. Pre-test and post-test tests were two different sorts of tests used in data collection techniques. The data collected for this investigation were analyzed using the t-test, various tests to assess the degree of relevance of the research's findings. The experimental class's pre-test results revealed that the students' aptitude for writing analytical exposition text was low. 49.94 were the typical pre-test score. The average post-test score was 78.82 after treatment, and the t-test table had a magnitude of $H_a: 0.000$, indicating that chain writing is successful in instructing students to write analytical exposition texts. According to the research's findings, students at SMAIT As-Sakinah Sebauk in Tanjungpinang's eleventh grade are much less able to compose analytical exposition texts when they employ the chain writing method.

Keywords: *Writing, Chain Writing Method, Analytical Exposition Text*

INTRODUCTION

Every human being certainly cannot be separated from social interaction where the interaction can be done through communication. For human communication to be well-connected, language is needed. Language is used to express an idea, purpose, and intent, both orally and in writing. In the Indonesian education curriculum, students learn English start from elementary to university and they learn it as one of the foreign languages. To learn English, of course, several kinds of abilities must be mastered. Such as, speaking, reading, writing, and listening. The goal of learning English is to help students communicate effectively and correctly. Therefore, these four skills must be studied well so that the students become more proficient in mastering them, and become fluent in English.

The teaching and learning process is the school's primary activity. Under the teacher's direction, the students construct meaning and comprehension during this process. Activities for teaching and learning should give students the chance to complete tasks efficiently and enthusiastically. Talking about teaching is not an easy task like other people think. Especially in teaching English, teachers should foster a culture of active learning. In schools, teachers in particular are allowed the flexibility to manage classes using effective learning tactics, approaches, methods, and procedures that are tailored to the needs of the students, teachers, and school's resources. Writing is a type of human communication that uses signs and symbols to convey ideas or emotions. Because of this, students develop both speaking and writing skills at school (Ghizan, Sumar Yousef, 2016). Writing is a skill in English that students struggle with greatly during the learning process. Because writing requires mastering several skills, including vocabulary, grammar, and pronunciation in line with the theme as a means of reaching objectives (Harmer, J. 2004). The writing process has four basic stages. These are the stages of planning, drafting, editing, and final version (Brown, H. et al., 2001). We must edit our text to make any necessary corrections either from errors or grammatical errors.

The curriculum 13 syllabus claims that the students must learn a variety of texts. Analytical exposition text is one of them. A text that presents a single argument while providing a critical analysis of the topic is an analytical exposition text. Learning an analytical exposition text is not an easy task, because the students are required to articulate thoughts and wrap up the text's contents in their written work. Therefore, the teacher must use a variety of strategies to facilitate students' learning.

The chain writing technique can be applied. Chain writing is a collaborative technique that can aid students' learning in the classroom, particularly in writing (Mackenzie, N., et al., 2013). It can help students create a sentence and then sends the paper to a partner. In a sense, the story was written by multiple writers. The chain writing method's steps, which were devised by several specialists, are as follows (Mackenzie, N., et al., 2013): 1) giving out flipcharts, markers, tape, and scissors; 2) creating illustrations of manuscripts or texts that use the text that will be assigned; 3) playing or displaying the model text to the students; 4) directing students' attention to the genre they have chosen, the rhetorical structure of the text elements, and the aim of composing the text (bearing in mind that each genre has a different

text element); 5) jointly observing and formulating writings that have already been written; 6) reviewing descriptions of the criteria for a good essay, which include using the appropriate vocabulary, using proper grammar, connecting the sentences that come before and after, and having a strong conclusion; 7) dividing the class into groups; (adjusting to the number of students in one class). 8) pinning flipchart paper with the title or theme of the essay that students must write on the wall (or with the introductory sentence printed on it); 9) By walking backwards toward each selected group, ask them to move a distance of approximately 5 meters; 10) Begin chain writing (writing one line at a time, giving each youngster one chance; this can be modified by creating rules that everyone agrees upon); 11) Discuss the outcomes of the group's writing in terms of sentence form, spelling, and sentence relevancy; 12) evaluate the outcomes of writing texts collectively; and 13) hold reflections collectively. The students that use the chain writing technique will work collaboratively to create effective analytical exposition compositions. Students may start the story and organize good ideas much more easily with this strategy (Kerr, B., et al., 1985). Additionally, students won't have any trouble grasping the structural analytical exposition text. A persuasive essay is one of those analytical exposition texts (Damayanti, C., et al., 2013).

Based on preliminary observations during teaching practicum at the eleventh grade of SMAIT As- Sakinah, it was discovered that students lack motivation and enthusiasm in learning to write. It's established that the students can experience fatigue, boredom, and stress. Because PowerPoint methods are still used by teachers as boring teaching approaches. The students still fail to use critical thinking while expressing their viewpoints in analytical exposition texts (Silfia, E., et al., 2013) because poor students' daily assignments are graded by the teacher, who may observe the results. The students still struggle to express their ideas or views. Maybe they have ideas and thoughts but they don't know how to put them in writing. Their minds wander and tend to take a long time to produce a sentence. It is due to the lack of writing practice at school and self-practice (Wulandari, Dwi Nur, 2021).

In addition, the students struggle with reading books in English that are written in another language. For instance, some students are still unable to comprehend the text's meaning when the teacher provides them with the chance to do so. The students still have a limited vocabulary as a result. This makes it challenging for students to comprehend. This is because teachers still use an inappropriate method that makes students bored throughout learning. Thus, the teacher must provide an interesting alternative, because it triggers the improvement of students' English. The success of a teaching and learning process will have a good influence on classroom activities, where teachers employ a variety of techniques to help students learn more quickly, easily, confidently and without difficulty. Based on the phenomena above, the researcher chose to carry out research under the title “The Effect of Using Chain Writing Method in Teaching Writing of Analytical Exposition Text at Eleventh Grade Students of SMAIT As-Sakinah Sebauk, Tanjungpinang”.

RESEARCH METHOD

The researcher employed quantitative techniques in this investigation.

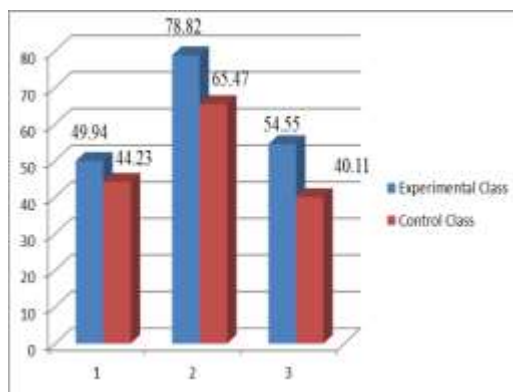
Additionally, this research used a quasi-experimental research methodology. Both experimental and non-experimental qualities utilized in a quasi-experimental investigation (Kumar, Ranjit, 2014). The researcher choose the relevant variables and try to ascertain if changes in one (referred to as the independent variable, or cause), lead to changes in another (also known as the effect or dependent variable) (Goddard, W, et al., 2001). The researcher in this instance employed an experimental study with two sample groups, control and experimental groups. The control group received treatment using the teacher's presentation, whereas the experimental group received treatment utilizing the chain writing method. For the two sample groups, the researcher also used a pre-test before treatment and a post-test following treatment.

This research was carried out at SMAIT As-Sakinah, Jl. Daeng Marewa, Kp. Tanjung Sebauk, Senggarang, Tanjungpinang, Kepulauan Riau. One month had been spent on this research. In the academic years 2022–2023, it was held in May 2023. The Subject and the population of this research were the eleventh grade students of SMAIT As- Sakinah Sebauk, Tanjungpinang in academic years 2022/2023. At SMAIT As-Sakinah Sebauk, Tanjungpinang, the researcher was gathered a sample of 34 students from classes XI Al-Qolam and XI Az-Zuhruf. At SMAIT As-Sakinah Sebauk, Tanjungpinang, class XI Al-Qolam was converted to an experimental class and class XI Az-Zuhruf was converted to the control class. The scores of pre-test and post-test were computed by using t-test and analyze to find out if there was a significant influence of implementing chain writing for teaching analytical exposition text.

Alternative Hypothesis (H1) stated that there is a significant effect of using the chain writing method to teach writing analytical exposition texts. Null Hypothesis (H0) that there is no significant effect of using the chain writing method to teach writing analytical exposition texts.

RESULTS AND DISCUSSION

The research information was gathered from the class XI students of SMPIT As-Sakinah Sebauk, Tanjungpinang's pretest and posttest results. Class XI Al-Qolam, which is taught using the chain writing method, is the experimental class, and class XI Az- Zuhruf, which is taught using the conventional method, is the control class. Two tables one for each class describes the data. It displays the results of the students' pre- and post-tests as well as their final grades.



Histogram of Students' Pre-test, Post-test, and Gained

Student scores in the experimental class increased more than those in the control class, as can be seen from the acquisition of student scores data above. The writing scores of Analytical Exposition Text students utilizing the chain writing method improved better and were higher than students in the control class who were not taught using the chain writing method, proving the effectiveness of the method based on the aforementioned data.

Along with assessing data, the researcher additionally employed a statistical method of the dependent T-test. In order to determine whether or not students who used the chain writing approach for analytical exposition texts received higher marks, the researcher in this study is eager to learn the outcome of implementing the method in a writing class:

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1: Experimental - Post-Experimental	-28.8235	10.40362	2.52325	-34.23140	-23.53331	-11.446	16	.000	

Test of Linearity

The following is the theory: H_0 = No difference H_a : There is a difference. Rules for making decisions include $\text{Sig} \geq \text{level of significance } (\alpha) 0.05$; H_0 accepted. $\text{Sig} < \text{level of significance } (\alpha) 0.05$; H_0 was rejected. The t-test findings for the Paired Sample Test indicate that H_0 is not accepted and H_a is accepted because the significance value is 0.000, or less than 0.05. This indicates that the results of adopting the chain writing method did not produce the same learning effects. As a result, it can be concluded that by employing the chain writing method there was a considerable difference between the pretest scores and posttest values.

CONCLUSION

According to statistical calculations, there is a significant effect between using chain writing method and students' ability to write analytical exposition text. This is proven by the fact that students in the experimental class (78.82), who were taught using the chain writing

method, improved on the post- test average scores more than those in the control class (65.47). H₀ is rejected and H_a is accepted because the results of the t-test calculation using the paired sample test value of 0.000 are less than the significance value of 0.05. As a result, the chain writing method significantly effects on class XI SMAIT students' ability to write analytical exposition writings.

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