

The Differences Ability In Writing Descriptive Texts By Using Chain Writing And Conventional Methods

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Abstract: The purpose of this study was to determine the differences ability in writing descriptive texts by using chain writing and conventional methods at Class VII of State Junior High School Mulyoharjo, Musi Rawas Regency. The research method used was pure experimental methods with the design of the difference test between two free samples or independent t-test. Data collection techniques used were test techniques with the type of test writing description text. Data analysis techniques were done with the following steps: grading scores, calculating students' average scores, homogeneity tests, data normality tests, and hypothesis testing assisted with SPSS 20. The results of the study showed that there were significant differences ability in writing descriptive text between chain writing and conventional methods at Class VII of State Junior High School Mulyoharjo, Musi Rawas Regency. This was indicated by the value of Sig. (2-tailed) two-way by the score of 0,000 <0.05, so that Ho was rejected and H1 was accepted, then the hypothesis was accepted or the average of students' ability in writing descriptive texts by using chain writing method was higher than conventional methods Class VII of State Junior High School Mulyoharjo, Musi Rawas Regency.

Index Terms: differences, chain writing methods, conventional methods, writing descriptive texts.

1. INTRODUCTION

Writing skills are the ability to convey the messages, ideas, opinions, and feelings to other people through written language as the medium (Dalman, 2014: 3). The accuracy of the message or idea must be supported by the accuracy of the language used, vocabulary, and grammatical abilities, and the use of spelling. Writing can also be interpreted by the process of pouring or describing a graphical representation that describes the language understood by someone so that other people can read the symbol (Noermanzah, et al., 2018: 116). Tarigan (2008: 3), also explained that writing skills are one of productive and expressive language skills that are used to communicate indirectly or indirectly with other people. Thus, for someone who will become a writer is needed a special way to master the writing skills. One way is to provide a learning to write in a school. Learning writing skill especially at the junior high school level has a very important function especially as a basis for developing students' writing skills. The importance of function of writing skills, because writing is a productive activity that produces work that requires special attention such as requires hard work, creativity, and innovative in developing an idea. For that reason, in achieving writing skills, the teacher must be able to present learning activities gradually and a creative process is needed that must be honed and trained continuously. This is consistent with the statement from Nurgiyantoro (2001: 296), that writing activity is a manifestation of language abilities (and skills) that are most recently mastered by language students after their listening, speaking and reading abilities. Compared to the other three language skills, writing skills are more difficult to master even by the native speakers of the language. This is due to the ability to write requires mastery of various elements of language and some others elements outside the language

itself which will be the contents of the essay. Both language and content elements must be intertwined in such a way as to produce a coherent and coherent writing. Therefore, intensive training is needed to master writing skills. Writing descriptive text is a part of writing skills that also need attention. In the 2013 Curriculum for Indonesian language subject, the skills to write a descriptive text for VII grade at junior high school, contained in the Basic Competencies (BC) as stated: "4.2 Present the data, ideas, impressions in the form of text descriptions about objects (schools, tourist attractions, historic sites, and / or atmosphere of regional performing arts) both written and oral by paying attention to the structure, linguistic both verbally and in writing". Based on the description of this Basic Competences, description writing skills must be mastered by students at VII grade in junior high school semester 1 that are must be able to present the data, ideas, impressions, from school objects, tourist attractions, historic sites, and / or atmosphere of performing arts both written and oral. For this reason, a special methods are needed by the teacher in achieving basic competencies in writing descriptive essays. In addition, writing descriptive requires a special attention because it is included in the basic competencies in the curriculum. The ability to write the descriptive text is also not as easy as we imagine. The ability to write descriptive requires intensive understanding and practice. Zaenudin (2015: 35) explains that the description essay as a variation of discourse that depicts or illustrates something based on several impressions from the writer's observations, experiences, and feelings. Essay of descriptive, has the goal to create the imagination of the reader so that the readers seem to be able to see, experience, and feel for themselves about what is experienced by the author. Then, Sudiati & Widymartaya (2005: 4-5) explains the writing of descriptive text is more composing an essays in a compact and textured way by selecting physical and emotional details and describing something that exists in a space or situation. In this case, the description essay must be able to provide a complete picture of the object that will be informed to the reader. Descriptive texts are not only used to describe tangible goods, but also intangible and complex items, i.e. in the form of natural paintings, place paintings, character paintings, analogical paintings, analytical paintings, broad definition paintings,

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comparison paintings, and detailed paintings (Sudiati & Widymartaya, 2005: 57). According to Suhartono (2005: 20) descriptive text is a type of essay that try to describe things as they are as a result of observing an object by describing the object alive in writing, so the reader seems to be able to see, hear, or feel what is experienced by the writer. This writing method depicts something in such a way that the reader is made able (as if to feel it, see, hear, or experience) as perceived by the five senses. Because it is based on the five senses, the description relies heavily on concrete imaging and details or specifications. Based on some opinions above, it can be concluded that description writing is writing that try to describe an object in detail as much as possible in depth and systematically in accordance with the actual situation about something that is described so that the reader seems to see, feel, or experience the object firsthand. Related to the understanding of writing descriptive text, the teacher's role is needed in facilitating, directing, and guiding students in understanding the concept of the descriptive essay. Moreover, the teachers are required to be able to present an interesting learning process so students are motivated to do the writing exercises description essays. Based on interviews and classroom observations with some Indonesian language teachers at VII grade in State Junior High School Mulyoharjo, Musi Rawas Regency on December 2018, it was known that the learning to write descriptive texts were still experiences in some obstacles. These obstacles make the results of the students' writing skills for descriptive were still couldn't reach the average score according to minimum score criteria that has been decided by the school. The Indonesian language teacher explained that there were a number of things that caused students' writing skills to be lacking, inseparable from the background of students, such as 1) the academic input of the students of the school was still low because almost most of them were students who were not accepted at favorite state junior high schools, 2) students' motivation in class was low, especially their interest in learning to write, and 3) students are still lack strong motivation to practice writing so that they have difficulty in finding and generating ideas in the initial process of pouring ideas. In addition, the use of learning methods and media used by teachers was not optimal yet. The students' problem in writing descriptive text can be overcome by presenting learning methods that provide special motivation and understanding to students. The most innovative learning method is the chain writing learning method. Chain writing method is a method used to help students in language learning, especially in writing activities. Convincing children to continue drawing as a form they keep learning to write something conventionally rather than separating between learning to write and draw will make children learn faster and allow a child to produce more complex writing by actively writing alternately in groups (Nystrand in Mackenzie & Veresov, 2013: 23). The chain writing method makes the learning process of writing will be easy for students to do, because learning with this method is a kind of social based learning (Candidates & Soesetyo, 2017: 2). In addition, in learning by using chain writing method, the students will be mutually motivated and can help each other when there are group of friends who are still having difficulty in writing, because writing in this method requires cooperation and assistance between group members who work in it. So that, the learning by using this method will make writing easier and more fun. Thus, the chain writing method is a method of

learning by presenting writing activities that are done in groups that will provide special opportunities for students to actively write by giving pictures from draft paper first. The benefit of chain writing that is carried out in groups is the availability of increased communication opportunities among students. The steps in the chain writing method were developed from Nystrand in Mackenzie & Veresov (2013: 24), as follows: 1) providing flipcharts, markers, sticky tape, and scissors; 2) prepare examples of manuscripts / texts containing the text to be assigned; 3) playing / showing students the example text; 4) asking students to focus their thoughts and pay attention to the purpose of writing text, rhetorical structure of the text elements in the selected genre (keep in mind that each genre has a different text element); 5) observing and formulating together the writing of predetermined texts; 6) reviewing explanations about good essay criteria, namely using the selection of the right words, the use of correct spelling, the relationship between the sentence before and after that must be connected, and the existence of a good closing sentence; 7) divide the class into groups, (adjusting to the number of students in one class). 8) sticking flipchart paper that begins with the writing of the opening phrase, (can also be written Title or theme of the essay that must be completed by students) on the wall; 9) invite each group to take a distance of about 5 meters, by marching backward to each group that has been determined; 10) start chain writing (writing one sentence in turn, each child gets one chance, can be adjusted by formulating agreed upon rules); 11) discuss the results of the writing that has been made in a group (sentence structure, spelling, and the relevance of the sentence, etc.); 12) assessing together the results of writing texts; and 13) holding reflections together. Based on the results of research that was conducted by Dorowanti (2011: 79) which specifically examines the application of learning to write descriptive texts by using the chain writing method of students at VIIA grade in junior high school Jember showed that the chain writing method was able to improve the students' ability to write description seen from cycle I to cycle II an increase in description writing ability. The research carried out is a type of CAR research that is different with this research that used experimental research. Relevant research on the application of chain writing method has also been carried out by Fitriyanti & Setyaningtias (2017: 280-281) about the effect of chain writing method on the students' writing learning outcomes at grade 3 in Primary School Tumbuh 3 Yogyakarta. The results of his study showed that the chain writing method affected the students' ability in writing. This study used the same chain writing method, but the subject and type of writing ability are different. The sample of this research is elementary students, while the type of ability is free writing which is focused on developing writing sentences and paragraphs. This is different from the research that was conducted in which the sample is junior high school students and the type of writing is essay descriptive skills. Furthermore, research on the use of chain writing method has also been conducted by Candidates & Soesetyo (2017: 4), but in the form of classroom action research that is different from this research that was used experiment research. The results showed that the chain writing method was able to improve the students' ability to write simple essays that were only a few sentences in class X science 2 of SMAN 1 Driyorejo. Those studies showed that the students' ability to write can be increased when a chain writing method was given in order to maximizes students' abilities

through the help of their friends in groups. The relevant studies that had been done showed that the effect of the chain writing method on the ability to write descriptive texts for VII grade students of State Junior High School Mulyoharjo, Musi Rawas Regency has not been carried out. This has not been done primarily by the pure experimental method (true experiment) with the design of the difference test of two averages for free samples. For this reason, this study will answer the problem "Is there a significant effect on the chain writing method toward the ability to write descriptive texts for students at VII grade in State Junior High School Mulyoharjo, Musi Rawas Regency? This study was in order to find out the difference in the ability to write descriptive text by using the Chain Writing method and conventional methods of VII grade students in State Junior High School Mulyoharjo, Musi Rawas Regency. The results of this study are expected to be useful, both theoretically and practically. Theoretical benefits, which are able to develop theories of Indonesian language learning methods, especially chain writing methods. The chain writing method can be used by Indonesian language teachers especially in learning to write descriptive texts with learning steps that are adapted to the material and learning context. Then, experimental research theory, the results of this study can also develop theories in the field of quantitative research methods especially experimental research with the type of experiment with the design of the difference test of two averages for free samples. Practical benefits, from the results of this study, especially for Indonesian Language teachers, it is hope that this research can be used as models or examples that the chain writing method is able to improve students' ability to write descriptive text. In addition, the results of this study also serve as a model for teachers when they carry out research with experimental research methods especially with the design of the difference test of two averages for free samples.

2 RESEARCH METHODS

The research method used was the true experiment. The research design used was the test of the difference of two averages score independent-samples t-test. Kadir (2015: 295) explains that the test of the difference in two parameters averages score is functioned as an analysis in comparative research. Hypothesis testing was aimed to study the differences in the average of the criterion variables of the two groups or which can be classified into two groups. Specifically for the independent sample that is a sample whose existence does not influence and correlate each other, but will be seen where the difference of higher in order to improve the learning outcomes of students' writing ability for descriptive texts. Independent variable in this research was chain writing method. While, the dependent variable was writing descriptive text. The differentiate test between two samples was used in order to prove that the students' score for writing descriptive text who has been taught by using chain writing strategy was higher than the conventional method at VII grade in state junior high school Mulyoharjo, Musi Rawas regency. This research has done on February up to April 2019. It was taken in VII grade in state junior high school Mulyoharjo Musi Rawas regency as the experimental and control class. The Chain writing method was given to the experimental class, while conventional method was given to the control class. The population in this reserach was the students at VII grade in satet junior high school Mulyoharjo, Musi Rawas regency with the total of samples were 60 students from two classes. The

classes are VII-1 grade with the total of the students were 32 students, and VII-2 grade with the total of the students are 28. Because the samples used the different test design, so that only two classes were needed in this research that are divided as experiment and control class. Then, the techniques used in choosing the sample was simple random sampling technique. After that, the researcher decided which class would be experiment and control class. Data analysis techniques in this study, carried out in several stages, namely: 1) grading the assessment scores on each student's work in writing description texts in accordance with the guidelines of the assessment instrument; 2) giving the final score for each student by using the inter-rater method, namely two assessors, assessor I is researcher and assessor II, namely teacher; 3) calculate the average score of the ability to write description texts in the experimental class and the control class; 4) classifying the ability to write description text; 5) data normality test using SPSS 20; 6) homogeneity test using SPSS 20; 7) calculate the effect of the Chain Writing method on the ability to write description text with the formula $t_{count} = \frac{(X_1 - X_2)}{S_{gab} \sqrt{((1/n_1) + (1/n_2))}}$ (Rustam, 2016: 96); and 8) testing the hypothesis with $H_0 = \mu_1 \leq \mu_2$ and $H_1 = \mu_1 \geq \mu_2$, with the hypothesis testing criteria that is if the probability value (sig.) is greater $\alpha = 0.05$ H_0 is accepted. Conversely, if the probability value (sig. or 2 tailed or p-value) after being divided by 2 and the result was $< \alpha = 0.05$, then H_0 is rejected. If H_0 is rejected then H_1 is accepted, then the hypothesis is accepted or the average ability to write descriptive text of students who was taught by the chain writing method was higher than the students who was taught by conventional methods at VII grade state junior high school in Mulyoharjo, Musi Rawas Regency.

3 RESULTS AND DISCUSSION

A. RESULTS

1. Parametric Test

a. Homogeneity Test

Homogeneity test results were using the independent sample t-test by SPSS 20. The purpose of this homogeneity test is to test the variant data of the experimental class with the control class whether homogeneous or heterogeneous data. If it is homogeneous, then the parametric test is used with the difference test of two independent samples, whereas if it is not homogeneous, a non-parametric test will be used. Moreover, the homogeneity test results showed that the data is homogeneous, so that it was continued by using the parametric test with the independent sample t test. Homogeneity test was done by comparing the experimental class post-test data values with the control class data. Homogeneity test results based on SPSS 20, was obtained a sig value of $0.113 > 0.05$, that means the homogeneous data. For more details, the following table is the homogeneity calculation results by using SPSS 20.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Learning outcome of writing descriptive text	Based on Mean	2.592	1	58	.113
	Based on Median	1.762	1	58	.190
	Based on Median and with adjusted df	1.762	1	56.930	.190
	Based on trimmed mean	2.777	1	58	.101

Figure 1. Data Homogeneity Test Results**b. Data Normality Test Results**

Data normality test is the main requirement for parametric tests. Data normality test in this study used the Kolmogorov-Smirnov Test with SPSS 20. The results of Kolmogorov-Smirnov Test showed that the Sig. was 0.087 and 0.088 > from 0.05, so it can be said that the research data are normally distributed. Following is the result of the calculation of the normality test data with Kolmogorov-Smirnov Test y using SPSS 20.

2. Result of writing descriptive texts for Experimental and Control class**a. The Students Ability in Writing Descriptive Text by Using Chain Writing Method in Experiment class**

The teacher implemented chain writing method in teaching descriptive text during the learning process. The result showed that the students' average score in writing descriptive text by using chain writing method was 78,48 with good criteria. This was scored by the researcher as the first assessor and the Indonesian language teacher as the second assessor. The assessment of the students' ability in writing descriptive text at the experimental class was based on the assessment criteria in the form of content, organization / structure of description text, sentences, vocabulary / diction, spelling, and writing techniques. The assessment was done on 30 answer sheets for writing descriptive text from 30 student samples. The assessment was carried out by two assessors namely assessor 1 (P-1) and assessor 2 (P-2) in order to avoid subjectivity. The results of the P-1 assessor and P-2 assessor on the answer sheet of writing descriptive text for grade VII-1 students were using content rubrics, organization / structure description text, sentences, vocabulary / diction, spelling, and writing techniques.

b. The Results of Students' Ability in Writing Descriptive Text by Using The conventional method in the Control Class

The ability in writing descriptive text at the control class applies the conventional method of assignment in the learning process. The average score of the ability in writing descriptive text by using conventional methods was 68.55 with the sufficient criteria. The ability in writing descriptive texts in the control class were also assessed by two assessors namely the researcher as assessors 1 and Indonesian language teacher as assessors 2. The assessment of the students' ability in writing descriptive text at the control class was also based on the assessment

criteria in the form of content, organization / description text structure, sentences, vocabulary / diction, spelling, and writing techniques. The assessment was done with 30 answer sheets of writing descriptive text from 30 student as samples. The results from assessor 1 (P-1) and Assessor 2 (P-2) on the answer sheet of writing descriptive text for students at VII-1 grade were also based on the content rubric, organization / structure of the description text, sentences, vocabulary / diction, spelling, and writing techniques.

3. The Result of Hypothesis Test for Difference of Two Independent Samples

Statistical hypothesis testing begins with the difference test of the two independent samples or independent t-test by using SPSS 20. The calculation of the difference test of two independent samples was done by comparing the post-test data value of the ability in writing descriptive text of the experimental class that was using chain writing method with the post-test data value of the control class that was using the conventional method is the assignment method.

Tests of Normality

	Class	Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
The learning outcomes of writing descriptive text	1.00	.149	30	.087
	2.00	.149	30	.088

Figure 2. Data Normality Test Results

The results of the calculation of the difference test for two independent samples by using SPSS 20 showed the Sig. (2-tailed) two-way by the score 0,000 < 0.05, so that there was a significant difference in the students's ability in writing descriptive text with the chain writing method and the conventional method at VII grade in state junior high school Mulyoharjo, Musi Rawas Regency. This showed that Ho was rejected ($H_0 = \mu_1 \leq \mu_2$) and H1 ($H_1 = \mu_1 > \mu_2$) was accepted, then the hypothesis was accepted or the average score of students' ability in writing descriptive texts between the students' who was taught by using the chain writing method was higher than the students who was taught by using conventional methods at Class VII grade in state junior high school Mulyoharjo, Musi Rawas Regency. The following figure is the results of the calculation of the test differences between the two free samples using SPSS 20.

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The learning outcomes of writing descriptive text	Equal variances assumed	2.59	.113	10.26	58	.000	9.93	.967	7.99	11.87065
	Equal variances not assumed			10.26	57.29	.000	9.93	.967	7.99	11.87115

Figure 3. Results of Difference Test for Two Independent Samples

2. DISCUSSION

The results of this study indicated that the hypothesis of the research was accepted. It showed that there was a significant difference ability of writing descriptive text between students who were taught by using chain writing and conventional method at VII grade in state junior high school Mulyoharjo, Musi Rawas Regency. The chain writing method proved to be able to influence in improving students' ability to write descriptive texts. This influence was in accordance with the opinion of Candidates & Soesetyo (2017: 2) that mention learning with the chain writing method, the students will be motivated and helped each other when there are group friends who are still having difficulty writing, because writing in this method are required the students to cooperate and assistance between group members who work in it, so that the learning process with this method makes writing descriptive texts will be more easier and enjoyable. This difference was also shown by the average ability in writing descriptive texts. The score of students who were taught by using chain writing method was 78.48, and it was higher than the students who was taught by using conventional method who has score 68.55 at VII grade state junior high school Mulyoharjo, Musi Rawas Regency. This difference was quite very significant. Based on the average value of students who were taught by using conventional method and chain writing method was 9.93 points. Then, based on the results of the calculation of the difference between the two free samples or independent t-test, the Sig values were obtained (2-tailed) bidirectional of $0,000 < 0,05$, so that H_0 was rejected and H_1 was accepted, it means the hypothesis was accepted. This is consistent with the opinion of Rustam (2016: 96) that mention if the value of Sig. (2-tailed) two-way is smaller with a value of 0.05, it means there is a significant influence of the independent variables that were tested. In this study, the experimental variable that was tested was the application of the chain writing method. The chain writing method that was applied in class VII-1 as an experimental class was able to give effect to the students' interests and motivation in writing descriptive texts. This can be seen from the students' enthusiastic during the learning process. Their enthusiastic was very high, especially in writing sentence by sentence on flipchart paper alternately in front of the classroom. This is consistent with Nystrand's opinion (in Mackenzie &

Veresov, 2013: 23) that the chain writing method will make children learn faster and allow them to produce more complex writing by actively writing alternately in groups. The chain writing method, besides being suitable to use to improve the writing ability, but also able to provide opportunities for students to be more active in writing. This is because the chain writing method makes the learning process of writing will be more easier for students. Moreover, learning with this method is social based learning (Candidate & Soesetyo, 2017: 2). This social-based learning was required the students in groups to help each other and motivate each other related to the difficulties among the group members, especially in writing from sentence one to another sentence and from paragraph one to the next paragraph. In applying the chain writing method, it is also inseparable from the teacher's role in motivating and directing the students in writing descriptive texts. Teachers in this case are also not only required to be facilitators, but also must also provide examples in presenting written descriptive texts and must be able to give awards to students, especially for whom are less motivated in learning. This award is can be applause, flattery, and others that can build or grow up the students' motivation. Chain writing method is able to improve students' ability in writing descriptive text at class VII-1 state junior high school Mulyoharjo, Musi Rawas Regency. It was also proved by previous research that has conducted by Dorowanti (2011: 79) in which her specifically examines the application of learning to write descriptive by using writing chain writing method at VIIA grade at state junior high school Jember. The research was a type of classroom action research that is different from this research which was chose true experimental research. The results of her study showed that the chain writing method was able to improve the students' ability in writing descriptive since the cycle I up to the cycle II which was increase in description writing ability. This showed that the chain writing method is really capable to provide the increasing of students' ability in writing descriptive texts at the junior high school level. Good writing will make the students are able to communicate their ideas well to other people. As mentioned by Maisarah (2016) communication means being able to understand and to utterance the information, thought, feeling, and can develop the knowledge and science, technology and culture. The ability in writing descriptive texts that has written by the students mostly already shows the characteristics of a description essay that is describing an object or event based on personal observation and experience. This is in accordance with the opinion of Zaenudin (2015: 35) that the description is a variation of discourse that depicts or describes an object or event based on several impressions from the observations, experiences, and feelings of the author. In terms of writing description texts, students are helped by presenting themes in the assignment of writing in the form of contextual-based themes that are truly experienced by students in daily life in their neighborhoods, for example, by presenting the themes: Dream House, School Cleanliness, Oil Palm Plantation, and Rubber Plantation. Thus, the chain writing method is expected to be an alternative for Indonesian language teachers in improving the ability to write descriptive texts. With notes on the steps of learning the chain writing method is done in stages and the teacher really can also be a good facilitator and give awards to all students in the form of oral awards and awards

in the form of kinesik. The teacher can also combine the chain writing method with the conventional method of the assignment method in applying learning to write descriptive text. Those combinations were made for example after a series of chain writing methods are followed by a series of assignment methods.

4 CONCLUSION

Based on the results of research and discussion, it can be shown that there are significant differences between the students who were taught by using chain writing and conventional methods at VII grade in state junior high school Mulyoharjo, Musi Rawas Regency. This is indicated by the value of Sig. (2-tailed) two-way by $0,000 < 0.05$ so that H_0 is rejected and H_1 is accepted, then the hypothesis is accepted or the average ability to write text description of students who were taught by chain writing method is 78.48 higher than the students who were taught by using conventional methods who has score 68.55 at VII grade in state junior high school Mulyoharjo, Musi Rawas Regency.

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