

**THE EFFECTIVENESS OF CHAIN WRITING METHOD IN
TEACHING WRITING DESCRIPTIVE TEXT AT TENTH
GRADE STUDENTS OF SMAN 1 SINJAI**



THESIS

As a Requirement For Compiling a Thesis
English Education Study Program (S.Pd)

By:

**AYINUN MUJAHID
NIM. 210110001**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2025**

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The Researcher,


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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Chain Writing Method in Teaching Writing Descriptive text at Tenth Grade Students of SMAN 1 Sinjai*, yang ditulis oleh Ayinun Mujahid, Nomor Induk Mahasiswa (NIM) 210110001, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Rabu, tanggal 11 Juni 2025 M bertepatan dengan 15 Dzulhijjah 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

Ayinun Mujahid. Efektivitas Metode Menulis Berantai dalam Pembelajaran Menulis Teks Deskriptif pada Siswa Kelas X SMAN 1 Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Ahmad Dahlan Sinjai, 2025.

Penelitian ini bertujuan untuk mengetahui efektivitas metode menulis berantai dalam pembelajaran menulis teks deskriptif pada siswa kelas X SMAN 1 Sinjai.

Jenis penelitian yang digunakan adalah penelitian kuasi-eksperimen dengan desain one-group pretest-posttest dan pendekatan kuantitatif. Penelitian ini dilaksanakan pada siswa kelas X.8 SMAN 1 Sinjai dengan jumlah sampel sebanyak 36 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini meliputi observasi, angket, tes, dan dokumentasi. Teknik analisis data yang digunakan mencakup uji normalitas, uji homogenitas, uji T berpasangan (Paired Sample T-Test), dan uji N-Gain.

Hasil penelitian menunjukkan bahwa metode Chain Writing efektif dalam mengajarkan penulisan teks deskriptif kepada siswa kelas X.8 SMAN 1 Sinjai. Hal ini disimpulkan berdasarkan hasil uji T berpasangan yang memperoleh nilai signifikansi sebesar 0,000 (kurang dari 0,05), yang berarti H_0 ditolak dan H_1 diterima. Ini menunjukkan bahwa penggunaan metode menulis berantai efektif dalam meningkatkan kemampuan menulis teks deskriptif siswa. Selain itu, hasil uji skor N-Gain menunjukkan nilai N-Gain sebesar 0,46 atau persentase N-Gain sebesar 46%, yang termasuk dalam kategori efektivitas sedang. Kedua, berdasarkan analisis statistik deskriptif dari pretest dan posttest, terdapat peningkatan dari rata-rata nilai pretest sebesar 48,11 menjadi nilai posttest sebesar 72,22 pada siswa kelas X.8 SMAN 1 Sinjai.

Kata kunci: Efektifitas, Metode Menulis Berantai, Teks Deskriptif

ABSTRACT

Ayinun Mujahid. *The Effectiveness of the Chain Writing Method in Teaching Descriptive Text Writing to Tenth Grade Students of SMAN 1 Sinjai.* English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Ahmad Dahlan, Sinjai, 2025.

This study aims to determine the effectiveness of the chain writing method in teaching descriptive text writing to tenth grade students of SMAN 1 Sinjai.

This research employs a quantitative approach with a quasi-experimental design using a one-group pretest-posttest model. The study was conducted in class X.8 of SMAN 1 Sinjai, with a total sample of 36 students. Data collection techniques used in this study include observation, questionnaires, tests, and documentation. The data analysis techniques include normality tests, homogeneity tests, paired sample t-tests, and N-Gain tests.

The results show that the chain writing method is effective in teaching descriptive text writing to students of class X.8 at SMAN 1 Sinjai. This conclusion is based on the paired sample t-test result, which shows a significance value of 0.000 (less than 0.05), indicating that H_0 is rejected and H_1 is accepted. This means that the use of the chain writing method significantly improves students' ability in writing descriptive texts. Furthermore, the N-Gain test result shows a score of 0.46 or 46%, which falls into the moderate effectiveness category. In addition, based on descriptive statistical analysis of pretest and posttest scores, there is an improvement from the mean pretest score of 48.11 to the mean posttest score of 72.22 among the students.

Keywords: Effectiveness, Chain Writing Method, Descriptive Text

الـمستخلص

عين مجاهد، فعالية طريقة الكتابة المتسلسلة في تعليم كتابة النصوص الوصفية لطلاب الصف العاشر في المدرسة العالية العامة الحكومية ١ سنجائي. سنجائي: الرسالة العلمية، قسم تدريس اللغة الإنجليزية، كلية التربية وعلوم التربوي، جامعة الإسلامية احمد دهلان سنجائي. ٢٠٢٥

يهدف البحث لمعرفة فعالية طريقة الكتابة المتسلسلة في تعليم كتابة النصوص الوصفية لدى طلاب الصف العاشر في المدرسة العالية العامة الحكومية ١ سنجائي. نوع البحث المستخدم هو البحث شبه التجريبي بتصميم اختبار قبلي-بعدي لمجموعة واحدة وبالمنهج الكمي. أُجري هذا البحث على طلاب الصف العاشر ٨ فيها بعدد عينات بلغ ٣٦ طالباً. تشمل تقنيات جمع البيانات المستخدمة فيه ملاحظة واستبيان واختبار وتوثيق. تشمل تقنيات تحليل البيانات المستخدمة اختبار التوزيع الطبيعي، اختبار التجانس، اختبار T للعينات المزدوجة (Paired Sample T-Test)، واختبار-N Gain.

أظهرت نتائج البحث أن طريقة الكتابة المتسلسلة فعّالة في تعليم كتابة النصوص الوصفية لطلاب الصف العاشر ٨ فيها. واستُنتج هذا بناءً على نتائج اختبار T المرتبط الذي حصل على قيمة دلالة قدرها ٠,٠٠٠ (أقل من ٠,٠٥)، مما يعني رفض H_0 وقبول H_1 . وهذا يُظهر أن استخدام طريقة الكتابة المتسلسلة فعّال في تحسين قدرة الطلاب على كتابة النصوص الوصفية. بالإضافة إلى ذلك، أظهرت نتائج اختبار N-Gain. درجة N-Gain تبلغ ٠,٤٦ أو نسبة N-Gain مقدارها ٤٦٪، والتي تُصنّف ضمن فئة الفعالية المتوسطة. ثانياً، بناءً على التحليل الإحصائي الوصفي للاختبارات القبلية والبعديّة، كان هناك تحسن من متوسط درجة الاختبار القبلي البالغ ٤٨,١١ إلى درجة الاختبار البعدي البالغة ٧٢,٢٢ لدى طلاب الصف العاشر ٨ فيها.

الكلمات الأساسية: فعالية، طريقة الكتابة المتسلسلة، النصوص الوصفية

ACKNOWLEDGMENTS

بسم هلال الرحمن الرحيم
الحمد لله رب العلمين والصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا محمد وعلى آله وأصحابه أجمعين أما بعد

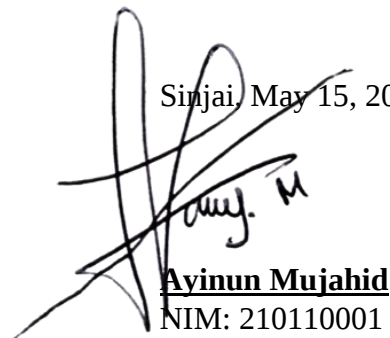
On this occasion, the author would like to express gratitude to all parties who have provided assistance in the form of guidance and support during the research process. Therefore, the author extends the highest thanks and appreciation to:

1. The researcher's beloved parents, Mr. Mujahidin and the late Mrs. Baji Minasa, who have already been called to the divine realm, as the primary guides at home. Thank you for your endless prayers and unconditional love, who always supported and prayed for the researcher in all matters, including the smooth completion of this thesis. Also, the researcher's two beloved siblings, Nella Rezki and Muh. Afdal, who always provided moral and material support, motivated and prayed for the researcher to complete this thesis;
2. Dr. Suriati, S.Ag., M.Sos.I., as the Rector of the Islamic University of Ahmad Dahlan Sinjai;
3. Dr. Jamaluddin, S.Pd.I., M.Pd.I. (Vice Rector I), Dr. Rahmatullah, M.A. (Vice Rector II), and Dr. Muhlis, S.Kom.I., M.Sos.I. (Vice Rector III) of the Islamic University of Ahmad Dahlan Sinjai;
4. Dr. Takdir, S.Pd.I., M.Pd.I. as the Dean of the Faculty of Tarbiyah and Teacher Training at the Islamic University of Ahmad Dahlan Sinjai;
5. Dr. Harmilawati, S.S., S.Pd., M.Pd. as the first supervisor and Dr. Laeli Qadrianti, S.Pd., M.Pd. as the second supervisor, who always patiently guided and directed the author with great care;
6. Dr. Harmilawati, S.S., S.Pd., M.Pd. as the Head of the English Education Study Program at the Islamic University of Ahmad Dahlan Sinjai;

7. All lecturers who have guided and taught during the researcher's education at the Islamic University of Ahmad Dahlan Sinjai;
8. All staff and employees of the Islamic University of Ahmad Dahlan Sinjai who have assisted in academic matters;
9. The Head and Staff of the Library at the Islamic University of Ahmad Dahlan Sinjai;
10. Students of the Islamic University of Ahmad Dahlan Sinjai, especially those in the English Education Study Program, who have always been faithful in coloring life and supporting the researcher in all matters;

With prayers, may the good deeds of these various parties receive multiple rewards from Allah SWT, and may this scholarly work be beneficial to anyone who reads it.

Sinjai, May 15, 2025



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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the rapidly advancing era of globalization, mastering English as an international language has become increasingly important and unavoidable. English has become a widely used lingua franca in various aspects of life, including education, business, technology, and international diplomacy. In Indonesia, English has been involved in the curriculum as a subject (Aminah et al., 2023). English is taught as a mandatory foreign language in schools. English learning begins from elementary school level through to university level (Harmilawati, 2020). This demonstrates the importance of English proficiency for Indonesia's young generation to compete on the global stage.

In the context of English language learning, writing skills play a fundamental role in academic and professional development. Among the four main language skills - listening, speaking, reading, and writing - the focus on writing skills is based on its crucial importance in language learning (Rizal, 2021). Writing is not only a core language skill but also a medium for developing other skills such as reading, vocabulary, and grammar. Among these four English language skills, writing is often considered one of the most complex and challenging for students to master, as it requires the integration of various linguistic and cognitive processes (Kusrini & Amalia, 2021). Writing descriptive texts, in particular, demands strong vocabulary and grammar mastery, along with creativity to clearly describe objects, places, or people (Dewi & Muslim, 2024). Addressing students' difficulties in writing descriptive texts is crucial for enhancing their written communication abilities, as the role of vocabulary and grammar significantly impacts their performance (Durga & Rao, 2018).

The importance of developing these writing skills aligns with the national education objectives outlined in the Republic of Indonesia Law from 2003 Number 20 outlines Indonesia's educational objectives in Article 3. According to this provision, the country's education system is designed to cultivate students' abilities so they grow into individuals who are faithful and devoted to God, possess good moral values, maintain physical well-being, acquire knowledge and skills, demonstrate creativity and self-reliance, and develop into citizens who embrace democratic principles while taking responsibility for their actions and community (Republik Indonesia, 2003). In this context, mastering English writing skills, particularly in writing descriptive texts, can be viewed as an integral part of the effort to develop students who are "knowledgeable" and "capable" and able to compete in the era of globalization. Furthermore, the use of innovative methods such as the Chain Writing technique in writing instruction is consistent with the effort to develop students who are "creative" and "independent" as mandated by the law.

Meanwhile, the holy Quran also provides relevant guidance. One verse that can be associated with the importance of writing and language skills is Surah Al-Qalam verse 1:

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Meaning: "Nun. By the pen and what they inscribe" (Kemenag, 2022).

In Surah Al-Qalam verse 1 emphasizes the importance of the pen and writing in human life. In its interpretation, many scholars interpret this verse as a sign of the importance of knowledge, which is largely transmitted through writing. This aligns with the goals of writing instruction in modern education, which aims not only to develop language skills but also as a means to develop and disseminate knowledge.

In the context of this research, the verse can serve as a spiritual foundation and motivation for Muslim learners, this principle can provide spiritual grounding and encouragement to enhance their writing abilities,

including proficiency in international languages like English. Mastery of writing skills is not only important for academic and professional purposes but also as a means to spread knowledge and positive values on a wider scale.

In the current Merdeka Curriculum implemented in Indonesia, one type of text taught at the Senior High School level is descriptive text. Descriptive text is a kind of text that aimed to describe an object, person, place, or event with such vivid detail that readers can almost experience them through their senses (Nurmala & Syamsia, 2020). Mastering English descriptive writing helps students strengthen their observation abilities, expand their vocabulary usage, and learn to structure their thoughts in a logical, organized manner.

Learning to write descriptive texts at the high school level is an important part of the English curriculum in Indonesia. Descriptive text has unique characteristics and structure, making it one of the challenging types of text for students to master. Descriptive text has a social purpose to describe an object, person, or place specifically. The generic structure of descriptive text consists of two main parts: (1) Identification, which introduces the phenomenon to be described, and (2) Description, which explains the parts, qualities, and characteristics of the phenomenon (Putri et al., 2022).

In writing descriptive texts, students are required to use various linguistic features such as the proper use of present tense, adjectives, adverbs, and noun phrases to describe the object or subject being described. Additionally, students also need to pay attention to aspects of coherence and cohesion in their writing to produce texts that are easy to understand and appealing to readers.

Based on preliminary research conducted at SMA Negeri 1 Sinjai, observations carried out during October - November 2024 revealed various difficulties faced by students in writing English descriptive texts. The selection of descriptive text writing as the research focus aligns with

the current Merdeka Curriculum requirements, where descriptive text represents one of the essential text types that students must master at the Senior High School level. This text type is particularly crucial as it develops students' abilities to observe, describe, and communicate effectively in English, fundamental skills necessary to achieve the curriculum's learning objectives.

SMA Negeri 1 Sinjai was strategically chosen as the research site due to several key factors. As one of the leading public high schools in the region, this school comprehensively implements the Merdeka Curriculum and serves a diverse student population, making it an ideal setting to explore the effectiveness of innovative teaching methods. The school's commitment to educational excellence and openness to new teaching approaches, particularly in English language instruction, provides a conducive environment for investigating the implementation of the Chain Writing Method.

The specific focus on Class X.8 was determined through observations revealing that this class faced particular challenges in mastering descriptive text writing compared to other parallel classes. These observational findings were supported through an interview with a tenth-grade student (Interview: NL) on October 16, 2024, who indicated that the challenges in writing descriptive texts include limited vocabulary, grammatical errors, and low student engagement in descriptive text writing lessons compared to other tenth-grade classes, making them an ideal group for investigating the effectiveness of alternative teaching approaches.

Furthermore, the teaching method used by teachers in descriptive text writing lessons remained limited to lecture-based instruction. This was verified through an interview with one of the subject teachers teaching tenth grade (Interview: Ms. NZL) on October 30, 2024, who confirmed that the teaching method still heavily relied on lecture-style delivery of classroom materials. This traditional approach appears insufficient to meet

the Merdeka Curriculum's goals of developing student creativity and independence in language learning, particularly in descriptive text writing.

Given the importance of descriptive text writing skills and the various problems faced by students, effective and innovative learning strategies are needed to improve students' ability to write English descriptive texts. One strategy that can be used is the Chain Writing Method. Chain Writing is a cooperative learning method in writing activities carried out in groups (Ginting, 2019).

In the Chain Writing Method, students work in small groups and take turns writing parts of a text. Each student is responsible for continuing the writing that has been started by their previous friend. This process continues sequentially until the text is completed by all group members. This method not only allows students to practice writing but also encourages them to think critically, collaborate, and provide feedback to each other.

Chain Writing offers multiple advantages for writing education. First, it boosts student enthusiasm since learners feel actively engaged without the pressure of completing entire texts independently (Citra et al., 2023). Second, it creates opportunities for peer collaboration, empowering students to participate actively in their education (Herdi, 2022). Third, this approach facilitates idea sharing, sentence development, and meaningful communication among participants (Primasari et al., 2021).

The Chain Writing approach incorporates collaborative learning principles, contrasting with traditional teacher-centered instruction. This method enables students to contribute sequential text segments within small groups, simultaneously improving writing abilities while promoting peer interaction, analytical thinking, and idea exchange. It creates a more dynamic and engaging learning environment for descriptive writing instruction, potentially addressing common student challenges including vocabulary limitations, grammar difficulties, and lack of participation in writing activities.

In contrast with previous research that have examined the Chain Writing Method on various text types such as recount text, narrative text, and poetry. However, no one has specifically examined the use of Chain Writing Method in learning to write descriptive text. So that based on this description, in this research, the researcher will examine more deeply the teaching approach of writing descriptive texts in English descriptive texts using Chain Writing Method which has never been done before at SMAN 1 Sinjai with a focus on tenth grade students, this research not only provides an academic contribution by enriching the literature on writing teaching methods but also has the potential to offer practical guidance for teachers in improving the quality of instruction. Thus, this research is expected to serve as a reference for educators and other researchers in developing innovative teaching approaches that support students' writing skills.

Based on this background, this research aims to examine the effectiveness of Chain Writing in teaching descriptive text writing to tenth grade students at SMAN 1 Sinjai. Thus, the title of this research is ***“The Effectiveness of Chain Writing Method in Teaching Writing Descriptive Text at Tenth Grade Students of SMAN 1 Sinjai”***.

B. Research Question

Based on the background of the problem above, the research question can be formulated as follows: “Does Chain Writing Method Effective in Teaching Writing Descriptive Text at Tenth Grade Students of SMAN 1 Sinjai?”

C. Objective of the Research

The objective to be achieved in this research is to determine the effectiveness of Chain Writing Method in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai.

D. Significances of the Research

The benefits of the research were divided into two categories, namely:

1. Theoretical Benefits
 - a. The findings of this research can expand and advance educational theories in writing instruction, specifically regarding the use of the "Chain Writing" method in learning descriptive texts.
 - b. This research can contribute to the development of knowledge in the field of English language teaching, especially related to writing instruction.
 - c. The results of this research can serve as a reference for further research related to the use of the "Chain Writing" method in teaching descriptive text writing.
2. Practical Benefits
 - a. For students: this research can help improve students' ability to write descriptive texts in the tenth grade students of SMAN 1 Sinjai through the application of the "Chain Writing" method.
 - b. For teachers: the results of this research can be used as a reference in selecting and using effective methods in teaching descriptive text writing.
 - c. For schools: the results of this research can contribute to efforts to improve the quality of English language learning, especially in writing skills.
 - d. For other researchers: this research can be a source of information and inspiration for further studies on collaborative learning methods in English language teaching. The results of this research can be used as comparative data or references for similar research in different contexts or locations.

CHAPTER II

THEORITICAL REVIEW

A. Some Pertinent Ideas

1. Theory of Effectiveness

a. Definition of Effectiveness

Effectiveness stems from the term "effective," which means achieving success in realizing set goals. This concept is always related to the comparison between desired results and actual results obtained. Setiawan defines effectiveness as a measurement method where a target has been met according to the plan that has been prepared (Setiawan & Maghfirah, 2021).

Effectiveness is an indicator that reflects how well the predetermined targets covering quantity, quality, and time have been accomplished by management (Ismail et al., 2021). Meanwhile, Hutamy et al. state that effectiveness is an instrument to measure the desired achievement of an organization (Hutamy et al., 2021). They argue that effectiveness focuses on the aspect of organizational goals, so it can be said to be effective if these goals are successfully achieved.

Effectiveness as an aspect related to success, benefits, and the extent to which targets (quantity, quality, and time) have been achieved from an action applied to research subjects (Soraya, 2022). Meanwhile, according to Tasika and Giyarsi, effectiveness is essentially the achievement of the objectives of a curriculum program according to the original plan so that it can be useful both for curriculum program according to the original plan so that it can benefit both the perpetrators and the organizers (Tasika & Giyarsi, 2022).

From these various definitions, it could be concluded that effectiveness was a measure that showed the extent to which an action or method succeeds in achieving a predetermined goal.

b. Indicators of Effectiveness in Teaching

Learning is considered effective when the intended goals are successfully reached. According to Novitasari, several indicators of effective learning include:

1) Implementation of Learning

This indicator examined how the effectiveness of implementing the Chain Writing method during the learning process. To gather data, the researcher directly observed classroom activities, focusing on how descriptive text was taught using the Chain Writing Method and how students engaged throughout the lesson. In this research, the researcher used two observation sheets to record how the Chain Writing Method was actually implemented in the classroom in alignment with the previously designed lesson plan and to record student's activities during the learning process.

2) Student Response

Student response was an important indicator in assessing the effectiveness of the learning method. In the context of Chain Writing, student response can be seen from their enthusiasm in participating, level of interest in this method, and their response of the Chain Writing Method in teaching writing descriptive texts. To find out students' responses, the researcher distributed questionnaire to students. This questionnaire contained close questions using a Likert Scale to measure students responses on the use of the Chain Writing Method in teaching writing descriptive text.

3) Learning Outcomes

This indicator focused on student achievement after participating in learning with the Chain Writing Method. The researcher conducted a two-stage testing process: pre-test before the method was implemented and post-test after the method had been applied. Both tests required students to write a descriptive text using the same question format. By comparing the results of these two tests, the researcher can clearly determine whether students' writing abilities have improved after using the Chain Writing Method. This provides a concrete way to measure whether the method genuinely helps students enhance their writing skills (Novitasari, 2022).

Based on the description above, in this research, the researcher used three indicators proposed by Novitasari to measure the effectiveness of the Chain Writing Method in teaching descriptive text writing, namely: (1) Implementation of Learning, (2) Student Response, and (3) Learning Outcomes. These three indicators helped the researcher comprehensively analyze the effectiveness of Chain Writing Method in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai.

To determine the extent of effectiveness of a learning method, the following formula can be used to calculate its effectiveness:

$$p = \frac{(p_1 + p_2 + p_3 + \dots + p_n)}{n}$$

Explanation:

- a. p = Average percentage of effectiveness
- b. $P_1, P_2, \dots, P_n$ = Percentage of each indicator
- c. n = Number of indicators assessed

Based on this calculation, the effectiveness can be categorized into the following intervals:

Table 2.1
Level of effectiveness

Percentage Range (%)	Effectiveness Category
81% – 100%	Very Effective
61% – 80%	Effective
41% – 60%	Fairly Effective
21% – 40%	Ineffective
0% – 20%	Very Ineffective

(Sumiarsih et al., 2023)

This classification is adapted from Sumiarsih et al., in the Journal of Holistic Mathematics Education and is used as a reference to assess the extent to which the Chain Writing Method can be considered effective in teaching writing descriptive text.

2. Collaborative Learning

The concept of Collaborative Learning was first introduced by George Jardine, a logic and philosophy professor at the University of Glasgow. Collaborative Learning is a learning model specifically designed to solve problems through group discussions. This method allows students to exchange knowledge, create collective solutions, and generate new knowledge through a process of collective creative thinking (Zuhriyah, 2022).

Barkley et al. in Laela et al. argue that Collaborative Learning originates from the Latin word "collaborate" meaning to work together. In the educational context, each student is required to cooperate actively and systematically to achieve predetermined learning objectives (Laela et al., 2024). Additionally, according to Nurdiansyah et al., Collaborative Learning is a learning model that facilitates material comprehension. This method enables students to collaborate in groups with diverse ability levels, allowing them to

overcome learning challenges and optimize the potential of each individual (Rahma et al., 2024).

From these definitions, it can be inferred that Collaborative Learning is a modern approach that promotes student collaboration through interaction, discussion, and teamwork, allowing them to exchange ideas, share knowledge, and work together to solve problems.

As stated by Nelson in Respati, Collaborative Learning has several key characteristics: (1) It allows students to actively participate in exchanging thoughts and information on a particular topic; (2) It encourages students to explore subjects more deeply and apply various strategies to address problems; (3) It enables students to adapt the learning environment in ways that support effective group collaboration; (4) The learning process can be called collaborative learning if it can provide sufficient time, space, and resources for group learning to take place; (5) Learning activities extensively implement problem-solving and project completion activities (Respati, 2018).

Collaborative learning is capable of developing students' critical thinking skills, tolerance for differences, and social skills. By applying collaborative learning that emphasizes interaction and communication within the group, it teaches students to accept existing differences because these differences are sometimes necessary to improve the quality of learning achievement and create new experiences for each student.

In the context of innovative learning methods, Chain Writing is a concrete implementation of the Collaborative Learning principle introduced by George Jardine. As a method designed for group writing activities, Chain Writing directly applies the primary philosophy of Collaborative Learning, which is to work together actively and systematically to achieve learning objectives. According to Ginting,

Chain Writing is believed to improve students' writing skills through a collaborative approach that actively involves all group members (Ginting, 2019). Through this method, students not only exchange knowledge but also gradually develop paragraphs or writing through collective contributions, allowing them to share ideas, develop creative thinking, and create solutions together.

3. Chain Writing Method

a. Definition of Chain Writing Method

Chain Writing is a collaborative writing learning approach, where students work in groups to produce paragraphs or essays. This process involves alternating contributions from each group member, with the additional visual element of images to support idea development.

Chain Writing is a method where students are asked to combine their ideas together. The focus is on developing a particular topic into a well-structured paragraph through collective effort (Rahmawati & Nurlia, 2022). Meanwhile, Primasari et al., Chain Writing is viewed as a learning method that combines direct learning with active learning. They highlight the purpose of this method to create an enjoyable learning experience for students, connecting the learning process with entertaining activities (Primasari et al., 2021).

Chain Writing is emphasized as a form of active learning. Its main purpose is to allow students to associate learning as an enjoyable activity, emphasizing the aspect of fun in the learning process (Cahyaningtiyas, 2024). Other definitions from Amalia et al., Chain Writing method is a method used to assist students in compiling a paragraph based on the help of previous sentences from friends (Amalia et al., 2023).

From these various definitions, it can be concluded that the Chain Writing Method is a collaborative writing learning method

that involves alternating contributions between students in a group, with the aim of developing paragraphs in a structured manner through an active and fun learning process.

b. Advantages and Disadvantages of Chain Writing Method

The Chain Writing method has both advantages and disadvantages (Apristasari, 2023), namely:

1) Advantages of Chain Writing Method

The Chain Writing method offers several benefits in the learning process. First, this method invites students to participate actively, thus increasing writing enthusiasm and positively impacting their writing results. Additionally, the learning atmosphere becomes more lively and enjoyable because students write stories collaboratively in groups. Group cooperation also helps overcome barriers in writing. For example, when one member writes one sentence and it is continued by other members, this can trigger the emergence of new ideas. Furthermore, the Chain Writing method encourages students to be more enthusiastic in following lessons. When students enjoy the learning process, they tend to be more concentrated and can develop their imagination better.

2) Disadvantages of Chain Writing Method

The Chain Writing method also has several weaknesses. One of them is the limited time in class, while the application of this method requires a fairly long duration to be effective. In addition, students may feel pressured to write quickly because they have to immediately submit their writing results to other members. As a result, they might forget what they have written before. Lastly, the application of this method can make the classroom atmosphere noisier due to increased student activity.

To minimize these weaknesses, several solutions can be implemented. First, teachers can allocate sufficient time by

integrating the Chain Writing method into longer sessions or dividing it across multiple classes. This ensures students have enough time to write thoughtfully without feeling rushed. Second, providing clear guidelines and encouraging students to outline their ideas beforehand can help them stay focused and avoid forgetting their previous points. To address the potential noisiness, teachers can establish clear rules about acceptable noise levels and designate group roles to maintain order during the activity. Additionally, creating smaller groups can reduce disruptions and make the activity more manageable. By implementing these strategies, the Chain Writing method can be more effectively applied in the classroom, maximizing its benefits while minimizing its drawbacks.

c. Procedure for Using Chain Writing Method in Teaching Descriptive Text Writing

1) Preparation (20 minutes)

a) Descriptive Text Material Preparation (5 minutes).

- (1) The teacher prepares the descriptive text topic.
- (2) Prepares writing tools and arranges the classroom.

b) Group Division (5 minutes)

- (1) The teacher divides students into groups of 5-6 people.
- (2) The teacher arranges group seating positions.

c) Chain Writing Concept Explanation (10 minutes)

- (1) Before starting the writing activity, the teacher explains the concept of Chain Writing to students, emphasizing that each group member will contribute in turns in writing descriptive sentences (5 minutes).
- (2) Group brainstorming stage (5 minutes), consisting of: discussion of writing plan and determining the main descriptive points.

2) Writing Process (40 minutes)

a) Alternating Writing Stage (35 minutes)

(1) The writing process begins with the first student in the group writing the opening sentence, followed by other group members continuing the writing sequentially. The first student writes the opening sentence (3 minutes).

(2) The paper rotates among group members, with each student adding a new sentence every 2-3 minutes. This process is repeated several times until a complete text is formed.

3) Completion (40 minutes)

a) After the writing is finished, the group conducts a joint revision to improve the quality of the text, including aspects of cohesion, coherence, and grammar (15 minutes).

b) Next, each group presents their written work in front of the class, providing an opportunity for mutual comments and suggestions (20 minutes).

c) The teacher then provides evaluation and feedback, focusing on text structure, language use, and descriptive content (5 minutes).

d) The learning process concludes with reflection, where students are asked to contemplate their experience using the Chain Writing method and discuss its benefits in developing descriptive writing skills.

4. Teaching English

Teaching involves an interactive process between educators and learners with the goal of transferring knowledge, skills, and values (Hiryanto, 2017). In addition, teaching is also seen as a professional activity that requires certain competencies from the teacher which includes an understanding of the curriculum, teaching methods, and the ability to adapt the approach to the needs of students (Muhammad, 2018). One of teachings in schools is teaching English.

Teaching English as a foreign language refers to educating students who do not use English as their native language. This includes instruction in grammar, vocabulary, pronunciation, and the four main language skills: listening, speaking, reading, and writing (Maulidin, 2019). The researcher agree that teaching English as a foreign language covers various aspects of language and skills. This approach is comprehensive and recognizes the importance of developing all components of language for non-native learners. The four main skills in English language teaching are:

a. Teaching Reading

Reading is a basic skill that involves comprehending written text. Teaching reading focuses on developing students' abilities to understand various types of texts, identify main ideas, draw conclusions, and analyze written content. This includes strategies such as skimming, scanning, and detailed reading (Kurniawan, 2023).

b. Teaching Listening

Listening is a receptive skill that involves understanding spoken language. Teaching listening involves helping students develop their ability to comprehend spoken English in various contexts, including conversations, lectures, and media content. This includes activities such as note-taking, identifying key

information, and understanding different accents (Bakhtiar et al., 2024).

c. Teaching Speaking

Speaking is a productive skill that involves oral communication. Teaching speaking focuses on developing students' abilities to express themselves orally in English, including pronunciation, fluency, and appropriate use of language in different contexts. Activities may include discussions, presentations, and role-plays (Maryam et al., 2024).

d. Teaching Writing

Writing is a productive language skill that requires conveying thoughts and ideas through written language. Teaching writing focuses on developing students' abilities to compose various types of texts, including descriptive, narrative, and argumentative writing. This involves teaching organization, grammar, vocabulary, and writing conventions (Turahman & Mutiarani, 2024).

English language teaching involves trying to help students achieve their goals as best as possible, taking into account the comparison between classroom conditions and real situations (Uyun, 2022). The researcher supports this view as it emphasizes the importance of considering real contexts in teaching. Meanwhile, Teaching English involves the process of guiding and facilitating learning so that learners can develop communicative skills in English, including mastery of the four key language skills (Oktaviabri & Degaf, 2023).

From the definitions mentioned above, it can be concluded that teaching particularly in the context of English instruction, is a professional interaction process that aims to develop students' language abilities comprehensively, covering all aspects of linguistic and communicative skills, taking into account classroom conditions and

real situations. Based on this description, this research focused more on teaching writing as one of the important components in English language teaching.

5. Basic Concepts of Writing

a. Definition of Writing

Writing is one of the four fundamental English language skills, along with reading, listening, and speaking (Hijrahyanti, 2023). It involves the ability to communicate thoughts, ideas, and information through written language. According to Ali, writing is a means of expressing ideas, thoughts, and emotions in written form, and he highlights that writing skills develop progressively, beginning with the recognition of sound symbols (Ali, 2021).

Writing as the capacity to convey ideas, thoughts, and feelings through written symbols while following established writing conventions (Mahmur et al., 2021). Meanwhile, Dewi and Yuniani explain that writing as the act of translating ideas, thoughts, or emotions into written expression (Dewi & Yuniani, 2020).

Writing is a complex and challenging task that requires a long training period to be mastered well (Graham, 2023). Other definition from Sa'adah, writing encompasses not only the expression of ideas, thoughts, and emotions but also the use of correct grammar, clear organization, and appropriate word choice to effectively communicate with readers (Sa'adah, 2020).

Based on these definitions, it could be concluded that writing is a complex process of expressing ideas, thoughts, and feelings in written form, requiring attention to structure, linguistic accuracy, and vocabulary choice along with consistent practice and learning for effective mastery.

b. Purpose of Writing

Generally, writing activities aim to convey information to readers through written media. The information conveyed can be in the form of communicative messages that encourage social interaction between individuals or groups, as well as messages that are self-expression, especially in the form of literary works (Mahmur et al., 2021). The purpose of writing is usually formed in the writer's mind before the writing process begins, precisely at the writing preparation stage (Nufus et al., 2022).

A writer has had a purpose since the desire to write emerged. After reading a piece of writing, readers can easily identify the writer's intention, whether it is to provide information, entertain, or influence the reader. Broadly speaking, the purpose of writing can be grouped into several categories, namely to inform, persuade, express oneself, entertain, create something, and solve problems. In conclusion, writing serves multiple functions, including communication and self-expression.

The writer typically has a clear purpose in mind before beginning the writing process, and this purpose becomes apparent to the reader upon reading the text. Recognizing the purpose of writing is essential, as it helps writers stay focused and allows readers to grasp the message being conveyed.

c. Elements of Writing

Writing as one of the skills in English consists of several important interrelated components. According to Annisah et al., these components include content, organization, vocabulary, writing techniques, and grammar (Annisah et al., 2021).

In the process of writing and producing quality paragraphs, there are five key elements that need to be considered:

1) Content

Writers need to carefully consider the material to be conveyed. This involves the process of selecting and developing ideas that will be poured into writing.

2) Organization

The writer's ability to arrange sentences in writing is very important. In addition, the writer must also be able to arrange the flow of thought (chronological order) well so that readers can easily follow and understand the sequence of events or ideas presented in the writing.

3) Vocabulary

The selection of appropriate and accurate words is crucial. This will avoid ambiguity for readers and facilitate interpretation of the content, meaning, and purpose of the writing.

4) Writing Technique

This aspect relates to the proper use of punctuation, as well as determining when to start a new paragraph or line. Mastery of these technical aspects will improve the clarity and readability of the writing.

5) Grammar

This element is the main foundation in a piece of writing. The accuracy of grammar usage will have a significant impact on the quality of other components, including content, organization, vocabulary, and technical aspects in writing.

Understanding and mastery of these components are very important in developing writing skills. Each component plays a vital role in creating effective, clear, and engaging writing. Skilled writers are able to integrate all these components harmoniously to produce high-quality written works.

d. Types of Texts

1) Procedure Text

Aisah in Nuraeni defines that procedure text is written to provide instructions on how to create or do something by following a sequence of steps (Nuraini et al., 2024). The structure of the procedure text consists of the purpose (stating the intention, for example, how to make fried rice), the materials needed, and the steps (actions to complete the task). The linguistic features of procedures include the use of present tense, nouns to mention materials, imperative and action verbs, and conjunctions between steps such as next, then, after that, etc.

2) Narrative Text

Narrative text is a type of story that depicts engaging events with the purpose of entertaining the audience (Jannah et al., 2022). The structure of a narrative text includes three main parts: orientation (which introduces the characters, setting, and time), complication (where a problem arises), and resolution (where the problem is resolved). The linguistic features of narratives include the use of nouns to describe characters and settings, adjectives to explain feelings and character traits, adverbs to indicate time and place, conjunctions, and the dominance of past tense usage.

3) Descriptive Text

Descriptive text is a genre that portrays and explains the characteristics of an object, event, or person, including aspects like behavior and identity (Eliyawati, 2022). Its structure consists of identification (introducing the subject) and description (providing detailed information about the subject). Common linguistic features include the use of nouns, adjectives, simple present tense, and adverbs.

4) Report Text

According to Jasuli in Aivasya, report text is a type of writing that presents general information based on the results of investigations (Aivasya, 2021). This text may appear as scientific reports, articles, news pieces, or book reviews. The structure of report text includes general statements (introduction of subject and topic), description (specific information about the subject), and conclusion. The linguistic features of reports include the use of present tense, action verbs, vocabulary related to specific topics, and descriptive language.

5) Exposition Text

Exposition text is a type of writing that presents an issue along with arguments that support the writer's perspective (Elfa, 2020). Its structure includes a thesis (the writer's stance), arguments (supporting evidence), and a conclusion (restating the writer's opinion). Linguistically, exposition texts are marked by the use of conjunctions such as first, second, therefore, and consequently, as well as expressions of opinion.

Based on the types of texts described above, this research focused on explaining the definition of descriptive text, its purpose, language structure, and linguistic rules of descriptive text.

e. Descriptive Text

1) Definition of Descriptive Text

Descriptive text is a form of writing that portrays a person, animal, object, or thing in detail (Fitriyani, 2019). This description is done in detail and clearly, so that readers can build a clear imagination, as if they can witness, hear, or even feel directly what is being described. The language style used in this text is rich in adjectives and descriptive phrases, which

serve to create vivid images in the reader's mind. According to Alifta et al., descriptive text is a genre that portrays and explains the characteristics of an object, event, or person, including aspects like behavior and identity (Eliyawati, 2022).

Descriptive text is a type of writing that consists of descriptions of characteristics and definitions of an object or something (Pratama et al., 2022). Meanwhile, Marsaleno et al. explain descriptive text as a clear description of people, places, objects, or events using appropriate details (Agustin et al., 2022). Kaharuddin defines descriptive text as a written form that illustrates the specific features of someone or something, such as a person or location (Kaharuddin et al., 2022).

From these various definitions, it could be concluded that descriptive text aims to depict a subject thoroughly and clearly so the reader can form a vivid understanding. The subjects can vary, including people, animals, items, places, or particular events.

2) Purpose of Descriptive Text

Descriptive text has various complementary purposes, as expressed by various experts. Puspitasari emphasizes that the main purpose of descriptive text is to visualize and elaborate in detail the characteristics of various subjects, including humans, objects, fauna, locations, and other entities (Puspitasari, 2020). This opinion is reinforced by Basri who explains that descriptive writing aims to raise readers' awareness of the writer's sensory experiences, stimulate readers' emotional responses to the described subject, and present the quality of direct experience (Basri, 2020). Basri emphasizes that the object described must be something that can be captured by the five senses. Lan Anh et al., expand this understanding by stating that descriptive text seeks to explain

or describe not only physical entities such as humans, animals, or objects, but also abstract concepts such as situations and events (Lan Anh et al., 2023). They emphasize that descriptions include the form, characteristics, or general nature of the described subject. Meanwhile, Haris et al. in Maulidatul offer a more comprehensive perspective on the purpose of descriptive text (Maulidatul, 2022). They argue that descriptive text aims to create a vivid impression of a person, place, thing, or event. Furthermore, they highlight the persuasive aspect of descriptive text, where writers use description to influence readers' thoughts or actions. Specific purposes they identify include convincing readers, expressing feelings, informing, telling experiences, and persuading readers.

From these various perspectives, it could be concluded that descriptive text aims to create a clear and vivid mental representation in the reader's mind about a subject, whether tangible or abstract. This text not only objectively describes, but also seeks to evoke emotional responses, stimulate imagination, and even influence readers' perceptions or actions.

3) Structure of Descriptive Text

According to Gerot and Wignell, as cited by Pratama et al., descriptive text consists of two primary structural elements: identification and description.

a) Identification

Identification serves as the introductory section of a descriptive text, intended to present the subject that will be described. Typically found in the first paragraph, this part gives readers an initial overview of the topic that will be explained in more detail in the subsequent sections.

b) Description

The writer then presents a detailed description of the subject. This part is the core of descriptive text, where the writer elaborates on various aspects of the subject in depth. This description serves to support and enrich the initial identification, giving readers a more comprehensive and vivid picture of the subject being discussed (Pratama et al., 2022).

4) Linguistic Features of Descriptive Text

Descriptive text has several distinctive linguistic features, including:

a) Simple Present Tense

Descriptive text generally uses simple present tense to describe general states or habits. Example: "The cat has soft fur" atau "Mount Bromo is an active volcano".

b) Adjectives

Descriptive text uses many adjectives to describe the characteristics of the object being discussed. Examples: "beautiful", "tall", "colorful", "ancient".

c) Specific Nouns

Uses specific nouns to provide clear details.
Example: "golden retriever" bukan hanya "dog", "mansion" bukan hanya "house".

d) Adverbs

Used to provide additional information about traits or states. Examples: "extremely tall", "beautifully decorated".

Tabel 2.2
Scoring Criteria of Descriptive Text

No.	Criteria	Score
1.	Title a. Reveals specific object b. Not a sentence c. Use uppercase and lowercase letters d. Without a period	1-4
2.	Identification a. There is an introduction to the object being described b. There is general information about the object c. There are no sentence structure errors d. There are no punctuation errors	1-4
3.	Description a. There is a detailed physical description of the object b. There are details of several parts of the object c. There are no sentence structure and punctuation errors d. Use fresh and varied vocabulary	1-4
4.	Closing a. There are conclusion about the response to the object b. There are impression of what has been described c. Use fresh and varied vocabulary d. There are no punctuation errors	1-4
5.	Use of Language a. There are concrete language details, form to describe as if the reader saw b. There are concrete language details, form to describe as if the reader heard c. There are concrete language details, metaphor to describe as if the reader feels d. There are details with concrete words	1-4

Source: (Nurmala & Syamsia, 2020)

Scoring:

4= if there are 4 elements

3= if there are 3 elements

2= if there are 2 elements

1= if there is 1 element

$$\textit{Final score} = \frac{\textit{Score obtained}}{\textit{Maximum score}} \times 100$$

B. Previous of Related Research

There are several previous research that serve as sources or references in this research, including:

1. Research conducted by Putri Fitriyani in 2019 titled “The Effect of Using Chain Writing Method on Students’ Writing Performance of Recount Text” aimed to provide empirical evidence regarding the impact of the Chain Writing method on students' ability to write recount texts. The findings indicated that this method significantly improved the writing performance of second-grade students at MTs Negeri 2 Tangerang (Fitriyani, 2019).

The difference between this research and the previous research lies in the focus and context of the study. While Fitriyani's research concentrated on how the Chain Writing method influenced students' skills in writing recount texts and was conducted on second-grade students at MTs Negeri 2 Tangerang. Meanwhile, this research specifically examines the effectiveness of the Chain Writing method in teaching writing descriptive text writing at tenth grade students of SMAN 1 Sinjai. The similarity between both studies is that they explore the use of the Chain Writing method in the context of English language instruction.

2. Research conducted by Arin Aisyah in 2020 titled “Using Chain Writing Method to Improve Students’ Writing Motivation of Recount Text in MTs Sultan Agung”, aimed to: 1) explore how the Chain Writing method was implemented in writing instruction for second-grade students at MTs Sultan Agung, and 2) determine whether this method could enhance students' motivation to write. The findings also revealed that the implementation of the Chain Writing method was

more effective in increasing students' motivation to write, as it helped prevent boredom during the learning process at school. In addition, using the Chain Writing method also made it easier for students to understand the material (Aisyah, 2020).

The difference between this research and the previous research lies in the focus and location of the study. The previous research by Arin Aisyah focused on improving students' writing motivation through Chain Writing method using descriptive qualitative design and was conducted on second-grade students at MTs Sultan Agung. Meanwhile, this research specifically examines the effectiveness of the Chain Writing method in teaching writing descriptive text writing at tenth grade students of SMAN 1 Sinjai. The similarities in both studies are that they both focus on using the Chain Writing method in the context of English language learning.

3. Research conducted by Nurul Elvina Putri et al., in 2022 with title "Improving Narrative Writing Skills Using the Chain Writing Method in Elementary School". This research aimed to explore how the Chain Writing method enhances the narrative writing abilities of fifth-grade students at SDN 005 Bukit Ranah. The findings revealed that implementing the Chain Writing method effectively improved the students' narrative writing skills (Putri et al., 2022).

The distinction between this research and the previous one lies in their respective focuses and research settings. The earlier research aimed to enhance narrative writing skills through the Chain Writing method by employing Classroom Action Research (CAR) over two cycles, targeting fifth-grade students at SDN 005 Bukit Ranah. In contrast, this research specifically examines the effectiveness of the Chain Writing method in teaching writing descriptive text writing at tenth grade students of SMAN 1 Sinjai. The similarities in both studies are that they both focus on using the Chain Writing method in the context of English language learning.

4. Research conducted by Reskya Dwi Maulida in 2023, titled "The Effectiveness of Using Chain Writing Method Towards Students' Writing Skill at MTs Satu Atap Datok Sulaiman Palopo" concentrated on assessing how the Chain Writing method influenced the descriptive writing abilities of eighth-grade students at MTs. Satu Atap Datok Sulaiman Palopo. The findings indicated that implementing the Chain Writing method effectively enhanced students' writing performance, particularly in five key areas: content, organization, vocabulary, grammar, and writing mechanics (Maulida, 2023).

The distinction between this research and the previous one lies in the research focus and setting. The earlier research examined the overall effectiveness of the Chain Writing method on students' writing skills at MTs Satu Atap Datok Sulaiman Palopo. In contrast, this research specifically examines the effectiveness of the Chain Writing method in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai. The similarity between the two researches were that both focus on the use of the Chain Writing method to improve students' writing skills.

5. Research conducted by Rizna Amalia et al. In 2023, entitled "The Effect of Chain Writing Method on Students' Writing Recount Text Ability at The X TKJ Students of SMK Swasta Teruna Padangsidempuan in the 2021/2022 Academic Year". investigated the influence of the Chain Writing method on the recount text writing skills of tenth-grade Computer and Network Engineering students at SMK Swasta Teruna Padangsidempuan during the 2021/2022 academic year. The findings demonstrated that the Chain Writing method had a significantly positive effect on enhancing the recount writing abilities of these vocational students (Amalia et al., 2023).

The difference between this research and the previous one lies in their focus and educational context. The earlier research explored the impact of the Chain Writing method on students' ability to write

recount texts and was carried out with vocational students specializing in Computer and Network Engineering. In contrast, this research specifically examines the effectiveness of the Chain Writing method in teaching descriptive text writing in tenth grade at SMAN 1 Sinjai. The similarity in both studies is that they both focus on using the Chain Writing method in the context of English language learning.

6. Research conducted by Rif'ah Najia in 2023, titled "Students' View Regarding the Use of Chain Writing for Collaborative Learning in English Classroom". aimed to examine the perceptions of eleventh-grade students toward the use of the Chain Writing technique in collaborative English learning, as well as to identify the challenges they encountered while using this approach. The findings showed that the Chain Writing technique was highly effective in enhancing students' English writing abilities. Students also reported that its implementation fostered an enjoyable and engaging learning environment during writing activities (Najia, 2023).

The distinction between this research and the previous one lies in their focus and research approach. The earlier research explored students' perspectives on the use of the Chain Writing method for collaborative learning in English classrooms, reflecting a qualitative approach that emphasized student experiences. In contrast, this research specifically examines the effectiveness of the Chain Writing method in teaching descriptive text writing in tenth grade at SMAN 1 Sinjai. The similarity in both studies is that they both focus on using the Chain Writing method in the context of English language learning.

7. Research conducted by Sihombing & Hanum in 2024 titled "The Effect of the Chain Writing Method on Poetry Writing Skills of Tenth-Grade Students at SMA Negeri 4 Binjai". aimed to investigate the impact of the Chain Writing method on the poetry writing abilities of tenth-grade students at SMA Negeri 4 Binjai. The findings indicated that the use of the Chain Writing method had a beneficial influence on

enhancing the students' poetry writing skills (Sihombing & Hanum, 2024).

The distinction between this research and the previous one lies in the focus and context of the research. The earlier research by Sihombing & Hanum investigated the impact of the Chain Writing method on students' poetry writing skills and was carried out at SMA Negeri 4 Binjai. Meanwhile, this research specifically examines the effectiveness of the Chain Writing method in teaching writing descriptive text writing at tenth grade students of SMAN 1 Sinjai. The similarities in both studies are that they both focus on using the Chain Writing method and both were conducted at the tenth-grade level of senior high school.

Although the Chain Writing method has researched in a variety of writing contexts and genres, including story texts in junior high school, narrative texts in elementary school, writing skills in general, poetry writing in senior high school, and even student perceptions, however, no research has specifically examined the effectiveness of Chain Writing in teaching descriptive text writing at the senior high school level. Therefore, in this research, the researcher examined more deeply the effectiveness of the Chain Writing Method in teaching descriptive text writing that has never done at SMAN 1 Sinjai which uses a collaborative approach that allows students to take turns writing parts of the text in small groups, which has the potential to improve writing skills, social interaction, critical thinking, and exchange of ideas among students, as well as overcoming common challenges in writing learning such as limited vocabulary and low student engagement.

C. Framework of the Research

Writing is a complex skill that requires the ability to organize ideas, use proper grammar, and select appropriate vocabulary. In the context of descriptive texts, writing skills involve delivering clear and detailed descriptions of objects, places, or people so that readers can visualize or understand the descriptions. According to theory, the main challenges students face in writing descriptive texts include limited vocabulary, grammatical errors, and low motivation (Kusrini & Amalia, 2021). Therefore, innovative approaches are needed to overcome these obstacles.

The Chain Writing method is a collaborative learning strategy that involves students taking turns writing parts of a text in groups. This approach promotes social interaction, critical thinking, and active student participation in the learning process. Chain Writing utilizes the principles of Collaborative Learning (Zuhriyah, 2022), where students work together to achieve learning objectives by sharing ideas and providing feedback to one another. Previous studies have shown that this method can enhance creativity, student participation, and learning outcomes (Primasari et al., 2021). However, certain challenges, such as time constraints and potential classroom noise, can be addressed through careful planning, structured group organization, and clear teacher guidance.

This research begins with identifying the problem, namely the challenges students face in writing descriptive texts. Based on these challenges, the Chain Writing method is chosen as an innovative solution to improve students' writing skills. The research process involves implementing the method in the classroom, collecting data through observations, questionnaires, and tests, and analyzing the data to evaluate the method's effectiveness. A quantitative approach with a quasi-experimental design is employed to compare results before and after the intervention, aiming to demonstrate that the method is effective in enhancing students' writing skills.

D. Hypothesis

Based on the literature previously presented, the researcher proposes the following research hypothesis:

H0: The Chain Writing Method does not effective in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai.

H1: The Chain Writing Method is effective in teaching writing descriptive text at tenth Grade students of SMAN 1 Sinjai.

CHAPTER III

RESEARCH METHODS

A. Types and Approach of the Research

The type of this research that was used in this research was an experimental research with a quantitative approach. Experimental research is a method used to identify causal relationships between variables that are intentionally manipulated by the researcher (Mustafa et al., 2022). There are several types of experimental research designs, such as true experimental, quasi-experimental, and pre-experimental designs. In this research, the researcher adopted a quasi-experimental design. According to Cook and Campbell in Tatulus et al., quasi-experiments are experiments that include treatment, impact measurement, and experimental units, but do not use random assignment to form control or experimental groups. This was done when random assignment is not practically or ethically possible, so researchers used pre-existing groups to compare the impact of treatment (Tatulus et al., 2021).

The research design used was pre-experimental research design with a one-group pretest-posttest model. This approach involved only one group (the experimental group) and did not include a control group. The chosen research design, a pre-experimental one-group pretest-posttest design, was selected due to its practicality and suitability for evaluating the effectiveness of the Chain Writing Method in teaching descriptive text. This design allowed the researcher to observe and measure the difference in students' writing abilities before and after the implementation of the method. By using a single experimental group without a control class, the design provided a focused and manageable approach, especially in educational settings where random assignment and multiple groups may not be feasible. The pre-test served as a baseline measurement, while the post-test evaluated the outcomes after treatment, enabling the researcher to identify significant changes attributed to the intervention.

The main objective in this research was to test the hypothesis that Chain Writing Method was effective in teaching writing descriptive text. The quantitative approach in this research focused on the effectiveness of Chain Writing Method in teaching writing descriptive text at Tenth Grade Students of SMAN 1 Sinjai.

The experimental research design can be seen in the following table 3.1:

Tabel 3.1
One Group Pretest – Posttest Design

Pre-Test	Treatment	Post-Test
O1	X	O2

Source: (Sugiyono, 2017)

Note:

O1 : Pre-Test

X : Treatment

O2 : Post-Test

B. Variables Definitions

1. Independent Variable

The independent variable (variable X) in this research was the Chain Writing Method. The Chain Writing was a collaborative writing learning method that involves alternating contributions between students in a group, with the aim of developing paragraphs in a structured manner through an active and fun learning process.

2. Dependent Variable

The dependent variable (variable Y) in this research was writing descriptive text. Writing descriptive text referred to the instructional process aimed at improving students' ability to write texts that aimed to provide a detailed and clear picture of a subject, be it a person, place, object, event, or experience.

C. Place and Time of the Research

1. Place of the Research

This research was conducted at SMAN 1 Sinjai, located in Balangnipa Village, North Sinjai District, Sinjai Regency.

2. Time of the Research

This research was conducted on November 2024 – May 2025. During this time, the research covered the preparation stage, method implementation, data collection and analysis, and conclusion drawing, with the aim of producing comprehensive scientific findings on the effectiveness of Chain Writing method in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai.

D. Population and Sample of the Research

1. Population

In this research, the researcher took the population of SMAN 1 Sinjai students, specifically the tenth grade students (X). There were 9 classes and the total number of ten class students were 324 students. The number of tenth grade students of SMAN 1 Sinjai can be seen in the table 3.2 below:

Tabel 3.2

Tenth Grade Students of SMAN 1 Sinjai

Class	Total
X.1	36
X.2	36
X.3	36
X.4	36
X.5	36
X.6	36
X.7	36
X.8	36
X.9	36
Total	324

Documentation of SMAN 1 Sinjai

2. Sample

The sample in this research consisted of 36 students from class X.8 at SMAN 1 Sinjai, selected through purposive sampling. This technique is a form of non-random sampling in which participants are chosen based on specific criteria relevant to the research objectives (Asari et al., 2023). The sample in this research was determined by considering that the class had almost the same level of knowledge in learning English, and many students in the class had difficulty in writing descriptive text.

The number of X.8 students of SMAN 1 Sinjai can be seen in the table 3.3 below:

Tabel 3.3

X.8 Students of SMAN 1 Sinjai

Male	Female
16	20
Total	36

Documentation of SMAN 1 Sinjai

E. Techniques of Data Collections

Several techniques was used to collect data in this research, namely:

1. Observation

The researcher conducted direct observations of class X.8 students at SMAN 1 Sinjai during the descriptive text learning process using the Chain Writing method. This observation aimed to examine the descriptive text learning process using the Chain Writing method, student participation in Chain Writing activities, and overall classroom dynamics. The researcher used 2 structured observation sheets: 1 sheet to observed the implementation of the Chain Writing method in accordance with the procedures in teaching descriptive text writing, that sheet consisted of 16 aspects that covering both Variable X and Variable Y. Then 1 sheet to observed the implementation of student

learning processes during the use of the Chain Writing method, that sheet consisted of 12 aspects that covering both Variable X and Variable Y Observations were conducted periodically throughout the research period to obtain a comprehensive picture of this method's implementation.

2. Questionnaire

To determine students' response of the Chain Writing method, the researcher distributed questionnaires to all tenth-grade students involved in the research. The questionnaire consisted of 15 aspects designed to reflect both Variable X and Variable Y. This questionnaire contained close questions using a Likert scale to measure students' opinions about the use of the Chain Writing method in teaching writing descriptive texts.

3. Test

To measure the effectiveness of the Chain Writing method in teaching descriptive text writing, the researcher administered tests. There were two types of tests given: pre-test and post-test.

a. Pre-test

The pre-test was administered to measure students' initial ability in writing descriptive texts before applying the Chain Writing method. During implementation, students were asked to write a descriptive text with topics of a famous person and favorite place. Subsequently, the researcher collected students' writing and evaluated it using a pre-determined assessment rubric. The pre-test question format was made uniform with the post-test to maintain research validity.

b. Treatment

This section explains how the Chain Writing method was applied in the learning process. The method was implemented through 3 stages: preparation, writing process, and completion. The learning session began with material introduction, followed by

Chain Writing activities, and concluded with group discussions and reflection on their written work. The teacher's role was to provide guidance, correct language errors, and ensure every student actively contributes to the writing process. This process took place over 5-6 meetings with specific time allocations for each learning stage. This section provides a detailed overview of the method's implementation so that its effectiveness on student learning outcomes could be measured.

c. Post-test

The post-test was administered to measure students' improvement after applying the Chain Writing method. In its implementation, students were again asked to write a descriptive text with the same question format as the pre-test, but with different topics to avoid bias. The post-test topics were about a favorite teacher and a favorite tourist spot. As with the pre-test, students' writing was evaluated using the same rubric to maintain consistency

4. Documentation

In this research, the researcher collected various documents relevant to this research, such as examples of student writing produced during the learning process. In addition, the researcher also took photos and videos during the learning process to provide a visual representation of the application of the Chain Writing method in the classroom. This documentation helped the researcher analyze the learning process more deeply and provided concrete evidence about the effectiveness of Chain Writing method in teaching writing descriptive text.

F. Instruments of the Research

The research instruments that used in this research include:

1. Observation Sheet

The observation sheet was used to obtain data through direct observation in the field, without going through respondents. This instrument used the Likert Scale, which allowed researcher to systematically observed student behavior and interactions during the application of the Chain Writing method in teaching writing descriptive text. The use of the Likert Scale facilitated researcher in categorizing and analyzing observational data effectively.

2. Questionnaire Sheet

The questionnaire sheet was distributed to students as respondents to explore their responses to the use of the Chain Writing method. This questionnaire used a Likert scale, which allowed students to express their level of agreement with the given statements.

3. Test Sheet

The test sheet consisted of two complete descriptive text writing task. Students were asked to write a complete descriptive text about a specific topic, for example, describing a local tourist attraction, an inspiring figure, or an important object in their school. A specific time limit was given to complete this task so that students have sufficient opportunity to develop their ideas and demonstrate their writing abilities comprehensively.

4. Documentation List

The documentation list was used to collect various documents relevant to the research. This includes student attendance lists, complete observation sheets, answer questionnaire sheets, pre-test and post-test sheets, as well as photos of the research implementation. This documentation provided concrete evidence of the research implementation and become a valuable additional data source for analysis.

G. Validity and Reliability

1. Test Validity

Before being used for data collection, research instruments needed to go through a validation process to ensure accuracy and reliability. In this research, the instruments that were validated were observation sheets, test questions, questionnaire sheets, and teaching module. Two types of validity testing techniques were used: expert validation and empirical validation. For expert validation, Aiken's V formula was used (Utami et al., 2024). The criteria for Aiken's V calculation results are as follows:

- a. $V > 0.80$ = Very Valid
- b. $0.60 \leq V \leq 0.80$ = Valid Enough
- c. $V < 0.60$ = Less Valid

Table 3.4

Expert Instrument Validators

No.	Name	Validator	Position
1	Nurul Islamiah, S.Pd.I., M.Pd	V1	Lecturer at Islamic University of Ahmad Dahlan Sinjai
2	Sabaruddin, S.Pd., M. TESOL	V2	Lecturer at Islamic University of Ahmad Dahlan Sinjai

Documentation of UIAD Sinjai

The validated instruments include five types: (1) learning process observation sheet, (2) student activity observation sheet, (3) questionnaire, (4) test sheet, and (5) Learning Module. The validation process used Aiken's V Formula, as follows (Utami et al., 2024):

$$V = \frac{s}{n(c - 1)}$$

Note:

l: Score lowest

s: score given by experts minus the lowest score ($s = \text{score} - 1$, on a scale of 1-4)

n: number of expert validators ($n = 2$)

c: number of categories on the scale ($c = 4$)

The criteria for Aiken's V calculation results are as follows:

$V > 0,80$: Very Valid

$0,60 \leq V \leq 0,80$: Valid Enough

$V < 0,60$: Less Valid

a. Learning Process Instrument Validation Results

Table 3.5
Learning Process Instrument Validation Results

No	Aspects Assessed	Score V1	Score V2	Σs	V	Interpretation
1	Observation sheet instructions are clearly stated	3	3	4	0.67	Valid Enough
2	Observation sheet is easy to implement	3	4	5	0.83	Very Valid
3	Criteria being observed are clear	3	4	5	0.83	Very Valid
4	The purpose of using the observation sheet is clear and measurable	3	4	5	0.83	Very Valid
5	Aspects observed cover stages and indicators	3	4	5	0.83	Very Valid
6	Observation items align with learning objectives	3	3	5	0.67	Valid Enough
7	Item formulations are clear and require evaluation	3	4	5	0.83	Very Valid
8	Language follows	3	4	5	0.83	Very Valid

	Indonesian language rules					
9	Clarity of instructions/directions/comments	3	4	5	0.83	Very Valid
10	Simplicity of sentence structure	3	4	5	0.83	Very Valid
11	Communicative language	3	4	5	0.83	Very Valid

Based on the validation results presented in table 3.5 above, the scores given by both validators varied between 3 and 4 on a 1-4 rating scale. The scores from both validators were then calculated using Aiken's V formula. The calculation results show that most items obtained an Aiken's V value of 0.83. This value falls into the Very Valid category ($V > 0.80$), which means that each instrument item is highly suitable for the intended measurement purpose. There are two items obtained an Aiken's V value of 0.67. Based on Aiken's V interpretation criteria, this value falls into the Valid Enough category ($0.60 < V \leq 0.80$).

Furthermore, based on the validators' suggestions, revisions are particularly needed in the learning process observation instrument. The improvement focuses on clarifying the roles involved in the observation process. The instrument should explicitly state who is being observed, namely the students and the teacher during the implementation of the Chain Writing Method, and who conducts the observation, namely the researcher as the observer. This clarification is essential to avoid ambiguity during data collection and to ensure that the observation is conducted consistently and objectively. By clearly defining the subject and the observer, the instrument becomes more systematic, easier to use, and more accurate in capturing the implementation of the learning process in the classroom.

b. Student Activity Instrument Validation Results

Table 3.6
Student Activity Instrument Validation Results

No	Aspects Assessed	Score V1	Score V2	Σs	V	Interpretation
1	Observation implementation instructions are clear enough	3	4	5	0.83	Very Valid
2	Observation sheet is easy to implement	3	4	5	0.83	Very Valid
3	Criteria being observed are clearly stated	3	4	5	0.83	Very Valid
4	Student activity categories cover activities that may occur in learning	3	3	4	0.67	Valid Enough
5	Student time units are clearly stated	3	4	5	0.83	Very Valid
6	Student activity categories can be well observed	3	4	5	0.83	Very Valid
7	Student activity categories do not create double meanings	3	4	5	0.83	Very Valid
8	Uses proper Indonesian language	3	4	5	0.83	Very Valid
9	Uses sentences that are easily understood by	3	4	5	0.83	Very Valid

	students					
10	Clarity of instructions/directions/comments and problem solving	3	4	5	0.83	Very Valid
11	The language used is communicative	3	4	5	0.83	Very Valid

Based on the validation results presented in table 3.6 above, the scores given by both validators varied between 3 and 4 on a 1-4 rating scale. The calculation results show that most items obtained an Aiken's V value of 0.83. This value falls into the Very Valid category ($V > 0.80$), which means these items are highly suitable for the intended measurement purpose. There is only one item, "Student activity categories cover activities that may occur in learning," which obtained an Aiken's V value of 0.67. Based on Aiken's V interpretation criteria, this value falls into the Valid Enough category ($0.60 < V \leq 0.80$).

c. Student Response Instrument Validation Results

Table 3.7
Student Response Instrument Validation Results

No	Aspects Assessed	Score V1	Score V2	Σs	V	Interpretation
1	Questionnaire filling instructions are clearly stated	3	4	5	0.83	Very Valid
2	Student response questionnaire choices are clearly stated	3	4	5	0.83	Very Valid
3	The purpose of using the questionnaire is clearly stated	3	4	5	0.83	Very Valid

4	Questions on the questionnaire can capture all student responses to activities and learning components	3	3	4	0.67	Valid Enough
5	The questions asked align with the measurement objectives	3	4	5	0.83	Very Valid
6	Learning tool components are clearly stated	3	4	5	0.83	Very Valid
7	Question formulations use words/instructions/statements that require student responses	3	4	5	0.83	Very Valid
8	Uses language in accordance with proper Indonesian language rules	3	4	5	0.83	Very Valid
9	Word choices are appropriate for student level	3	4	5	0.83	Very Valid
10	Uses sentences that are easily understood	3	3	5	0.83	Very Valid

Based on the validation results presented in table 3.7 above, the scores given by both validators varied between 3 and 4 on a 1-4 rating scale. The scores from both validators were then calculated using Aiken's V formula. The calculation results show that most items obtained an Aiken's V value of 0.83, which falls into the Very Valid category ($V > 0.80$). One item, specifically the aspect "questions on the questionnaire can capture all student responses to activities and learning components," obtained an Aiken's V value of 0.67, which falls into the Valid Enough category ($0.60 < V \leq 0.80$).

Overall, the validation results indicate that the student response questionnaire instrument is highly suitable for the intended measurement purpose.

However, based on the validators' suggestions, minor revisions are needed in the student response instrument, particularly in the construction of questionnaire items. It is recommended that each question should contain only one condition or idea, so that it measures a single aspect clearly. Combining multiple conditions within one question may lead to ambiguity and make it difficult for respondents to provide accurate answers. By simplifying each item to focus on one specific aspect, the questionnaire will become more precise, easier to understand, and more effective in capturing students' actual responses toward the learning activities.

d. Test Sheet Instrument Validation Results

Table 3.8
Test Sheet Instrument Validation Results

No	Aspects Assessed	Score V1	Score V2	Σs	V	Interpretation
1	Question alignment with achievement indicators	3	4	5	0.83	Very Valid
2	Clarity of instructions for answering questions	3	3	4	0.67	Valid Enough
3	Clarity of question intent	3	4	5	0.83	Very Valid
4	Question grid is clearly stated	3	4	5	0.83	Very Valid
5	Scoring guidelines are clearly stated	3	4	5	0.83	Very Valid

6	Question answers are clearly and correctly stated	3	4	5	0.83	Very Valid
7	Appropriateness of number of questions and time for answering	3	3	4	0.67	Very Valid
8	The language used in questions complies with Indonesian language rules	3	4	5	0.83	Very Valid
9	Question statements do not contain double meanings	3	3	4	0.67	Valid Enough
10	Question formulations are communicative, using simple language that is easily understood by students	3	4	5	0.83	Very Valid

Based on the validation results presented in table 3.8 above, the scores given by both validators varied between 3 and 4 on a 1-4 rating scale. The scores from both validators were then calculated using Aiken's V formula. The calculation results show that most items obtained an Aiken's V value of 0.83, which falls into the Very Valid category ($V > 0.80$). However, there are several items that obtained an Aiken's V value of 0.67, which falls into the Valid

Enough category. This indicates that in general, the learning achievement test instrument is appropriate and suitable for use.

Nevertheless, based on the validators' suggestions, revisions are needed in the test instrument, particularly in improving the clarity of instructions. The instrument should be equipped with more detailed and explicit guidelines, including clear directions on what students are required to do, the expected format of the answers, time allocation, and scoring criteria. Providing detailed instructions is essential to minimize misunderstandings and ensure that all students interpret the test tasks in the same way. By refining the instructions, the test instrument will become more practical, reliable, and effective in accurately measuring students' learning outcomes.

e. Teaching Module Instrument Validation Results

Table 3.9
Teaching Module Instrument Validation Results

No	Aspects Assessed	Score V1	Score V2	Σs	V	Interpretation
1	Alignment of indicator formulations with Basic Competency formulations	3	4	5	0.83	Very Valid
2	Alignment of indicators with planned learning time allocation	3	4	5	0.83	Very Valid
3	Accuracy of indicator elaboration into learning objectives (process and product)	3	3	4	0.67	Valid Enough

4	Measurability of learning objectives (process and product) covering aspects of audience, behavior, condition, and degree	2	3	3	0.50	Valid Enough
5	Alignment of learning objectives (process and product) with students' cognitive development	3	4	5	0.83	Very Valid
6	Completeness of affective objective formulations	3	4	5	0.83	Very Valid
7	Affective objectives are elaborated in the planned learning process activities	3	4	5	0.83	Very Valid
8	Completeness of skill aspect objective formulations	3	3	4	0.67	Valid Enough
9	Skill objectives are elaborated in the planned learning process activities	3	3	4	0.67	Valid Enough

Based on the validation results presented in table 3.9 above, the calculation results show that most items obtained an Aiken's V value of 0.83, which falls into the Very Valid category ($V > 0.80$). However, there is one item that obtained an Aiken's V value of 0.50, specifically the aspect of measurability of learning objectives covering aspects of audience, behavior, condition, and degree, which falls into

the Valid Enough category ($0.40 < V \leq 0.60$). Additionally, there are two items that obtained an Aiken's V value of 0.67, specifically the completeness of skill aspect objective formulations and the elaboration of skill objectives in learning activities, which fall into the Valid category ($0.60 < V \leq 0.80$). This indicates that in general, the learning assessment instrument is appropriate and suitable for use in research.

However, based on the validators' suggestions, the teaching module instrument needs improvement, especially in clarifying the final assessment activities. The assessment stage should be described more clearly and systematically, including students' tasks, assessment procedures, and alignment with learning objectives, so that the module becomes more structured, comprehensive, and effective.

Meanwhile, empirical validation was conducted through item correlation analysis using the SPSS (Statistical Product and Service Solution) software. Validity test is a test that functions to see whether a measuring instrument is valid or not valid (Saputri et al., 2023). An instrument was considered valid if the correlation coefficient between its items exceeds 0.30 with a significance level of alpha 0.05. This validation process was carried out using SPSS (Statistical Product and Service Solution) software.

The criteria for instrument validity can be determine as follows:

- a) If the $p\text{-value} < 0.05$, then the instrument was declared valid
- b) If the $p\text{-value} > 0.05$, then the instrument was declared invalid

Before the research was conducted, a validity test was first performed on the instruments to be used in the research. This validity test aimed to ensure that the instruments used have met the criteria of appropriateness, relevance, and content adequacy in measuring the aspects being studied. The instrument validity was assessed by two expert validators who have competence in the fields of learning and educational evaluation.

In this research, the researcher used a research instrument in the form of a Descriptive text writing ability test. The validity testing of the research instrument used the product moment with the help of the SPSS 21 for Windows program with the provision of comparing the r-count value with the r-table. If the r-count value $>$ r-table, then the test item was declared valid. However, if the r-count value $<$ r-table, then the test item was declared invalid. The results of the validity test for the Descriptive text writing test can be seen in the following table.

Table 3.10
Calculation Results of Descriptive Text Test Validity Test (Pretest)

Correlations			
No Item Soal	Pearson Correlation	R _{tabel} (Sig. 0,05)	Ket
Item1	0,564	0,000	Valid
Item2	0,911	0,000	Valid
Item3	0,677	0,000	Valid
Item4	0,911	0,000	Valid
Item5	0,677	0,000	Valid
Item6	0,662	0,000	Valid
Item7	0,911	0,000	Valid
Item8	0,538	0,001	Valid
Item9	0,584	0,001	Valid
Item10	0,911	0,000	Valid

Source: Data analysis results with SPSS 21

The table 3.10 above explained that the validity test results could be known if the test item is declared valid if the Pearson correlation calculation result $>$ r-table (Sig. 0.05). In determining the r-table value (Sig. 0.05), it could be seen in the r product moment table with the amount of data (N) = 36 in the

appendix. Based on the r product moment table at a significance of 5%, the r -table was known to be 0.329. Based on Table 4.9, all items from the pre-test descriptive text test, totaling 10 items, had Pearson correlation values greater than the r -table (0.329), with correlation values ranging from 0.538 to 0.911 and significance values (p -value) < 0.05 . Thus, all items in the pre-test of descriptive text mastery were declared valid.

Table 3.11
Calculation Results of Descriptive Text Test Validity Test (Posttest)

Correlations			
No Item Soal	Pearson Correlation	R_{tabel} (Sig. 0,05)	Ket
Item1	0,638	0,000	Valid
Item2	0,575	0,000	Valid
Item3	0,638	0,004	Valid
Item4	0,638	0,000	Valid
Item5	0,638	0,004	Valid
Item6	0,638	0,000	Valid
Item7	0,575	0,000	Valid
Item8	0,638	0,000	Valid
Item9	0,638	0,000	Valid
Item10	0,638	0,000	Valid

Source: Data analysis results with SPSS 21

The table 3.11 above showed that a test item was considered valid if the Pearson correlation value was greater than the r -table value at a significance level of 0.05. To determine the r -table value (Sig. 0.05), the r product moment table with a sample size (N) = 36 in the appendix was referenced. Based on the r product moment table at a 5%

significance level, the r-table value was 0.329. As shown in Table 4.10, all 10 items of the post-test descriptive text test had Pearson correlation values ranging from 0.575 to 0.638, all of which were greater than the r-table value of 0.329. Furthermore, all significance (p-value) values were 0.000 or 0.004, which were less than 0.05. Therefore, it could be concluded that all items in the post-test for descriptive text mastery were valid.

Table 3.12
Calculation Results of Questionnaire Validity Test

Correlations			
No Item Soal	Pearson Correlation	R _{tabel} (Sig. 0,05)	Ket
Item1	0,962	0,000	Valid
Item2	0,962	0,000	Valid
Item3	0,962	0,000	Valid
Item4	0,689	0,000	Valid
Item5	0,962	0,000	Valid
Item6	0,962	0,000	Valid
Item7	0,689	0,000	Valid
Item8	0,962	0,000	Valid
Item9	0,962	0,000	Valid
Item10	0,962	0,000	Valid
Item11	0,962	0,000	Valid
Item12	0,689	0,000	Valid
Item13	0,962	0,000	Valid
Item14	0,962	0,000	Valid
Item15	0,689	0,000	Valid

Source: Data analysis results with SPSS 21

The table 3.12 above explained that the validity test results could be known if the test item was declared valid if the Pearson correlation calculation result $> r$ -table (Sig. 0.05). In determining the r -table value (Sig. 0.05), it could be seen in the r product moment table with the amount of data (N) = 36 in the appendix. Based on the r product moment table at a significance of 5%, the r -table was known to be 0.329. Based on Table 4.11, all items from the questionnaire, totaling 15 items, have Pearson correlation values greater than the r -table (0.329), with correlation values ranging from 0.689 to 0.962 and significance values (p -value) < 0.05 . Thus, all items in the questionnaire were declared valid.

2. Test Reliability

The next step was to conduct a reliability test to evaluate the consistency of the measuring instruments used in the research. This reliability test aimed to ensure that the instrument provides consistent results every time it was used, so that the data collected could be reliable and accurate (Magdalena et al., 2023). The research instrument was considered reliable if the students' responses to the questionnaire and test show consistency and stability over time. Technically, an instrument was said to be reliable if the reliability coefficient (r_i) exceeds 0.60. This reliability testing process was also carried out using SPSS software to obtain accurate and objective results. The calculation results of the reliability test were as follows:

a. Test Sheet Reliability Test

Table 3.13
Test Sheet Reliability Test Results (PreTest)

Reliability Statistics	
Cronbach's Alpha	N of Items
,908	10

Source: Data analysis results with SPSS 21

Based on the reliability test results table 4.6 above, it could be seen that the Cronbach's Alpha value was 0.908 or $0.908 > 0.60$. Thus, the items from the pre-test of descriptive text mastery had a very high level of reliability.

Table 3.14

Test Sheet Reliability Test Results (Posttest)

Reliability Statistics	
Cronbach's Alpha	N of Items
.879	10

Source: Data analysis results with SPSS 21

Based on the reliability test results table 3.14 above, it could be seen that the Cronbach's Alpha value was 0.879 or $0.879 > 0.60$. Thus, the items from the post-test of descriptive text mastery have a high level of reliability.

b. Questionnaire Reliability Test

Table 3.15

Questionnaire Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.981	15

Source: Data analysis results with SPSS 21

Based on the reliability test results table 3.15 above, it could be seen that the Cronbach's Alpha value was 0.981 or $0.981 > 0.60$. Thus, the statement items from the questionnaire have a very high level of reliability.

H. Techniques of Data Analysis

1. Prerequisite Tests

a. Normality Test

Normality Test is a test conducted to analyze the distribution of data whether the data is normally distributed or not (Haryono et al., 2023). Before conducting further analysis, the pre-test and post-test result data were tested for normality. Researcher used the Shapiro-Wilk test for small samples (less than 50) or Kolmogorov-Smirnov for larger samples.

The significance level used was 0.05, so the criteria in the normality test were as follows:

- 1) If the significance value > 0.05 , then the data was said to be normally distribute.
- 2) If the significance value < 0.05 , then the data was said to be not normally distribute.

b. Homogeneity Test

Homogeneity test was conduct to ensure the equality of variances between the determine groups. Levene's test was commonly used for this purpose. The process involved calculating the Levene statistic and comparing the p-value with the significance level. The result of this test determined whether the assumption of homogeneity of variance was met, which is an important prerequisite for many parametric statistical tests. If the data proves to be homogeneous, the researcher could proceed with parametric tests such as paired sample t-test

2. Hypothesis Testing

a. Paired Sample T-Test

To test the validity of the hypothesis in this research, the researcher used the hypothesis testing method. This process aimed to determine whether the proposed hypothesis could be accepted based on the collected data. In this case, if the data was normally

distributed and homogeneous, a paired sample t-test was used to determine the pre-test and post-test. This test showed whether there is a significant difference in students' ability to write descriptive texts before and after applying the Chain Writing method. The research used the Paired Sample T-test available in the Statistical Package for Science (SPSS) software to conduct hypothesis analysis.

The hypothesis tested in this research were:

- H0: The Chain Writing Method is not effective in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai.
- H1: The Chain Writing Method is effective in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai.

The decision-making criteria are based on the probability value (P) resulting from the statistical test:

- a. If the P value < 0.05, then H1 was accepted
- b. If the P value > 0.05, then H1 was rejected

After obtaining the pretest and posttest scores, the researcher analyzed the scores obtained. The analysis used was the normality gain test. This test was used to determine the effectiveness of the treatment given. The following formula was used to calculate the normality of the gain:

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

Notes:

N-Gain was the normality gain test value

S_{post} was the posttest score

S_{pre} was the pretest score

S_{max} was the maximum score

The effectiveness criteria interpreted from the normality gain values can be seen in the following table:

Tabel 3.16
Clasification of Gain Normality Values

N-Gain Range	Effectiveness Level
$0.70 \leq N \leq 1.00$	High
$0.30 \leq N < 0.70$	Medium
$0.00 \leq N < 0.30$	Low

Source: (Sukarelawan et al., 2024)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings of the Research

The results of the research based on the effectiveness indicators outlined in Chapter II, namely: (1) Implementation of Learning, (2) Student Response, and (3) Learning Outcomes. These three indicators serve as the foundation for evaluating the effectiveness of the Chain Writing Method in teaching descriptive text writing at tenth grade students of SMAN 1 Sinjai. The data were collected through observations, questionnaires, tests (pre-test and post-test), and documentation during the implementation of the Chain Writing Method in the classroom. Each subsection below explained the findings based on these indicators in a structured and comprehensive manner.

1. Implementation of Learning

- a. Learning Process Observation Results Using Chain Writing Method

Table 4.1

Learning Process Observation Results Using Chain Writing Method

No	Aspects	Assessment
1	The teacher opens the learning activity with greetings.	4
2	The teacher and students pray before starting the	4

	lesson.	
3	The teacher asks for news and readiness to learn.	4
4	The teacher asks for attendance and take attendance of students.	4
5	The teacher asks about learners' writing experience.	4
6	The teacher explains the purpose and benefits of Chain Writing method.	4
7	The teacher explains descriptive text and Chain Writing method.	4
8	The teacher divides students into groups (5-6 students).	4
9	The teacher gives the topic of descriptive text.	4
10	Each group member writes alternately.	4
11	Each group presents their writing.	3
12	The teacher discusses the results of each group's presentation and provide feedback.	4
13	The teacher and students discuss about the process and results of Chain Writing and provide feedback.	3
14	The teacher gives independent assignments to students.	4
15	The students draw conclusions about the learning activities that have been carried out.	3
16	The teacher closes the learning activity by saying a closing greeting.	4
Total Score		61
Final Score		95

Based on the observation results of the learning process using the Chain Writing method from table 4.1 above, a total score of 61 out of a maximum score of 64 was obtained, resulting in a final score of 95. This result fell into the Very Good category. All aspects of learning implementation, from opening activities, material explanation, implementation of the Chain Writing method, to closing activities, were carried out very well. Almost all indicators were rated with the maximum score (4), except for the aspects 11, 13, and 15, which received a score of 3 (Well Implemented). This showed that the application of the Chain Writing method in learning activities was effective and optimal, and supported the achievement of descriptive text writing learning objectives. Overall, the teacher was able to manage learning well, actively involve students in the process, and provide clear explanations and feedback during activities.

b. Student Activity Observation Results

Table 4.2
Student Activity Observation Results

No	Aspects	Assessment
1	Students carefully paying attention to lessons delivered by the teacher.	4
2	Students actively participating in group formation.	4
3	Students actively preparing writing tools and arranging the classroom.	4
4	Students actively participating in group discussions, helping each other write sentences.	4
5	Students writing sentences alternately with group members every 2–3 minutes.	3
6	Students showing enthusiasm in the collaborative writing process.	4

7	Students presenting the group's writing results in front of the class and receiving feedback.	4
8	Students demonstrating creativity in generating descriptive sentences.	3
9	Students actively providing comments and suggestions during group presentations.	4
10	Students actively participating in text revision and improvement.	4
11	Students listening carefully during the final evaluation and feedback from the teacher.	4
12	Students actively summarizing the results of writing activities using the Chain Writing method.	4
Total Score		46
Final Score		96

Based on the observation results of student activities in the learning process using the Chain Writing method from table 4.2 above, a total score of 46 out of a maximum score of 48 was obtained, resulting in a final score of 96. This result fell into the Very Good category. All aspects of student involvement in learning, from paying attention to the lesson, participation in group discussions, writing alternately, to revising texts and summarizing results, were done very well. Almost all indicators were rated with the maximum score (4), except for the aspects 5 and 8 which received a score of 3 (Well Implemented). This showed that the application of the Chain Writing method was able to optimally encourage active and collaborative student involvement in learning to write descriptive texts. Overall, students showed enthusiasm, creativity, and the ability to work together in the writing process, which contributed positively to the achievement of learning objectives.

Based on the table 4.3 above, each questionnaire item was designed to capture specific aspects of students' perceptions regarding the Chain Writing method. The response distribution across all items shows a consistent pattern: students predominantly provided high ratings of 3 or 4, indicating a strong level of satisfaction and engagement with this collaborative writing technique. Items addressing enthusiasm, confidence, creativity, and collaboration received particularly high scores, suggesting that students found the method both enjoyable and educationally beneficial. Even items that touched on potential challenges, such as time constraints or classroom noise were still met with favorable responses, implying that these issues were considered manageable in light of the method's overall advantages.

For instance, Item 1, which asked whether the Chain Writing method increased enthusiasm for writing lessons, received responses from 28 students who selected a score of 4 and 8 students who selected a score of 3. This indicates that most students felt more enthusiastic and engaged in writing activities using this method.

In Item 2, regarding confidence in writing, the same distribution was observed (28 students chose 4, and 8 chose 3), reflecting a boost in students' self-confidence resulting from the collaborative nature of the method.

Item 3, which asked whether the method helped students develop their imagination, showed similar responses. Again, 28 students rated it a 4, and 8 rated it a 3, underscoring the method's ability to stimulate creative thinking.

Item 4, about whether group collaboration made writing more enjoyable, 27 students gave a score of 4 and 9 gave a score of 3. This suggests that group work was generally well-received and considered fun by the majority of students.

Item 5, addressing the development of new ideas through peer input, also saw 28 students choose 4 and 8 choose 3. This supports the view that the method encourages idea sharing and intellectual exchange among students.

Item 6, which explored whether the method encouraged active participation, had 28 students rating it a 4 and 8 rating it a 3. This shows that students were more inclined to engage during lessons.

For Item 7, which assessed motivation to write, 27 students gave the highest score, and 9 selected 3. This highlights the motivating nature of the Chain Writing method in encouraging writing practice.

Item 8, focusing on creativity when writing in groups, had 28 students selecting 4 and 8 selecting 3. This indicates that students found group writing to be a catalyst for creative expression.

Item 9 assessed whether the method helped students overcome writing difficulties. As with many previous items, 28 students answered with a score of 4 and 8 with a 3, suggesting the method aids in addressing writing barriers.

Item 10, about enjoying peer interaction, yielded 28 responses of 4 and 8 of 3. This confirms that students valued the social and collaborative aspect of the method.

Item 11, which evaluated whether the method made learning more lively, responses were again consistent, with 28 students choosing 4 and 8 choosing 3. This suggests a more dynamic and engaging classroom atmosphere.

Item 12, regarding learning to develop stories from various perspectives, had 27 students choosing 4 and 9 choosing 3. This points to an appreciation of diverse viewpoints developed through group writing.

Item 13, which inquired whether students felt pressured to write quickly, was rated 4 by 28 students and 3 by 8. While this item highlights a possible challenge, students still responded positively perhaps indicating that they viewed this pressure as a motivating factor.

For Item 14, concerning classroom noise, the same response distribution was observed (28 with a score of 4, 8 with a score of 3). Despite the potential distraction, students did not view this as a hindrance to their learning experience.

Finally, Item 15, which addressed whether limited class time hindered idea development, received 27 responses of 4 and 9 of 3. This shows that although time limitations were acknowledged, students generally remained satisfied with their ability to express their thoughts effectively.

In general, the majority of respondents gave an answer of 4 on almost all items, with slight variations for some students who chose 3. No respondents gave answers on scales 1 or 2, indicating that no students disagreed or strongly disagreed with the benefits of this method. Based on the assessment results of the 15 items evaluated against 36 participants, relatively high and even average scores were obtained across almost all aspects. Items 1, 2, 3, 5, 6, 8, 9, 10, 11, 13, and 14 each had an average score of 3.78. This shows that the majority of participants demonstrated very good competence in the aspects assessed in these items. Meanwhile, items 4, 7, 12, and 15 had an average score of 3.75, which, although slightly lower, still falls into the very good category. This very slight difference reflects the consistency of participant performance in meeting the criteria established in the assessment instrument. Based on these questionnaire results, students had very positive perceptions of the Chain Writing method implementation.

3. Learning Outcomes

To evaluate the effectiveness of the Chain Writing method on students' descriptive writing skills, the researcher administered two tests: a pre-test before the implementation of the method and a post-test after the method had been applied. Both assessments required students to compose a descriptive text based on the same format and topic, allowing for a consistent comparison of writing ability. The goal of these tests was to measure the students' progress and identify any improvements in their performance as a result of the learning strategy.

Table 4.4
Students' Descriptive Text Writing Test Results

No.	Student	Pre-Test	Post-Test
1	AARAA	50	85
2	AAM	50	83
3	ARH	63	78
4	ATS	65	93
5	AFM	75	85
6	ARH	50	75
7	AIMH	63	65
8	AJA	50	88
9	ANAA	63	85
10	ASW	50	85
11	ATP	50	95
12	AAR	65	95
13	DA	50	75
14	EN	68	90
15	HII	50	95
16	HA	53	75
17	IQ	53	88
18	IHD	50	98
19	KNR	50	75
20	MRAR	50	98
21	MAA	50	95
22	NF	50	75
23	NMN	60	98
24	NML	70	83
25	NQA	50	95

26	PR	50	90
27	RYP	58	75
28	RNI	50	88
29	RNY	50	85
30	RP	50	85
31	RI	58	75
32	RSS	55	90
33	RM	50	75
34	RZP	70	85
35	SRZ	70	85
36	NN	50	75

Based on the table 4.4 above, presents the scores of 36 students on the descriptive writing test, both before and after the application of the Chain Writing method. From the results, it is evident that there was a significant improvement in students' performance. Most students experienced an increase in their scores in the post-test compared to the pre-test. For example, student number 1 (AARAA) improved from a score of 50 to 85, and student number 18 (IHD) progressed from 50 to 98. This trend is consistently observed across nearly all participants, indicating that the Chain Writing method contributed positively to their writing achievement.

To further validate the effectiveness of the method, several statistical tests were conducted. First, a normality test was performed to determine whether the pre-test and post-test data were normally distributed. This test is essential to ensure that subsequent parametric tests could be applied appropriately. Then, a homogeneity test was carried out to verify whether the variance between the two sets of data was consistent.

To further validate the effectiveness of the method, several statistical tests were conducted, namely normality test, homogeneity test, paired sample t-test and N-Gain test.

a. Normality Test

The Normality Test was conducted to determine whether the data was normally distributed or not. In this research, the normality test conducted aimed to determine whether the student data obtained was normally distributed. The normality test in this research used the Kolmogorov Smirnov normality test with the provision that if the significance value > 0.05 , then the data was normal. The calculation results from the normality test were as follows:

Table 4.5
Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,43507895
	Absolute	,173
Most Extreme Differences	Positive	,173
	Negative	-,126
Kolmogorov-Smirnov Z		1,036
Asymp. Sig. (2-tailed)		,234

a. Test distribution is Normal.

b. Calculated from data.

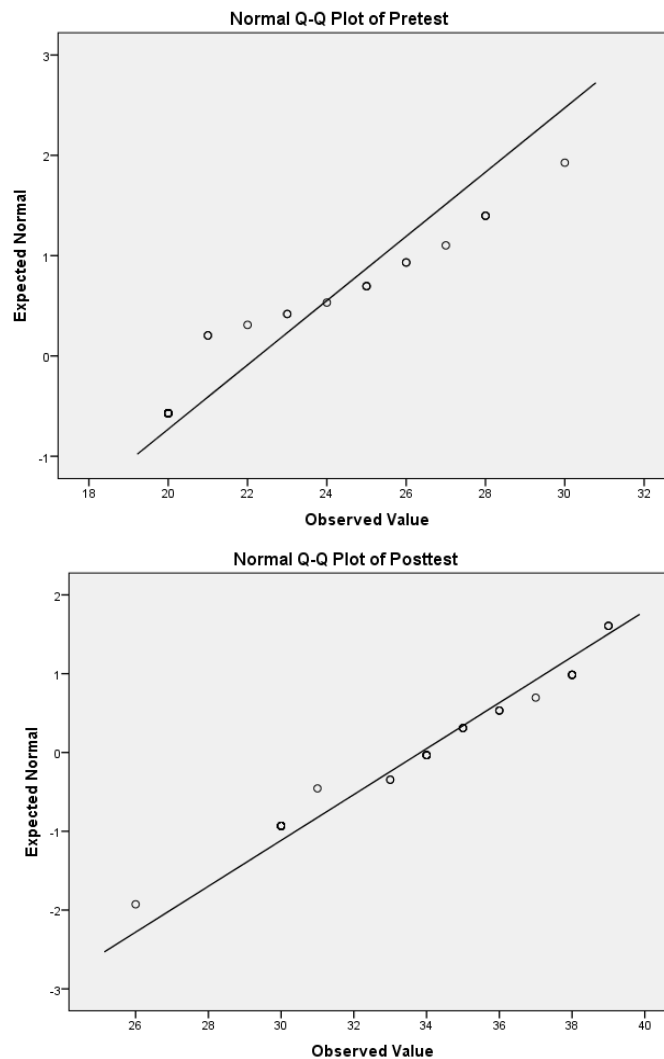
Source: Data analysis results with SPSS version 21

Based on the normality test results table 4.5 above, it could be seen that the Kolmogorov Smirnov normality test value with the provision that if the significance value > 0.05 , then the data was

normal. The normality test results showed a significance value of 0.234, which was greater than 0.05, so it could be concluded that the residual value was normally distributed.

Graphic 4.1

Q-Q Plot



The graphic 4.1 above showed a Q-Q Plot (Quantile-Quantile Plot) for the pretest and posttest scores. This plot was used to evaluate whether the data followed a normal distribution. In the Q-Q plot for the pretest and posttest, the data points were located around the diagonal line. This indicated that the data was approximately normally distributed. Although there were slight

deviations, there were no extreme departures from the diagonal line. Therefore, it could be concluded that the pretest and posttest scores followed a normal distribution. This normal distribution was one of the requirements for performing parametric statistical tests, such as the paired sample t-test, which was used in this study to examine the difference between pretest and posttest results after treatment using a specific learning medium.

b. Homogeneity Test

To evaluate whether the data tested in the research was homogeneous or not, a homogeneity test was conducted using one-way ANOVA through the SPSS 21 for Windows program. If the homogeneity test results show a sig value > 0.05 , then the data was considered homogeneous. Conversely, if the sig value < 0.05 , the data was considered not homogeneous. The homogeneity test results were as follows:

Table 4.6
Homogeneity Test Results

Test of Homogeneity of Variances			
Hasil Desriptive Text			
Levene Statistic	df1	df2	Sig.
,097	1	70	,757

Source: Data analysis results with SPSS version 21

Based on the homogeneity test results table 4.6 above, it could be seen that the homogeneity test value obtained a sig value of 0.757, which means the research data was homogeneous. Therefore, the researcher can continue the data analysis using the t-test.

c. T-Test (Paired Sampel T-Test)

After the prerequisite tests were conducted and the analyzed data proved to be normal and homogeneous, hypothesis testing was then carried out which aimed to prove the truth or answer the hypothesis presented in this research. In this research,

the hypothesis test used was the paired sample t-test. Hypothesis testing was conducted to determine the effectiveness of Chain Writing method in teaching writing Descriptive Text at Tenth Grade Students of SMAN 1 Sinjai.

The table of paired sample t-test results using the SPSS 21 for Windows program was as follows:

Table 4.7
Paired Sample T-Test Results for Descriptive Text

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	- 11,278	5,125	,854	-13,012	-9,544	- 13,204	35	,000

Source: Data analysis results with SPSS 21

Based on the table 4.7 above, the Sig. (2-tailed) value obtained is 0.000. The significance value was smaller than 0.05, or $0.000 < 0.05$. According to the testing rule, if $\text{Sig. (2-tailed)} < 0.05$, then the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, it could be concluded that H_a was accepted and H_0 was rejected. In other words, the Chain Writing method was effective in teaching writing descriptive texts at tenth grade students of SMAN 1 Sinjai.

d. Normality Gain Test

After obtaining the pre-test and post-test scores, the researcher analyzed the collected data. The analysis used was the Normalized Gain (N-gain) test. This test was used to determine the effectiveness of the treatment given. Through this N-gain test, it could be identified whether there was an improvement in the

descriptive text writing skills of the tenth-grade students of SMAN 1 Sinjai after the implementation of the Chain Writing method.

The result of the N-gain test using SPSS 21 for Windows was as follows:

Table 4.8
N-gain Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	36	,05	,96	,6467	,20987
Ngain_persen	36	5,41	96,00	64,6725	20,98699
Valid N (listwise)	36				

Source: Data analysis results with SPSS 21

Based on the table 4.8 above, the number of samples (N) is 36 students. The minimum N-gain score obtained is 0.05, with a percentage of 5.41%, while the maximum N-gain score is 0.96, with a percentage of 96.00%. The mean N-gain score was 0.6467, with a percentage of 64.67%. The standard deviation of the N-gain score is 0.20987, with a percentage standard deviation of 20.99%. These results indicate that there was an improvement in students' descriptive text writing skills after the implementation of the Chain Writing method. The average N-gain score of 0.6467 falls into the moderate category of learning gains.

B. Discussion of the Research

This research aimed to evaluate the effectiveness of Chain Writing method in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai. Using an experimental approach, data were collected from the results of pre-tests and post-tests administered to students. The research instruments, which included observation sheets, tests, and questionnaires, were validated by experts and tested using content validity with Aiken's V formula. The validation results indicated that the

instruments used were highly valid and reliable, with validity values ranging from 0.67 to 0.83, making them suitable for measuring students' descriptive text writing skills.

The findings of this research could be discussed in light of the three effectiveness indicators described in Chapter II, namely: implementation of learning, students' responses, and learning outcomes. These three aspects were critical in determining the overall effectiveness of an instructional method.

First, regarding the implementation of learning, based on observations of the Chain Writing method implementation, almost all aspects of the learning process were carried out very well. The learning process proceeded effectively and in accordance with the planned procedures, from the opening stage, through core activities, to closure. Observations showed that this method was applied systematically and in alignment with the lesson plan (RPP), through structured stages with a high level of consistency. The total observation score for the learning process reached 63 out of 64 (Very Good category) and student activities scored 47 out of 48 (Very Good category). These findings indicated that both teachers and students were actively involved in each stage of learning, from group formation to presentation of written results. Although there were slight deficiencies in the group presentation aspect, which received a slightly lower score, this did not significantly affect the overall effectiveness of the method's implementation. Overall, the Chain Writing method proved effective in facilitating student collaboration and creativity, while encouraging active participation throughout all stages of learning.

Second, in terms of students' responses, this research used a questionnaire instrument consisting of 15 statements to measure students' perceptions of the Chain Writing method application in writing instruction. The reliability and validity of the questionnaire were excellent (Cronbach's Alpha = 0.981 and Pearson correlation coefficients ranging from 0.689 to 0.962), ensuring that the data accurately reflected students' perceptions. In

this questionnaire, the rating scale used ranged from 1–4, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. Based on respondents' answers, it can be explained that for statements 1 through 12, most students gave a score of 4 (Strongly Agree) to statements related to the benefits of the Chain Writing method in increasing enthusiasm, confidence, imagination, creativity, collaboration, active participation, motivation, and ability to overcome writing barriers. This indicated that students strongly felt the positive impact of this method in various aspects of the writing learning process.

For statements 13 through 15, which were negative statements aimed at measuring potential constraints or negative impacts of the Chain Writing method, such as pressure to write quickly, noise, and time limitations most students also gave relatively high scores of 3 (Agree) and 4 (Strongly Agree). These findings indicated that although there were challenges in implementing this method, such as time constraints or writing pressure, these negative impacts were not too dominant and remained within reasonable limits.

In general, the majority of respondents gave an answer of 4 on almost all items, with slight variations for some students who chose 3. No respondents gave answers on scales 1 or 2, indicating that no students disagreed or strongly disagreed with the benefits of this method. Based on the assessment results of the 15 items evaluated against 36 participants, relatively high and even average scores were obtained across almost all aspects. Items 1, 2, 3, 5, 6, 8, 9, 10, 11, 13, and 14 each had an average score of 3.78. This shows that the majority of participants demonstrated very good competence in the aspects assessed in these items. Meanwhile, items 4, 7, 12, and 15 had an average score of 3.75, which, although slightly lower, still falls into the very good category. This very slight difference reflects the consistency of participant performance in meeting the criteria established in the assessment instrument. Based on these

questionnaire results, students had very positive perceptions of the Chain Writing method implementation.

Third, concerning learning outcomes, the statistical test results showed that the implementation of the Chain Writing method significantly improved students' descriptive text writing skills. The normality and homogeneity tests confirmed that the data were normally distributed and homogeneous, allowing for parametric analysis to be conducted. The paired sample t-test results showed a significance value of 0.000, indicating a significant difference between the pre-test and post-test scores. Therefore, the alternative hypothesis (H_a), stating that the Chain Writing method is effective in improving descriptive text writing skills, was accepted.

Moreover, the results of the N-gain test showed an improvement with a mean N-gain score of 0.6467, corresponding to 64.67%. The minimum N-gain score obtained was 0.05 (5.41%), and the maximum N-gain score was 0.96 (96.00%), with a standard deviation of 0.20987 (20.99%). These results indicate a meaningful improvement in students' descriptive text writing skills after the implementation of the Chain Writing method. Based on the mean N-gain score of 0.6467, the improvement falls into the moderate category of learning gains.

To further assess the overall effectiveness of the Chain Writing Method, the researcher used the following formula to determine the average effectiveness score across all indicators:

$$p = \frac{(p_1 + p_2 + p_3 + \dots + p_n)}{n}$$

Based on the data, the implementation of learning scored 95%, student responses scored 94%, and the learning outcomes had an N-Gain score of 64.67%. By calculating the average:

$$p = \frac{(95 + 94 + 64.67)}{3} = 84.56\%$$

According to the effectiveness classification adapted from (Sumiarsih et al., 2023), this percentage falls into the category of Very

Effective (81%–100%). This confirms that the Chain Writing Method was not only well implemented and positively received by students but also showed a considerable impact on improving their descriptive text writing skills.

Based on the research result, this research comprehensively support the conclusion that the Chain Writing method is effective in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai. The method effectively integrates a structured learning process, generates positive student responses, and produces significant learning outcomes. These results were consistent with prior research (Ginting, 2019), who stated that Chain Writing is a cooperative learning method in writing activities carried out in groups. Although the observed improvements were in the moderate category, with minor refinements and adjustments, this method holds the potential for even greater effectiveness in future instructional contexts.

Furthermore, the findings of this research were supported by the theory of Collaborative Learning, which emphasizes active student participation, social interaction, and shared responsibility in achieving academic goals. According to Barkley et al., collaborative learning encourages learners to work together actively and systematically, thereby fostering critical thinking and deeper understanding. The Chain Writing method, as a concrete application of collaborative learning, enables students to contribute sequentially in constructing a piece of writing, allowing for mutual feedback and idea exchange. This aligns with the theoretical perspective that learning was most effective when students were engaged in meaningful collaboration (Zuhriyah, 2022; Laela et al., 2024).

Additionally, the results of this research were consistent with previous relevant studies discussed in Chapter II, such as those by Fitriyani (2019), Aisyah (2020), and Maulida (2023), who reported the positive impact of the Chain Writing method on various aspects of writing

ranging from recount and narrative texts to general writing motivation. However, this research advances the field by focusing specifically on descriptive text writing at the senior high school level, a context that had not been the primary focus of earlier studies. While past studies tended to use qualitative or classroom action research designs, this research employs a quantitative quasi-experimental approach, providing statistically grounded evidence of the method's effectiveness.

By targeting the descriptive text genre and employing a comprehensive research design, this research addresses a clear research gap and provides new insights into how collaborative strategies like Chain Writing can support students who struggle with vocabulary limitations, grammar issues, and low engagement. The findings confirm that with structured guidance, collaborative activities can significantly enhance students' writing performance. Thus, this research not only reinforces the theoretical framework of collaborative learning but also contributes practical pedagogical implications for English teachers seeking to improve writing outcomes through interactive and student-centered methods.

CHAPTER V

CLOSING

A. Conclusion of the Research

Based on the results of the research conducted on the effectiveness of the Chain Writing Method in teaching writing descriptive text at tenth grade students of SMAN 1 Sinjai, it can be concluded that the Chain Writing Method is effective in teaching writing descriptive text. This conclusion is supported by the results of the Paired Sample T-Test, which obtained a significance value of 0.000 (less than 0.05). This means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that the Chain Writing Method significantly improves students' ability in writing descriptive text. In addition, the N-Gain test result showed an average score of 0.6467 or 64.67%, which falls into the moderate category of effectiveness. These results demonstrate that the Chain Writing Method contributes meaningfully to improving students' descriptive text writing skills.

B. Suggestions of the Research

Based on the conclusions above, the following suggestions were offered:

1. For teachers, English teachers were encouraged to implement the Chain Writing method in writing instruction, especially for descriptive texts, as it has been proven to enhance student engagement and writing skills. Teachers should manage time effectively and provide clear instructions to minimize issues such as time pressure or group coordination challenges.
2. For students, students were encouraged to actively participate in collaborative writing activities like Chain Writing to improve their writing skills. They should also enhance their communication and time management skills to support more effective group work.
3. For future researchers, future studies were recommended to explore the use of the Chain Writing method with a larger sample size and in

different writing genres. Further research could also examine its application in online or hybrid learning environments and its integration with digital tools to enhance effectiveness.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT

VALIDITY

Appendix 1: Learning Process Instrument Validation

a. Validator 1

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas			✓		
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan			✓		
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indicator aktivitas guru dalam pembelajaran			✓		
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran			✓		
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar			✓		
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah			✓		
	3. Kesederhanaan struktur kalimat			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkariilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai..11...Maret.....2025
Validator


(Husni..Ikramiah..S.pd..I..M..Pd..)

b. Validator 2

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas			✓		
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur				✓	
	2. Aspek yang diobservasi telah mencakup tahapan dan indicator aktivitas guru dalam pembelajaran				✓	
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran			✓		
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai				✓	
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar				✓	
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah				✓	
	3. Kesederhanaan struktur kalimat				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkariilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

pengajar pada inshmet, siapa yang di observasi
dan siapa yang mengobservasi

Sinjai, 11... Maret 2025

Validator

(Sabaruddin, M.TS)

Appendix 2: Student Activity Instrument Validation

a. Validator 1

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas			✓		
	2. Lembar observasi mudah untuk dilaksanakan			✓		
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran			✓		
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			✓		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik			✓		
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar			✓		
	2. Menggunakan kalimat yang mudah dipahami siswa			✓		
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai, 4 Maret 2025
Validator


(Harahat Hamidah, S.Pd, M.Pd)

b. Validator 2

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas				✓	
	2. Lembar observasi mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran			✓		
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas				✓	
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik			✓		
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda				✓	
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar				✓	
	2. Menggunakan kalimat yang mudah dipahami siswa				✓	
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			✓		
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
- ④ Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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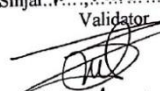
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Sinjai, 14 Maret 2025

Validator


(Sabaruddin, M.T. Sol)

Appendix 3: Student Response Instrument Validation

a. Validator 1

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.			✓		
	2. Pilihan angket respons siswa dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas			✓		
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran			✓		
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran			✓		
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas			✓		
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.			✓		
	2. Pilihan kata yang digunakan sesuai dengan level siswa			✓		
	3. Menggunakan kalimat yang mudah dipahami			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ☒ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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Sinjai " Maret 2025
Validator


(Nurdin Ramadhani, S.Pd, L. P. K. 19)

b. Validator 2

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas				✓	
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran				✓	
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran				✓	
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas				✓	
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa				✓	
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.				✓	
	2. Pilihan kata yang digunakan sesuai dengan level siswa				✓	
	3. Menggunakan kalimat yang mudah dipahami			✓	✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkariilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

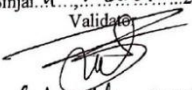
1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

Usahakan dalam satu pernyataan hanya memuat satu kondisi. Supaya penilaian lebih akurat

Sinjai, 11 Maret 2025

Validator


(Sabarudin, M. Idris)

Appendix 4: Test Sheet Instrument Validation

a. Validator 1

LEMBAR VALIDASI INSTRUMEN TES						
A. Petunjuk						
Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut: 1 = Tidak Relevan 2 = Kurang Relevan 3 = Relevan 4 = Sangat Relevan Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.						
B. Tabel Penilaian						
No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian			✓		
	2. Kejelasan perumusan petunjuk pengerjaan soal			✓		
	3. Kejelasan maksud soal			✓		
	4. Kisi-kisi soal dinyatakan dengan jelas			✓		
	5. Pedoman penskoran dinyatakan dengan jelas			✓		
	6. Jawaban soal dinyatakan dengan jelas dan benar			✓		
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia			✓		
	2. Kalimat soal tidak mengandung arti ganda			✓		
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.			✓		
C. Penilaian Umum						
Rekomendasi/kesimpulan penilaian secara umum. <i>Lingkarkanlah nomor/angka sesuai dengan penilaian Bapak/Ibu *</i>						
1. Belum dapat digunakan						
2. Dapat digunakan dengan banyak revisi						
3. Dapat digunakan dengan sedikit revisi						
4 Dapat digunakan tanpa revisi						
Validasi Instrumen Tes-1						

D. Kometar dan Saran Perbaikan

Instrumen test dapat digunakan.

Sinjai 11 Maret 2025

Validator


(Nurul Istaniah, M.P.)

b. Validator 2

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian				✓	
	2. Kejelasan perumusan petunjuk pengerjaan soal			✓		
	3. Kejelasan maksud soal				✓	
	4. Kisi-kisi soal dinyatakan dengan jelas				✓	
	5. Pedoman penskoran dinyatakan dengan jelas				✓	
	6. Jawaban soal dinyatakan dengan jelas dan benar				✓	
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓	✓	
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia				✓	
	2. Kalimat soal tidak mengandung arti ganda			✓	✓	
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Lengkapi instrumen dengan petunjuk yang lebih detail

Sinjai, 11, Maret 2025
Validator

(...Sabaruddin, Anted)

Appendix 5: Teaching Module Instrument Validation

a. Validator 1

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap RPP Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan RPP tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Kompetensi Dasar dan Indikator					
	1. Kesesuaian rumusan indikator dengan rumusan kompetensi Dasar			✓		
	2. Kesesuaian indikator dengan alokasi waktu pembelajaran yang direncanakan			✓		
II	Tujuan Pembelajaran					
	1. Kognitif					
	a. Keteepatan penjabaran indikator ke dalam tujuan pembelajaran (proses dan produk)			✓		
	b. Keterukuran tujuan pembelajaran (proses dan produk) mencakup aspek <i>audience, behavior, condition, and degree</i> .			✓		
	c. Kesesuaian tujuan pembelajaran (proses dan produk) dengan perkembangan kognitif mahasiswa/siswa			✓		
	2. Afektif					
	a. Kelengkapan rumusan tujuan afektif			✓		
	b. Tujuan afektif terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		
	3. Keterampilan					
	a. Kelengkapan rumusan tujuan aspek keterampilan			✓		
	b. Tujuan keterampilan terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		

Lembar Validasi RPP- 1

III	Kelengkapan: Materi Pembelajaran, sumber, bahan dan alat bantu (media), Model, pendekatan, dan metode pembelajaran yang digunakan.			✓		
IV	Materi Pembelajaran					
	1. Kebenaran isi materi pembelajaran			✓		
	2. Kesesuaian materi pembelajaran dengan indikator			✓		
V	Skenario Pembelajaran					
	1. Kesesuaian sintaks dengan model pembelajaran yang dipilih			✓		
	2. Penggunaan model, pendekatan dan metode tergambar dengan jelas dalam pembelajaran			✓		
	3. Penggunaan perangkat pembelajaran tergambar dengan jelas			✓		
	4. Tahapan pembelajaran untuk setiap fase tergambar dengan jelas dan lengkap			✓		
	5. Sistematika tahapan pembelajaran untuk setiap fase tergambar dengan jelas			✓		
	6. Kegiatan guru dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	7. Kegiatan siswa dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	8. Kesesuaian alokasi waktu yang digunakan dengan tahapan pembelajaran.			✓		
VI	Assesmen Kesesuaian Teknik dan bentuk penilaian dengan ketercapaian tujuan pembelajaran			✓		
VII	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia			✓		
	2. Bahasa yang digunakan bersifat komunikatif			✓		
	3. Kesederhanaan struktur kalimat			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

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Sinjai, ¹¹ Maret 2025

Validator


(Husni Khamid, S.Pd., M.Pd.)

b. Validator 2

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap RPP Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan RPP tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Kompetensi Dasar dan Indikator					
	1. Kesesuaian rumusan indikator dengan rumusan kompetensi Dasar				✓	
	2. Kesesuaian indikator dengan alokasi waktu pembelajaran yang direncanakan				✓	
II	Tujuan Pembelajaran					
	1. Kognitif					
	a. Keteepatan penjabaran indikator ke dalam tujuan pembelajaran (proses dan produk)			✓		
	b. Keterukuran tujuan pembelajaran (proses dan produk) mencakup aspek <i>audience, behavior, condition, and degree</i> .			✓		
	c. Kesesuaian tujuan pembelajaran (proses dan produk) dengan perkembangan kognitif mahasiswa/siswa				✓	
	2. Afektif					
	a. Kelengkapan rumusan tujuan afektif				✓	
	b. Tujuan afektif terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.				✓	
	3. Keterampilan					
	a. Kelengkapan rumusan tujuan aspek keterampilan			✓		
	b. Tujuan keterampilan terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		

Lembar Validasi RPP- 1

III	Kelengkapan: Materi Pembelajaran, sumber, bahan dan alat bantu (media), Model, pendekatan, dan metode pembelajaran yang digunakan.				✓	
IV	Materi Pembelajaran					
	1. Kebenaran isi materi pembelajaran			✓		
	2. Kesesuaian materi pembelajaran dengan indikator			✓		
V	Skenario Pembelajaran					
	1. Kesesuaian sintaks dengan model pembelajaran yang dipilih			✓		
	2. Penggunaan model, pendekatan dan metode tergambar dengan jelas dalam pembelajaran				✓	
	3. Penggunaan perangkat pembelajaran tergambar dengan jelas			✓		
	4. Tahapan pembelajaran untuk setiap fase tergambar dengan jelas dan lengkap			✓		
	5. Sistematika tahapan pembelajaran untuk setiap fase tergambar dengan jelas				✓	
	6. Kegiatan guru dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	7. Kegiatan siswa dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	8. Kesesuaian alokasi waktu yang digunakan dengan tahapan pembelajaran.				✓	
VI	Asesmen Kesesuaian Teknik dan bentuk penilaian dengan ketercapaian tujuan pembelajaran				✓	
VII	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia				✓	
	2. Bahasa yang digunakan bersifat komunikatif				✓	
	3. Kesederhanaan struktur kalimat			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkari nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

perjelas kegiatan pembelajaran pada akhir kegiatan
asumsi-mulanya dijabarkan

Sinjai, 11... Maret 2025
Validator

(G. Sabaruddin, N. 7650)

Appendix 6: Research Instrument Validation Results by Both Validators

No	Aspects Assessed	V1	V2	Score V1- I	Score V2- I	$\sum s$	V
1	Observation sheet instructions are clearly stated	3	3	$3 - 1 = 2$	$3 - 1 = 2$	4	0.67
2	Observation sheet is easy to implement	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
3	Criteria being observed are clear	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
4	The purpose of using the observation sheet is clear and measurable	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
5	Aspects observed cover stages and indicators	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
6	Observation items align with learning objectives	3	3	$3 - 1 = 2$	$3 - 1 = 2$	4	0.67
7	Item formulations are clear and require evaluation	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
8	Language follows Indonesian language rules	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
9	Clarity of instructions/directions/comments	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
10	Simplicity of sentence structure	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83
11	Communicative language	3	4	$3 - 1 = 2$	$4 - 1 = 3$	5	0.83

Completion :

$$V = \frac{s}{n(c-1)}$$

$$V = \frac{5}{2(4-1)}$$

$$V = \frac{5}{2(3)}$$

$$V = \frac{5}{6}$$

$$V = 0,83$$

l : lowest score

s : score given by experts minus
the lowest score

(*s* = score - 1, on a scale of 1-4)

n : number of expert validators (*n* = 2)

c : number of categories on the scale (*c* = 4)

APPENDIX II

RESEARCH INSTRUMENT

Appendix 7: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING CHAIN WRITING METHOD IN WRITING DESCRIPTIVE TEXT

A. Teacher Identity

Name :

Student ID Number :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Chain Writing method in descriptive text writing learning.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (√) in the provided column with the assessment criteria: 4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				
2.	The teacher and students pray before starting the lesson.				
3.	The teacher asks for news and readiness to learn.				
4.	The teacher asks for attendance and take attendance of students.				
5.	The teacher asks about learners' writing experience.				
6.	The teacher explain the purpose and benefits of Chain Writing method.				
7.	The teacher explains descriptive text and Chain				

	Writing method.				
8.	The teacher divides students into groups (5-6 students).				
9.	The teacher gives the topic of descriptive text.				
10.	Each group member writes alternately.				
11.	Each group presents their writing.				
12.	The teacher discusses the results of each group's presentation and provide feedback.				
13.	The teacher and students discuss about the process and results of Chain Writing and provide feedback.				
14.	The teacher gives independent assignments to students				
15.	The students draw conclusions about the learning activities that have been carried out.				
16.	The teacher closes the learning activity by saying a closing greeting				

Scoring Calculation:

1. Total indicators: 16 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 64

$$\text{Final score} = \frac{\text{Score obtained}}{64} \times 100$$

Assessment Categories:

- a) 85 – 100 : Very Good
- b) 70 – 84 : Good
- c) 55 – 69 : Sufficient
- d) < 55 : Poor

Appendix 8: Student Activity Observation Sheet



STUDENT ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING CHAIN WRITING METHOD IN WRITING DESCRIPTIVE TEXT

A. Instructions

Observe student activities during the descriptive text writing learning process using the Chain Writing method. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson.
5. Mark with a check list (√) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.

B. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students carefully paying attention to lessons delivered by the teacher.				
2.	Students actively participating in group formation.				
3.	Students actively preparing writing tools and arranging the classroom.				
4.	Students actively participating in group discussions, helping each other write sentences.				
5.	Students writing sentences alternately with group members every 2-3 minutes.				
6.	Students showing enthusiasm in the collaborative writing process.				
7.	Students presenting the group's writing results in front of the class and receiving feedback.				

8.	Students demonstrating creativity in generating descriptive sentences.				
9.	Students actively providing comments and suggestions during group presentations.				
10.	Students actively participating in text revision and improvement.				
11.	Students listening carefully during the final evaluation and feedback from the teacher.				
12.	Students actively summarizing the results of writing activities using the Chain Writing method.				

Scoring Calculations:

2. Total indicators: 12 aspects
3. Maximum score per indicator: 4
4. Maximum total score: 48

$$\text{Final score} = \frac{\text{Score obtained}}{48} \times 100$$

Assessment Categories:

- a) 94 – 100 : Very Good
- b) 77 – 93 : Good
- c) 52 – 76 : Sufficient
- d) 25 – 51 : Poor

Appendix 9: Student Response Questionnaire Sheet



STUDENT RESPONSE QUESTIONNAIRE ON CHAIN WRITING METHOD IN WRITING DESCRIPTIVE TEXT

A. Respondent Identity

Name :

Attendance Number :

Class :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Chain Writing method in descriptive text writing learning.
2. For Statements (numbers 1-12), provide an assessment by checking (√) the available column with assessment Criteria: 4= Strongly Agree (SA), 3= Agree (A), 2= Disagree (D), 1= Strongly Disagree (SD).
3. For statements (numbers 13-15), provide an assessment by checking (√) the available column with assessment Criteria: 4= Strongly Disagree (SD), 3= Disagree (D), 2= Agree (A), 1= Strongly Agree (SA).

A. Observation Aspects

No	Statements	Assessment			
		1	2	3	4
1.	The Chain Writing method makes me more enthusiastic about writing lessons				
2.	I feel more confident in writing after using this method				
3.	This method helps me develop my imagination better				

4.	Group collaboration makes the writing process more enjoyable				
5.	I can generate new ideas through my group members' writing				
6.	This method encourages me to actively participate in learning				
7.	I become more motivated to write through the chain method				
8.	Writing in groups makes me more creative				
9.	This method helps me overcome writing barriers				
10.	I enjoy interacting with friends during Chain Writing				
11.	This method makes the learning atmosphere more lively				
12.	I can learn to develop stories from various perspectives				
13.	The Chain Writing method makes me feel pressured to write quickly				
14.	The Chain Writing activity makes the classroom noisy and disrupts concentration				
15.	Limited class time makes it difficult for me to develop ideas to the fullest				

Scoring Calculation:

1. Total indicators: 15 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 60

$$\text{Final score} = \frac{\text{Score obtained}}{60} \times 100$$

Assessment Categories:

- a) 82 – 100 : Very Good
- b) 62 – 81 : Good
- c) 42 – 61 : Sufficient
- d) 22 – 41 : Poor

Appendix 10: Pre-Test Sheet**PRE TEST SHEET****A. Respondent Identity**

Name :
Student Number :
Class :

B. Instructions

1. Read each instruction carefully before answering the questions.
2. Write your name, student number, and class on the answer sheet provided.
3. Write a descriptive text by paying attention to the text structure (identification and description).

C. Test

1. Write a descriptive text about famous person with a clear identification and description section!
2. Write a descriptive text about your favorite place with a clear identification and description section!

Appendix 11: Post – Test Sheet**POST TEST SHEET****A. Respondent Identity**

Name :
Student Number :
Class :

B. Instructions

1. Read each instruction carefully before answering the questions.
2. Write your name, student number, and class on the answer sheet provided.
3. Write a descriptive text by paying attention to the text structure (identification and description).

C. Test

1. Write a descriptive text about favorite teacher with a clear identification and description section!
2. Write a descriptive text about your favorite tourist spot with a clear identification and description section!

Appendix 12: Teaching Module

TEACHING MODULE

Descriptive Text

GENERAL INFORMATION

I. MODULE IDENTITY

Author	: Ayinun Mujahid
Educational Institution	: High School or Equivalent
Grade / Phase	: X (Ten) / 8
Subject	: English
Time Allocation	: 8 Hour 20 minutes (1 x meeting)
Tahun Penyusunan	: 2024
Element	: Writing

II. MODULE DESCRIPTION

- Students are able to understand the concept and structure of descriptive text.
- Students are skilled in using the Chain Writing method in writing descriptive text.
- Students can develop writing creativity through collaboration and writing rotation.

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile includes: 1) faithful, God-fearing, and of noble character, 2) independent, 3) critical thinking, 4) creative, 5) cooperative, and 6) globally aware.

IV. FACILITIES AND INFRASTRUCTURE

- | | |
|------------------|---------------------|
| 1. Classroom | 4. Paper/worksheets |
| 2. Whiteboard | 5. Power point |
| 3. Writing tools | 6. LCD proyektor |

V. TARGET STUDENTS

Grade X (Ten) students

VI. LEARNING MODEL

The learning model uses Collaborative Learning with Chain Writing Method. The steps include:

- a. Student orientation to writing tasks.
- b. Group formation.
- c. Implementation of Chain Writing method.
- d. Reflection and evaluation of written results.

CORE COMPONENTS

I. LEARNING OBJECTIVES

1. Students can explain the structure and characteristics of descriptive text.
2. Students are skilled in writing descriptive text using Chain Writing method.
3. Students can develop creativity and collaboration in writing.

II. MEANINGFUL UNDERSTANDING

Chain Writing method helps students develop collaborative writing skills, enhance creativity, and understand the gradual idea development process.

III. TRIGGER QUESTIONS

1. What is a descriptive text?
2. Why is it important to learn descriptive text?

IV. LEARNING ACTIVITIES

a. First meeting (Pre-test):

PRELIMINARY ACTIVITIES (15 MINUTES)	
1.	Teacher opens the learning activity with greetings.
2.	Teacher and students pray before starting learning.
3.	Teacher asks about students' well-being and readiness to learn.
4.	Taking attendance and checking student presence.
5.	Asking about students' writing experiences.
CORE ACTIVITIES (60 MINUTES)	
1	The teacher provides pre-test to the students to assess their preliminary understanding of Descriptive Text.
2	The teacher collects the students' pre-test sheets
CLOSING ACTIVITIES (10 MINUTES)	
1.	The teacher briefly explains the concept of the Chain Writing method in learning Descriptive Text for the next meeting
2.	Teacher closes the learning with closing greetings.

b. Second meeting (Treatment 1):

PRELIMINARY ACTIVITIES (15 MINUTES)	
	1. Teacher opens the learning activity with greetings. 2. Teacher and students pray before starting learning. 3. Teacher asks about students' well-being and readiness to learn. 4. Taking attendance and checking student presence. 5. Asking about students' writing experiences.
CORE ACTIVITIES (60 MINUTES)	
	1 Teacher explains descriptive text and Chain Writing method. 2. Dividing students into groups (5-6 students). 3. Providing descriptive text topics: Famous Person. 4. Each group member writes alternately with rules: a. First turn: Writing opening sentence/topic. b. Next turns: Continuing previous friend's writing. c. At each change, students read previous writing. 5. Each group presents their writing results. 6. Discussing each group's presentation results and providing feedback.
CLOSING ACTIVITIES (10 MINUTES)	
	1. Discussion about Chain Writing process and results and providing feedback. 2. Students draw conclusions about the learning activities. 3. Teacher closes the learning with closing greetings.

c. Third meeting (Treatment 2):

PRELIMINARY ACTIVITIES (15 MINUTES)	
1. Teacher opens the learning activity with greetings. 2. Teacher and students pray before starting learning. 3. Teacher asks about students' well-being and readiness to learn. 4. Taking attendance and checking student presence.	
CORE ACTIVITIES (60 MINUTES)	
1. The teacher gives the topic of descriptive text material: Favorite Place. 2. Dividing students into groups (5-6 students). 3. Each group member writes alternately with rules: a. First turn: Writing opening sentence/topic. b. Next turns: Continuing previous friend's writing. c. At each change, students read previous writing. 4. Each group presents their writing results. 5. Discussing each group's presentation results and providing feedback.	
CLOSING ACTIVITIES (10 MINUTES)	
1. Discussion about Chain Writing process and results and providing feedback. 2. Students draw conclusions about the learning activities. 3. Teacher closes the learning with closing greetings.	

d. Fourth meeting (Treatment 3):

PRELIMINARY ACTIVITIES (15 MINUTES)
1. Teacher opens the learning activity with greetings. 2. Teacher and students pray before starting learning. 3. Teacher asks about students' well-being and readiness to learn. 4. Taking attendance and checking student presence.
CORE ACTIVITIES (60 MINUTES)
1. The teacher gives the topic of descriptive text material: Favorite Teacher. 2. Dividing students into groups (5-6 students). 3. Each group member writes alternately with rules: a. First turn: Writing opening sentence/topic. b. Next turns: Continuing previous friend's writing. c. At each change, students read previous writing. 4. Each group presents their writing results. 5. Discussing each group's presentation results and providing feedback.
CLOSING ACTIVITIES (10 MINUTES)
1. Discussion about Chain Writing process and results and providing feedback. 2. Students draw conclusions about the learning activities. 3. Teacher closes the learning with closing greetings.

e. Fifth meeting (Treatment 4):

PRELIMINARY ACTIVITIES (15 MINUTES)	
1. Teacher opens the learning activity with greetings. 2. Teacher and students pray before starting learning. 3. Teacher asks about students' well-being and readiness to learn. 4. Taking attendance and checking student presence.	
CORE ACTIVITIES (60 MINUTES)	
1. The teacher gives the topic of descriptive text material: Favorite Tourist Spot. 2. Dividing students into groups (5-6 students). 3. Each group member writes alternately with rules: a. First turn: Writing opening sentence/topic. b. Next turns: Continuing previous friend's writing. c. At each change, students read previous writing. 4. Each group presents their writing results. Discussing each group's presentation results and providing feedback.	
CLOSING ACTIVITIES (10 MINUTES)	
1. Discussion about Chain Writing process and results and providing feedback. 2. Giving independent assignments (Answering questions about the structure of the descriptive text that has been created) to students. 3. students work on the assignment for 5 minutes. 4. students submit the assignment. 5. Students draw conclusions about the learning activities. 6. Teacher closes the learning with closing greetings.	

f. Sixth meeting (Post-test):

PRELIMINARY ACTIVITIES (15 MINUTES)	
1. Teacher opens the learning activity with greetings. 2. Teacher and students pray before starting learning. 3. Teacher asks about students' well-being and readiness to learn. 4. Taking attendance and checking student presence.	
CORE ACTIVITIES (60 MINUTES)	
1. The teacher gives the post-test to the students to assess their final understanding of Descriptive Text after the application of chain writing method. 2. teacher collects students' post-test sheets.	
CLOSING ACTIVITIES (10 MINUTES)	
1. The teacher and students discuss the benefits of the chain writing method 2. The teacher and students conclude the descriptive text lesson after using the chain writing method 3. Teacher closes the learning with closing greetings.	

V. LEARNING ASSESSMENT

Attitude Assessment	Assessment of attitude includes observation of student attention, participation in discussions, and contributions during learning.
Descriptive Text Writing Skills Assessment	Assessment is based on student collaboration in creating descriptive texts using the Chain Writing method. Each aspect is evaluated according to the following criteria: Title, Identification, Description, Closing, Use of Language.

VI. ASSESSMENT INSTRUMENTS

1. Student Attitude or Activity Assessment Sheet

STUDENT ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING CHAIN WRITING METHOD IN WRITING DESCRIPTIVE TEXT

A. Respondent Identity

Student Name :

Student ID (NIS) :

Class :

B. Instructions

Observe student activities during the descriptive text writing learning process using the Chain Writing method. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson.
5. Mark with a check list (√) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students carefully paying attention to lessons delivered by the teacher.				
2.	Students actively participating in group formation.				
3.	Students actively preparing writing tools and arranging the classroom.				
4.	Students actively participating in group discussions, helping each other write sentences.				
5.	Students writing sentences alternately with group members every 2-3 minutes.				
6.	Students showing enthusiasm in the collaborative writing process.				

7.	Students presenting the group's writing results in front of the class and receiving feedback.				
8.	Students demonstrating creativity in generating descriptive sentences.				
9.	Students actively providing comments and suggestions during group presentations.				
10.	Students actively participating in text revision and improvement.				
11.	Students listening carefully during the final evaluation and feedback from the teacher.				
12.	Students actively summarizing the results of writing activities using the Chain Writing method.				

Scoring Calculations:

1. Total indicators: 12 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 48

Assessment Categories:

- a) 45-48: Very Good
- b) 37-44: Good
- c) 25-36: Sufficient
- d) 12-24: Poor**

2. Descriptive Text Writing Skills Assessment Sheet

No.	Criteria	Score
1.	Title - Reveals specific object - Not a sentence - Use uppercase and lowercase letters - Without a period	1-4
2.	Identification - There is an introduction to the object being described - There is general information about the object - There are no sentence structure errors - There are no punctuation errors	1-4
3.	Description - There is a detailed physical description of the object - There are details of several parts of the object - There are no sentence structure and punctuation errors - Use fresh and varied vocabulary	1-4
4.	Closing - There are conclusion about the response to the object - There are impression of what has been described - Use fresh and varied vocabulary - There are no punctuation errors	1-4
5.	Use of Language - There are concrete language details, form to describe as if the reader saw - There are concrete language details, form to describe as if the reader heard - There are concrete language details, metaphor to describe as if the reader feels - There are details with concrete words	1-4

Scoring:

4= if there are 4 elements

3= if there are 3 elements

2= if there are 2 elements

1= if there is 1 element

$$\text{Final score} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

TEACHING MATERIALS:**1. Definition of Descriptive Text**

Descriptive text is a type of writing that describes a person, animal, object, or place in detail. The goal is to help the reader imagine or experience the subject through vivid descriptions using adjectives and specific details. It creates a clear picture in the reader's mind.

2. The Purpose of Descriptive Text

The purpose of descriptive text is to describe something clearly and in detail to create a vivid mental image for the reader. It helps to evoke emotions, stimulate the imagination, and provide sensory experiences by describing physical characteristics and abstract concepts.

3. Structure of Descriptive Text

Descriptive text typically consists of two parts:

- a. Identification: Introduces the subject and provides general information.
- b. Description: Gives detailed information about the subject's characteristics.

4. Linguistic Features of Descriptive Text

- a. Simple Present Tense: To describe general facts (e.g., The cat has soft fur)
- b. Adjectives: To describe characteristics (e.g., beautiful, tall, kind, ect.)
- c. Specific Nouns: To provide clear details (e.g., Golden retriever, not just dog)
- d. Adverbs: To add detail (e.g., extremely tall, beautifully decorated)

APPENDIX III

**DATA AND ANALYSIS DATA OF
THE RESEARCH**

Appendix 13: Learning Process Observation Results



LEARNING PROCESS OBSERVATION SHEET USING CHAIN WRITING METHOD IN WRITING DESCRIPTIVE TEXT

A. Teacher Identity

Name : Ayimin Muzahid
Student ID Number : 210110008

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Chain Writing method in descriptive text writing learning.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (✓) in the provided column with the assessment criteria: 4 = **Very Well Implemented**, 3 = **Well Implemented**, 2 = **Poorly Implemented**, 1 = **Not Implemented**.

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				✓
2.	The teacher and students pray before starting the lesson.				✓
3.	The teacher asks for news and readiness to learn.				✓
4.	The teacher asks for attendance and take attendance of students.				✓
5.	The teacher asks about learners' writing experience.				✓
6.	The teacher explain the purpose and benefits of Chain Writing method.				✓
7.	The teacher explains descriptive text and Chain Writing method.				✓

8.	The teacher divides students into groups (5-6 students).				✓
9.	The teacher gives the topic of descriptive text.				✓
10.	Each group member writes alternately.				✓
11.	Each group presents their writing.			✓	
12.	The teacher discusses the results of each group's presentation and provide feedback.				
13.	The teacher and students discuss about the process and results of Chain Writing and provide feedback.			✓	
14.	The teacher gives independent assignments to students				✓
15.	The students draw conclusions about the learning activities that have been carried out.			✓	
16.	The teacher closes the learning activity by saying a closing greeting				✓

Scoring Calculation:

1. Total indicators: 16 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 64

95

$$\text{Final score} = \frac{\text{Score obtained}}{64} \times 100$$

Assessment Categories:

- a) 94 – 100 : Very Good ✓
- b) 77 – 93 : Good
- c) 52 – 76 : Sufficient
- d) 25 – 51 : Poor

observer by ulfayanti (210110008)

Appendix 14: Student Activity Observation Results



STUDENT ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING CHAIN WRITING METHOD IN WRITING DESCRIPTIVE TEXT

A. Instructions

Observe student activities during the descriptive text writing learning process using the Chain Writing method. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson.
5. Mark with a check list (✓) in the provided column with the following assessment criteria: 4 = **Very Good**, 3 = **Good**, 2 = **Sufficient**, 1 = **Poor**.

B. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students carefully paying attention to lessons delivered by the teacher.				✓
2.	Students actively participating in group formation.				✓
3.	Students actively preparing writing tools and arranging the classroom.				✓
4.	Students actively participating in group discussions, helping each other write sentences.				✓
5.	Students writing sentences alternately with group members every 2-3 minutes.			✓	
6.	Students showing enthusiasm in the collaborative writing process.				✓
7.	Students presenting the group's writing results in front of the class and receiving feedback.				✓
8.	Students demonstrating creativity in generating descriptive sentences.			✓	

9.	Students actively providing comments and suggestions during group presentations.				✓
10.	Students actively participating in text revision and improvement.				✓
11.	Students listening carefully during the final evaluation and feedback from the teacher.				✓
12.	Students actively summarizing the results of writing activities using the Chain Writing method.				✓

Scoring Calculations:

1. Total indicators: 12 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 48

$$\text{Final score} = \frac{\text{Score obtained}}{48} \times 100$$

Assessment Categories:

- a) 94 – 100 : Very Good
- b) 77 – 93 : Good
- c) 52 – 76 : Sufficient
- d) 25 – 51 : Poor

Appendix 15: Students Pretest Sheet



PRE TEST SHEET

A. Respondent Identity

Name : andi surya wicahda
 Student Number : 10
 Class : X.8

B. Instructions

1. Read each instruction carefully before answering the questions.
2. Write your name, student number, class, and date on the answer sheet provided.
3. Write a descriptive text by paying attention to the text structure (identification and description).

C. Test

1. Write a descriptive text about famous person with a clear identification and description section!
2. Write a descriptive text about your favorite place with a clear identification and description section!

1. Bobon santoso because He cooking food and making tradisional food for to for sharing to people

2. my favorite Place ~~is a tree~~ ^{its a tree} ~~tree~~ in ~~the~~ ^{left} house ~~that~~ is my favorite place ~~that~~ cause I always sleeping in the tree



PRE TEST SHEET

A. Respondent Identity

Name : Anugra Tri Putri
 Student Number : 17
 Class : X.3

B. Instructions

1. Read each instruction carefully before answering the questions.
2. Write your name, student number, class, and date on the answer sheet provided.
3. Write a descriptive text by paying attention to the text structure (identification and description).

C. Test

1. Write a descriptive text about famous person with a clear identification and description section!
2. Write a descriptive text about your favorite place with a clear identification and description section!

Jawaban :

- ①. Tokuno Yushi, the one of members from NCT WISH, his birthday 5, April, 2004 Tokyo, Japan
 Yushi very cute and handsome. his have habbilitiy singing is good. His
 He like it Food a ramen and bubble tea. ~~hi very do~~
- ②. My Favorite place is My home. My home have room is beautiful
 my Comfortable, and I like it hame that favorite place.

Appendix 16: Students Post-Test Sheet



POST TEST SHEET

A. Respondent Identity

Name : andi surya wigahya
 Student Number : 10
 Class : X.8 (sepuluh jelajah)

B. Instructions

1. Read each instruction carefully before answering the questions.
2. Write your name, student number, and class on the answer sheet provided.
3. Write a descriptive text by paying attention to the text structure (identification and description).

C. Test

1. Write a descriptive text about favorite teacher with a clear identification and description section!
2. Write a descriptive text about your favorite tourist spot with a clear identification and description section!

- = ① my favorite teacher is geografi teacher, ~~he~~ name is mr. Junaedi. he very smart, and explains the lesson very clearly
 he ^{tall} mr. Junaedi is hes short black hair. he speaks with clear words. mr Junaedi he makes learning english little enjoyable. I hope I can be a teacher like him in the future.
- ② my favorite tourist spot is malikireng beach. it is in sinjai, south sulawesi. I visited it with my aunty during the school holiday.
 The waves are calm, and the air feels fresh. There are many children in the beach. people swim, play on the beach, or sit and enjoy the view. the sunlight -



POST TEST SHEET

A. Respondent Identity

Name : Anugra Tri Putri
 Student Number : 11
 Class : X-8

B. Instructions

1. Read each instruction carefully before answering the questions.
2. Write your name, student number, and class on the answer sheet provided.
3. Write a descriptive text by paying attention to the text structure (identification and description).

C. Test

1. Write a descriptive text about favorite teacher with a clear identification and description section!
2. Write a descriptive text about your favorite tourist spot with a clear identification and description section!

Jawaban :

①. Favorite teacher

My favorite teacher is Mrs. Nurul. He is an economics teacher at school, I really like him.

Mrs. Nurul is a kind and gentle teacher. He sometimes speaks loudly when teaching, this is what I like about the way he teaches because it makes me immediately focus and quickly understand the lesson material. ~~Something~~ Sometimes he also gives advice before going into the material. Mrs. Nurul is also very neat and she likes neat children. I like it, he also below. I want to be like him in the future.

②- My Favorite tourist spot with a clear.

My favorite tourist spot is the Zero Point in Bulukumba.
This place is on ocean and a Valley of Flowers.

I went there with my family, the zero point has a very beautiful view with a blue and fresh ocean, there is also a large rock and there is also a ship that has not been used for a long time, this boat can be ridden. There is also a flower valley garden, I really like the atmosphere and air at the zero point. The view is more beautiful if enjoyed at sunset.

Appendix 17: Table r

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix 18: Students' Descriptive Text Writing Test Results

No.	Student	Pre-Test	Post-Test
1	AARAA	50	85
2	AAM	50	83
3	ARH	63	78
4	ATS	65	93
5	AFM	75	85
6	ARH	50	75
7	AIMH	63	65
8	AJA	50	88
9	ANAA	63	85
10	ASW	50	85
11	ATP	50	95
12	AAR	65	95
13	DA	50	75
14	EN	68	90
15	HII	50	95
16	HA	53	75
17	IQ	53	88
18	IHD	50	98
19	KNR	50	75
20	MRAR	50	98
21	MAA	50	95
22	NF	50	75
23	NMN	60	98
24	NML	70	83
25	NQA	50	95
26	PR	50	90
27	RYP	58	75
28	RNI	50	88
29	RNY	50	85
30	RP	50	85
31	RI	58	75
32	RSS	55	90
33	RM	50	75
34	RZP	70	85
35	SRZ	70	85
36	NN	50	75

Appendix 19: Result of the Questionnare

[illegible]

Appendix 20: The Output of SPSS

1. Test Sheet Validity Test (Pre-Test)

Correlations										
Indicator1	Pearson Correlation Sig. (2-tailed) N	Indicator2	Indicator3	Indicator4	Indicator5	Indicator6	Indicator7	Indicator8	Indicator9	Indicator10
Indicator1	1	,468** ,004 36	,510** ,001 36	,468** ,004 36	,510** ,001 36	,209 ,222 36	,468** ,004 36	,071 ,681 36	,006 ,974 36	,468** ,004 36
Indicator2		1	,358* ,032 36	1,000** ,000 36	,358* ,032 36	,479** ,003 36	1,000** ,000 36	,468** ,004 36	,479** ,003 36	1,000** ,000 36
Indicator3			1	,358* ,032 36	1,000** ,000 36	,527** ,003 36	,358* ,032 36	,325 ,053 36	,203 ,236 36	,358* ,032 36
Indicator4				1	,358* ,032 36	,479** ,003 36	1,000** ,000 36	1	,209 ,222 36	,479** ,003 36
Indicator5					1	,527** ,001 36	,358* ,032 36	,325 ,053 36	,203 ,236 36	,358* ,032 36
Indicator6						1	,479** ,003 36	,209 ,222 36	,479** ,003 36	,479** ,003 36
Indicator7							1	,468** ,004 36	,479** ,003 36	,479** ,003 36
Indicator8								1	,209 ,222 36	,468** ,004 36
Indicator9									1	,479** ,003 36
Indicator10										1
Scoretotal										
Scoretotal										

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

2. Test Sheet Validity Test (Post-Test)

Correlations

	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Scoretotal
Item1	Pearson Correlation Sig. (2-tailed) N	1 ,281 ,097 36	,598** ,000 36	,281 ,097 36	,239 ,160 36	1,000** ,000 36	,316 ,060 36	,281 ,097 36	,112 ,515 36	1,000** ,000 36	,740** ,000 36
Item2	Pearson Correlation Sig. (2-tailed) N	1 ,281 ,097 36	1 ,152 ,377 36	1,000** ,000 36	,266 ,117 36	,281 ,097 36	,541** ,001 36	1,000** ,000 36	,800** ,000 36	,281 ,097 36	,822** ,000 36
Item3	Pearson Correlation Sig. (2-tailed) N	,598** ,000 36	1 ,152 ,377 36	,152 ,377 36	1,000** ,000 36	,598** ,000 36	,043 ,805 36	,152 ,377 36	1,000** ,000 36	,598** ,000 36	,470** ,004 36
Item4	Pearson Correlation Sig. (2-tailed) N	,281 ,097 36	1,000** ,000 36	1 ,152 ,377 36	,266 ,117 36	,281 ,097 36	,541** ,001 36	1,000** ,000 36	,800** ,000 36	,281 ,097 36	,822** ,000 36
Item5	Pearson Correlation Sig. (2-tailed) N	,239 ,160 36	,266 ,117 36	,125 ,468 36	1 ,117 36	,239 ,160 36	,426** ,010 36	,266 ,117 36	,213 ,212 36	,239 ,160 36	,470** ,004 36
Item6	Pearson Correlation Sig. (2-tailed) N	1,000** ,000 36	,281 ,097 36	,598** ,000 36	,239 ,160 36	1 ,000 36	,316 ,060 36	,281 ,097 36	,112 ,515 36	1,000** ,000 36	,740** ,000 36
Item7	Pearson Correlation Sig. (2-tailed) N	,316 ,060 36	,541** ,001 36	,043 ,805 36	,426** ,010 36	,316 ,060 36	1 ,000 36	,541** ,001 36	,375** ,024 36	,316 ,060 36	,638** ,000 36
Item8	Pearson Correlation Sig. (2-tailed) N	,281 ,097 36	1,000** ,000 36	,152 ,377 36	,266 ,117 36	,281 ,097 36	,541** ,001 36	1 ,000 36	,800** ,000 36	,281 ,097 36	,822** ,000 36
Item9	Pearson Correlation Sig. (2-tailed) N	,112 ,515 36	,800** ,000 36	-,171 ,320 36	,213 ,212 36	,112 ,515 36	,375** ,024 36	,800** ,000 36	1 ,000 36	,112 ,515 36	,608** ,000 36
Item10	Pearson Correlation Sig. (2-tailed) N	1,000** ,000 36	,281 ,097 36	,598** ,000 36	,239 ,160 36	1,000** ,000 36	,316 ,060 36	,281 ,097 36	,112 ,515 36	1 ,000 36	,740** ,000 36
Scoretotal	Pearson Correlation Sig. (2-tailed) N	,740** ,000 36	,822** ,000 36	,470** ,004 36	,822** ,000 36	,740** ,000 36	,638** ,000 36	,822** ,000 36	,608** ,000 36	,740** ,000 36	1 ,000 36

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4. **Test Sheet**
(Pre-Test)

Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,908	10

5. **Test Sheet Reliability Test (Post-Test)**

Reliability Statistics

Cronbach's Alpha	N of Items
,879	10

6. **Test Sheet**
(Post-Test)

Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,981	15

7. **Normality Test**

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		36
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,43507895
	Absolute	,173
Most Extreme Differences	Positive	,173
	Negative	-,126
Kolmogorov-Smirnov Z		1,036
Asymp. Sig. (2-tailed)		,234

a. Test distribution is Normal.

b. Calculated from data.

8. Homogeneity Test

Test of Homogeneity of Variances

Hasil Belajar Descriptive Text

Levene Statistic	df1	df2	Sig.
,097	1	70	,757

ANOVA

Hasil Desriptive Text

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2403,556	1	2403,556	223,076	,000
Within Groups	754,222	70	10,775		
Total	3157,778	71			

9. Paired Sample T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	22,28	36	3,122	,520
posttest	33,56	36	4,095	,682

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	36	,010	,954

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-11,278	5,125	,854	-13,012	-9,544	-13,204	35	,000

10. Descriptive Text N-Gain

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	36	,05	,96	,6467	,20987
Ngain_persen	36	5,41	96,00	64,6725	20,98699
Valid N (listwise)	36				

APPENDIX IV

DOCUMENTATION

Appendix 21: Pre-Test

Appendix 22: Treatment



Appendix 23: Post-Test

APPENDIX V

CORRESPONDENCES



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

**SURAT KEPUTUSAN
NOMOR: 778.D1/III.3.AU/F/KEP/2024**

**TENTANG
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
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 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
- Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Harmilawati, S.S.,S.Pd., M.Pd.	Laeli Qadrianti, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Ayinun Mujahid
NIM : 210110001
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Chain Writing Method in Teaching Writing Descriptive Text at Tenth Grade Students of SMAN 1 Sinjai

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Kempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



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DAN ILMU KEGURUAN

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Pada Tanggal : 27 Rabiul Akhir 1446 H
30 Oktober 2024 M

Dekan,


Dr. H. Akdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



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"The Effectiveness of Chain Writing Method in Teaching Writing Descriptive Text at Tenth Grade Students of SMAN 1 Sinjai"

Oleh peneliti:

Nama : Ayinun Mujahid
NIM : 210110001
Program studi : TBI

Setelah diperiksa secara teliti oleh Tim Validasi dari Gugus Instrumen Penelitian, maka Instrumen Penelitian tersebut valid dan dapat digunakan dalam penelitian.

Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sinjai, Maret 2025

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Nurul Islamiah, S.Pd.I., M.Pd..

Validator 2

Sabaruddin, S.Pd., M.Tesol

Mengetahui,
Ketua Gugus Validator

Dr. Syarifuddin, M.Pd.
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17 Maret 2025 M

Kepada Yang Terhormat
Kepala UPT SMA Negeri 1 Sinjai
Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Ayinun Mujahid
NIM : 210110001
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness of Chain Writing Method in Teaching Writing Descriptive Text at Tenth Grade Students of SMAN 1 Sinjai".

Schubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **UPT SMA Negeri 1 Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Dr. Fikdir, M.Pd.I
NBM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor Universitas Islam Ahmad Dahlan
2. Kepala Dinas Pendidikan Sulawesi Selatan



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Alamat: Jalan Persatuan Raya No.13 ■ (0482) 21120 f 92612
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SURAT KETERANGAN PENELITIAN
 NOMOR: 400.7.22.1/103-UPT.SMAN.1.SINJAI

Yang bertanda tangan di bawah ini :

Nama : Drs. MUH. SUARDI, M.Pd
 NIP : 19680217 199403 1 004
 Jabatan : KEPALA UPT SMAN 1 SINJAI

Menerangkan Bahwa :

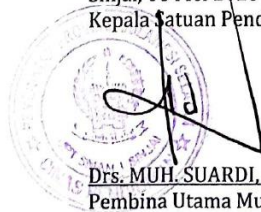
Nama : AYINUN MUJAHID
 NIM : 210110001
 Program Studi : Tadris Bahasa Inggris (TBI)
 Perguruan tinggi : Universitas Islam Ahmad Dahlan

Telah melaksanakan Penelitian pada UPT SMAN 1 SINJAI dalam rangka
 Penyusunan Skripsi dengan Judul : **"The Effectiveness of Chain Writing Method
 in Teaching Writing Descriptive Text at Tenth Grade Students of SMAN 1
 Sinjai"**.

Demikian Surat Keterangan ini di buat untuk di penggunaan seperlunya.

Sinjai, 06 Mei 2025

Kepala Satuan Pendidikan UPT SMAN 1 Sinjai



Drs. MUH. SUARDI, M.Pd
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Prodi : Tadris Bahasa Inggris
NIM : 210110001
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Ketua GP2M

Sabaruddin, S. Pd., M. Tesol
NBM. 1423790

BIOGRAPHY

Name	: Ayinun Mujahid
Reg. Number	: 210110001
Place/Date of Birth	: Sinjai, 29 June 2003
Address	: Tongke-Tongke, East Sinjai District, Sinjai Regency
Organizational Experience	: English Students Assosiation (ESA)
Educational Background	:
1. Elementary School	: SDN 30 Tongke-Tongke
2. Junior High School	: SMPN 6 Sinjai
3. Senior High School	: SMAN 10 Sinjai
Phone Number	: 087776393506
Email	: ayinunmjhd@gmail.com
Parents' Name	: Mujahidin (Father) Baji Minasa (Mother)



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