



**THE IMPLEMENTATION OF CHAIN WRITING METHOD TO INCREASE
STUDENTS ABILITY WRITING NARRATIVE TEXT AT MTs. AL-MUTTAQIN
PADANG TUALANG LANGKAT**

A THESIS

*Submitted to the Tarbiyah Faculty of Tarbiyah Science and Teacher Training
UIN-SU Medan as a partial Fulfillment of the requirement for the
(Degree of Sarjana Pendidikan) S-1 Program*

By:

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NIM. 34.14.4.007

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2018



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ABSTRACT

THE IMPLEMENTATION OF CHAIN WRITING METHOD TO INCREASE STUDENTS ABILITY WRITING NARRATIVE TEXT AT MTs. AL-MUTTAQIN PADANG TUALANG LANGKAT

TIKA DWI SARI

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Keywords: Writing, Narrative Text, and Chain Writing

This research was conducted to describe the implementation of chain writing method to increase students' ability at writing narrative text at MTs. AL-Muttaqin Padang Tualang Langkat. It was classroom action research, which carried out through four steps, they were planning, action, observing, reflecting. The subjects of this study were the eight grade students' of MTs. AL-Muttaqin Padang Tualang Langkat. It consist of 30 students. The technique for data collection of this research applied quantitative and qualitative approach. The quantitative data were taken from written test and the qualitative data were taken from observation sheet and interview sheet. The result of data analysis showed that there was improving students' ability at writing narrative text from each cycle. It showed from the mean of pre-test was 60.16, the mean of the post-test I was 72.96, and the mean of post-test II was 80.53. The research concluded that the students' ability at writing narrative text was improved by using chain writing. The students' respond to writing teaching when they were being taught by using chain writing was very good. It can be seen from students' activity observation sheet in cycle I until cycle II in text.

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CHAPTER I

INTRODUCTION

A. The Background of The Study

In English language, there are four skills to be mastered. There are listening, speaking, reading and writing. Writing is one of the four language skills that play a very important role in second language learning. Basically, writing is expressing idea, opinion, experience, or information in the mind. In writing skill, there are some kinds of text that will be learned by the students, one of them is narrative text. Narrative text is a text that telling a story in the past. The purpose of narrative text is to amuse or entertain the reader with a story.

A text is a meaningful linguistic unit a context. A linguistic unit is a phoneme or a morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refer to either linguistic context or nonlinguistic context. Linguistic context is the linguistic unit before and after a text. Non linguistic context is outside a text. So a text is any meaningful linguistic unit in both linguistic context and non linguistic context.¹

If the teacher can apply a method which appropriate with the students' condition. It can make the students' more interest and will increase the students' ability in writing narrative text. But based on my observation I found most of the students' At MTs. Al-Muttaqin Dusun Karang Sari Desa Tanjung Putus Kecamatan Padang Tualang Kabupaten Langkat still have problem in writing narrative text. Their ability in writing narrative text is poor. Because your teacher

¹ I Wayan Dirgayasa. 2012. Maritime English Writing a Genre Based Approach. Medan: unimed press

always uses conventional method and monotonous and not variation. Like this method less incriminate students' to interaction with her friends, not give opportunity of learners to pronounce opinion and students' become passive in learning process.

If a teacher always uses conventional method, students' will bored in the class and learning process also cannot calm and comfortable. And the importance this research is to help or increase motivation students in English learning. And to raise motivation students we have to creative to find a good idea and appropriate way to help the students to get knowledge, to write a paragraph, especially write narrative text. We have to can make enjoyable way of teaching writing so they will not feel bored in the class. And Teacher can also make writing enjoyable for students by using a variety of activities, approaches, methods, strategies, model and techniques. So teachers have to able choose a suitable method in order to create a better, interesting and communicative teaching and learning process. Based on the explanation above, the writer is interested in applying Estafet Writing Method.

Chain writing (estafet writing) is a learning method of learning by doing or active learning which aims to enable students to associate learning as a fun activity. Estafet writing is learners work in group. Every member of the feeling pour group in one text with theme and title the same.²

² [Http:// bagawanabiyasa. Wordpress.com/Metode Estafet Writing](http://bagawanabiyasa.wordpress.com/2018/02/24/metode-estafet-writing/). 24/02/2018

Based on the explanation above, the writer interests in doing research with the title. *“The Implementation of Chain Writing Method to Increase Students Ability Writing Narrative Text AT MTs. AL- Muttaqin Padang Tualang Langkat*

B. The Identification of the Study

Based on the background above, the problem can be identified as follow:

1. The students have difficulties at writing, especially at writing narrative text.
2. Learning still use conventional method and not variation.

C. Limitation of Study

Based on the identification of study above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, the writer limits the study on: teach students writing narrative text and using the Chain Writing Method.

D. Formulation of Study

Based on the identification and limitation of study above, it is necessary to formulate the study as:

1. How is students' ability at writing narrative text before the using chain writing method?
2. How is the implementation of chain writing method in writing narrative text?
3. How is the students' ability in writing narrative text after using chain writing method?

E. The objectives of study

1. To know how is students' ability at writing narrative text before the using chain writing method?
2. To know how is the implementation of chain writing method in writing narrative text?
3. To know how is the students' ability in writing narrative text after using chain writing method?

F. The Significance of Study

The finding of the study are expected to be useful for:

1. The teacher :
 - Every teacher may apply estapet writing method to improve students' ability to build up writing narrative text.
2. The next researcher :
 - They will get new knowledge and experience in teaching writing narrative text using estapet writing.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

Writing is to explain or expression something that in the mind in form letters or words. The purpose of writing is communication and in writing the people can add knowledge.

1.1 Definition of Writing

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers³.

Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously.⁴ Writing is a psychological activity of the language user to put information in the written text.⁵

Writing is often needed for formal and informal testing. Although in general oral ability should be measured through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written text. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.⁶ In Islam, writing is also important. It can be seen in Holy Koran Surah Al-Alaq 4-5 verse.⁷

³ Utami Dewi. (2013). *How to Write*. Jakarta. La-Tansa Press, p. 2

⁴ Ibid, p.9

⁵ Sanggam Siahaan. (2008). *Issues in Linguistics*. Yogyakarta .Graha Ilmu, p.215

⁶ Donn Byrne. (1979). *Teaching Writing*. Singapore. Skills, p.7

⁷ Moh. Taqi-Ud-Din Al-Hilali & Moh. Muhsin Kasan Khan “ Translation of the

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning: 1. Read in the name of your lord who created. 2. He created man from a clot. 3. Read and your lord is most honorable 4. Who has taught (the writing) by the pen [the first person to write was Prophet Ides (Enoch)], 5. Has taught man that which He knew not.

In the other hand, Writing is the expression of language in the form of letters, sentence, or words and with writing we can remove expressing idea, opinion, experience, feeling or information in the mind. Allah states in the glorious Al-Qur'an Al-Qalam : 1.

يَسْطُرُونَ وَمَا أَلْقَمْنٰ

The Meaning: “Nun, by the pen and by what they (the angels) write (in the records of men)”. (Al-Qalam: 1)

Based on those verse, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. If there are not writings, the knowledge will be lost, religion track will no exist and life will not be comfortable. Because writing contains ideas, desires and expression that will be expressed. It shows that the tool of writing and writing itself have important roles.

And in Hadits our prophet Muhammad (peace be upon him)

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

The meaning:“ *Tie science to the book (write it)*” (GeneologyAhadist
Ash-Shahiihah number. 2026)

While in the hadits in that it also explains the importance of writing science.

إِذَا سَمِعْتَ شَيْئًا فَارْكُتْهُ وَلَوْ فِي الْحَائِطِ

From Asy - Sya'binarahimahullah rearranged, "when you hear something (from science) then write it even on the wall." HR. Abu Khaitamah in Al - Sciences no. 146).

According to JhonLangan in his book, that writing is treated as a process. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say and howyou are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is never a one – step action:’ it is a process that has several steps.⁸

1.2 Writing Process

When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stage: prewriting, drafting, revising, editing and publishing. In actually, the writing process is not a highly organized linear process, but rather a continual movement between the different steps of the writing model.

⁸John Langan, (2004), *Sentence Skills A Workbook For Writers*. New York: McGraw – Hill Companies. Seventh Edition,p.16.

There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing, and publishing.⁹

1. Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g. interviewing people, researching in the library, assessing data).

The different types of prewriting technique that we will explore here are prewriting brainstorming, clustering.

- a. Prewriting involves jotting down on paper all of the ideas you have on a particular topic before you even begin to read about it or do research.
- b. Brainstorming, also called list making is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.
- c. Clustering, also called mind mapping or idea mapping, is a strategy which allows you to generate ideas you might to explore the relationships between those ideas.

2. Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas.

⁹ Utami Dewi. (2013). *How to Write*. Jakarta. La-Tansa Press, p.11-23

3. Revising

Revising is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered.

4. Editing and proofreading

These are the broad categories for proofreading:

- Check for such things as grammar, mechanics, and spelling.
- Check the facts: if your writing includes details, be sure you have included the information correctly.
- Confirm legibility: if you have written your final draft, make sure that each word is legible.

5. Publishing

The final step of the writing process is publishing. This means different things depending on the piece you're working on.

- Bloggers need to upload, format and post their piece of completed work.
- Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding detail such as your student reference number.
- Journalists need to submit their piece (usually called "copy" to an editor. Again, there will be a certain format for this.
- Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow

them. If you've written a novel, look for an agent who represents your genre.

1.3 The Genre in Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction.

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things-the product of the writing and the way or technique or strategy of how the product is produced.

According to IWy.Dirgeyasa, there are some genre of text in writing, they are:

1. Descriptive text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

2. Recount text

Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past.

3. Narrative text

Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events

which lead to a crisis or turning point of some kind, which in turn find a resolution.

4. Procedure text

Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.

5. Report text

Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena.

6. Explanation text

Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works.

7. Discussion text

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view.

8. Hortatory exposition text

Hortatory exposition is a type of English text that belongs to the class of argumentation.

9. Analytical exposition text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

10. News item text

News item is a text that informs the daily and real factual happenings in human life.

11. Spoof text

Spoof text is text that tells a funny incident or event that has happened in the past

12. Anecdote text

Anecdote is a text that shares with others an account of an unusual or amusing incident.

13. Commentary text

Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas

14. Book review text

Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

15. Critical review text

Critical review is the summarization and evaluation of the ideas and information in an article.¹⁰

1.4 The Assessment of Writing

Tests of language are something that must be done by teachers in language learning. Through the assessment will be known objectively student learning outcomes. Assessment will get good results if aspects are assessed in writing presented in more detail.

Writing activities involving aspects of the use of punctuation and spelling, use of diction and vocabulary, phrasing, paragraph development, processing ideas and development models essay Slamet. In connection with it, according to ZainiMachmoed in Nurgiyantoro states that the categories subject matter in the composing include:¹¹

- a. The quality and scope of content.
- b. Organization and presentation of content.
- c. Style and form of the language.
- d. Mechanics: grammar, spelling, punctuation, writing neatness and cleanliness.

¹⁰ I Wy.Dirgeyasa. (2014). *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p. 3

¹¹ <http://www.zakymedia.com/2013/06/kajian-teori-hakikat-kemampuan-menulis.html>. Accessed at Monday, 5 February 2018

- e. Teachers' effective response to the paper.

Correspondingly with this, Harris and Amran in Nurgiantoro (2009: 306) argues that the elements composing assessed is the content (content, the ideas presented), form (organization of contents), grammar (grammar and sentence patterns), style (style: the choice of structure and vocabulary) and mechanics (spelling). When viewed from both these opinions can be concluded that the main elements in composing assessed are the quality of essay content which is followed by the organization, style, spelling, and punctuation.

2. Narrative Text

- a. Definition of Narrative text

Narrative is kind of text that very appropriate to telling activity or event past that see problematic experience and resolution with the intention of entertaining and often intention to give moral lesson for reader. Narrative text generally is short story, novel, manuscript, legend and telling past experience that in be found conflict and resolution.¹²

- b. Social Function of Narrative text

To amuse, entertain and to deal with actual or vicarious experience in different way; narrations deal with problematic events which lead to a crisis or tuning point of some kind, which in turn finds a resolution.

- c. The Generic Structure and textual elements

Actually, every genre has its own characteristic in terms of the rhetorical structure and textual elements; the narrative writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own

¹² Pardiyo. 2007. Teaching genre-based writing. Cv Andi. Yogyakarta, p. 94

function. It states what the element is for. The rhetorical structure and textual elements of narrative writing consists of 1) Orientation, 2) Complication, and 3) Resolution in detail, the rhetorical structure and textual elements function as follows:¹³

Table 2.1
Generic Structure of Narrative Text

Textual Elements	Functions
Orientation	<ul style="list-style-type: none"> • It consist of theme or topic to be informed. • Introducing the characters of the story, the time and the place the story happened (who, what, when, and where). • It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	<ul style="list-style-type: none"> • A series of events in which the main character attempts to solve the problem. • The complication usually involves the main character(s) (often mirroring the complications in real life).

¹³ I wy. Dirgeyasa. 2014. Writing a genre based perspective.unimed press. Medan, p 46-54

Resolution	<ul style="list-style-type: none"> • The ending of the story containing the problem solution. • The complication may be resolved for better or worse/happily or unhappily. • Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.
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2.1. Example of narrative text

Topic: The Legend of Rice

Table 2.2

Example of narrative Text

Orientation	Once upon a time in the heavens the Batara Guru commanded all the gods and goddesses to contribute their power in order to build a new palace. Anybody who disobeyed this commandment would lose his or her head.
Complication	Upon hearing the Batara Guru's commandment, one of the gods, Anta, was very anxious. He didn't have arms or legs and he wasn't sure how he could possibly do the job. Anta was shaped as a snake and he couldn't work. He sought advice from one of his friends but unfortunately his friend was also

	<p>confused by Anta's bad luck. Anta became very upset and cried.</p> <p>As he was crying three teardrops fell to the ground. Amazingly, after touching the ground. Those teardrops became three eggs. His friend advised him to offer those eggs to the Batara Guru hoping that he would give a fair judgment.</p> <p>With the three eggs in his mouth Anta went to the Batara Guru's palace. On the way there he was approached by a black bird who asked him a question. He couldn't answer because of the eggs in his mouth but the bird thought that Anta was being arrogant. It became furious and began to attack Anta and as a result one egg was shattered. Anta quickly tried to hide in the bushes but the bird was waiting for him. The second attack left Anta with only one egg to offer to the Batara Guru.</p> <p>Finally he arrived at the palace and offered his teardrop (in the shape of an egg) to the Batara Guru the offer was accepted and the Batara Guru asked him to nest the egg until it hatched. Miraculously the egg hatched into a very beautiful girl. He gave the baby girl to the Batara Guru and</p>
--	--

	<p>his wife.</p> <p>Nyi pohi sanghian sri was her name and she grew up into a beautiful princess becoming more and more beautiful as the days passed by. As her beautiful grew every man who saw her became attracted to her. Even her stepfather the Batara Guru started to feel an attraction toward her. Seeing the Batara Guru's new attitude toward Nyi Pohi, all the gods became so worried about the situation that they conspired to separate Nyi Pohaci and the Batara Guru.</p>
Resolution	<p>To keep the peace in the heavens and to maintain Nyi Pohaci's good name, all the gods planned for her death. She was poisoned and her body buried on earth in a hidden place. But the graveyard was to hold a strange sign, for at the time of her burial, up grew a very useful plant that would forever benefit all human beings. From her eyes grew the plant that is called padi</p> <p>(Rice/ paddy).</p>

3. Teaching Method

Method is the way that use teacher to lesson convey for students'. Because the convey continue in interaction educative, method can in the meaning as the way in the use to teacher in arrange relationship with students' to moment

instruction continue. And then, method constitute tools of create teaching and learning process.¹⁴

4. Description Chain Writing

According to Cahyo chain writing (estafet writing) is more effective of literature writing learning because learners will more motivated with study in group just than study in individual.Chain writing method is method that use to help students in language learning especially in writing activity. The using chain writing method in this research is in group, in the first of learning the learners will be given an inducement a picture and they will arrange sentence become paragraph.¹⁵Game estafet word writing sera pan of estafet writing is chain writing. In learning process, students do activity finishedarrangethat do in group. Game estafet word writing done by doing the task in a chain in group activity.¹⁶ In theory chain writing is done in groups that will give special opportunity of students to active writing. A research that conducted to cohen said that work group such as chain writing can receive as method in reach raising the learning purpose. The way like this get study, development power thinking that high more, development of social behavior, the way organize interaction and constitute a way to manage solidarity academic in class.¹⁷

According to Cahyo the application of chain writing(estapet writing) method is more effective of literature writing learning because learners will be

¹⁴ Hamdani. (2011). *Strategi Belajar Mengajar*. Bandung. cv pustaka setia, p.80

¹⁵ Retno Fitriyanti. (2017). Pengaruh Metode Chain Writing Terhadap Hasil Belajar Menulis Siswa. Vol, 7 p. 276-282. Ejournal. Uksw.edu

¹⁶ Agiantini Malida Atori. (2016). *Penerapan Permainan Estafet Word Writing*. Vol. 1. Ejournal. Upi.edu

¹⁷ Ruli Dorowanti. (2011). *Penerapan Pembelajaran Menulis Teks Deskriptif Menggunakan Metode Chain Writing*. Vol. 1. Jurnaljp3 stkipprilumajang.ac.id

more motivated with study in group just than study in individual. Chain writing(Estapet writing) method include one for active learning method or learning by doing that goals so that learners associate study as a fun activity.

Based on Masruroh opinion chain writing (estafet writing) learning method is learners work in group. Every member of the group feeling pour in one text with theme and title the same. Estapet writing learning method applying steps as follows:

- a. Teacher make five group
- b. Learners work in groups are asked to determine a theme that will be developed become a composition.
- c. After the learners completes the fragment, they are asked to submit the paper containing composition fragment to teacher and then the teacher distributes them randomly.
- d. Learners who receive the paper containing composition in the asked to continue his composition.
- e. After the activity estapet writing finish, every the students in the asked collect papers to teacher.

Chain writing (Estafet writing) method have advantaged and disadvantages, the advantages of estapet writing method is a).make the learners enthusiastic in learning. b). make the learning ambience more fun. c). learners can more smart in learning performs. d). study in group in estafet writing method can add motivation students that cannot become can, lazy children become diligent, and children who play in study can more serious).In learning writing story, learners can active pour

imagination, continue the line that had finish been written by his friend. f). learners can study appreciate the success of others and accept defeat gracefully.

Disadvantages of estafet writing method is: a). limited time in application estafet writing method in learning. b). learners in a hurry in the application of the estafet writing method. c).The learning ambience tend to be noisy because active learners.¹⁸

B. Related Study

1. Mahmuddah Rangkuti (2017) has done research on the title "*The Use of Estafet Writing Method to Improve Students' Ability in Writing Narrative text.*" This research used Classroom Action Research that adapted from Kurt Lewin's design that consist of two cycle. Every cycle consist of four phases, those are: planning, acting, observing, and reflecting. Based on the result of research demonstrated that the implementation of the estafet writing method in the teaching and learning process of writing become writing more active and more interesting and the students' ability in writing narrative text was improved. It is proven by the result of observation during the action and also proven by the improvement of student' score about 89.49% from the pre-test to post-test cycle 2. In the pretest, there is no one students who passed the Minimum Criteria Accomplishment. In the posttest I, there were 5 (13.51%) students who passed the Minimum Criteria Accomplishment and in posttest II there were 22 students or (59.45%) who passed the Minimum Criteria

¹⁸ [Http:// bagawanabiyasa. Wordpress.com/ Metode Estapet Writing](http://bagawanabiyasa.wordpress.com/ Metode Estapet Writing). 24/02/2018

Accomplishment. Therefore, it can be concluded that estafet writing method is one of effective method used in learning English writing.

2. Praeska Andre Rosaliana (2014) has done research on the title “Keefektifan Metode Estafet Writing Dalam Pembelajaran Keterampilan Menulis Bahasa Jerman Peserta Didik Kelas XI Di SMA Negeri 1 Sedayu Bantul”. This research used quantitative research use exterior-experiment method. Based on the result of this study the learning activities used estafet writing method more effective than use conventional method and there is difference that positive and significant to the student's achievement in writing German Language at 32 students XI grade of SMA Negeri 1 Sedayu Bantul. The equation in this research is the method used, the estafet writing method. The difference between the relevant researches in this study are type of research and the variable Y. The variable Y on the relevant research is a skill in writing generally, while the variable Y on the research that will be done is the writing skills of narrative text.

C. Conceptual of Framework

Writing is one of skill in English. By writing, the students can get information, knowledge, etc. Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. But students always said that writing was most difficult.

The learners of MTs. Al-Muttaqin Tanjung Putus Langkat still have difficulty in writing English language. English writing is an important skill in mastering the language. This is because teaching and learning process only use conventional method. Teacher using conventional method because this method is

very easy to implement in learning. Teacher do not need a long time to prepare for this method. But teaching and learning process in the classroom to be less interesting so, make students lazy and lackluster moreover they assume that the English language was very difficult.

Based on explanation above, teacher have to use another method to make students' not lazy study and can add motivation students' so that more active. Estafet writing method can be used in learning English writing. Estafet writing method is a method of active learning where student do writing activities in a chain or another continued to connect. Students will complete a writing in groups. Starting with the first student to write a sentence related to the material provided later continue by a group of their friends and so on until finish.

D. Hypothesis

The hypothesis of the result study is formulated as follows:

- Ho : The implementation of chain writing method can improve the students' writing ability in writing narrative text at Mts. AL MUTTAQIN PADANG TUALANG LANGKAT”.
- Ha : Students who received the learning process by using chain writing method have the ability to write a narrative text further increased compared to before using chain writing method in learning process at Mts. AL MUTTAQIN PADANG TULANG LANGKAT”.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This type of research is classroom action research (CAR). Hopkin, in MacIsaac Action research is systematic study of efforts to improve education practice by group participant with way action practical them self and with manner reflection them self toward influence action.¹⁹

Kemmis and Taggart stated that action research is a form research reflection self that collectively do researcher in social situation to improve reasoning and justice education practice and social them, as they comprehension about this practice and toward place situation do this practice.²⁰ Classroom Action Research is a activity research that context class that implemented of solving learning problem that faced by teacher, improve quality and result learning and try things in learning for raising quality and result learning.²¹ classroom action research has a very important and strategies to improve the quality of learning when implemented properly and correctly.²²

¹⁹ Emzir. (2009). *Metodologi Penelitian Pendidikan*. Jakarta PT Raja Grafindo Persada, p.234

²⁰ Effi Aswita Lubis. (2015). *Metodologi Penelitian Pendidikan*. Bandung. IKAPI, p.147

²¹ Ani Widayati, (2008), *Penelitian Tindakan Kelas* vol, VI, p.87-93.
<https://journal.uny.ac.id>

²² Kunandar, (2016), *Langkah Muda Penelitian Tindakan Kelas*, Jakarta : Raja Grafindo Persada, p. 45

Burns clarify that action research is applying fact various that found of problem solving in social situation to improve action quality that do with incriminate collaboration and cooperation the researchers and practice.²³

Goals to be achieved in procedure classroom action research (CAR) is to improve and repair learning practice that should do by teacher. Another goals that can achieved if implement classroom action research (CAR) is occur rehearsal process in position during occur classroom action research (CAR).²⁴

B. Subject of the Study

The subject or participant in this research were the students of eight grade of MTs. Al-Muttaqin Dusun Karang Sari Desa Tanjung Putus Kecamatan Padang Tualang Kabupaten Langkat. The total participant was 30 students from 1 class.

Table 3.1

Table of participants

Class	VIII-B
Students	30

Then the writer chooses the students of eight grade in class VIII-B which is consist of 30 students, there are 16 boys and 14 girls, as the sample.

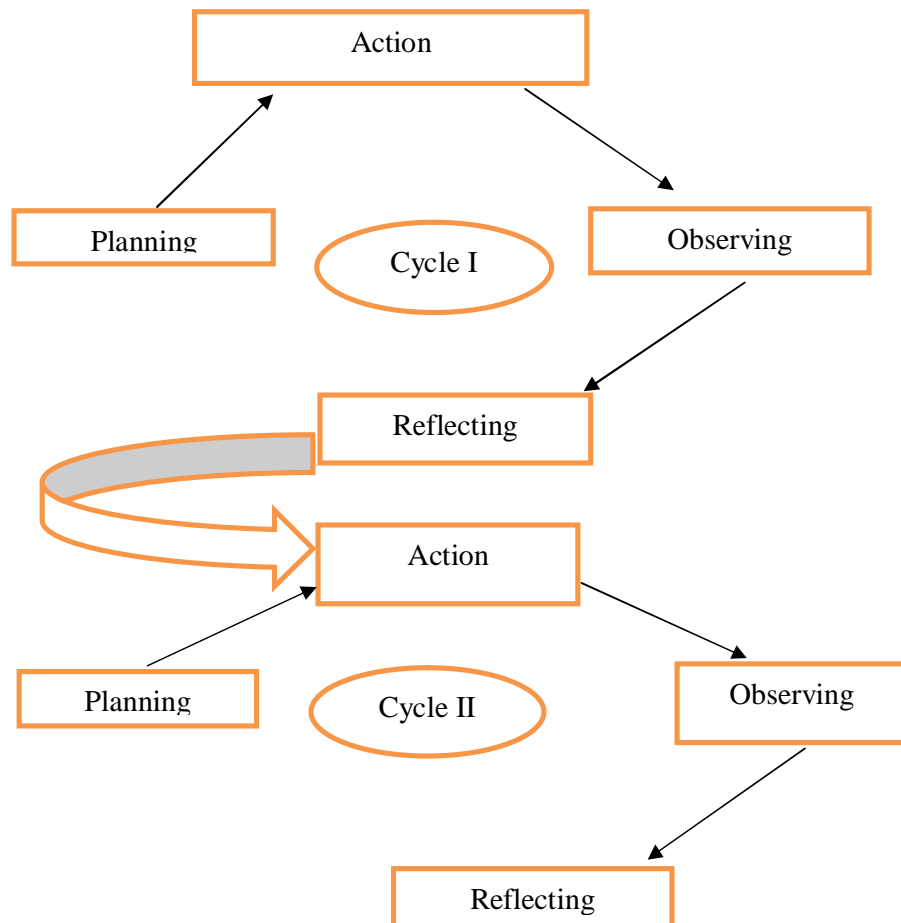
C. The Procedure of Research

This research will be use two cycles, one cycles of research in the first phase, and two cycles as intermediate or reflection of one cycles. The both this

²³ Wina Sanjaya. (2009). *Penelitian Tindakan Kelas*. Jakarta. Kencana prenadamedia group, p.25

²⁴ Rosmala Dewi. (2012). *Penelitian Pendidikan*. Medan Pasca sarjana unimed, p. 134

cycles the function to see there are no change in student result after commit action.



Picture 3.1 cycle classroom action research.²⁵

²⁵ Suharsismi Arikunto dkk. 2006. Penelitian Tindakan Kelas, Jakarta : Bumi Aksara, p.75-80

As for explanation of research process in every cycles that will be implemented is:

Cycle I

1. Planning

In planning phase, researchers conducted several meetings, teacher as friend to collaborate and cooperate discuss in action planning technique with make learning program activity. As for that do as follows:

- a. Make the lesson plan
- b. Making the question that will be given to each students based on the basic competence of the learning material. Such as pre-test , post-test I and post-test II
- c. Arrange the format of the observation sheet and interview sheet to be used.

2. Action

- a. Doing learning by estafet writing method in writing narrative text
- b. Giving pre-test, post-test I and post-test II

3. Observing

In this stage conducted an observation of how the learning process conducted by teacher. Implementation activities carried out during the learning process takes place, and after the learning takes place, when the implementation learning takes place that observed is the behavior of teachers and student behavior in learning process.

4. Reflecting

In this stage of reflection the researcher performs data analysis about the learning process. The data obtained were assessed, what happen and the cause of the occurrence. And then the researcher looking for solution to resolve problem encountered so that action can run effectively and efficiently in the next cycle.

Cycle II

In this cycle, the steps of the activities undertaken are the same as the steps that have been implemented in cycle I. Cycle two is implemented to correct errors that occur in the implementation of cycle I so that what has not been achieved in cycle I will be achieved in action cycle II.

D. Technique For Data Collection

In this research, the data is collected by using qualitative data and quantitative data. The qualitative data describes the condition, situation and responses of the students during teaching-learning process and interview. In this quantitative data, the researcher uses observation, and test. In collecting quantitative data, the researcher conducts writing test. In this research, there are two kinds of test given by the researcher to the students. They are pre-test and post-test.

E. Instrument of Data Collection

To know data and information in research, so technique that use in collect data is:

1. Observation Sheet

Observation is commit observation to all learning activities that do by teacher class or subject teacher of early until finish learning process.

The meaning observation to see uniformity learning planning with plan learning has been designed.

2. Interview Sheet

Interview is the collect information with do question and answer from resource person, as well it resource person from teacher although from students about how learning process which this during doing in the class.

3. Test

Test is tool of obtain as long as students' ability to finish issue in submit and see success students' from a material that in the explained , test use of value and measure students learning outcome by working question.

F. Techniques for Data Analysis

In analyzing the data related to the students' test of writing, the writer uses analytical scoring rubric adapted from weigle. There are five component presented in the analytical scoring rubric for writing such as: content, organization, vocabulary, language use, and mechanic. The following table is the analytical scoring rubric used by the writer to analyze the students' writing narrative text.

Table 3.2**Analytical scoring rubric adapted from weigle²⁶**

Aspect	Score	Criteria
Content	30-27	EXCELLENT TO VERY : Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE : Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks detail.
	21-17	FAIR TO POOR : limited knowledge of subject, little substance, inadequate development of topic.
	16-13	VERY POOR : does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	EXCELLENT TO VERY GOOD : Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE : Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR : Non-fluent, ideas confused or disconnected, lack logical sequencing and development.
	9-7	VERY POOR : Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	EXCELLENT TO VERY GOOD : Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE : Adequate range, occasional errors of word/ idiom form, choice, usage <i>but the meaning not obscured</i> .
	13-10	FAIR TO POOR : Limited range, frequent errors of word/idiom form, choice, usage <i>meaning confused or obscured</i> .
	9-7	VERY POOR : Essential translation, little knowledge of english vocabulary, idioms, word form, or not enough to evaluate,

²⁶Sara Chusing Weigle, (2002), *Assessing Writing*, Edinburgh: Cambridge University Press, p.116

Language use/Grammar	25-22	EXCELLENT TO VERY GOOD : Effective complex construction, fews errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	GOOD TO AVARAGE :Effective but simple constructions, minor problems in complex construction, seceral error of agreement, tense, number, word order/function, articles, pronouns, preposition <i>but meaning seldom obscured.</i>
	17-11	FAIR TO POOR : Major problemsin simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition <i>but meaning seldom obscured.</i>
	10-5	VERY POOR : Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	EXCELLENT TO VERY GOOD :Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVARAGE : Occasional errors of

	3	spelling, punctuation, capitalization, paragraphing, <i>but meaning not obscured</i> .
	2	FAIR TO POOR : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, <i>meaning confused or obscured</i> . VERY POOR : no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

To get the mean of students' writing score within one cycle uses the formula:

$$M = \frac{\sum X}{N}$$

M : Mean

$\sum x$: The total value of X

N : The total number of students.²⁷

Next, to get percentage which passes the minimum mastery kriteria-kriteria Ketuntasan Minimal (KKM) 77. The score percentage of each cycle will be calculated by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

P : The percentage of students who get the point (≥ 77).

²⁷AnasSudjono, (2008), *PengantarStatistika Pendidikan*, Jakarta : Raja Grafindo PPersada, p. 75

R : The total number of students.

T : The total number of students who do test.²⁸

²⁸Purwanto M. Ngalim (2002), *Prinsip-Prinsipdan Pembelajaran*, Bandung : PT. RemajaRodakarya, p. 132

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. Data Analysis

The data were analyzed by quantitative and qualitative approach. The quantitative data were taken from the mean of the students' score in taking test. The qualitative data were taken from interview and observation. This research was conducted in one class with 30 students'. Each cycle consisted of four steps of action research (planning, action, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle. The students were taken the test as the post test.

Table 4.1

The students' score

NUMBER	INITIAL OF NAME	SCORE		
		Pre-test	Post-test I	Post-test II
1.	AAR	79	82	90
2.	MA	78	80	90
3.	DD	60	70	80
4.	MRF	64	70	77
5.	MA	60	70	77

6.	RMBR	60	77	80
7.	SP	64	80	90
8.	DA	50	78	80
9.	SZ	67	75	80
10.	VAB	50	70	77
11.	RS	60	70	80
12.	MH	50	60	77
13.	C	78	83	90
14.	SCA	79	80	90
15.	A	-	60	60
16.	WA	-	60	60
17.	DF	70	79	90
18.	NF	67	75	85
19.	F	63	77	82
20.	M	77	78	90
21.	RIH	77	79	85

22.	YP	78	78	80
23.	AH	63	70	80
24.	BI	70	79	80
25.	IFD	70	78	80
26.	SN	70	80	82
27.	NIN	71	80	83
28.	SCA	70	80	80
29.	N	60	79	81
30.	AR	-	60	60
TOTAL		$\sum X = 1805$ $M = 60.16$	$\sum X = 2189$ $M = 72.96$	$\sum X =$ 2416 $M =$ 80.53

From the data above, it was found that the students' score in pre-test was 1805, the students' mean score was 60.16 in post-test 2189 with the students' mean score was 72.96 and in post-test II was 2416 with the students' mean score 80.53.

1. The Qualitative Data

The qualitative data were taken the interview. The interview was done before conducting the first cycle. The researcher found out that teacher's problem in teaching writing test was the inappropriate use of teaching method. The researcher also found out that the students still have difficulties in following lesson especially in learning writing. It is shown from the result of interview with the English teacher as follow. In my opinion, they are not active in the process of learning in class.

From the result of interview with the English teacher showed that so they need ambience and new method in process of learning so that they not fell bored in the class and motivation students in study can increase especially learning writing. Teacher stated that the students were very difficult to be focus in following the lesson of writing. It was also strengthened by the result of interview with the students as follow. I can write a little miss, then I just write and collect to the teacher. It means that the student still fell difficult in understanding the writing. Especially for the write a story.

2. The Quantitative Data

1.1 The Students' Ability at Writing Narrative Text Before Treatment

The writer gave a pre-test. The total score of the students was 1805 and the number of the students who did the test were 30, so the mean of the students score was 60.16. Here the students' score of pre-test as follow:

Table 4.2

The students' score before treatment (pre-test)

NUMBER	INITIAL OF NAME	PRE-TEST OF THE FIRST CYCLE	
		PRE-TEST	CRITERIA OF SUCCES ≥ 77
1.	AAR	79	Success
2.	MA	78	Success
3.	DD	60	Unsuccess
4.	MRF	64	Unsuccess
5.	MA	60	Unsuccess
6.	RMBR	60	Unsuccess
7.	SP	64	Unsuccess
8.	DA	50	Unsuccess
9.	SZ	67	Unsuccess
10.	VAB	50	Unsuccess
11.	RS	60	Unsuccess

12.	MH	50	Unsuccess
13.	C	78	Success
14.	SCA	79	Success
15.	A	-	-
16.	WA	-	-
17.	DF	70	Unsuccess
18.	NF	67	Unsuccess
19.	F	63	Unsuccess
20.	M	77	Success
21.	RIH	77	Success
22.	YP	78	Success
23.	AH	63	Unsuccess
24.	BI	70	Unsuccess
25.	IFD	70	Unsuccess
26.	SN	70	Unsuccess
27.	NIN	71	Unsuccess

28.	SCA	70	Unsuccess
29.	N	60	Unsuccess
30.	AR	-	-
TOTAL		$\sum X = 1805$ $X = 60.16$	

From the table above, the students' who got point up 77 were 7, and there were 23 students unsuccessful. In addition, the total score of the students' score was 1805 and the number of the students who did the test were 30, so the mean of the students was:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1805}{30}$$

$$M = 60.16$$

From the formula above, the students' ability at writing narrative text was low. The mean of the students' score was 60.16. The percentage of students who were successful in writing narrative text was calculated by using the formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P1 = \frac{7}{30} \times 100\%$$

$$= 23.33 \%$$

$$P2 = \frac{23}{30} \times 100\%$$

$$= 76.67\%$$

Table 4.3

	Criteria	Total Students	Percentage
P1	Success	7	23.33%
P2	Unsuccess	23	76.67%
Total		30	100%

From the data analysis above, the students writing narrative text achievement was low. It could be seen from the mean of the students' score was 60.16. The percentage of the students' score denoted that 7 students got successful score or it was 23.33%. In the other hand, 23 students got unsuccessful score or it was 76.67%. It can be concluded that the students' writing ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

1.2 The Treatment Done in Cycle I

The writer gave test in post-test I, the test was given after being thought by using Chain Writing. The writer found improvement of the students' who got point 77 up in post-test I of the cycle. Here students' score of post-test in the first cycle.

Table 4.4

The students' score in post-test I

NUMBER	INITIAL OF NAME	SCORE	
		POST-TEST I	CRITERIA OF SUCCESS ≥ 77
1.	AAR	82	Success
2.	MA	80	Success
3.	DD	70	Unsuccess
4.	MRF	70	Unsuccess
5.	MA	70	Unsuccess
6.	RMBR	77	Success
7.	SP	80	Success
8.	DA	78	Success

9.	SZ	75	Unsuccess
10.	VAB	70	Unsuccess
11.	RS	70	Unsuccess
12.	MH	60	Unsuccess
13.	C	83	Success
14.	SCA	80	Success
15.	A	60	Unsuccess
16.	WA	60	Unsuccess
17.	DF	79	Success
18.	NF	75	Unsuccess
19.	F	77	Success
20.	M	78	Success
21.	RIH	79	Success
22.	YP	78	Success
23.	AH	70	Unsuccess
24.	BI	79	Success

25.	IFD	78	Success
26.	SN	80	Success
27.	NIN	80	Success
28.	SCA	80	Success
29.	N	79	Success
30.	AR	60	Unsuccess
TOTAL		$\sum X = 2189$ $X = 72.96$	

From the result in the table above in post-test I, the students' who got point ≥ 77 was 18 students', and the students' did not get point ≥ 77 was 12 students'. The total students who follow test was 30, so the mean of the students was:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2189}{30}$$

$$M = 72.96$$

From the data result above, the students' ability at writing narrative text in post-test I was still low. It could be seen of the mean score of the students' was

72.96. The percentage of students' who got point up 77 in writing narrative text test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P1 = \frac{18}{30} \times 100\%$$

$$= 60 \%$$

$$P2 = \frac{12}{30} \times 100\%$$

$$= 40\%$$

Table 4.5

Percentage of students' score in post-test of the first cycle

	Criteria	Total students'	Percentage
P1	Success	18	60%
P2	Unsuccess	12	40%
Total		30	100%

From the table above in post-test I, the writer concluded that the students' ability at writing announcement was still low. And it could be seen by the fact of mean that the students' score in post-test I was 72.96. The percentage of the

students' got point up 77 was 18 students' or it was 60%. And 12 students get unsuccess score or it was 40%. It can be concluded that the students' ability at writing narrative text in post-test I was categorized unsuccessful. The writer would continue in the second cycle.

2 The First Cycle

The writer also have done some steps in the first cycle, they were planning, Action, Observing, Reflecting. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing observation sheet I made the lesson plan for two cycle.

b. Action

In this step, there were some activities that had been done by the researcher. Firstly, the researcher explained about narrative text, and give some example to make the students more understood. After they were know to different the kind of writing, the teacher was applied Chain Writing and explained the function of using Chain Writing in increase their writing in narrative text.

c. Observing

In observing, the researcher ask the students' put their writing at whiteboard. We can see from their mark there are 18 students' who got score up 77, it is better than their pre-test that there is 7 students' got score up 77.

d. Reflecting

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by implementing of Chain Writing, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting.

The evaluation become the reflection to the researcher cycle two. From the students' responses and the students' score above, the researcher stated to continue in cycle two in hoping to be better than before.

1.3 The Treatment Done in Cycle II

The researcher choose to continue the researcher in cycle two. The aim to seen raising the students' score in writing narrative text after doing post-test I in the first cycle. Here the students' score of post-test II in the second cycle.

Table 4.6

The students' score in post-test of the second cycle

NUMBER	INITIAL OF NAME	SCORE	
		POST-TEST II	CRITERIA OF SUCCESS ≥ 77
1.	AAR	90	Success
2.	MA	90	Success

3.	DD	80	Success
4.	MRF	77	Success
5.	MA	77	Success
6.	RMBR	80	Success
7.	SP	90	Success
8.	DA	80	Success
9.	SZ	80	Success
10.	VAB	77	Success
11.	RS	80	Success
12.	MH	77	Success
13.	C	90	Success
14.	SCA	90	Success
15.	A	60	Unsuccess
16.	WA	60	Unsuccess
17.	DF	90	Success
18.	NF	85	Success

19.	F	82	Success
20.	M	90	Success
21.	RIH	85	Success
22.	YP	80	Success
23.	AH	80	Success
24.	BI	80	Success
25.	IFD	80	Success
26.	SN	82	Success
27.	NIN	83	Success
28.	SCA	80	Success
29.	N	81	Success
30.	AR	60	Unsuccess
TOTAL		$\sum X = 2416$ $X = 80.53$	

From the data of post-test II in the second cycle, the students who got point up 77 was 27, and the students' did not get point up 77 was 3. And the total score of the students was 2416 and the number of students who took the test was 30, so the mean of the students was:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2416}{30}$$

$$M = 80.53$$

From the analysis data above, the students' writing ability in post-test II was improved. It could be seen of the mean score of the students was 80.53. It means that the score was categorized success. The percentage of students who were success in writing text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P1 = \frac{27}{30} \times 100\%$$

$$= 90 \%$$

$$P2 = \frac{3}{30} \times 100\%$$

$$= 10\%$$

Table 4.7

The percentage of students' score in post-test of the second cycle

	Criteria	Total students'	Percentage
P1	Success	27	90%
P2	Unsuccess	3	10%
Total		30	100%

From the table analysis in post-test II, the researcher concluded that the students' writing narrative text achievement was improved. It could be seen from the mean of the students' score was 80.53. The percentage of the students' score of 30 students got 27 students who is successful or it was 90%. In the other hand, 3 students' got unsuccessful score or it was 10%. It can be concluded that the students' writing ability in post-test II in the second cycle was categorized success and increase. So the researcher finished the study in this cycle.

2 The Second Cycle

The students' responses in the second cycle were very well. The students' ability at writing narrative text were increase continuously. The students' were more enthusiastic and serious when the students' had understood how to write narrative text. And the condition in the class were also good and the students had good responses to the researcher's explanation.

The researcher also have done some steps in the second cycle, they were planning, action. Observing, reflecting here the activities that have done in every steps:

a. Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching learning process in teaching at writing narrative text. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about explanation at writing narrative text from the researcher. Besides that, the researcher as the teacher used the method to make the students more interested and developed their creativity and also more focused in the material. The researcher also created the supportive situation in the class during teaching learning process.

b. Action

In this step, there were some activities that had been done by the researcher. Firstly, the researcher explained about narrative text, and gave some example to make the students more understood. After they knew the different kind of writing, the researcher applied Chain Writing Method and explained the function of using Chain Writing to students.

c. Observing

The researcher was very proud of the result of students' tests. From the last result it indicated that the students were able to write at narrative text by using Chain Writing. Most of students' got score up 77.

d. Reflecting

After checking the students' written test of narrative text by giving test to them, it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students' could improve their writing ability by using Chain Writing. The students' score in the second cycle was higher than the score in the first cycle.

Table 4.8

The percentage of students who got point up to 77

Competence test	Percentage
Pre-test	23.33 %
Post-test I	60 %
Post-test II	90.00 %

The result of percentage of students' ability during the researcher showed that percentage of students' ability improved in each test. In the pre-test there was only 23.23% (7 students') who got point 77. It was caused by the teacher did not give the treatment to the students' before they learn about writing narrative text.

In the post test there was the improvement of percentage of students' who got point up 77 namely 60% or 18 students. In post- test I cycle, the students did not get meaningful change score from pre-test to post-test I, although the teacher had applied Chain Writing Method in teaching narrative text. It was caused by some of students' still did not

know how to write well in writing narrative text and students' still confused how they applied the method writing narrative text, when the teacher explained Chain Writing Method they did not give attention well.

Their score improving from pre-test until post-test II. It was caused in this cycle the teacher still applied Chain Writing and explained it more detail, and also the teacher additional activities that were based on the reflection done by the teacher and collaboration to prevent the same mistakes in cycle I and to get better improvement of the students' score. Teacher motivated students' to generate their interest in learning English, give punishment to the students' were noisy to stand up in front of the class gave more chance and attention to students' were not confidence to present their work or to ask what they had not understand.

From the data, it indicated that using Chain Writing Method in learning narrative text in writing was improve, and the data above can be concluded that the students' ability have been increased by using Chain Writing.

B. Research Finding

The result was indicated that there was increasing of the students writing ability by using Chain Writing Method. It was supported by the mean of the students' score in every meeting that increased. Here the data analysis of the students' score every meeting.

Table 4.9

Data analysis of students' score post-test of the first cycle and post-test of the second cycle.

NO.	Name	CYCLE I		CYCLE II	
		POST-TEST I		POST-TEST II	
		SCORE	CRITERIA SUCCESS ≥ 77	SCORE	CRITERIA SUCCESS ≥ 77
1.	AAR	82	Success	90	Success
2.	MA	80	Success	90	Success
3.	DD	70	Unsuccess	80	Success
4.	MRF	70	Unsuccess	77	Success
5.	MA	70	Unsuccess	77	Success
6.	RMBR	77	Success	80	Success
7.	SP	80	Success	90	Success
8.	DA	78	Success	80	Success
9.	SZ	75	Unsuccess	80	Success
10.	VAB	70	Unsuccess	77	Success
11.	RS	70	Unsuccess	80	Success

12.	MH	60	Unsuccess	77	Success
13.	C	83	Success	90	Success
14.	SCA	80	Success	90	Success
15.	A	60	Unsuccess	60	Unsuccess
16.	WA	60	Unsuccess	60	Unsuccess
17.	DF	79	Success	90	Success
18.	NF	75	Unsuccess	85	Success
19.	F	77	Success	82	Success
20.	M	78	Success	90	Success
21.	RIH	79	Success	85	Success
22.	YP	78	Success	80	Success
23.	AH	70	Unsuccess	80	Success
24.	BI	79	Success	80	Success
25.	IFD	78	Success	80	Success
26.	SN	80	Success	82	Success
27.	NIN	80	Success	83	Success

28.	SCA	80	Success	80	Success
29.	N	79	Success	81	Success
30.	AR	60	Unsuccess	60	Unsuccess
TOTAL		$\Sigma X = 2189$ $X = 72.96$		$\Sigma X = 2416$ $X = 80.53$	

It could be seen that the mean of the first cycle was 72.96. It was still low and did not get point up 77 because the students' still felt difficult and not confident to write narrative text. But, the mean in the second cycle was better than the first cycle. It was 2416 or it was 80.53, from the result of data analysis showed that there was an improvement at the writing students' ability by using Chain Writing. It was showed from the mean of post-test in the first cycle was 72.96 and post-test in the second cycle was 80.53. So, there was improvement in every cycles.

Table 4.10

The percentage of students' ability at writing narrative text by using Chain Writing in post-test of the first cycle and post-test of the second cycle.

Meeting			The Students Who Got Up To 77	Percentage
Cycle I	1	Post-test	18	60%
Cycle II	2	Post-test	27	90%

Based on the table above, the result indicated that there was an improvement on the students' ability at writing narrative text by using Chain Writing. The mean of the first cycle was 72.96, it was good enough. The mean of second cycle was 80.53, in indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point 77 also grew up. On the pre-test, the students' who got point 77 up w9ere 7 students (23.33%). In the post-test of cycle I students who got point 77 up were 18 students (60%). In means that there was an increasing about 60%. The post-test of cycle II, students who got point 77 to up there were 27 students (90%). For the total increasing of the students' score from pre-test to post-test of cycle II was 90%. In the other words, the students' ability in writing narrative text and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the quantitative data. The qualitative data were organized from the observation sheet and interview sheet. All of these data indicated that the students' given their attitude and responses during teaching learning process. Based on the result of the qualitative and quantitative data, it could be concluded that Chain Writing could improve students' ability in writing narrative text especially the students' at MTs. AL-Muttaqin.

C. Discussion on Research Finding

The research was conducted to find out the improving of the students' ability at writing narrative text by using Chain Writing. Chain Writing was one of methods that could help the students be easier in learning writing especially writing narrative text.

The research that had been done by the researcher indicated that Chain Writing was effective. It could be seen from the tables showed us the increasing of students' score from pre-test, post-test I and II. In pre-test students' who got mean score 77 just 7%, it because students less understand with teacher explanation, in post-test I students who got mean score 77 just 18%, it because some students still not listen teacher explanation, in post-test II students who got mean score 77 were 27% in post-test II students' more active and listen teacher explanation and students' not many played.

Based on the explanation above, it shows that improving the students' achievement at writing narrative text got good improvement. There was improvement on the students' achievement at writing narrative text by using Chain Writing

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result and discussion about increasing the students' ability at writing narrative text by using Chain Writing could be concluded that:

1. The students' ability at writing narrative text not increase before using Chain Writing Method. It was showed by pre-test 60.16
2. The students' respond to language teaching when they were being taught by using Chain Writing was very good. It can be seen from the observation sheet of students' activity in cycle I until cycle II.
3. The students' ability at writing narrative text could increase after using Chain Writing Method. It was showed by pre-test 60.16 and post-test I 72.96 and post-test II 80.53. There was an improvement in every cycle. Chain Writing could increase the students' ability at writing narrative text at MTs. AL-Muttaqin.

B. Suggestions

Based on the result of this research, the writer suggestion:

1. For the teacher, this study can be an alternative solution to increase students' ability at writing narrative text.
2. For the researcher, the other researcher can use this study to do deeper related research.

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