

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter presented the presentation of data and the research findings. The data presentation and research findings obtained from interviews with students. The findings presented to answer the research problems which contained two points: 1). The implementation of chain writing method in learning writing at second grade of MTs Sultan Agung. 2). Improving students' writing motivation at second grade of MTs Sultan Agung by using chain writing method.

In this data presentation, the researcher presented the data based on the result of doing the interview.

#### **A. The Implementation of Chain Writing Method in Learning Writing at Second Grade of MTs Sultan Agung**

To answer the question of the research number one, the researcher conducted the research in September 21<sup>th</sup> 2020. The first step done by the researcher was interview with the teacher and students. By doing interview, the researcher knew about the teaching activity by using chain writing method. The researcher asked about how the implementation of using chain writing method in the class, especially in teaching recount text.

This method is one of the methods that English teacher in MTs Sultan Agung use to teach English writing. English teacher in MTs Sultan

Agung use chain writing method when she explained the material for second grade in MTs Sultan Agung to makes students could understand about the material and also students felt enjoy to works together. The results of interview with the informant in MTs Sultan Agung on September 21<sup>th</sup> 2020 showed that the implementation of chain writing method is the first, the teacher needs to decide a topic or theme for the students to write the story and tell his/her students that they are going to write a story. Second, the teacher needs to divide the students into some groups. A group will consist of 5 or 6 students. Then, the students are asked to sit in a circle with their group. Third, the teacher asks the students to prepare for a blank paper and tell them the topic for the story that they are going to write. The teacher also asks students to write their name on the top right side of the paper. Forth, the teacher asks to the students write down their recount text continuous with their friends in a group. This activity continues until the time is up. After the time is up, the teacher asks the students to give the paper back to its owner. Then, they are asked to read their own papers and check for incorrect sentences for example the sentences that are not relevant with the previous sentences or with the topic which are called incoherent sentences. Finally, the teacher asks one of the students to write down the result of the story on the board which then the teacher together with the students correct the mistake in the story.

In the implementation of chain writing method that teacher at MTs Sultan Agung used with the theory from Saragih and Rabbani (2017) there are some differences was as follows :

### **1. Material Used in Implementing of Chain Writing Method**

From the results of interview with the teacher and student in MTs Sultan Agung, the material that used in teaching using chain writing method by the English teacher in MTs Sultan Agung is Recount Text. It is confirmed by the result of interview with student, the student said that their English teacher using chain writing method when the material is recount text. It also supported by the teacher statement. It is different from Saragih and Rabbani (2017) indicates that by using chain writing method, students are given the freedom to express their imagination through the writings were produced as descriptive text.

The different between learning chain writing method for descriptive text and recount text is only in the technique of giving the material. In the descriptive text, students presented a picture that should be described and execute the chain method of writing. If in the recount text, students presented a theme that should be retell their experienced according to the theme by using chain writing method. The different of implementing chain writing method in learning writing does not change the way and the purpose of teaching and learning process using chain writing method that is to make

learning fun and not boring for students. As stated from the student of MTs Sultan Agung that chain writing method in learning recount text can motivated them in learning process because this method more fun. The students of MTs Sultan Agung also said that if they learning descriptive text using chain writing method, it is also will be fun learning and more motivated them in learning English writing in the class.

From the finding of the result about the material that used in implementing of chain writing method, there is different material that use by English teacher in MTs Sultan Agung with the previous theory. But those different does not change the implementation of chain writing in learning process.

## **2. Participant Number in a Group for Implementing of Chain Writing Method**

Based on the result of interview with the informant from the teacher and student in MTs Sultan Agung, the researcher also found that the participant number in a group when implementing chain writing method from the English teacher in MTs Sultan Agung with the previous theory is different. It is confirmed by the result of interview with student, the student said that their teacher divides their class into 5 up to 6 students every group in implementing chain writing method. It is also supported by the teacher said. But it is different from Saragih and Rabbani (2017) indicates that the teacher divides the students into groups numbering 4 up to 5 students every groups. This difference occurs because the condition of

second grade in MTs Sultan Agung there are 27 students in the class, consist of 15 male students and 12 female students. It is suitable if a class divides into 5 up to 6 students, so in this class there are 5 groups include 3 groups male students and 2 groups female students.

From the finding of the result about participant number in a group that used in implementing of chain writing method, there is different participant number in a group that use by English teacher in MTs Sultan Agung with the previous theory. This difference because the condition of the number participant in second grade of MTs Sultan Agung is more suitable if the number participant in a class divides into 5 up to 6 students each group.

### **3. Time Allocation Used in Implementing of Chain Writing Method**

From the results of interview with the teacher and student in MTs Sultan Agung about the implementation in teaching using chain writing method by the English teacher in MTs Sultan Agung, the researcher found that to do this method every group has time for about 20 minutes. As student said that the teacher gives them time 20 minutes to make a recount text in a group. This time is different with Saragih and Rabbani (2017) which explain that in applying this method every group member has time about 20-30 minutes to complete their assignment.

On the occasion of the interview, the researcher asked to the student as an informant about the differences in the use of the time. The researcher asks what if the time allocation in applying chain writing method is in

accordance with the existing theory which is 20 up to 30 minutes. Then the students said that the longer time is better because it makes the writing time longer and gives students the opportunity to write more.

From the finding of the result about time allocation that used doing implementation of chain writing method, there is different time allocation that used by English teacher in MTs Sultan Agung with the previous theory. In this difference, students at MTs Sultan Agung agree more with the time allocation that mentioned in theory.

## **B. Improving Students' Writing Motivation at Second Grade of MTs Sultan Agung by Using Chain Writing Method.**

To answer research question number two, it would be explained in this following explanation about using chain writing method to improve students' writing motivation at second grade of MTs Sultan Agung. These data got from interview.

### **1. Student's Responses Toward Applying Chain Writing Method**

In this part the researcher will describe how the students response when the teacher apply chain writing method in the class. Based on the result of interview, the researcher interviewed two students which have different backgrounds. One student have high motivation in learning English writing and another student have low motivation in learning English writing.

From the results of interview with the teacher and student in MTs Sultan Agung about the student's responses toward applying chain

writing method, the informant said that learning using chain writing method is more fun, helping student to understand the lesson easily and make them more interested with the lesson, so learning using this method can motivated them in learning English writing especially recount text. It is happened because this method requires every student to write down imaginative sentences in their practice book (at least one sentence) in a group. It is also supported with Saragih and Rabbani (2017) explain that Chain writing method is a method which requires students to be active in the learning process and which has the goal to make the students enjoy the learning process in the class and which gives them a chance to write a certain topic together with their classmates.

From the finding of the result about student's responses toward applying chain writing method in MTs Sultan Agung, the informant and the theory have the same perception that learning English writing using chain writing method makes student more fun and it is also helping student to understand the lesson about recount text easily.

## **2. Chain Writing Method to Improve Students' Writing Motivation**

In driving the success of realizing the goal of research, motivation is very important determinant, because motivation can help students understanding the lesson better, with have strong motivation to study, students will show the interest, activity, and participation in the learning process that followed them, so can achieve the goal of study. In this part the researcher will describe how chain writing method can

improve students' writing motivation, especially in learning recount text in the class. First student and second student agree that chain writing method can improve their motivation.

Based on the result of interview with the teacher and student about students' writing motivation after learning using chain writing method, the informant said that learning fun and not boring can be felt by students when used this method and it can increase their motivation to learn English writing. It is also supported with Saragih and Rabbani (2017) explain that the implementation of chain` writing would be more effective for learning writing because students will be more motivated to learn in groups than individually. This condition gives good effect for the students, because making their score more increase than before. As mentioned the student of MTs Sultan Agung that their score and their friend's score better than other English lesson score. It shows that their friends also accepting this method. Saragih and Rabbani (2017) also said that through chain writing students will be motivated to learn writing a text and it will also give positive impact to students' writing skill.

From the finding of the result about the use of chain writing method to improve students' writing motivation in MTs Sultan Agung, the informant and the theory have the same perception that learning English writing using chain writing method gives positive impact in their motivation learning and also increasing their score.