THE IMPLEMENTATION OF THE CHAIN WRITING TECHNIQUE TO IMPROVE WRITING ABILITY OF DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL

(Undergraduate Thesis)

BY

ADZKIA APRISTASARI
NPM 1913042014

ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATIONFACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF LAMPUNG

2023

ABSTRACT

THE IMPLEMENTATION OF THE CHAIN WRITING TECHNIQUE TO IMPROVE WRITING ABILITY OF DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL

By

ADZKIA APRISTASARI

The aims of the research were to find out there was significant improvement of the students' writing ability of descriptive text and students' perceptions after the implementation of the Chain Writing technique. The research was mixed method (quantitative and qualitative approach). The design used in quantitative approach was One group Pre-test and Post Test. While the design used in qualitative approach was descriptive qualitative analysis. The sample consisted of 30 students in class VII A of SMP Negeri 6 Natar. The instruments were writing test and interview questions. The data were in the form of scores taken from the pre-test and post test. The results showed that students' writing score gain was 18.77 from 46.97 in pre-test to 65.73 in post test. The significant was analyzed by using Paired Sample t-test. The result showed that p-value score was 0.00 what means that there was significant improvement of students' ability in writing descriptive text since p-value < 0.05. Furthermore, the results of the interviews showed that students feel enjoy when learning descriptive text through the Chain Writing technique. Therefore, it can be concluded that the Chain Writing technique has a positive impact on students when applied in class as a teaching technique.

Keywords: *chain writing technique, writing ability, descriptive text*

THE IMPLEMENTATION OF THE CHAIN WRITING TECHNIQUE TO IMPROVE WRITING ABILITY OF DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL

Undergraduate Thesis

BY

ADZKIA APRISTASARI
1913042014

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

In

The Language and Arts Education Department
Faculty of Teacher Training and Education

ENGLISH EDUCATION STUDY PROGRAM DEPARTMENT OF
LANGUAGE AND ARTS EDUCATIONFACULTY OF TEACHER
TRAINING AND EDUCATION UNIVERSITY OF LAMPUNG
2023

Research Title   : **THE IMPLEMENTATION OF THE CHAIN WRITING TO IMPROVE WRITING ABILITY OF DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL**

Student's Name   : *Adzkia Apristasari*

Student's Number : **1913042014**

Study Program   : **English Education**

Department   : **Language and Arts Education**

Faculty   : **Teacher Training and Education**
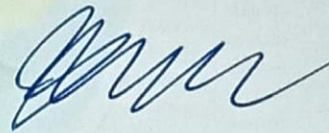
APPROVED BY

Advisory Committee

Advisor   Co-Advisor

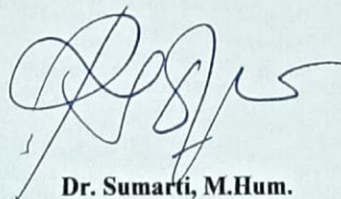**Dra. Endang Komariah, M.Pd.**   **Budi Kadaryanto, S.Pd., M.A.**

NIP 19620307 198603 2 002   NIP 19810326 200501 1 002

The Chairperson of

The Department of Language and Arts Education

Dr. Sumarti, M.Hum.

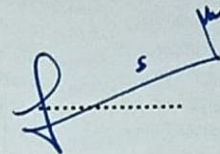NIP 19700318 199403 2 002

ADMITTED BY

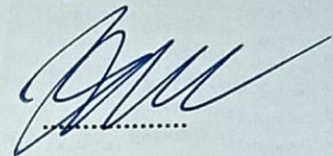1. Examination Committee

Chief Examiner   : **Dra. Endang Komariah, M.Pd.**

Examiner   : **Dr. Feni Munifatullah, M.Hum.**

Secretary   : **Budi Kadaryanto, S.Pd., M.A.**

The Dean of Teacher Training and Education Faculty

Prof. Dr. Sunyono, M.Si.
NIP 19651230 199111 1 001

Graduated on: **June 20th, 2023**

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Adzkia Apristasari

NPM   : 1913042014

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : The Implementation of The Chain Writing Technique to Improve Writing Ability of Descriptive Text at Junior High School

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 20 Juni 2023

Yang membuat pernyataan,

Adzkia Apristasari

NPM 1913042014

CURRICULUM VITAE

Adzkia Apristasari was born on April 25th, 2001 in Bandar Lampung, Lampung. She is the second child of three siblings of Subandri and Suratmi. She has two brothers, Anjas Septian Nugraha and Akbar Fahmi Ramadhan.

She graduated from SD Negeri 1 Merak Batin, Natar Lampung Selatan graduated in 2013. After that, she continued her study at SMP Negeri 1 Natar, Lampung Selatan and graduated in 2016. She then continued her study at SMA Swadhipa Natar, Lampung Selatan and graduated in 2019.

In 2019, she was registered as an English Education Study Program student at the Teacher Training and Education Faculty at Lampung University through SNMPTN. She did KKN at Pempen Village, Lampung Timur from June to August 2022 and conducted PLP at SMA Yadika Natar, Lampung Selatan from September to October 2022.

MOTTO

"Do not be sad, because indeed Allah SWT is with us.''

QS. At-Taubah (9:40)

"Allah does not burden a person except according to his ability.''

QS. Al-Baqarah (2:286)

DEDICATION

I dedicate this thesis to:

My beloved parents, Mr. Subandri and Mrs. Suratmi. Thank you for all the

support, both morally and materially, love, and all the prayers for me.

My beloved brothers Anjas Septian Nugraha and Akbar Fahmi Ramadhan.

Thanks for the support and prayer.

My extended family, friends, comrades in arms, and you always provide support

and motivation and accompany me in joy and sorrow in achieving my success.

My beloved lecturers and my almamater, University of Lampung.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim.

Praise and gratitude the writer pray to Allah SWT. for blessings the writer can complete the preparation of undergraduate thesis. The title of the thesis that the writer submit is "The Implementation of the Chain Writing Technique to Improve Writing Ability in Descriptive Text at Junior High School".

This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Teacher Training and Education Faculty, University of Lampung. It can not be denied that it took a lot of effort to complete this thesis. However, this work would not be finished without loved ones around the writer, who support and help. The writer thanks goes to:

1. Dra. Endang Komariah, M.Pd., as the first advisor, for her willingness to give assistance, ideas, encouragement, and scientific knowledge within this time during this script writing process, despite her busy schedule in correcting this paper.

2. Budi Kadaryanto, S.Pd., M.A., as the second advisor for his patience, suggestion, and also revisions during the accomplishment of this script.

3. Dr. Feni Munifatullah. M.Hum., as an examiner and Head of the English Language Education Study Program, for her encouragement, suggestions,

Finally, the writer realizes that this script still has some weaknesses. Therefore, critics and suggestions are needed for enhancement of this script. Hopefully, this script can give good contribution to the readers or those who want to carry out further research in the same realm.

Bandar Lampung, June 20th, 2023

The Writer,

Adzkia Apristasari

TABLE OF CONTENTS

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDICES

I.   INTRODUCTION

This chapter discusses the introduction of the research includes background, research questions, research objectives, use of the research, scope, and definition of terms.

1.1   Background

English teaching is an activity carried out by a teacher to provide knowledge in teaching English, there are four basic abilities that must be learned speaking, reading, listening, and writing. In addition, Brown (2000:7) argues that teaching is a system that guides and facilitates learning. Additionally, teaching provides a learning atmosphere for beginners and makes it students possible for to gain knowledge. A teacher's knowledge of what coaching is determines his expertise in ways their students' research determines their coaching philosophy, teaching style, method, and how they work inside the classroom, whose purpose is to carry understanding to students. Therefore, the purpose of teaching English based on the 2013 curriculum is for students to be able to communicate in English both in oral and written form. Writing is the most important skill besides speaking in the context of communication because writing is one way to communicate in written form. Therefore, teaching students how to communicate in written form is very

important. In addition, according to Haven (1999) he stated writing is an important skill. Students must write every day. The more students write, the better they will be at writing, and they will develop more control with writing tools and techniques. Writing ability is the potential to bring messages, ideas, critiques, and emotions to different human through written language as the medium (Dalman, 2014:3). Tarigan (2008: 3), additionally defined that writing abilities are certainly one productive and expressive language ability that might be used to talk indirectly with other people. The skill of writing is important for students to master because it shows how capable they are in their language mastery since writing engages all five important components of language content, organization, vocabulary,language use, and mechanics.

This is a fact based on the researcher's experience while studying in junior high school and some opinions from the English teacher and the seventh grade students. Based on the English teacher's statement there are still some students who have difficulty learning, especially in their writing skills for seventh grade of junior high school students because when they studied in elementary school there were only a few who studied English. Thus, the seventh grade students have not been able to develop their ideas into a paragraph and students just make sentences they still feel confused if they are not directed. Therefore, they are confused about how to start writing, how to express and develop their ideas in writing. While statement from the seventh grade students they feel confused when starting to write sentences with reasons they must first think of the correct form of the sentence. For example, based on the language structure, English and Indonesian

literally put English words not in the same position as sentences in Indonesian.

For that reasons, the researcher choose a technique to facilitate the students in writing. In learning activity, a technique can make the teaching-learning process. Therefore, the technique that is suitable for learning to write is the Chain Writing technique.

The Chain writing is a technique used to assist students in making a paragraph based on the picture shown or by compiling sentences from previous friends. Picturesare a tool for students in the Chain Writing technique to make paragraphs, such as pictures of people, animals, views, and others. The Chain Writing technique requires students in group to make a paragraph together because they will take turn to write sentence by sentence until the last member. Mackenzie and Veresov (in Fitryanti et al, 2017: 278) said, chain writing is a technique that students use in their learning and teaching activities to help write. In addition, Chain Writing technique is like a game that aims to excite students and make them interested in writing descriptive text (Pertiwi et al, 2019). According to Nystrand (1986), Chain Writing is a group activity specially designed for students to actively develop their writing skills. Therefore, the researcher is interested in using the Chain Writing technique because this technique makes it easy for students to compose a sentenceor paragraph.

Student perception is a student's perspective or understanding of the material or information received by students when learning activities take place to respond to the material studied using the method or technique used. Centra and Gaubatz

(2000) also add that in addition to teaching effects affecting student performance, students perceptions seem to be somewhat related to student performance, in other words, the teacher monitors student performance (in Rahnema et al, 2003). It can be concluded that perception can be carried out in certain environments, including schools which require some student opinion about implementing a technique.

In this research, the Chain Writing technique was used to improve students' abilityto write descriptive text. For the reason the researcher used descriptive text because it was easier to write than other types of text. A descriptive text is a text that describes what a person, animal, or thing is like. Descriptive text is text about sensory experiences about what looks, sounds, and feels like. Therefore, descriptive text is a text that is developed into paragraphs that describe person, animal, feeling, and others.

There are some previous researchers who have done research about the Chain Writing technique. Sari (2018) conducted to describe the implementation of Chain Writing method to increase students' ability at writing narrative text for the eight grade students'at MTs. AL-Muttaqin Padang Tualang Langkat. The technique for data collection of this research applied quantitative and qualitative approach. The quantitative data were taken from written test and the qualitative data were taken from observation sheet and interview sheet. The research design was pre-test and post test. The instrument was writing test. The research concluded that the students' ability at writing narrative text was improved by using Chain Writing and students' respond to writing teaching when they were

taught by using chain writing was very good. Another previous research Another previous research is by Fitriyani (2019) conducted a research in the second grade of MTs Negeri 2 Tangerang. The research about to obtain empirical evidence of the effect of using the Chain Writing technique on students' writing performance of recount text. As a result of this research, it is already known that there was a significant effect of using the Chain Writing technique on students' writing of recount text, and this result improved the use of this technique.

From the explanation of the previous research, it can be assumed that the Chain Writing technique has been effective in improving the students' ability to write. In this research, the researcher used the Chain Writing technique as a teaching technique for learning to write descriptive text. The Chain Writing technique can help the students to develop their idea to describe something. This research was also about finding the students' perceptions towards the implementation of the Chain Writing technique in writing ability of descriptive in order to find out how the students' feel and think about this kind of technique. Based on the background, the researcher was interested in carrying out a research on the title of **"The Implementation of The Chain Writing Technique to Improve Writing Ability in Descriptive Text at Junior High School"**.

1.2   Research Questions

Based on the background, research questions were formulated as follows:

1.   Is there significant improvement in students' writing achievement of descriptive text through the Chain Writing technique?

2.   What are the students' perceptions of writing descriptive text through the Chain Writing technique?

1.3   Research Objectives

Based on the statement of the research questions above, research objectives this research were:

1.   To find out the significant improvement in students' writing achievement of descriptive text through the Chain Writing technique.

2.   To know students' perceptions of writing descriptive text through the Chain Writing technique.

1.4   Use of the Research

The uses of this research were:

1.   Theoretically, this research was useful for supporting the theory about the improvement of students' ability in writing descriptive text using the Chain Writing technique.

2.   Practically, the result of this research was expected English teachers can apply the Chain Writing technique to improve and help their students' writing ability. This results of this research the researcher hoped that other researchers can study and get more information about writing ability. To gain experience and new knowledge for the future of their lives.

1.5   Scope of the Research

This research was mixed method (quantitative and qualitative research). The research focused on improving students' descriptive text writing through the Chain Writing technique. The research conducted in the second semester of the academic year 2022/2023 for the seventh grade at SMP Negeri 6 Natar.

1.6   Definition of Terms

In this research, there were several definitions of terms used by the researcher:

1. Writing

    Writing is a communication process to communicate one's ideas in written form to the reader so that the reader can understand the information.

2. Descriptive Text

    A descriptive text is a text that presents information about something specific with the aim of describing a person, thing, or place specifically.

3. Chain Writing

    Chain writing is a technique used to help students in the writing process.Working in groups to help them write well.

4. Writing ability

    Writing ability is the human ability to express ideas, thoughts, or feelings in a meaningful written form.

5. Ability in Writing Descriptive Text

The ability in writing descriptive texts is the ability to express ideas in writing descriptive texts that contain how to write descriptive texts.

6. Improvement

Improvement is a significant difference in students' abilities between the pre-test and post test.

Those are all what this chapter about background, research questions, research objectives, use of the research, scope of the research and definition of terms.

II. LITERATURE REVIEW

This chapter contains the following topics: concept of writing, definition of writing, type of text, teaching writing, process of writing, aspect of writing, concept of descriptive text, concept of the Chain Writing technique,procedures of using the Chain Writing technique in teaching descriptive text, theoretical assumption, hypothesis, and previous research.

2.1 Concept of Writing

2.1.1 Definition of Writing

Writing is one of the important skills that must be mastered by students tofind out how capable students are in writing something related to language. Writing is about how ideas are made into sentences and became a paragraph that is conveyed to readers about writing (Creme et al, 2008). In addition, according to Huy (2015) writing is a complex metacognitive activity related to one's knowledge, basic skills, strategies, and the ability to coordinate various processes. Not only that, writing is a way to convey ideas to others (in Ningsih, 2016).

Furthermore, Permanasari (2017) she stated, writing is acommunication activity to convey messages or information in writing using written language as the medium.

Writing is also very important for students to develop critical thinking skills on topics that are currently discussed and expressed by writing. Therefore, writing has an important role in students' mastery of language by conveying the ideas that students have in written form. Moreover, Wright et al (2007) stated writing is like telling a story in writing. From the explanation it can be inferred that writing is one form of communication to obtain information or messages by conveying some ideas. The students can communicate their ideas and their thoughts to others in written form such as the letter, message, or invitation for communication.

2.1.2 Type of Text

In writing there are many kinds types of texts which have different definition and purpose. There are several written texts as follows:

1. Narrative Text

   Narrative text is a text that tells a story about imagination (Hyland, 2009). Events can be real or imaginary. Narrative text conveys the reader's knowledge about the story, both fiction and non-fiction.

2. Descriptive Text

   Descriptive text is text that contains a description of an object, place, or event. The purpose of descriptive text to describe an object or feeling so that the reader can understand what is described.

3. Recount Text

   Text that recounts past experiences or events is referred to as a recount text (Hyland, 2009). The purpose of recount text are to retelling and giving information.

4.   Report Text

Report text is a text which consists of an organized record of factual events or a classification and description of one or more things (Hyland, 2009). The purpose of report text are to presenting information in the form of seminars, promotions, work shops, training, performance and others.

5.   Procedure Text

Procedure text explains how something is done or made (Hyland, 2009). The purpose of procedure text is to show how something is made, used,or done through a sequence of steps.

6.   Exposition Text

Exposition text is a text that presents ideas in the form of a logical argument, encouraging the reader to agree with the writer on a particular issue topic of discussion (Hyland, 2009). The purpose of expository text is to explain information or knowledge from the author based on actual facts in order to add insight or views of the reader.

7.   Explanation Text

Explanation text is a text that outlines how or why things occur, or how things operate. The purpose of explanation text to tell the reader how ore why something happens, or give information on how to do something.

2.2   Teaching Writing

Teaching writing is an activity to teach students how to express their idea in written words. Hasibuan (2013) states teaching writing as a productive skill requires teachers to guide students to produce their expressions in writing and

requires more skill elements such as correct words, correct sentences, and correct writing. However, to make the students' piece of writing better, the teacher should notice of some elements of writing including content, organization, vocabulary, language use, and mechanic while helping them to express the idea in the process of teaching writing.

From the explanation above, it can be concluded that teaching writing is helping students how to express their feelings, ideas, imagination, or thoughts in written form by paying attention to aspects or processes in writing.

2.3 Process of Writing

Process of the writing is a process that contains a series of activities to planning, drafting, editing and final draft. According to Harmer (2004:4-5) has four process of the writing as follows:

a. Planning

When planning their writing, students should have three things in particular in mind. First, they must consider the purpose of their writing. Second, the students think about the subject or object because it not only influences the form of writing, such as paragraph structure, but also the choice of formal andinformal language. Third, students must think about the structure of the work's content, that is, how best to structure the facts, ideas, or arguments they have considered.

b. Drafting

Drafting is a process that can refer to the first process of a piece of writing

called and outline. The first is that writing often done with the assumption that it will be modified, and then as the writing process progresses to editing, so that the drafts can produce the final draft.

c. Editing

At the editing stage, students have made a draft and students usually read what they write to see if there are errors or not. Revising is often assisted by other students or the teacher providing comments and suggestions. The teacher or other students' response to the writing will help the students make the necessary corrections.

d. Final Draft

After students have edited the draft, make the necessary changes to prepare for the final draft. It may look very different from the original plans and first drafts because some of the edits have changed and students are now ready to submit their written text to the teacher.

2.4 Aspects of Writing

There are several aspects of writing to make a paragraph by formulating and organizing ideas that must be considered in the writing process. Jacobs (1981) stated that there are five components to writing, as follows:

1. Content

Content is an aspect of writing that refers to the substance of the writing, the experience of the main idea (unity). It is identified by looking at the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization

   Organization is an aspect of writing that refers to the logical organization of content (coherence). It is related to the ideas sticking together so that the ideas run smoothly in the paragraph.

3. Language Use

   Language use is an aspect of writing that refers to the use of correct grammatical forms and syntactic patterns. This is known from the construction of well-structured sentences.

4. Vocabulary

   Vocabulary is an aspect of writing that refers to the selection of suitable words for content. This can be identified by looking at the choice of words or diction used to convey ideas to the reader.

5. Mechanic

   Mechanic is an aspect of writing that refers to the use of the graphical conventions of the language. This is identified by looking at the use of spelling, punctuation, and the use of capital letters in paragraphs.

2.5 Concept of Descriptive Text

2.5.1 Definition of Descriptive Text

Descriptive text is a text that is presented to convey information about a person, place, or thing in detail (Rohimah and Muslim, 2021). The descriptive text also focuses on describing a single location, object, event, person, or place. Descriptive text is a text that tells how something is. It has social function

that describes a particular person, place, or thing. The characteristic features of a person, an animal, or a particular thing become the focus of the descriptive text. The point is that descriptive text gives a description of something in particular in order to help people perceive it through words.

In description will explain special characteristics possessed by the object, place, or person described. The descriptive text has the purpose to describe an object either subjectively or by explaining the state of the object from the author's point of view. Another purpose of descriptive text is to represent or reveal a person or an object and some with the purpose to both inform and entertain the readers.

2.5.2   The Language Features of Descriptive Text

A descriptive text has some language features there are the use of simple present tense, the use of nouns and pronouns, the use of action verbs, and the use of adjectives. The use of simple present tense the most important one is a descriptive text uses mostly simple present tense because simple present tense will tell the facts of the object described. For example *I have two cats* in this sentence tells the fact of the object *two cats*. Then, the use of nouns and pronouns because nouns to explain more specific nouns, such as my *daddy*, *my mom*, *my husband¸ my cat¸* and etc. While pronouns in a descriptive text replace a noun or noun phrase, such as *I*, *she*, *he*, *Dinda*, *Doni*, *they*, *cat*, *you*, *me*, *your*, and others.

Next, a description also focuses on the use of action verbs that shows an activity that can be seen. For example, *sleep*, *sing*, *cook*, etc. Finally, in a descriptive text will use of adjectives to clarify the use of nouns, such as *a handsome boy*, *a beautiful girl*, *a cute cat*, and others.

2.5.3   The Generic Structure of Descriptive Text

The generic structure of the descriptive text is identification and descriptions (Sipayung et al, 2021). The first part of the generic structure is identification. Identification introduces the subject or object described such as people, animals, objects, places, events, and others (Wardani, 2014). Identification is a general statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. In identification, the writer can describe the introduction in a sentence or a general description of the object.

The second part of generic structure is description. Description is a brief detail of who or what the subject is (Wardani, 2014). Description can be the explanation of a physical appearance of the subject, the qualities of the subject like the degree of beauty, excellence or the special aspects that the subject has. The writer can brief the part that is identified as describing the characteristics of the persons, animals, or things. Here is a example of descriptive text along with the generic structure.

Table 2.1 The Generic Structure of Descriptive Text

My Cat	
Identification	I have a cat. My father gives me a cat as gift for my birthday. I love my cat.
Description	His name is Babau. Babau is a male cat and a Persian mixdom. He fur is gray with black. He looks adorable and very handsome. He is 3 years old. He weighs 5 kg and is 60 centimeters long, his body is fat. He always sleeps and looks very lazy. But now he is sick. I'm so sad because I can't kiss him and hug him.

2.6 Concept of the Chain Writing Technique

2.6.1 Definition of the Chain Writing Technique

In this research Chain Writing is writing learning technique to make a paragraph or essay that is done by students working in groups and taking turns expressing their ideas with picture. Chain writing is a technique of learning through a direct learning process or active learning, with the aim of connecting learning as a fun activity for students (Primasari et al, 2021). Another definition, according to Saragih and Rabbani (2017) they state Chain Writing is a learning model in which one student starts writing a short story, which is followed by another student. Therefore, Chain Writing is a technique that can make it easier for students to

make a paragraph by combining the ideas of each student in their group. Furthermore, Chain Writing is a technique with a collaborative writing strategy because students work together to create a piece of writing. Collaborative writing strategy is a writing instruction strategy that encourages students to work together in pairs or groups to create good writing. The term "collaborative writing" refers to a project in which the written work is together by many people, not individually (Sukirman, 2016). By doing collaborative writing can help students in the process of learning writing easily with the Chain Writing Technique.

2.6.2   The Advantages and Disadvantages of the Chain Writing Technique

Using the Chain Writing technique has advantages and disadvantages that will be elaborated as follows:

1.   The Advantages of the Chain Writing Technique

The Chain Writing technique has the advantage of able to involve students in the learning process, which is intended to motivate students in writing and influence the results of their writing. Not only that, this technique also creates a fun learning atmosphere because they write stories in groups. Group study also helps reduce writing difficulties. For example, one member writes a sentence and it is passed on by other members, it can help them generate ideas. In addition, the advantages of Chain Writing technique encourage students to pay more attention to the learning process because when students enjoy the learning process, they focus more on learning so they can develop their imagination.

2. The Disadvantages of the Chain Writing Technique

The Chain Writing technique also has several disadvantage in learning, for example this technique has limited time to be used in class while its application requires a long time to be effective. In addition, students feel compelled to write quickly with this technique because they have to give their work to other members so that they forget what they have written. In addition, the class usually becomes rowdy because the students are more active.

2.7 Procedures of Using the Chain Writing Technique

a. Planning

The teacher shows examples of descriptive text and pictures. The teacher and students read the text together while paying attention the pictures. Then, the teacher asks students to form groups of 5-6 students. After that, the teacher starts the Chain Writing technique by writing descriptive text sentences on the whiteboard that match the pictures and students continue the sentences with their respective ideas from the first member to the last member of the student on the HVS paper that has been provided by the teacher. Each member is given 2 minutes to write their idea of what they see in the picture.

b. Drafting

After all the groups have finished writing down their ideas, the teacher asks students to discuss them with their groups. The aim is to redevelop the sentences they make into descriptive paragraphs by paying attention to the

generic structure and language features of descriptive text. The teacher gives 15 minutes to discuss.

c.   Editing

Students have finished writing descriptive paragraphs. Then, the teacher asks students to exchange drafts with other groups. After that, each group discussed again to analyze and evaluate whether there are any errors or not in the other group's draft. The teacher gives 10 minutes to discuss. The draft thathas been analyzed and evaluated is returned to each group to see if there are any errors or not. Then, the teacher asks students to revise their draft which has been analyzed and evaluated for 10 minutes.

d.   Final Draft

After students have finished revising their draft. The teacher asks students to submit their draft results and the teacher gives appreciation to students, because they have finished working on it.

Therefore, this technique can be used in teaching writing and using the Chain Writing technique students are also to focus on the idea they want to write.

2.8   Concept of Students' Perceptions

In research, student perception is the most important thing because research requires an opinion to find out whether the technique used has an effect or not on students. Perception is important in terms of the intelligence, interests, talents, personality, and academic achievement of students. Finding out students' perceptions toward the implementation of the Chain Writing technique is also

useful for teacher. As Shuell (2011) writes, the student's perceptions, prior knowledge, and beliefs determine what is learned that is consistent with the teacher's educational goals.

According to Alan Saks and Gary Johns (2011), there are three components of perception. These components are:

1. The Perceiver

    The perceiver namely the individual who forms the perception of an object. There are three factors that can influence the perception of this individual, namely motivation, experience, and emotional state.

2. The Target

    Target is an object of perception formed by the individual. It is something or someone who is perceived.

3. The Situation

    The situation is also a component that greatly influences perception because, with different situations, the perception of the same target from the same perceiver may be very different.

In addition, perception is a process that that occur in individuals that begins with receiving stimuli until the individual is aware and understands so that it allows the individual to recognize himself and his environment. Based on the explanation above, it can be interpreted that perception is a process by which a person is selecting, organizing, and interpreting.

2.9   Theoretical Assumption

Writing is the process to communicate thoughts and ideas in readable form. A good writing is writing that has supporting that are arranged coherently. On the other hand, students still lack content and organizing ideas. They also can not develop their ideas into a paragraph. Chain writing is a technique that helps students to improve their writing ability. The students are given picture and work in group to write the descriptive text to help them to express their idea. From the explanation, the researcher assumes that the Chain Writing technique can help students produce good texts as long as they can work well with their group. This technique is done in groups to make a paragraph that is formed based on the ideas of each student which was previously in the form of a sentence.

2.10   Previous Research

The researcher describe previous research to strengthen and convince this research. The research only focuses on students' writing skills using the Chain Writing technique, so there are three previous research and their results.

Nurhasanah (2019) this research focused on the influence of the Chain Writing method on the ability of writing descriptive text of seventh grade at SMP IT Hikmatul Amien. The purpose of this research is to know the ability to write students in seventh grade students in writing the descriptive text before and after using the Chain Writing method and to know the influence of the Chain Writing method to the ability to write descriptive text in seventh grade students. This

research used one group Pretest-posttest Design. The Chain Writing method can affect the writing ability of seventh grade students at SMP IT Hikmatul Amien.

In another research, Aisyah (2020) this research focused the implementation of Chain Writing method to improve students' writing motivation of recount text in second grade at MTs Sultan Agung Jabalsari. This research is an experimental research, which uses the chain writing method and then determines its effectiveness from student learning outcomes. The research design used descriptive qualitative. The researcher used interviews as the instrument of the research to know whether the chain writing method can improve students' writing motivation at second grade of MTs Sultan Agung Jabalsari. From the results of data analysis it is known that the chain writing method is more effectively to improve students' writing motivation.

Furthermore, Rahmawati et al (2022) conducted a research in the first grade students at SMP Negeri 1 Sutajayan. This research focused on a the effectiveness of using a Chain Writing technique with comic strips to teach writing to Junior High School students. The purpose of this research is to evaluate the Chain Writing technique for teaching how to write descriptive text using comic strips. This research employed a quasi-experimental methodology. Both the experimental class and the control class participated in the research four times each. A test is an instrument in use. The Chain Writing technique significantly improves the descriptive text writing abilities of first grade junior high school students. This demonstrates that learning to write more effectively through the Chain Writing technique than through lecturing.

For an explanation of previous research, there is a difference between this research and previous research which lies in its focus. The first focus is whether there is significant improvement in students' ability to write descriptive texts after using the Chain Writing Technique. The second focus is students' perceptions of writing descriptive text using the Chain Writing technique. Based on the statement above, the researcher is interested in researching and promoting the Chain Writing technique as a writing learning technique to improve students' ability to write descriptive text.

2.11 Hypothesis

In this research the researcher formulate the hypothesis as follows:

H_0 : There was no significant improvement on students' achievement in writing descriptive text after taught using the Chain Writing technique.

H_1 : There was significant improvement on students' achievement in writing descriptive text after taught using the Chain Writing technique.

Those all above are what this chapter discusses about, concept of writing, concept of descriptive text, concept of the Chain Writing technique, procedures of using the Chain Writing technique in teaching descriptive text, theoretical assumption, hypothesis, and previous research.

III. METHODOLOGY

This chapter discusses about research design, population and sample, data collecting techniques, instrument of the research, validity and reliability, procedure of data collecting technique, scoring criteria, data analysis, and credibility.

3.1 Research Design

The research method used in this research was mixed method, namely an approach to studying behavioral, social, and health problems. This approach aims to collect and analyze quantitative and qualitative data in response to research questions by mixing the two forms of data in the research design (Creswell, 2017). Quantitative data were obtained using *One-Group Pretest-Posttest Design*, namely comparing test results before being given treatment and after being given treatment.

$$\boxed{\textbf{T1 X T2}}$$

Note:

T1: Pre-test

X : Treatment (using the Chain Writing technique)

T2: Post-test

(Hatch and Farhardy, 1982:20)

While the qualitative data with descriptive qualitative approach to obtained from the interview to know students' perceptions toward the implementation of the Chain Writing technique.

3.2 Population and Sample

Population is a generalized area consisting of objects or subjects that have certain characteristics determined by the researcher to be studied (Sugiyono, 2017:215). In this research, the researcher took the seventh grade students of SMP Negeri 6 Natar as the population. While the sample is part of the subject of the population whose characteristics are the same. Then, class VII A was taken as the sample of this research with 30 students for the experimental class. In determining the experimental class, the researcher used purposive sampling recommended by the teacher by considering several things such as the ability of students compared to other classes.

3.3 Data Collecting Technique

This research used tests and interviews to collect data as follows:

1. Pre-test

   Pre-test conducted before the treatment process. This was given to assess students' ability to write descriptive text before being taught the Chain Writing technique. This test was in the form of a written test. Students were asked to make descriptive text in the form of paragraphs.

2. Post test

    Post test conducted after the treatment process. Post test conducted to find out an improve in students' writing ability after being taught the Chain Writing technique. Post test was like the pre-test. The only difference between pre-test and post test was before and after implementing the Chain Writing technique.

3. Interviews

    Qualitative research tool used by the researcher was an interview questions adapted from Mahpul (2014). It was given after doing the treatment. The researcher took 10 students in the class be interviewed to find out students' perceptions after implementing the Chain Writing technique. Interviews conducted using Indonesian because students have not mastered English to avoid misunderstandings between the researcher as interviewer and students as respondents.

3.3.1 Instrument of the Research

In this research, the instruments that used were writing tests and interviews as follows:

1. Pre-Test

    The pre-test given at the first meeting before the treatment, while the post-test given after the treatment. The aim of the pre-test was to see the students' writing ability at an early stage before being given treatment (the Chain Writing technique). The test in essay form and the time conducted within 60 minutes.

2. Post Test

   The post test given after the treatment. In addition, the aim of the post-test was to determine whether there was an improve in students achievement after students receive treatment (the Chain Writing technique). The test in essay form and the time conducted within 60 minutes.

3. Interviews

   In this research to collect primary data using structured interviews, namely the interviewer used guidelines made in the form of a list of questions. The purpose of interviews to students' perceptions after post-test to find out whether or not there was an improve in students' achievement treatment using the Chain Writing technique. Therefore, the researcher used interview questions that was adapted from Mahpul (2014) as the instrument. The questions asked in the interview amounted to 5 questions.

Table 3.1 List of Interview Questions

No.	Interview Questions
1.	Apa pendapatmu tentang teknik pembelajaran yang didapatkan selama pembelajaran menulis teks deskriptif? Apakah sulit atau mudah? Jelaskan mengapa!
2.	Apa yang kamu rasakan selama pelajaran berlangsung menggunakan teknik pembelajaran tersebut? Apakah kamu merasa senang, stress, nyaman, dsb? Jelaskan mengapa!

3.	Menurutmu sampai mana kamu bisa memahami materi yang diberikan dengan teknik ini? Jelaskan mengapa!
4.	Apa pendapat kamu tentang pembelajaran yang telah berlangsung tentang teknik pembelajaran yang digunakan? Misalnya menarik atau tidak menarik. Jelaskan mengapa!
5.	Apakah pendapat kamu jika kamu diajar kembali menggunakan teknik ini? Jika iya, mengapa? Dan jika tidak, mengapa?

3.3.2 Validity and Reliability

3.3.2.1 Validity of the Test

Setiyadi (2006) he states validity is a measuring instrument indicating the extent to which the measuring instrument measures what should be measured. There are two basic types of validity content validity and construct validity as follows:

1. Content Validity

   Content validity means whether the statement items placed in the questionnaire or test cover all the material to be measured (Budiastuti et al, 2018). According to Cohen et al (2017), content validity indicates that the instrument is made in accordance with the curriculum, teaching materials, and expected learning outcomes (in Novikasari 2016). The test must be in accordance with the content validity. Therefore, the researcher made a test based on the syllabus and curriculum for junior high school. In this research, the researcher used descriptive text which corresponds to Basic Competence

3.7 and 4.7.2 in the syllabus of the 2013 curriculum for the 2017 revision. Which contains comparing social functions, text structures, and language features of descriptive text and compose written descriptive texts, very short and simple.

2. Construct Validity

Construct validity is the validity that processes the test object that you want to measure according to a certain concept that had been determined in the form of an instrument. Because this research required data on writing scores, the instrument should really test students' ability to write descriptive text. The tests in essay form and each test conducted within 80 minutes. Related to this research, the test items must involve aspects of writing proposed by Jacob (1981) such as content, organization, vocabulary, language use, and mechanics in order to fit the construct validity.

3. Face Validity

Face validity is validity that checks and ensures that the size used is in accordance with what you want to measure. Setiyadi (2006), states that this type of validity is not properly categorized into types of validity because the importance of face validity is not related to the ability to measure a measuring instrument. In this research, the researcher needed to pay attention again to the correct grammar of the test.

3.3.2.2 Reliability of the Test

According to Sugiyono (2017: 130) states that the reliability test is the extent to which the measurement results are on the same object and will produce the same

data. A test can be considered reliable if the test has a consistent result. Inter-rater reliability was used when the score on the test independently estimated by two or more raters. In this research, the researcher as the first rater (R1) and the English teacher as the second rater (R2). The reliability coefficient calculated using the Spearman Rank Correlation formula was:

$$r = 1 - \frac{6.\sum d^2}{n(n^2 - 1)}$$

Notes:

r   : Reliability of the test

n   : Number of students

d^2 : The difference of rank correlation (mean score from pre-test and post test)

1 – 6 : Constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability, as follows:

A very low reliability	(0.00 – 0.19)
A low reliability	(0.20 – 0.39)
An average reliability	(0.40 – 0.59)
A high reliability	(0.60 – 0.79)
A very high reliability	(0.80 – 0.100)

(Guilford, 1956:145)

3.3.3 Procedures of Data Collecting Technique

There are several steps of the data collecting techniques consisting of:

1. Holding a pre-test

    Pre-test conducted to measure students' writing ability before they were given treatment. The researcher asked students to write descriptive text based on the pictures in the test. The duration was 60 minutes.

2. Conducting the treatment

    After giving the pre-test to the students, the experimental given treatment through the Chain Writing technique. The treatment was carried out in 80 minutes, based on the time allocation in the seventh grade syllabus of junior high school and the treatment completed in three meetings. In three meetings, students guided to write descriptive text using the Chain Writing technique.

3. Holding a post test

    Post test conducted to see the improvement of students' writing skills after the treatment. The researcher asked students to write descriptive texts based on the pictures in the test. The duration was 60 minutes.

4. Scoring test

    The researcher used two raters. The researcher filled the scoring test as the first rater (R1) and the English teacher filled the scoring as the second rater (R2).

5. Interviewing students

    The interview questions consist of 5 questions and the researcher took 10 students to represent the experimental class to find out students' perceptions after implementing the Chain Writing technique in writing descriptive text.

3.3.4 Scoring Criteria

There were five aspects evaluated in writing including content, organization, vocabulary, grammar, and mechanic. The five aspects of writing which used adapted from Jacobs (1981). The scoring criteria had five sscoring categories witha 100 point scale as follows:

Table 3.2 Specification of Scoring Criteria

No.	Aspects of Writing	Definition	Percentage
1.	Content	The substance of the writing, the idea expressed	30%
2.	Organization	The form of content (coherence)	20%
3.	Vocabulary	The selection of word that suitable with the content	20%
4.	Language Use	The employment of grammatical forms and syntactic patterns	25%
5.	Mechanics	The conventional devices used to clarify the meaning	5%

It can be concluded that the scoring criteria had the five aspects of writing including content 30%, organization 20%, vocabulary 20%, language use 25%, and mechanic 5% of 100 points.

3.4 Data Analysis

In the data analysis to obtain the results of this research, the researcher divided the analysis into quantitative and qualitative data analysis as follows:

3.4.1 Quantitative Data Analysis

The data was analyzed using quantitative analysis to answer the research questions number 1. First, the researcher assessment of pre-test and post-test by first rater and second rater. Next, tabulate test results and calculate the means pre-test and post-test.

3.4.1.1 Normality Test

In this research before testing the hypothesis using T-Test it was necessary to find out whether the data was normally distributed or not. The data was treated by normality test. The researcher used SPSS Saphiro Wilk program to analyze the data. The hypotheses of the normality test as follows:

H_0: The distribution of the data is not normal.

H_1: The distribution of the data is normal.

The level of the significance used was 0.05. H_1 was accepted if the result of the normality test was higher than 0.05 (p>q).

3.4.1.2 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis process in this research was accepted or not. The hypothesis analyzed using Paired Sample T-test of Statistical Package for Science (SPSS). The hypothesis as follows:

H_0 :   There was no significant improvement on students' achievement in writing descriptive text after taught using the Chain Writing technique.

H_1 :   There was significant improvement on students' achievement in writing descriptive text after taught using the Chain Writing technique.
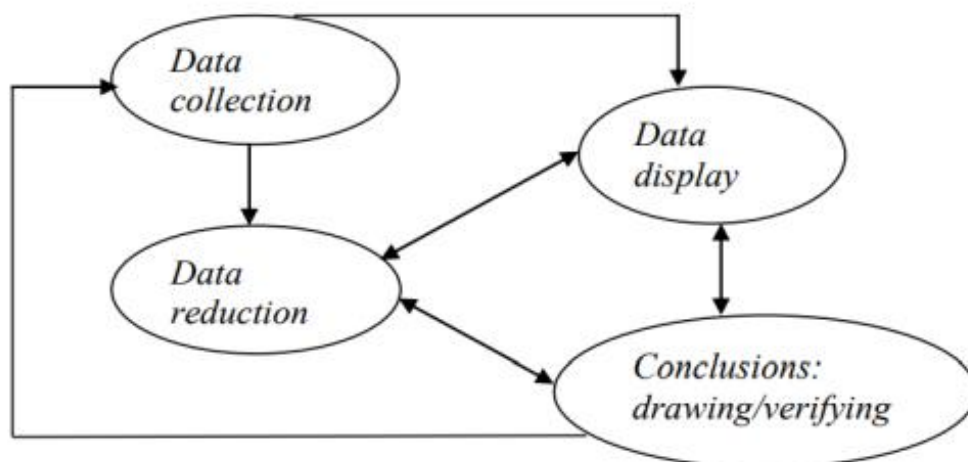
If P < 0,05 H_1 was accepted

If P > 0,05 H_1 was not accepted

The researcher used 0,05 for level of significance in which the hypothesis was approved if sign <P, it means that the probability of error in the hypothesis was only 5%. For the second research question, the researcher using qualitative descriptive analysis.

3.4.2   Qualitative Data Analysis

The data was analyzed using qualitative analysis to answer the research questions

number 2 as follows:

Picture 3.1 Components in Data Analysis

1.   Data Reduction

Sugiyono (2017: 135) states that data reduction means summarizing,

extracting and selecting the essentials, focusing on important issues and

looking for themes and patterns. The reduced data thus provides a clearer

picture and makes it easier for researchers to collect data and look for it if

needed. In this research, the researcher conducted interviews with students

to find out students' perceptions of writing descriptive text using the Chain

Writing technique. From the results of the interviews, the researcher

conducted data reduction by selecting what was important, what was new,

what was unique and creating categories and discarding unused data.

2.   Data Display

After data reduction, the next step is data display. In qualitative research,

data display can be in the form of brief descriptions, diagrams, flowcharts,

and others. Miles and Huberman state that narrative text is most often used to present data in qualitative research (in Sugiyono, 2017)

3. Conclusion Drawing / Verification

According to Miles and Huberman, the next step in qualitative data analysis is drawing conclusions and verification (in Sugiyono, 2017). The initial conclusions presented are still preliminary and will change if strong evidence is not found to support the next stage of data collection. However, if the conclusions presented at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions presented are reasonable conclusions.

3.5 Triangulation

In this research, triangulation which used by the researcher was technique triangulation where the researcher collected the required data using different methods as supporting data. The data obtained from interviews and sound recording as documentation. Interviews carried out after the treatment while voice recording carried out during the interview the function of the audio recording was to ensure that the students' answers in the interviews.

Those all above what this chapter discusses about research design, population and sample, data collecting techniques, instrument of the research, validity and reliability, procedure of data collecting technique, scoring criteria, data analysis, and credibility.

V.   CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions as the reference for the English teachers and future researchers who want to use the Chain Writing technique in teaching writing.

5.1   Conclusions

After the researcher conducted research and data obtained at SMP Negeri 6 Natar which has been analyzed in the previous chapter, it can be concluded that the implementation of the Chain Writing technique was good to improve students' writing ability. Based on the result of the tests and analyzing the data, there was an improvement in students' writing ability after the implementation of the Chain Writing technique. It could be seen from the improvements in students' writing scores in the pre-test and the post test was 18.77 from 46.97 in the pre-test to 65.73 in the post test. Thus, it can be concluded that the treatments using the Chain Writing technique as the teaching technique were done successfully. The implementation of the Chain Writing technique could improve students' writing ability in descriptive text writing. In addition, the Chain Writing technique could make the students interested in the teaching learning process. It is because

the technique was easy to apply and the students loved it. It can be concluded that the Chain Writing technique improved students' enthusiasm for teaching and learning the process of writing.

Meanwhile, the students had different perceptions after the implementation of the Chain Writing technique. It can be seen from all students' answers. Most students did not feel any difficulties, stress, or frustration when the technique was applied in the class. It can be concluded that the Chain Writing technique provides a positive impact on the students when it was applied in the class as a teaching technique.

5.2   Suggestions

In reference to the conclusions, the researcher gives some suggestions as follows:

1.   Suggestions for English Teachers

Considering the advantages of the Chain Writing technique, the researcher suggests that English teachers of class the Chain Writing technique as an alternative way of teaching writing, especially descriptive text. The learning process should be done effectively by considering the time to apply the Chain Writing technique in teaching writing because the teachers need to prepare the learning tools such as printed files of the Chain Writing technique and other kinds of stuff.

2.   Suggestions for Further Researchers

This research was conducted at a junior high school level. Further researchers may try to find out the improvement of using the Chain Writing technique at different levels of school such as senior high school and university levels. This research also aimed to find the students' perceptions after the implementation of the Chain Writing technique in the class. Therefore, the further researcher can try to find out the responses, motivation, or attitudes of the students.

Those are the conclusion of this research after the implementation of the Chain Writing and also suggestions for both English teachers and further researchers.

REFERENCES

Aisyah, A. (2020). USING CHAIN WRITING METHOD TO IMPROVE STUDENTS' WRITING MOTIVATION OF RECOUNT TEXT IN MTs SULTAN AGUNG. Tulungagung: UIN SATU Tulungagung.

Brown, H. D. (2000). *Principles of language learning and teaching* (pp. 6-7). London: Longman.

Brozo, Dr. William G. (2008). Content Literacy Strategy Descriptions for the 2008 Louisiana Comprehensive Curriculum.

Budiastuti, D., & Bandur, A. (2018). *Validitas dan reliabilitas penelitian*. Jakarta: Mitra Wacana Media.

Creme, P., & Lea, M. R. (2008). *Writing at University: A Guide for Students*. New York: Open University Press.

Creswell, J. W. (2017). *Research design. qualitative, quantitative, and mixed methods approaches*. London: SAGE Publications.

Dalman, H. (2014). *Keterampilan Menulis*. Jakarta: Rajawali Pers.

Guilford, J. P. (1967). *Fundamental Statistic in Psychology and Education* (3rd ed.). Tokyo: McGraw-Hill Kogakusha Company. Ltd.

Fitriyanti, P. (2019). The Effect of Using Chain Writing Method on Students' Writing Performance of Recount Text. Jakarta: *Syarif Hidayatullah State Islamic University.*

Harmer, J. (2004). *How to Teach Writing*. Harlow: Pearson Education Limited.

Hasibuan, K. (2013). TEACHING WRITING AS PRODUCTIVE SKILLS. Riau: *Journal of English and Arabic Language Teaching, 4*(2).

Hatch, E., & Farhady. (1982). *Research Ddesign and Statistic for Applied Linguistic.* University of California: Los Angeles: Roeley, London, Tokyo.

Haven, K. F. (1999). *Write right!: Creative writing using Storytelling techniques*. Teacher Ideas Press. Englewood: A Division of Libraries Unlimited, Inc.

Hyland, M. (2009). *Writing Text Types: A Practical Journal*. New Ross, Co.Wexford: Prim-Ed.

Jacobs, H. L. (1981). *Testing ESL Composition: A Practical Approach. English Composition Program*. Newbury House Publishers, Inc.

Mahpul. (2014).*Task* Complexity in *Dialogic Oral Production* by *EFL Indonesian Learners*. *Perth*: *Curtin University*. Unpublished *Doctoral* Thesis

Matondang, Z. (2009). Validitas Dan Reliabilitas Suatu Instrumen Penelitian, *Jurnal Tabularasa, 6*(1), 87-97.

Ningsih, S. (2016). Guided Writing to Improve The Students' Writing Ability of Junior High School Students. *EFL JOURNAL,1*(2). https://doi:org/10.21462/eflj.v1i2.12

Novikasari, I. (2016). *Uji Validitas Instrumen*. Purwokerto: Institut Agama Islam Negeri Purwokerto.

Nurhasanah, Dita. (2019). *PENGARUH METODE PEMBELAJARAN CHAIN WRITING TERHADAP KEMAMPUAN MENULIS TEKS DESKRIPSI SISWA KELAS VII SMP IT HIKMATUL AMIEN TAHUN PELAJARAN 2018/2019.* Sukabumi: Universitas Muhammadiyah Sukabumi.

Nystrand, M. (1986). *The Structure of Written Discourse: Studies of Reciprocity between Readers and Writer.* New York: *Academic.*

Permanasari, D. (2017). Kemampuan menulis Teks Deskripsi Siswa Kelas VII SMP Negeri 1 Sumber Jaya Lampung Barat, *Jurnal Pesona*, *3*(2). Available at: https://doi.org/10.26638/jp.444.2080.

Pertiwi, A., & Supeno, S. (2019). Chain Writing Method and Media Picture in English Descriptive Texts Learning," *INFERENCE: Journal of English Language Teaching*, 2(1), 27-37.

Primasari, Y., Sari, H. P., & Sutanti, N. (2021). The Chain Writing Method in Learning Writing for Informatuion Technology Faculty Students: The Effectiveness, *JARES (Journal of Academic Research and Sciences)*, *6*(2), 49-58.

Rahmawati, H., & Nurlia, R. (2022). The Success of Using a Chain Writing Method With Comic Strip to Teach Writing to Junior High School Students. *Journal of Development Research*, *6*(2), 218-223.

Rahnema, S., Jennings, F., & Kroll, P. (2003). Student Perception of the "Student Evaluation of Instruction" Form as a Tool for Assessing Instructor's Teaching Effectiveness, *NACTA Journal, 47*(3), 6–10.

Rochimah, H., & Muslim, S. (2021). Students' perceptions in using the Kahoot! game on reading comprehension learning. *AL-ISHLAH: Jurnal Pendidikan,13*(3), 2213-2222. https://doi.org10.35445/alishlah.v13i3.1115

Saks, Alan & Gary, Johns. (2012). Perception, Attribution, and Judgment of Others, Organizational Behaviour:Understanding and Managing Life at Work, 7.

Saragih, E. E., & Rabbani, A. N. F. (2017). TEACHERS'PERCEPTIONS ON IMPLEMENTING ESTAFET WRITING TECHNIQUE IN TEACHING WRITING. *English Journal*, *20*(2), 13-23.

Sari, T. D. (2018). The Implementation of Chain Writing Method to Increase Students Ability Writing Narrative Text at Mts. Al-Muttaqin Padang Tualang Langkat. Medan: *State Islamic University of North Sumatra.*

Setiyadi, A. B. (2006). *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitaif dan Kualitatif.* Yogyakarta: Graha Ilmu.

Shuell, T.J. (2011).*Theories of Learning.* Education.com. from http://www.education.com/reference/article/theories-of-learning

Silverman, D. (Ed.). (2020). *Qualitative research*. sage.

Sipayung, K. T., Tampubolon, S., Napitupulu, F. D., & Tobing, F. L. (2021). Generic structure of descriptive text written English language learner and teachers. *Linguistics and Culture Review*, *5*(S3), 1636-1650. https://doi.org/10.21744/lingcure.v5nS3.1950

Sugiyono. 2017. *Metode Penelitian pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (pp.130). Bandung: Alfabeta.

Sukirman, S. (2016). Using collaborative writing in teaching writing. *Langkawi: Journal of The Association for Arabic and English*, *2*(1), 33-46.

Tarigan, H. G. (2008). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Wardani, I. (2014). Improving the ability in writing Descriptive Text through Guided-Questions technique. *E-Journal of ELTS (English Language Teaching Society)*, *2*(1).

Wright, A., Betteridge, D., & Buckby, M. (2007). *Games for Language Learning*. Newyork: Cambridge University Press.