

**STUDENTS' VIEW REGARDING THE USE OF CHAIN
WRITING FOR COLLABORATIVE LEARNING IN ENGLISH
CLASSROOM**

THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

2023

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WRITING FOR COLLABORATIVE LEARNING IN ENGLISH
CLASSROOM**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of
The Requirement of the Degree of English Language Teaching (S.Pd) in English
Education Department*

By

Rif'ah Najia

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

2023

APROVAL SHEET

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THESIS

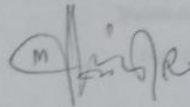
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STUDENTS' VIEW REGARDING THE USE OF CHAIN WRITING FOR COLLABORATIVE LEARNING IN ENGLISH CLASSROOM

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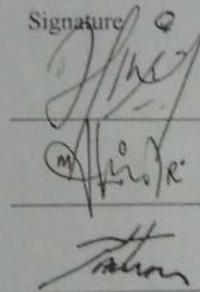
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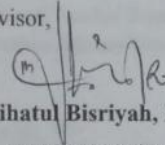
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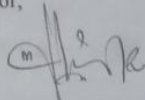
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1. This thesis has never been submitted to any other tertiary education institutions for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 19 May 2023

The Researcher,

Rif'ah Najia

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MOTTO

Be happy and be yourself. Ignore all the things that make you sad.

You matter more than anything else

~JIA~

THESIS DEDICATION

I would like to dedicate this thesis to my family who I love, care for, and cherish. For my father, Mr. H. Susneri, who has already been taken by Allah SWT, I hope that my father will get mercy in the grave and in the hereafter. For my mother, Mrs. Hj. Munashikhah, M.Pd who always supports whatever decision I make, encourages me when I feel tired in living life, and always prays for me in goodness. For my big sister and big brother-in-law who always support me. For my two nephews who always entertain me with their funny behavior. For my dear little brother, thank you for being a great sister.. And the last is for my friends in the English department, thank you for making my experience of being a college girl very enjoyable. And for my groupmates in Jiggly Puff, thank you for listening to my complaints and providing solutions to the problems I face.

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In working on this thesis, the author is sure that there are still deficiencies that exist in this thesis. The author hopes for suggestions and also constructive criticism so that in the future researchers can improve and be better. Hopefully this thesis can help all readers.

Malang, 19 May, 2023



Rif'ah Najia

LATIN-ARABIC TRANSLITERATE GUIDELINES

The Arabic-Latin transliterate in this thesis uses transliterate guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا = a	ز = Z	ق = q
ب = b	س = S	ك = k
ت = t	ش = Sy	ل = l
ث = ts	ص = Sh	م = m
ج = j	ض = Dl	ن = n
ح = <u>h</u>	ط = Th	و = w
خ = kh	ظ = Zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = Gh	ي = y
ر = r	ف = F	

B. Long Vowels

Long (a) vowel = â
Long (i) vowel = î
Long (u) vowel = û

C. Diphthong Vocals

أو = aw
أي = ay
أو = û
إي = î

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ABSTRAK

Najia, Rif'ah. 2023. *Pandangan Siswa Mengenai Penggunaan Menulis Berantai Untuk Pembelajaran Kolaboratif Di Kelas Bahasa Inggris*. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang Pembimbing Maslihatul Bisriyah, M.TESOL.

Kata Kunci : Pandangan siswa, Menulis Berantai, Menulis Kolaboratif, Kelas Bahasa Inggris

Metode mengajar yang digunakan oleh guru sangat mempengaruhi keberhasilan siswa dalam proses pembelajaran. Oleh karena itu, guru harus memperhatikan apa yang dibutuhkan siswa agar dapat memotivasi siswa untuk melaksanakan pembelajaran dengan baik. Menulis berantai merupakan salah satu metode pembelajaran yang diterapkan oleh guru Bahasa Inggris SMA Surya Buana Malang untuk meningkatkan motivasi siswa dalam belajar menulis.

Penelitian ini menggunakan metode kuantitatif dengan model Cross-Sectional survey. Tujuan untuk mengetahui bagaimana pandangan siswa kelas XI mengenai penggunaan chain writing untuk pembelajaran kolaboratif di kelas bahasa Inggris dan juga kesulitan apa saja yang dihadapi siswa ketika belajar menggunakan chain writing. Subjek penelitian ini adalah siswa kelas 10 SMA Surya Buana Malang pada tahun ajaran 2022/2023. Data penelitian dikumpulkan melalui kuesioner, wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa chain writing sangat membantu dalam meningkatkan kemampuan siswa untuk menulis dalam Bahasa Inggris. Siswa berpendapat bahwa penerapan menulis berantai sangat menyenangkan untuk diterapkan dalam pembelajaran menulis. Hal ini dikarenakan siswa menyukai pembelajaran berbasis kelompok karena siswa dapat lebih cepat memahami materi dengan saling membantu satu sama lain. Namun, siswa yang memiliki kemampuan rendah menghadapi beberapa kesulitan saat menerapkan metode ini, termasuk kurangnya kosakata dan tata bahasa. Sementara untuk siswa yang sudah mahir, mereka mungkin akan mendapatkan masalah ketika berkolaborasi dengan siswa yang masih rendah yang selalu suka bertanya selama kegiatan berlangsung.

ABSTRACT

Najia, Rif'ah. 2023. *Students' View Regarding the Use of Chain Writing for Collaborative Learning in English Classroom*. Undergraduate Paper. English education department. Faculty of Education and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Maslihatul Bisriyah, M.TESOL.

Keywords: Students' views, Chain Writing, Collaborative Writing, English Classroom

The teaching method used by the teacher greatly influences the success of students in the learning process. Therefore, teachers must pay attention to what students need in order to motivate students to carry out learning well. Serial writing is one of the learning methods applied by SMA Surya Buana Malang English teachers to increase students' motivation in learning to write.

This study uses a quantitative method with a cross-sectional survey model. The aim is to find out how students of class XI view the use of chain writing for collaborative learning in English class and also what difficulties students face when learning to use chain writing. The subjects of this study were 10th grade students of SMA Surya Buana Malang in the 2022/2023 academic year. Research data were collected through questionnaires, interviews, and documentation.

The results of the study show that chain writing is very helpful in improving students' ability to write in English. Students think that the use of chain writing is very fun to apply in learning to write. This is because students like group-based learning because students can more quickly understand the material by helping each other. However, students with low abilities faced several difficulties when applying this method, including a lack of vocabulary and grammar. Meanwhile for students who are advanced, they may have problems when collaborating with students who are still low who always like to ask questions during activities.

مستخلص البحث

نجي رفعاه آراء الطالب نهما ٲنعلق باسئخدام الكئابة المبريئة للتعلم التعاوني في دروس اللغة الإنجليزية. سكرٲب ، قسم تعليم اللغة الإنجليزية. كلية طرٲبة وجامعة الدولة السالمية موالنا مالك ابراهيم مالنغ دلؤل مسعي سرٲبة

تؤثر طرق التدريس التي يستخدمها المعلمون بشكل كبير على نجاح الطلاب في عملية التعلم. لذلك ، يجب على المعلمين الانتباه إلى ما يحتاجه الطلاب لتحفيز الطلاب على تنفيذ التعلم بشكل صحيح. سلسلة الكتابة هي إحدى طرق التعلم التي يطبقها معلمو اللغة لزيادة تحفيز الطلاب في تعلم الكتابة Surya Buana Malang الإنجليزية في المدرسة الثانوية في

يستخدم هذا البحث طريقة نوعية مع مسح. الهدف هو معرفة كيف ينظر الطلاب إلى الفصل الحادي عشر حول استخدام الكتابة المتسلسلة للتعلم التعاوني في دروس اللغة الإنجليزية وأيضًا الصعوبات التي يواجهها الطلاب عند تعلم استخدام الكتابة المتسلسلة. في العام الدراسي 2023/2022. يتم Surya Buana Malang كان موضوع هذه الدراسة طلاب الصف العاشر من مدرسة جمع بيانات البحث من خلال الملاحظات والمقابلات والوثائق

تظهر نتائج الملاحظة أن الطلاب يبدوون متحمسين للقيام بأنشطة الكتابة التسلسلية. يجادل الطلاب بأن تطبيق الكتابة المتسلسلة ممتع للغاية للتطبيق في التعلم الكتابي. هذا ما يحب الطلاب التعلم القائم على المجموعة لأن الطلاب يمكنهم فهم المواد بسرعة أكبر من خلال مساعدة بعضهم البعض. ونتيجة لذلك ، تشهد قدرات الطلاب زيادة في الكتابة بعد تطبيق طريقة كتابة السلسلة. ومع ذلك ، يواجه الطلاب الذين لديهم قدرات منخفضة العديد من الصعوبات عند تطبيق هذه الطريقة ، بما في ذلك نقص المفردات والقواعد. بينما بالنسبة للطلاب الذين يتمتعون بالخبرة بالفعل ، قد يواجهون مشاكل عند التعاون مع الطلاب المنخفضين الذين يرغبون دائمًا في طرح الأسئلة أثناء النشاط

CHAPTER I

INTRODUCTION

This chapter will be discussed about background of the research, research question, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms

1.1 Background of the Research

Writing is one of the basic skills that must be mastered in learning English. It is a skill that makes it possible to be able to share various knowledge or thoughts without having to meet each other face to face. When someone does not dare to express what they feel, writing can be used as an object to express all hidden feelings. Besides that, writing is essential to master because writing is a skill that can hone critical thinking skills (Sadiku, 2015). Writing can increase one's creativity and also strengthen memory because the writing process itself does not only require hand skills, but writing can also hone brain abilities. The more often the brain is used to receive information, it will make the brain always active so that memory will be maintained. Allah SWT has mentioned the importance of writing in the Qur'an (Al-Alaq verses 4-5) :

الَّذِي عَلَّمَ بِالْقَلَمِ 4)
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ 5)

(4)(The Essence) who teaches (humans) with a pen (Qalam),
(5) He (Allah) teaches people what they do not know."

The meaning of the verse is that the search for knowledge must also be facilitated with writing devices so that if humans have a new discovery or knowledge, it can be reviewed by the next generation for the benefit of knowledge development. Writing can be used as a tool to express opinions to others. Writing can also be used as a mediator for understanding between humans, just as understanding using speech. The purpose of writing is that what has been learned can always be remembered by re-reading what has been written. Another benefit of writing is that it can add to someone's insight and knowledge (Ni'am, 2022)

English writing ability is a skill that can be categorized as difficult ability for EFL students because English is not their main language. As stated by Rahmatunisa (2014), there are several aspects of the difficulties faced by students in learning writing, starting from the aspect of linguistics, cognitive, and psychological problems. The linguistic aspect relates to the ability to make the correct writing structure so that it becomes a coherent paragraph. The cognitive aspect relates to the ability to master the correct grammar for writing. The psychological aspect relates to students' motivation and self-condition, which determines success in writing. Students feel less motivated to

write in class because they are lazy and also have no idea what to write. This is what makes it difficult for students to master writing, because they do not often practice writing. Writing itself is a skill that cannot be obtained quickly. It takes a lot of practice to master it.

Difficulty in learning writing, according to Bakry and Alsamadani (2015), is also determined by the strategy used in the process of learning writing. This is also supported by the opinion of Winarto (2015) that the strategies used in learning writing, have a big effect on students' achievement in writing. The use of traditional methods, such as the educators only applying the discourse method, is no longer effective because it makes students less interested in participating in learning. An educator is required to be able to create a fun learning atmosphere for students by using a variety of innovative learning strategies and by utilizing various existing technologies. There are many interesting technologies today that can be used for learning. This aims to attract students' interest in participating in learning. In studying writing there are many strategies that can be used, one of which is collaborative writing.

Collaborative writing is a form of cooperative learning which aims to help each other in learning activities. Collaborative writing according to Laal and Ghodsi (2012), is a method used in learning writing where students are required to work together as a team to complete the tasks given. Using the collaborative writing method can increase student motivation in learning writing. Collaborative learning is an interaction carried out by individuals

where they will be responsible for their actions toward their colleagues, including actions to learn and also respect the abilities and contributions of their colleagues. With collaborative writing, students can share knowledge with each other, be more courageous in writing, and learn how to work together to help each other. The use of collaborative writing can develop critical thinking skills so that it can improve academic achievement, improve language skills, and various other social aspects. The command to cooperate and help each other is contained in the Holy Qur'an (Al-Anfal verse 73) and the hadith of al-Bukhari, which reads :

وَالَّذِينَ كَفَرُوا بَعْضُهُمْ أَوْلِيَاءُ بَعْضٍ ۗ إِلَّا تَفْعَلُوهُ تَكُنْ فِتْنَةٌ فِي الْأَرْضِ
وَفَسَادٌ كَبِيرٌ

73 :And (as for) those who disbelieve, some of them are the guardians of others; if you will not do it, there will be in the land persecution and great mischief

(Al-Anfal verse 73)

تَرَى الْمُؤْمِنِينَ فِي تَرَاحُمِهِمْ وَتَوَادِّهِمْ وَتَعَاطُفِهِمْ كَمَثَلِ الْجَسَدِ إِذَا اشْتَكَى عُضْوًا تَدَاعَى
لَهُ سَائِرُ جَسَدِهِ بِالسَّهْرِ وَالْحُمَى

You will see the believers in terms of loving each other, loving, and love like one body. If any member of the body is sick, then his whole body will also be awake and burning (also feel the pain) (H.R. al-bukhari)

This verse comes down related to Allah's command to always establish cooperation between humans, especially fellow Muslims. Collaborating with each other can foster a strong sense of brotherhood between lives to become more peaceful and harmonious. This verse also came down with the intention

that humans can help each other in good things only. It is forbidden to help each other with bad things. By doing good deeds, later, these good deeds will definitely return and the otherwise (Sugesti, 2019) In the hadith above, it is ordered to look after each other human beings. Always helping each other if someone has a problem. Besides that, loving fellow human beings is an obligation that must be done (Mukhtar, 2021).

One strategy that can be used in collaborative writing is to apply chain writing. Chain writing is a writing activity in groups that can consist of 2 or more people and is carried out alternately. Chain writing is carried out by means of 1 student writing first, then continued by the next student, and so on. The activity aims to allow students to develop their imagination in writing because sometimes, when writing is done alone, it is not uncommon to run out of ideas. This learning also requires that students can work together to solve problems given by the teacher. Chain writing also gives the student the same opportunity to be able to write their opinion about the topic given by the teacher. Moreover, this activity encourages students to develop their ability to think to develop their imagination and also so that students can learn how to work together. The use of the chain writing model can make students get over the average in learning outcomes (Fadlilah et al., 2019).

The use of chain writing is also applied by teacher at SMA Surya Buana Malang. From the results of the preliminary study, the researcher interviewed students regarding the implementation of chain writing in learning descriptive text. The results of the interviews showed that the chain writing method was

rarely applied even though according to the students the chain writing method was very enjoyable. In addition, teachers tend to use the fill the blank and rearrange sentence methods to hone students' writing skills. Therefore, researchers are interested in further examining how students' perceptions regarding the use of chain writing in improving students' abilities in the field of writing.

Surya Buana High School is one of the private high schools in Malang under the auspices of the Surya Buana Foundation which was founded in 2011. Even though Surya Buana High School is still a newly established school, this school has many achievements in the academic and non-academic fields at the national and international levels. The curriculum used is Merdeka curriculum which in practice, teachers are given the authority to create learning materials that are tailored to the abilities and needs of each student.

The use of chain writing has been proven as an effective writing learning strategy by several previous researcher. As in the research conducted by Fitriyanti & Setyaningtias, Purnama and Miliha (2022), and Fadlilah et al (2019) proves that students' ability in writing after being given the chain writing strategy has increased than before. These journals are quantitative research journals which explain the use of chain writing makes students experience increased abilities compared to using ordinary methods. The increase in students' writing skills can be seen from the increase in students' writing scores. In addition, research from Saragih et al (2017) found that according to the teacher's perception, the use of chain writing can increase the

level of student interest, as evidenced by students who are enthusiastic about being able to work together with their respective partners.

The equation from the research above is that the use of chain writing has been proven effective and proven by data on increasing student scores as described by each researcher. Therefore, the researcher is interested in examining how students perceive the use of chain writing as a collaborative writing learning strategy. Furthermore, this research also wants to know how the implementation of learning writing is interesting for students. This research is useful so that later it can make learning writing more structured and can provide equal opportunities to contribute to completing an essay. Moreover, this research can also be used as one of the innovations in teaching collaborative writing so that students can prefer learning to write

1.2 Research Question

This study focuses on how EFL students perceive the implementation of chain writing strategies for learning writing. Researcher develop several questions that help to find the results of the research focus

1. How are the students' view regarding the use of chain writing in learning writing?

1.3 Research Objective

Researcher make the objectives of the research based on the research questions that have been made above:

1. To identify students' view regarding the use of chain writing in learning writing.

1.4 Significance of The Research

This research will be conducted to find out how EFL students' view regarding the use of chain writing in learning writing. This research was conducted with the hope that it can provide benefits to various parties such as students, educators and educational institutes. The first is for the students, chain writing can be used as an alternative by students to overcome problems related to writing skills. Chain writing is expected to make students more enthusiastic in learning writing. The Second is for the educators, chain writing can provide a new perspective for educators to serve as an innovation in making learning fun for students so that students can become more interested

in learning writing. Chain writing is also expected to be one of the learning strategies that can help students to fulfill learning objectives. For the educational Institutes Chain writing can be applied as a learning method that can make students more enthusiastic about learning compared to using conventional methods.

1.5 Scope and the Limitation of the Research

The scope of this research is EFL students who are in grade 10 high school in English subject. The limitation of this research is that this research only examines how students think about writing learning using the chain writing strategy.

1.6 Definition of Key Terms

To make it easier for readers to understand this research and to prevent errors in understanding. Therefore the researcher makes an explanation of the key terms as follows :

1. Students' View : the result of someone's questionnaire of something in the environment through the five senses. Perception is acquired by summarizing information from a person and interpreting the information, so that someone can give a good response bad or positive or negative through the information
2. Collaborative Writing : Writing learning process where students are required to pair or create a group to produce a text. Collaborative writing involves collaboration to negotiate and discuss to create a text.

3. Chain Writing : Learning activities which in its use require group collaboration where they will take turns to write. It started with one student then continued with other students until all group members had the opportunity to write.

CHAPTER II

LITERATURE REVIEW

This chapter will explain about learning strategy, collaborative writing, chain writing, and previous study of the research.

1.1 Students' View

1.1.1 Definition of Students' view

According to Irham and Wiyani (2013), the meaning of view or perception is a process of interpretation of an object that can evoke a response through the senses by individuals who do it as new knowledge. In addition, Glassman and Hadad (2013) also argue that view is an active process that includes selecting information, classifying information, and translating information. In terms of translating information, each individual is very likely to have different translation results from one another depending on the conditions of each individual. This opinion is also reinforced by Sugihartono et al. (2007) who say that the point of view of each individual on a problem is different because it is influenced by several factors including knowledge, experience, needs of each individual, interest in something, and different habits of each individual.

Tarmiji (2016) et al. stated that view in the world of education is a complicated process that can cause students to summarize information obtained from their environment. The better the student's view

of something, the easier it is for students to remember something given. With the view of the teacher can understand what students feel about a matter or the learning given. Students view are obtained after students make an questionnaire regarding some information, then the information is summarized and then interpreted by students according to their respective conditions.

So it can be concluded that student perception is the process of translating information provided by the environment which is then sorted, classified with the aim of knowing whether the information provided is positive or negative according to the opinions of students. The perception of each student can be different depending on what the student has experienced in his life. Perceptions are inherently subjective and it depends on a particular person's view of a particular object. So that perception is relatively influenced by some factors that come from within which are issued with their own thoughts

1.1.2 Factors That Influence Student Perceptions

In the process of student perception there are several factors that influence it. This factor is divided into 2 parts, namely external factors where external factors are factors that exist and are attached to the object, besides that there are also internal factors where these internal factors are factors that exist in the person who perceives them. The factors that influence perception are :

1. External Factors

a) Teacher

In the process of studying, the teacher plays an important part in making students want to follow the learning that is being held. Teachers must also be able to build good relationships with students because this good relationship will also have a good impact when learning takes place. So that students want to take part in learning seriously and with a happy heart. In carrying out their duties, the teacher has the authority to educate, guide, train, and evaluate students. That's why a teacher is required to have the basic competencies set in order to be able to carry out their duties properly.

b) Learning methods

The teaching method used in learning by the teacher must be adjusted to the needs of the students. This aims to make the material presented can be understood properly and correctly by students. In addition, the use of good learning methods can make students more enthusiastic and pleased in participating in learning.

c) Material

Teaching materials or learning materials prepared by the teacher for the learning process must be adapted to the

abilities of students with the aim that students can achieve the competency standards that have been set. This learning material is a means used to achieve a learning goal.

d) Facilities and infrastructure

Another thing that supports the success of a learning besides the things that have been mentioned before is the facilities and infrastructure provided by the school. Adequate facilities and infrastructure can improve student learning better and more effectively. These facilities and infrastructure include school buildings, study rooms, writing instruments, learning media, tables, chairs, and so on.

e) School Environment

A school environment that fulfills the requirements of health can provide optimal support for students' learning process. This is because a healthy school environment can make students less sick so that students can be optimized in participating in learning.

f) Friend

One of the main factors in students' perceptions of a learning method. Having friends who can have a good influence can make students better. And vice versa, if hanging out with friends who have a bad influence can make students become less good too.

2. Internal Factors

a) Attention

In studying something it is important to always pay attention to what is learned. Focus on learning can help students more quickly understand the material provided. Attention is an activity related to the psychology of students in carrying out activities and concentrating on learning

b) Interest

The definition of self-interest is having a feeling of liking or being interested in something or an activity voluntarily without coercion. Interest can also be interpreted as a person's tendency towards an object or activity that is liked. The stronger the students' interest in learning, the easier it is for students to accept the material provided.

c) Experience

Experience is something that has happened or experienced by an individual. Student experience is very influential on students when participating in learning. With a good experience in participating in learning, students' perceptions in subsequent learning will also be good. And vice versa, if the experience gained by students is not good in

learning, the student's perception of further learning is also not good.

1.1.3 The Process of Students' View

Sarwono (1994) explains that in the occurrence of perception there are 4 stages that occur namely :

1. The first is attention, this process is the stage where the individual is aware of something or someone. The manifestation of this attention is in the form of attention about events that occur, influential environmental factors, people or objects that exist. This stage is the stage where the individual recognizes an object from the outside that is captured through the senses.
2. The second is coding, this stage is a process where the information that has been seen is interpreted and then the results will be used to evaluate the events that occurred. The results of this interpretation can produce different interpretations for each individual even though what is interpreted is the same event
3. The next stage is storage, storage of information for long-term memory occurs at this stage. Interpreted information is stored in the form of general concepts, each of which contains

definitions and properties that are also related to circumstances and behavior.

4. The last stage is assessment, information that has been stored in long-term memory will be used as material for consideration in making judgments and decisions in certain matters.

1.2 Collaborative Learning

1.2.1 Definiton Of Collaborative Learning

Rosdiana (2016) explained that what is meant by collaborative learning is a writing activity carried out by two or more individuals to produce a text. There is an old saying that "two heads are better than one", this means that working together is better than working alone. By doing collaborative writing, it is possible to share knowledge with each other so that it can increase the knowledge of each writer. Further, Suwantarathip and Wichadee (2014) define collaborative learning as an activity that involves "Sharing Responsibility" which in the process requires collaboration between groups to contribute to making a text.

An explanation regarding collaborative writing is also given by Storch (2005) and Lowry et al. (2004). Storch explained that what is meant by collaborative writing is an activity carried out by two or more writers who work together to produce a product in the form of text. Whereas Lowry et al. in Pham, (2021) defines collaborative writing as a

social process carried out by a group that focuses on a common goal. And in the process using the method of mutual negotiation, collaboration, and discussion together to create a text. This opinion also assert by Sukirman (2016) which states that collaborative writing is a suitable learning strategy to improve students' writing skills. In addition to improving students' writing skills, collaborative writing also increases students' motivation in writing, increases students' self-confidence in writing, increases students' critical thinking, which can have an impact on improving students' quality in writing.

After reading some of the definitions of collaborative writing above, it can be concluded that collaborative writing is a writing process carried out by two or more people in a group to produce a text. And in the process, collaboration is needed by discussing, collaborating to achieve common goals. The purpose of implementing collaborative writing is to increase students' motivation in writing so that they can improve their' writing abilities.

1.2.2 The Advantages of Collaborative Writing

By applying collaborative writing in learning, students' motivation in participating in learning is higher than by not implementing learning using collaborative writing. This high student motivation is because in its use, collaborative writing makes the results of their work exceed the expectations of students, because the work is done together.

The use of collaborative writing can also provide opportunities for students to hone their critical thinking skills, and can make their ability to think critically develop. In today's rapidly developing technology era, there are lots of technologies that facilitate the use of collaborative writing which makes it possible to work together without having to meet in person (Talib & Cheung, 2017)

As contend by Anggraini et al (2020), the process in collaborative writing is to work together among group members to contribute to each other in writing and produce a work of writing. In this collaboration, besides students learning how to write well, students also learn how to socialize with other people. Students learn how to discuss, learn how to argue and respect the opinions of others. By working together, students can also complement each other's weaknesses. For example, one member is good at expressing writing ideas, while the other is good at speaking, so the collaboration between the two can produce good writing.

1.2.3 Types Of Collaborative Writing

Based on Lowry et al. (2004) in Sukirman (2016) types in collaborative writing are divided into 5 :

1. Group Single-Author Writing

This type of collaborative writing is one person appointed as a representative of a group in planning, drafting, and reviewing. This type still includes collaborative writing even though it is only done by one person because that one person is the chosen person

who has been mutually agreed to do the writing. If the task given is easy, this type of collaborative writing can be applied.

2. Sequential Single-Writing

The way to apply collaborative writing is that each member of the group has its own part in writing the document (task) that want to work on. One member writes at a time, after that one member has finished writing the document (task) is handed over to the next group member.

3. Parallel Writing

This type is applied by dividing group members and giving each task to do. The division of tasks is done at one time

4. Horizontal Division Parallel Writing

The use of this type of collaborative writing is basically the same as parallel writing. But in practice, each group member is responsible for the development of the parts they get.

5. Stratified Division Parallel Writing

The use of this type of collaborative writing is by dividing the roles of each group member to create a written result. Examples of roles that can be applied are being a writer, facilitator, or team leader.

1.3 Chain Writing

1.3.1 Definition of Chain Writing

Chain writing is explained by Syathariah (2011) as a learning activity that aims to provide equal opportunities for students to convey their ideas about a topic in writing activities. The ideas that have been conveyed will become a reference for other students to continue conveying their ideas about a topic. Chain writing is included in collaborative writing learning because in its use students are required to cooperate in completing assigned tasks. This aims so that students can help each other in learning so that they can better master the material and allow students to correct each other's writing mistakes made by their partners

Rusman (2011) explains that chain writing is an innovative learning where one student starts a piece of writing and then continued by the next student until the last member of the group. The use of chain writing provides opportunities for students to express themselves freely in writing and teaches students to be able to socialize with friends and build new perceptions that learning is something fun. In chain writing, students write in groups. Each group member conveys his feelings in one piece of writing, with the same title and theme. Therefore the success of the group is influenced by the success of each member (Fadlilah et al., 2019)

The conclusion that can be drawn from some of the explanations above is that chain writing is a learning activity which in its use requires cooperation between members in a group. One group member starts writing, then after finishing the results of the writing is given to the group members to continue according to the creativity of each group member.

1.3.2 Procedure of Chain Writing

The steps in implementing chain writing learning are explained by Syathariah (2011) as follows:

1. The teacher starts the chain writing activity by explaining the theme related to the material to be studied.
2. The teacher divides students into several groups / the teacher allows students to create groups.
3. One of the students was asked to make an opening sentence in the book.
4. After finishing making the opening sentence, the book is given to the next group member according to the teacher's instructions.
5. Group members then continue writing by looking at previous writings as a reference.

6. The teacher gives instructions to give the book to the next member until all members get a chance to write.
7. The teacher asks students to write a conclusion from the writing and correct it together.

1.3.3 Advantages And Disadvantages of Chain Writing

Setiawan (2018) express opinions about the advantages of implementing chain writing:

1. The use of chain writing can make students enthusiastic in major learning.
2. The learning atmosphere is more fun.
3. Can motivate students to be more diligent and serious in participating in learning.
4. Make students' imagination more developed.
5. Teaches mutual cooperation and tolerance for the students.

As for the weaknesses of applying chain writing are:

1. Requires more time in learning activities
2. Because the use of chain writing makes students more active, the learning atmosphere seems rowdy.

1.4 Previous Study

Research on the effect of the use of chain writing in learning to improve students' abilities in writing has existed before. The first is done by Fitriyanti (2017). This research aims to determine the effect of the use of chain writing on the writing ability of grade 3 elementary school students using the experimental one group pre-test post-test quantitative research method and using questionnaire, interviews, documentation and test methods in the data collection technique. The results of this research indicate that in the pre-test conducted as many as 33.33% of students scored between 69-75 and as many as 66.67% of students scored between 76-82. After applying the chain writing method, students who scored 64-70 were 4.77%, students, 71-77 were 14.29% students, 78-84 were 9.53% students who getting a score of 85-91 is 23.80%, and students who get a score between 92-98 are 47.61%. Based on these data the use of chain writing is considered effective in improving students' writing skills, especially the use of chain writing increases students' creative abilities in writing compared to before applying chain writing.

Subsequent research conducted by Purnama and Miliha (2022). The research aims to determine the significant effect of using chain writing on high school students' critical thinking skills. The result of this reasearch is that c from 42.97 to 68.49. The use of chain writing helps students create ideas and views about a topic in writing. The use of chain writing helps students

gain experience in applying writing learning methods, because one way to master writing is by practicing diligently.

The third research was conducted by Fadlilah et al. (2019). This research was conducted to determine the effect of applying chain writing to students' motivation in learning writing. This research method uses CAR (Class Action Research) with questionnaire as the primary data source and books or literature on matters relevant to the research as a secondary data source. The result is that in each cycle that has been carried out, there is a significant increase in students' motivation towards learning writing. During the pre-cycle the students seemed less interested because learning was done using the usual method. In the first cycle students began to look willing to take part in learning after learning using chain writing. The second cycle shows that students' motivation is high during learning to use chain writing. In the third cycle students experienced an increase in both motivation and grades.

The fourth research conducted by Saragih and Rabbani (2017) had the aim of finding out how teachers perceive learning using chain writing. This study uses qualitative methods, data obtained using questionnaires and interviews. The use of chain writing in learning is considered to be able to help students socialize with others and be able to enjoy it during the learning time. Learning to use chain writing is also considered effective because students want to do the tasks given by the teacher because the success of the group is influenced by the performance of each group member. The learning atmosphere is also considered better because students become more active during learning using chain writing.

The studies related to the above show that the use of chain writing affects students' ability to write. In addition to affecting students' abilities, the use of chain writing also affects students' motivation in participating in learning. These studies were strengthened by the fourth study which examined teacher perceptions about the use of chain writing in teaching writing. The equation of all the research above is this research uses quantitative methods. The difference between this research and the research above is that this research was conducted with the aim of knowing how the use of chain writing as a collaborative writing learning strategy according to students perceptions.

CHAPTER III

RESEARCH METHOD

This chapter will explain the research methods used and contain research design, subject of the study, research instruments, data collection, data analysis, and data validity.

3.1 Research Design

This research uses quantitative method with a survey approach. This research aims to explain the conditions or attitudes that occur related to a particular topic of study. Survey research is used to examine a problem or research question in actual conditions without any engineering and to find out factual and detailed information (Morrisson, 2014). This opinion is supported by Latief;s (2011) theory which explains that survey research is used to describe the opinions, attitudes, and preferences of respondents on an issue.

This research is a cross-sectional type survey research, as stated by Creswell (2013), cross-sectional survey design itself is used to describe the interests, beliefs, behaviors, and opinions of a community. Survey is different from experimental research because it does not require special treatment to respondents. This method is used to find out how are the students' view regarding the use of chain writing in learning writing.

3.2 Subject of The Study

The subjects to be examined in this research were 10th grade students from SMA Surya Buana for the 2022/2023 academic year, consisting of 20 students. SMA Surya Buana is one of the schools that has many achievements in the academic and non-academic fields. The achievements of this school have various levels ranging from regional to international. The reason the researcher chose the 10th grade was that their ability in writing was still relatively diverse compared to other grade levels. The level of students' ability to speak English also varies, from beginner to advanced. 5 students was selected from a total of 20 students to be interviewed about their opinions about the use of chain writing in learning writing. The selection of this research sample used a purposive sampling method in which students who were selected were students who had high abilities and students who had less abilities. The population in this study was taken using a purposive sampling method where the students selected were students who had advanced abilities and students who had less ability in English

3.3 Research Instrument

The instruments used were questionnaires, interviews and documentation. The questionnaire uses close-ended questions with 10 questions where used a 5-point Likert scale (1= Strongly Disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA)). The interview questions themselves use open-ended interviews with 16 questions where students can freely express their respective opinions. Documentation is

used to determine differences in students' abilities after applying chain writing

3.3.1 Validity

The data used was validated using 2 methods, namely using SPSS and also validation from validators who are proficient in the field of writing. The first validity process is conducted by SPSS 2.6 and looks at the r- count value and r-table value, in this validity process, the data is stated as valid if the r-count value is bigger than the r-table value. The interview questions made by the researcher was validated by the English lecturer Miss Septia Dwi Jayanti on March 2, 2023 with the result that the instrument could be used with some revision.

3.3.2 Reliability

The reliability process for the quantitative instrument checked by SPSS 26.0 by looking at the Alpha Cronbach; the data is stated as reliable if the Alpha Cronbach value is bigger than the standard value which is 0,60. This is the formula for the Cronbach' Alpha as follows:

$$Cronbach' Alpha = \left(\frac{Q}{Q-1} \right) \left(1 - \frac{\sum S^2_{qi}}{\sum S^2_x} \right)$$

Descriptions:

Q : The number of items in one variable

Sqi : Variant of score for each item

Sx : Variance of the total score of the item is 0,60.

3.4 Data collection Technique

In a Cross-sectional survey research design, the data collection techniques carried out by the researcher are as follows:

3.4.1 Questionnaire

The questionnaire used contains 10 statements adapted from Sawitri and Pramerta (2019) in form of five-point Likert scale (1= Strongly Disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA)). The questionnaire was also tested for validity construct and reliability using SPSS 26.0. Questionnaires were distributed via Google form for 7 days with 20 students filling out the questionnaire. The validity saw from the R- count value and R-table and the questionnaire is declared valid if the significant value is less than 0.05 or R count (Pearson correlation) > 0.4438, for the reliability saw from the value of Alpha Cronbach.

Table 3. 1 Validity Result

Item Number	Comparing r values		
	r Count	r Table	Explanation
1	0,938	0,4438	Valid
2	0,865	0,4438	Valid
3	0,897	0,4438	Valid
4	0,900	0,4438	Valid
5	0,723	0,4438	Valid
6	0,958	0,4438	Valid
7	0,929	0,4438	Valid
8	0,822	0,4438	Valid
9	0,917	0,4438	Valid
10	0,798	0,4438	Valid

Table 3. 2 Reliability Result

Aspects	Cronbach's Alpha	N of Items	Standard Value	Reliability Level	Explanation
Students View	0,879	10	0,6	Very High	Reliable

3.4.2 Interview

Interviews will be conducted to gain a deeper understanding of the experiences that the informant gained during the research. Interviews were conducted to understand how the informant's perception of the reality that occurred during the research. This is intended so that researcher can understand what the informant is thinking which will later be analyzed scientifically. During the interview, the researcher recorded everything the informant's said, and then transcribed into writing after that it will be analyzed and grouped according to the theme and pattern of the informant's answers. This recording is useful as strong authentic evidence if there is a misinterpretation in the future (Raco, 2018).

3.4.3 Documentation

Documentation is a data collection technique obtained from notes, archives, pictures, and other important documents related to research. In this case the researcher will use photo documentation of research activities which act as evidence of research by researcher (Nugrahani, 2014).

3.5 Data Analysis

Data analysis is part of organizing, sorting, grouping data based on the same theme. For the first data analysis, three stages of data analysis were used, namely identifying the level of response and bias, analyzing the data descriptively to show the main findings, and finally presenting the descriptive results to write a descriptive report (Creswell, 2013). And for the second data, the data analysis using the step introduced by Miles and Hubberman in Sugiyono (2013) is that in analyzing qualitative data there are 3 steps that must be carried out, namely data reduction, data display, and conclusion verifying

3.1.1 Data Reduction

The first step in data reduction is for choosing the main case in the questionnaires, interviews and questionnaires that will be carried out in order to make it easier for researcher to be able to focus on case that are important and needed in research. Data reduction is also useful for collecting data results that are relevant to research and removing unnecessary data (Sugiyono, 2013).

3.1.2 Data Display

After the data has been reduced, the data is then presented in the form of brief descriptions, charts, or others with the aim that the data can be well organized so that it is easy to understand and can be used as a reference for further plan (Sugiyono, 2013).

3.1.3 Conclusion verifying

The next step is to draw temporary conclusions based on the existing data. This conclusion may change if strong evidence is not found at the next stage of data collection (Sugiyono, 2013).

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, we will discuss research findings and research discussions about EFL student's view regarding the use of chain writing in learning. In this chapter, researcher explains the data obtained through questionnaire, interview, and documentation.

4.1 Research Finding

This research was conducted in class X of SMA Surya Buana Malang in the 2022/2023 academic year. Questionnaire made with 10 statements adapted from Sawitri and Pramerta (2019). Meanwhile, interviews were conducted with 5 students. Documentation was taken from the work of 3 groups in learning to write descriptive text using chain writing. Researcher display the data using tables in questionnaire, transcription tables for interviews, and also pictures for documentation.

4.1.1 Questionnaire Result

The questionnaire was created with the aim of knowing how students think about chain writing as a method of writing that helps students to be able to develop ideas in writing. The 10 statements adapted from Sawitri and Pramerta (2019) were filled in by all 20 students. Questionnaires were distributed via google form for 1 week.

Table 4. 1 Questionnaire Result

Aspects	SD (1)	D (2)	Total (1+2)	N (3)	A (4)	SA (5)	Total (4+5)	M ± SD
Chain writing helps me improve my English writing skills	0% -	5% (1)	5% (1)	5% (1)	60% (12)	30% (6)	90% (18)	4,15 ± 0,745
The material given made me difficult in chain writing	35% (7)	45% (9)	80% (16)	20% (4)	0% -	0% -	0% -	1,85 ± 0,745
Chain writing helps me find writing topics	0% -	0% -	0% -	25% (5)	50% (10)	25% (5)	75% (25)	4,00 ± 0,725
Chain writing makes me more interested in being able to write in English	0% -	0% -	0% -	20% (4)	50% (10)	30% (6)	80% (16)	4,10 ± 0,718
Friends really help me in doing the task	0% -	0% -	0% -	10% (2)	50% (10)	40% (8)	90% (18)	4,30 ± 0,657
My friend's writing helped me to be able to continue group writing	0% -	0% -	0% -	15% (3)	60% (12)	25% (5)	85% (17)	4,10 ± 0,641
Chain writing helps me focus on studying	0% -	0% -	0% -	20% (4)	55% (11)	25% (5)	80% (16)	4,05 ± 0,686
Chain writing helps me understand the material given by the teacher	0% -	0% -	0% -	10% (2)	50% (10)	40% (8)	90% (18)	4,30 ± 0,657
Chain writing makes me think more critically in continuing my friend's writing	0% -	5% (1)	5% (1)	10% (2)	55% (11)	30% (6)	85% (17)	4,10 ± 0,788
Chain writing gives me the opportunity to be able to express what I want to write	0% -	0% -	0% -	10% (2)	55% (11)	35% (7)	90% (18)	4,25 ± 0,639

Students were given 10 statements related to the use of chain writing in improving their English writing skills. In the first statement, namely "Chain writing helps me improve my English writing skills" showed that 5% (1 student) said disagree, and 5% (1 student) chose neutral with this statement. On the other hand, 60% (12 students) chose to agree that chain writing improve students writing skills Also 30% (6 students) chose to strongly agree. The total of students who perceived positively was 90% (18 students). It indicated that chain writing can help students to improve their English writing skills

In the second statement as much as 35% (7 students) stated Strongly disagree, 45% (9 students) stated disagree on the statement about "The material given made me difficult in chain writing" . with a total of 80% (16 students) stated that the material provided did not make it difficult for students to do chain writing. while the other 20% (4 students) stated that they were neutral. and no students stated Agree or Strongly Agree.

In the statement "Chain writing helps me find writing topics" no students stated that they strongly disagree or disagree with this statement. while 50% (10 students) stated that they agreed that chain writing helped students find topics and 25% (5 students) also strongly agreed to this statement. and 25% (5 students) chose to be neutral towards this statement. with a total of 75% (15 students) responding positively to this statement, this indicates that chain writing helps students to find topics when doing chain writing takes place.

The statement regarding "Chain writing makes me more interested in being able to write in English" shows as much as 50% (10 students) agree and 30% (6 students) Strongly Agree to this statement. It can be concluded that chain writing makes students more interested in being able to write in English. With this the ability of students can be further increased than before. 20% (4 students) stated that they were neutral towards this statement. whereas there are no students who Disagree or Strongly Disagree to this statement.

In the fifth statement, "Friends really help me in doing the task" indicates that 50% (10 students) agree and 30% (6 students) Strongly agree on the role of friends in chain writing is very helpful to be able to succeed in learning chain writing. While 20% (2 students) said they were neutral in this statement. Furthermore, there were no students who stated that they disagreed or strongly disagreed with this statement.

In the statement "My friend's writing helped me to be able to continue group writing" no students stated that they disagreed or strongly disagreed with this statement. On the other hand, 60% (12 students) stated that they agreed and 25% (5 students) that the writing made by the previous students helped them to be able to continue the task of writing given by the teacher. Meanwhile, 15% (3 students) expressed neutrality towards this statement.

The eighth statement regarding "Chain writing helps me focus on studying" shows positive results, namely a total of 80% (16 students) with 55% (11 students) agreeing and 25% (5 students) stating strongly agree that chain writing helps them to can better understand the material provided by the

teacher. besides that, as much as 20% (4 students) stated they were neutral. Whereas there were no students who said they disagreed or disagreed with this statement.

In the statement "Chain writing makes me think more critically in continuing my friend's writing" there are 5% (1 student) who disagree with this statement. Meanwhile, 55% (11 students) stated that they agreed and 30% (6 students) stated strongly that chain writing helps students to be able to think critically in writing. Furthermore, as many as 10% (5 students) stated neutral to this statement.

While for the last statement "Chain writing gives me the opportunity to be able to express what I want to write" indicates that by using chain writing students can express what they want to write freely. This is evidenced by a total of 90% of students giving positive answers to this statement. As much as 55% (11 students) stated that they agreed and 35% (7 students) stated that they strongly agreed with this statement. While 10% (5 students) stated neutral to this statement.

4.1.2 Interview Result

The interview served as a corroboration of the data collected through questionnaire. The interview results were also useful to find out how EFL students' views regarding the use of chain writing in learning. The researcher made an interview guideline that was adjusted to answer the research question that had been made. The interview contained 16 questions related to the use of chain writing in learning writing. This interview was conducted with 5 students in 10th grade of SMA Surya Buana in the 2022/2023 academic year. The selection of this research sample is also based on the recommendation of the English teacher concerned.

This research sample was taken into consideration to find out how the opinions of students who have high ability in English and students who have less ability in English. The selection of this sample was seen during the questionnaire, the teacher also participated to help select students who would become research samples. The interview was conducted on March 7, 2023. The place where the interview was conducted was the school health center room. This place was chosen because this is one of the quiet places so that the interview can be maximally carried out without any other distractions.

In coding the interviewees, the researcher used codes R1-R5 to transcribe the interviews with the following explanatory categories :

Table 4. 2 Respondent Clasification

No	Respondent	Code	Gender	Ability
1	Respondent 1	R1	Female	High
2	Respondent 2	R2	Female	Less
3	Respondent 3	R3	Male	High
4	Respondent 4	R4	Male	Less
5	Respondent 5	R5	Male	High

1. The use of chain writing in learning

The interview results show that the use of chain writing in learning is considered a fun learning method by students. The use of chain writing is considered to be very lively in the atmosphere of English learning and not boring. Students are also happy to try new learning methods. As said by R3 and reinforced by the statement from R1.

R3 : It's very fun and interesting. I think it makes learning English more lively and fun.

R1 : For myself, I feel happy. Because if I try new methods in learning, it feels very fun and I am very interested in new learning methods

In addition, the researcher also found that the use of the chain writing method is also considered very helpful for students in learning English, especially to hone their writing skills. All respondents, both those with high ability and those with less ability in English, agreed that the use of chainwriting in learning really helped them learn to write in English. As stated by R4 and R5

R4 : It helps me a lot in learning English, especially when it comes to learning to write.

R5 : Chain writing makes it easier to understand the material. Besides that, we can also practice improving our English writing skills.

2. The advantages of chain writing

In learning, students are very happy when group-based learning is held. When in groups students can share the knowledge that each of them has. Students who do not understand English can ask students who can be categorized as smart in English. Group learning has its own role to be able to make students more confident in English. This is because they believe that their friends will help them if they face difficulties.

This is in line with the statements from R4 and R1

R4 : The advantage is it helps me because I can ask my friends for difficult vocabulary

R1 : And for the advantage is that I feel very happy because we do it in groups so I don't feel alone

When the researcher asked why students like group learning, respondents answered that they like group learning because group learning allows them to better understand the material from friends' explanations. Students sometimes feel afraid to ask the teacher directly about the material provided. This is evidenced by R4's statement. By studying in groups, students also feel helped to be able to make ideas of what they will write, this is in accordance with the statement from R5.

R4 : Yes, when I study in groups, I can share my knowledge with my friends or it could be the other way around. I can ask questions to my friends, actually, if I am alone, I am afraid to ask my teacher

R5 : working in groups with friends is fun.

*Because we can give each other ideas about
what to write next.*

3. The disadvantages of chain writing

Giving students time to complete tasks also helps students to focus more on completing the tasks given by the teacher. Although there are some students who think that giving this time makes them hastier to complete the task, this is due to encouragement from their friends to complete the task immediately. But in the end, they can complete the tasks given by the teacher well.

*R4 : I Must focus ma'am. The problem is there
is a time limit, if I think too long I can't
Finished my task.*

*R3 : Sometimes I don't. I'm already panicking
because my friends sometimes also said
" hurry up, hurry up" So sometimes I
confused, and I lost my focus. But I need
to stay focused to finish my work*

4. Difficulties of Chain Writing

The main difficulties that students face in learning English using chain writing method are about vocabulary and grammar. Not mastering a lot of vocabulary greatly affects the success of students in learning English. If there is vocabulary that they do not know, students choose to ask their friends or open the dictionary that they bring. As for grammar, students will reopen the examples given by the teacher in the student notebook.

R4 : I think we should know a lot of vocabulary. Then I also have to know more about grammar. In my opinion, grammar is the most complicated material in English lessons

R3 : I have difficulty in vocabulary, maybe I have to know a lot about vocabulary in English, miss. Because the more we know about vocabulary, the easier for us to write in English for vocabulary, I usually open my book again.

R2 : The difficulty is I'm not good at English so I don't know much about vocabulary. If I can't do my task, there is a lot of my friends who are good at English and I ask them

Other than the difficulties in vocabulary and grammar, some students also experience difficulties in groups. The difficulty faced is in the form of a sense of irresponsibility from one of the group members. An example of this lack of responsibility is that students do not want to think about doing their part and only rely on "asking friends". This made the student who was asked lose focus during chain writing..

R5 : What influences success may be the motivation of friends too because we work together, miss. Because if there is one friend who is less enthusiastic about doing the assignment, we as a group can be affected. We become less enthusiastic about doing the assignment.

R1 : There are some friends who, in my opinion, are not in the same frequency as me. So sometimes I'm very nervous with them because in our group they are just a burden

As in addition, in chain writing, the ideal number of members that students want in a group is around 4-5 people per group. Students think that if the number of group members is less than 4, it feels very little and if it is more than 5, it feels like too many. If the number of group members is too many, it can cause chaos and can end up with students losing focus during chain writing.

R3 : Actually, using the number of groups that were 4 or 5 people like yesterday is already good. The problem is that if the group member are a little bit , we will be confused to think more and if there is a lot of group member, it feels more hectic, even crowded

R1 : I think 4 is enough, miss. I think 5 is too much and 3 is feel so little bit . If there is 5 member it cause a lot of noise, also there are some friends who are just a burden and they only add my burden and if 3 is too less and 4 is very great for group work

Besides that, there is a difference of opinion on how groups should be divided between students with introverted personalities and students with extroverted personalities. Extroverted students argue that group members should be determined by the teacher, and that groups should be divided according to students' abilities. For example, in one group there should be students who have superior abilities and there are students who have less ability. In one group there should not only be students who have high abilities or vice versa. This is expected so that cooperation in groups can be maximized because they can help each other. Meanwhile, students who have introverted personalities prefer to group with their close friends. This is because they feel more comfortable when they are with people they know.

R3 : If I say what can make it successful, the first thing is definitely from the group. If possible, the division of the group is evenly distributed. Don't put the smart students into the same group but mixed with those who are average. The existence of the group member really influences group achievement

R2 : I really like my group. Especially if we choose whatever we want, we can be in a group with our best friend

4.1.3 Documentation Result

The documentation serves as additional data about the use of chain writing in learning. The documentation contains the results of writing done by students before and after the use of chain writing. The documentation sample is taken from 3 students who conducted interviews, the work of students who are used as examples are students who have high, medium, and students who are less proficient in English lessons.

The presentation of documentation results was carried out to find out the differences in student results in writing before and also after applying chain writing. Another goal is to prove that students really do chain writing. The results of writing done by students can be seen in the picture below.

Picture 4.1 Example 1 (high)

Before

Rene

Her name is Rene. She has round face. She has a olive skinned. Her height is 155 cm. Her veil is white. She is very beautiful

After

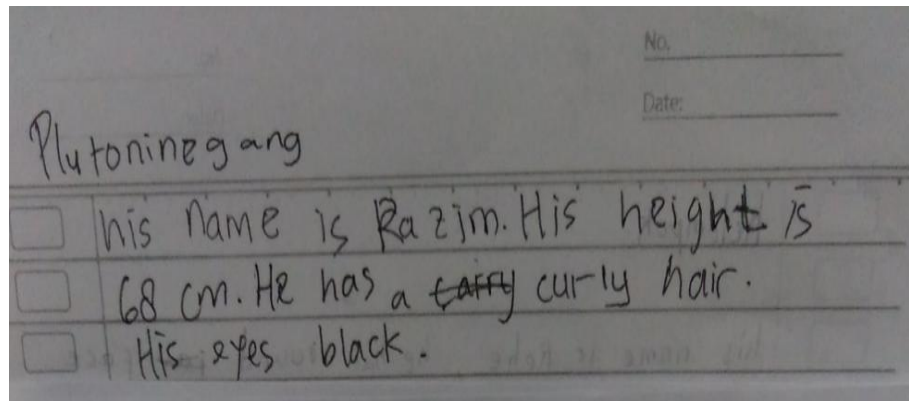
Hari : _____
Tanggal : _____

Kylian Mbappe's Football Player. He is a employee from Paris Football team. He have a light dark skin tone. he has height 175-178 cm. He has short hairs. The color of Mbappe's cloth is blue. Mbappe's nose is big. he has hazel oval eyes, He has thin lips. He has a large mouth. his face is oval. He has large ears. He has a short fingers. He has black eyes. his body well-built. He is young boy.

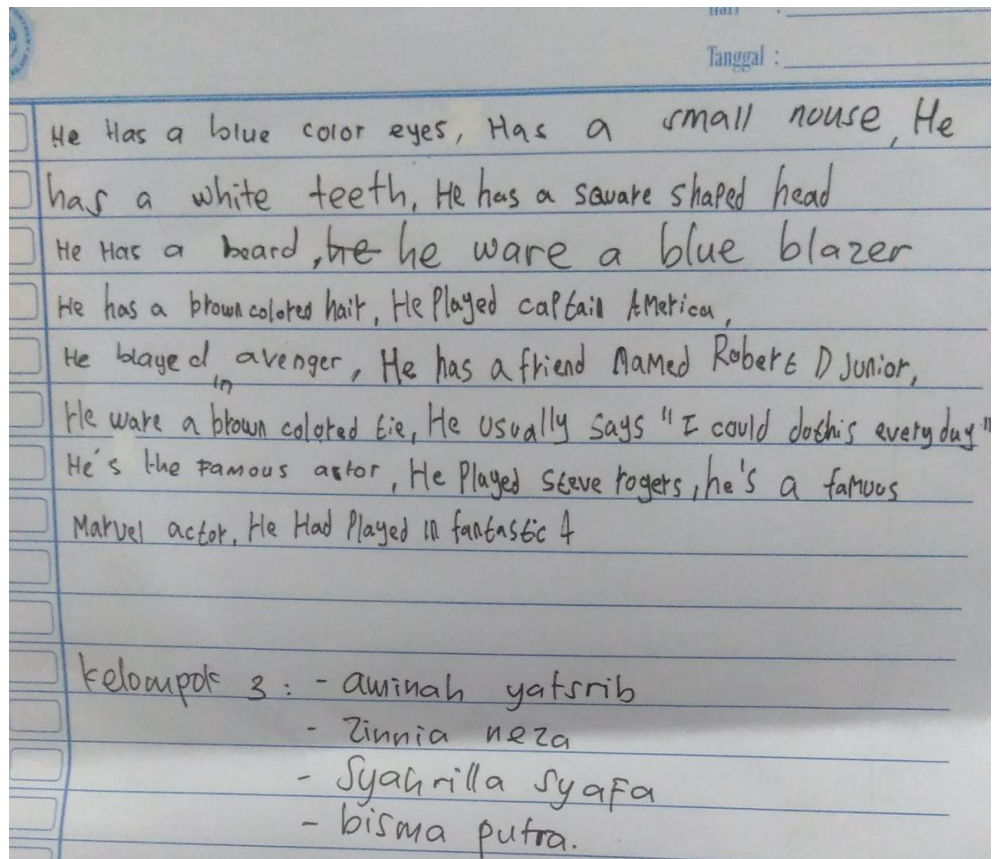
Zufan
Zulba
Naura
Habibie

Picture 4.2 Example 2 (advanced)

Before



After



Picture 4. 3 Example 3 (low)

Before

Bisma
His name is Bisma. He's fifteen years old.
He Has a straight hair. He has a brown eyes

After

she is singer, she is song an song
writer, she has sexy lips, she hair long brown and bangs
, she look glamour, she use expensive
blazer, she has Private Jet
~~is not m~~ she is Joe Jona's ~~girl~~ ex
girl friend. she has blue eyes. She often having concert
she has many followers
she born in american. she has many ex,
she is tall. she likes booze. she has clever
sound. she beautiful, she has oval
face, she's adult, she favorite food chicken and
dumplings. she have ~~had~~ healthy body

(hel. 1) - balqis
- najwa
- sausan
- yuan
- Rehe

As can be seen in the picture above, the results of students' writing before the implementation of chain writing were only about physical characteristics. Students only follow the examples that the teacher has given about how to describe people without any writing novelty. Meanwhile, after students apply chain writing, the results of their writing improved. Not only in terms of the quantity of writing, but the quality also improved. The results of student writing after applying chain writing do not only discuss physical characteristics, but also discuss other things related to the object being discussed. This is because during chain writing, students get new ideas for their writing after seeing the writing of other friends.

4.2 Research Discussion

In this discussion, there are 3 results that researcher will discuss. The first is a discussion based on the results of Questionnaire used to determine the impact of using chain writing on improving students' ability to write English.. The second is a discussion of how students perceive learning using chain writing. The third is that researcher will discuss the difficulties faced by students when learning using chain writing.

The first thing that will be discussed in the discussion is the impact of using chain writing on improving students' ability to write English. Chain writing helps students to be more able to find ideas for topics given in writing assignments. In addition, chain writing can also make students more interested in being able to master writing in English so that students' abilities

can be more improved than before chain writing was applied (Fitriyanti & Setyaningtias, 2017). Besides that, chain writing can also help students to better understand the material provided by the teacher. Marzatifa et al. (2021) believe that to be able to properly understand the learning material, students must remain concentrated on the material that the teacher presented so that students can get good learning outcomes.

Based on the theory from Jaya (2017) to help students improve their learning abilities, teachers need to have fundamental skills to be able to make learning fun and effective for students. Because teachers are providers of learning facilities for students in the classroom. Chain writing is one of the learning methods that can make students follow the writing learning pleasantly. Students also feel challenged to try the method given by the teacher and this makes the atmosphere of learning enjoyable

In addition, the use of chain writing in learning English writing has a significant role in improving students' abilities (Fitriyanti, 2017). This increase in ability can be proven by the results of chain writing done by students. In the documentation that has been described in the data above, students become more creative in writing. The discussion of the sentences about description becomes more diverse and not only sticks to the examples given by the teacher. This is due to students getting

more ideas after seeing the writing of other students. The use of chain writing is in line with the curriculum used by SuryaBuana High School, namely "Kurikulum Merdeka". The implementation of this curriculum provides opportunities for students to be able to focus on developing personal talents and have more creative thinking (Rahayu et al., 2022)

Group-based learning is learning that is much favored by students. Group learning can also increase student motivation to participate in learning (Widiawati et al., 2015). When in groups, students feel more courageous to reveal their opinions and can help each other if there are students who have difficulties. The role of a group member in a group greatly affects the performance of other group members. If one group member has a sense of irresponsibility in the grouping, it may also cause the motivation of other group members to decrease or vice versa. Therefore, students must be able to instill a sense of responsibility for what is assigned.

Chain writing is a learning method that gets a good response from the students. Chain writing has several advantages, including being able to make students become more active in learning to write. When one of the students starts to write, other students will be encouraged to be more active in writing and this will affect the learning atmosphere to be more student-centered. Additionally, students feel more fearless because they have friends that they can depend on if they

experience difficulties. This is in line with the statement given by Pertiwi and Supeno (2019) that if there is a student has completed the firstwriting, other students will be encouraged to write.

In other words, chain writing also helps students to be able to have a better understanding of the material that has been given by the teacher. Sometimes there are some students who are less brave to ask the teacher if they still have difficulty to understand the material. Furthermore, as believed by Febianti (2014) students prefer to ask friends if they are having difficulty because they feel more comfortable. Other than that, the disadvantage of chain writing itself is that not all materials are appropriate to use this method. The time given by the teacher when chain writing takes place also sometimes makes students feel time rushed and can make students lose focus for a moment.

In fact, students also have difficulty in chain writing. Most students say that the thing that makes them struggle in chain writing is the limited English vocabulary they know. Most of them forget the vocabulary they have memorized, this is because they rarely use the vocabulary in their daily lives. As claimed by Sulistiana et al (2019), most students use the method of memorizing vocabulary without applying it to daily life. This causes students to easily forget about English vocabulary because they do not apply it in everyday life.

Ramdhan (2017) states that Vocabulary mastery plays a crucial role in facilitating a person's ability to convey and receive information in the form of oral information, written information, or information in the form of certain signs. To support vocabulary mastery, students are suggested to use English vocabulary in their daily life. It can be started with easy vocabularies such as sleeping, eating, bathing, sweeping, or other activities. After applying easy vocabulary in daily life, students can continue by applying some more difficult vocabulary.

In addition to difficulties in mastering vocabulary, students also have difficulty in mastering grammar. In the opinion of Fitria (2022) The assumption that grammar is a complicated and difficult material in English often makes students afraid and lazy to learn grammar. This assumption can hinder the English learning process. One of the things that makes the assumption that grammar is difficult is the explanation of grammar material which is often delivered with language that tends to be complex. Therefore, in teaching grammar, teachers must be able to adjust the language in explaining grammar material so that students can understand the material given. Besides teachers, students also play an important role in mastering grammar. In addition to relying on the teacher's explanation, students can also look for additional material about grammar in videos published online. This is so that students can more quickly understand the material about grammar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will present a conclusion and suggestions about students' views regarding the use of chain writing in learning. In this chapter, the researcher explains the conclusion of the data obtained through questionnaire, interview, and also documentation. Suggestions will contain the advice given by the researcher to English teachers, students, and also to another researcher.

4.1 Research Conclusion

The use of chain writing as a writing learning method is deemed very helpful for students to participate in the learning process. Students become more enthusiastic and tend to feel more attracted to participating in learning compared to learning using conventional methods. Chain writing helps students to be more proactive in contributing to learning because every student has the same possibility to do the assignment given by the teacher. Each student can give their own personal opinion about what they are going to write. The writing results from other students become a way to develop writing diversity in the group. This can also help students to enhance their learning outcomes.

The responses from the student interviews indicated that the use of the group study method was more enjoyable than the usual

conventional learning method because students could help each other if they faced any difficulties. Having a group of 4-6 members is considered as more effective in chain writing because if the number of students exceeds 6 people in a group, it will make more disturbances and reduce students' concentration in learning. In its implementation, students are expected to read out the results of chain writing that have been made by group members which will then be analyzed by other students whether there are errors in the work that has been carried out. This can help students become accustomed to playing an active role in participating in learning instead of just being silent and paying attention.

The greatest difficulties faced by students are related to their limited knowledge of English vocabulary and their insecurities about the grammar they use. Students are not used to applying some of the English vocabularies they already know in their daily lives, causing them to forget the vocabulary. Students ask other groupmates if there is unknown vocabulary. For grammar, students think that grammar is the most difficult material in English so they are less confident in the grammar they have used. They prefer to follow the grammar that has been modeled by the teacher rather than create their own sentence structure.

4.2 Suggestion

After the explanation of the conclusion above, the researcher gives some suggestions to English teacher, students, and also further researcher who might be able to help for the progress of education in the future. These suggestions include :

1. For English Teacher

When teaching, English teachers should pay more consideration to students' needs. Teachers should pay more attention to what students need by applying learning methods that can motivate students' interest in order to follow the learning well. This is in accordance to create an enjoyable learning environment and can also make students more focused on learning so that student learning outcomes can increase. In grouping, teachers should group students who have high abilities with students who are less proficient in learning so that these students can help each other to better understand the material that has been given.

2. For Students

To be able to master English, students are advised to be able to apply some English vocabulary into daily conversation. To get used to it, students can start by applying some easy vocabulary to everyday conversations. In addition, when

learning in groups, students must always be responsible for the tasks given. This is so that the tasks given by the teacher can be properly completed. In addition, focusing on the material is also the most important thing so that students can master English. If students are always focused and not easily distracted by other things, the material will be able to be understood more easily and quickly. Understanding the material well will help students to be able to improve learning outcomes.

3. For Other Researcher

This research can be used as a reference by future researchers to conduct other research related to writing. In addition, other researchers can also conduct the same research but with different grade levels such as university level or other researchers can also conduct the same research but with different subjects. The researcher also suggests other researchers conduct research on the effect of using English vocabulary in the daily life on the improvement of English language skills.

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APPENDICES

Appendix I Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id), email : fitk@uin_malang.ac.id

Nomor : 361/Un.03.1/TL.00.1/02/2023 23 Februari 2023
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMA Surya Buana
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama : Rifah Najia
NIM : 19180063
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2022/2023
Judul Skripsi : EFL Students' View Regarding The Use of Chain Writing for Collaborative writing on English Classroom
Lama Penelitian : Februari 2023 sampai dengan April 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Wali Dekan Bidang Akademi


Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II

INSTRUMEN VALIDATION SHEET

“Students’ View Regarding The Use Of Chain Writing For Collaborative Learning In English Classroom”

Validator	Septia Dwi Jayanti, M.Pd.
NIP	19890912201802012223
Expertise	English Writing
Instance	UIN Maulana Malik Ibrahim Malang
Validation Data	2 Maret 2023

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

1. Very poor
2. Poor
3. Average
4. Good
5. Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	1	2	3	4	5
1	The research instrument is in accordance with the research objective					V
2	Research instrument using communicative language					V
3	Research instruments are able to dig up the information needed				V	
4	Research instrument using the correct punctuation				V	
5	Research instrument does not cause misunderstanding					V
6	Research instrument clear and easy to understand				V	

D. Suggestion and Comment

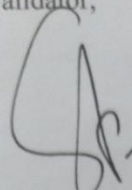
Go on to observe and interview in case you revise several little things on the draft

E. Conclusion

Based on the validation sheet above it can be concluded that

1. The instrument can be used without revision
2. **The instrument can be used with revision**
3. The instrument can be used with many revisions
4. The instrument can not be used

Malang, 2 Maret 2023

Validator,

Septia Dwi Javanti, M.Pd
NIP. 19890912201802012223

Appendix III

QUESTIONNAIRE GUIDELINE

Assalamualaikum wr.wb. Perkenalkan nama saya Rif'ah Najia mahasiswa program studi Tadris Bahasa Inggris dengan NIM 19180063 Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Kuesioner dibawah ini dibuat untuk mengetahui bagaimana persepsi siswa terkait dengan penggunaan chain writing. Judul dari penelitian ini adalah "Students' view regarding the use of chain writing for collaborative learning in english classroom". Penelitian ini dilakukan untuk memenuhi tugas akhir guna persyaratan untuk mendapatkan gelar sarjana. Kuesioner dibawah ini terdiri dari 10 pernyataan yang harus di isi dan bisa di selesaikan dengan waktu kurang dari 5 menit. Jawaban yang ada akan dirahasiakan dan hanya digunakan untuk kepentingan penelitian. Dengan mengisi kuesioner dibawah ini anda bersedia untuk menjadi bagian dari penelitian ini. Apabila ada pernyataan yang kurang dimengerti, responden bisa menanyakan kepada peneliti. Terimakasih di ucapkan.

Nama :
Kelas :
No absen :
Jenis kelamin :

Tentukan seberapa besar Anda setuju atau tidak setuju dengan pernyataan yang diberikan dengan mencentang kolom yang ada

SDA	:	Sangat tidak setuju	SA	:	Sangat setuju
D	:	Tidak setuju	A	:	Setuju
N	:	Netral			

STATEMENT	SD	D	N	A	SA
Chain writing helps me improve my English writing skills					
The material given made me difficult in chain writing					
Chain writing helps me find writing topics					
Chain writing makes me more interested in being able to write in English					
Friends really help me in doing the task					
My friend's writing helped me to be able to continue group writing					
Chain writing helps me focus on studying					
Chain writing helps me understand the material given by the teacher					
Chain writing makes me think more critically in continuing my friend's writing					
Chain writing gives me the opportunity to be able to express what I want to write					

Appendix IV

INTERVIEW GUIDELINE

NO	RESEARCH QUESTION	INTERVIEW QUESTION
1	How are students' views of the use of Chain writing in learning writing	<ul style="list-style-type: none">• Learning Method<ol style="list-style-type: none">1. What do you know about chain writing? (<i>Apa yang kamu ketahui tentang chain writing?</i>)2. What do you think about the use of chain writing in learning? (<i>Bagaimana pendapatmu tentang penggunaan chain writing dalam pembelajaran?</i>)3. What are the advantages and disadvantages you get when learning to write using chain writing? (<i>Apa saja kelebihan dan kekurangan yang kamu dapatkan saat belajar menulis menggunakan chain writing?</i>)• Material<ol style="list-style-type: none">4. Does the learning material used in chain writing make you difficult? (<i>Apakah materi pembelajaran yang digunakan dalam chain writing membuat mu kesulitan?</i>)• Interest<ol style="list-style-type: none">5. What do you feel when learning to write using chain writing? (<i>Apa yang kamu rasakan ketika</i>

		<p><i>belajar menulis menggunakan chain writing?)</i></p> <p>6. Do you like learning using chain writing? Why? <i>(Apakah kamu menyukai pembelajaran menggunakan chain writing? kenapa?)</i></p> <ul style="list-style-type: none">• Attention <p>7. Do you focus when learning using the chain writing method? <i>(Apakah kamu fokus saat melakukan pembelajaran menggunakan metode chain writing?)</i></p> <ul style="list-style-type: none">• Experience <p>8. Are there any other writing learning methods that you have ever used other than chain writing? if so, is this method more interesting? <i>(Apakah ada metode pembelajaran writing lain yang pernah kamu lakukan selain chain writing? kalau iya apakah metodetersebut lebih menarik?)</i></p> <ul style="list-style-type: none">• Teacher <p>9. Do you prefer learning using chain writing rather than conventional learning? <i>(Apakah kamu lebih menyukai pembelajaran menggunakan chain writing daripada pembelajaran biasa?)</i></p>
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		<ul style="list-style-type: none">• Facilities and infrastructure <p>10. In your opinion, do the facilities and infrastructure at school support learning using the chain writing method?</p> <p><i>(Menurutmu apakah sarana dan prasarana yang ada di sekolah mendukung pembelajaran dengan metode chain writing?)</i></p> <ul style="list-style-type: none">• School Environment <p>11. Does the school environment support learning to use chain writing?</p> <p><i>(Apakah lingkungan yang ada di sekolah mendukung untuk pembelajaran menggunakan chain writing?)</i></p> <ul style="list-style-type: none">• Friend <p>12. Do you like your friends in your group? What is the reason?</p> <p><i>(Apakah kamu suka dengan teman se kelompok mu? Apaalasanya?)</i></p> <p>13. In group work, how many group members do you want? What is the reason?</p> <p><i>(Dalam berkelompok, berapa jumlah anggota kelompok yangkamu inginkan? Apa alasannya?)</i></p>
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		<p>14. What difficulties did you face in learning to use chain writing?(<i>Kesulitan apa yang kamu hadapi dalam pembelajaran menggunakan chain writing?)</i></p> <p>15. How do you solve the problem you are facing? (<i>Bagaimana cara kamu menyelesaikan masalah yang kamu hadapi?)</i></p> <p>16. What do you think affects the success of learning to use chain writing? (<i>Menurutmu apa saja yang mempengaruhi keberhasilan pembelajaran menggunakan chain writing?)</i></p>
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Appendix V RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Surya Buana	Kelas/Semester : X / II
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 2 x 40 menit
Materi : Descriptive Text	

A. TUJUAN

Setelah mengikuti proses pembelajaran ini peserta didik diharapkan mampu
<ul style="list-style-type: none"> ➢ Mengidentifikasi bentuk dan fungsi Descriptive Text ➢ Menyebutkan kata-kata tertentu yang di gunakan dalam Descriptive Text ➢ Menyusun kalimat tentang Descriptive Text

B. MEDIA DAN ALAT/ BAHAN

Media : <ul style="list-style-type: none"> ➢ Lembar penilaian ➢ Gambar 	Alat/Bahan : <ul style="list-style-type: none"> ➢ Spidol, papan tulis
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C. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN	<ul style="list-style-type: none"> • Guru Memberi salam kepada peserta didik • Guru memeriksa kehadiran peserta didik • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran • Guru memberikan Brain-Storming sebelum kegiatan inti pembelajaran di mulai
KEGIATAN INTI	<ul style="list-style-type: none"> • Peserta didik diberikan materi tentang descriptive text • Peserta didik dibagi menjadi beberapa kelompok. 1 kelompok terdiri dari 3-4 siswa • Peserta didik secara berkelompok diminta untuk mengidentifikasi dan juga mengamati objek yang telah di tentukan • Peserta didik diminta untuk mendeskripsikan objek yang di tentukan dengan metode chain writing • Peserta didik diminta untuk mempresentasikan hasil pekerjaan kelompok
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan hasil pembelajaran yang telah di laksanakan • Guru menyimpulkan Materi yang telah di pelajari • Guru memberitahukan mengenai materi yang akan di pelajari di pertemuan selanjutnya • Guru mengakhiri pembelajaran dengan berdoa bersama

D. PENILAIAN

Sikap : Observasi	- Ketrampilan: Praktik
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Appendix VII

Students Interview Transcript

Interview 1 (English)

Subject	:	Female 1
Date	:	February 7 th 2023
Coding Description	:	IR (Interviewer) R1 (Respondent 1)

IR	:	Assalamu'alaikum wr.wb. let me introduce myself, my name is Rif'ah Najia. Here I would like to asking for your time to interview about the use of chain writing that has been implemented by Mr. Anwar. Okay first, what do you know about chain writing?
R1	:	Waalaikumsalam wr.wb good miss najia. In my own opinion, chain writing is a group activity where each group has to write sequentially, one by one until all group members have a chance to write.
IR	:	What do you think about the use of chain writing in learning?
R1	:	For me, I feel happy. Because if I try new methods in learning, it feels very fun and I am very interested in new learning methods
IR	:	What do you think are the advantages and disadvantages of using the method of learning to write using chain writing?
R1	:	The disadvantage is that if one of my friends has written before, I have the idea to continue but sometimes I feel that my friend's writing is not connected to mine. And for the advantage is that I feel very happy because we do it in groups so I don't feel alone.
IR	:	The material used by Mr. An war in learning chain writing makes it difficult for you or not?
R1	:	I think it depends on the material, Mr. Anwar used to use chain

		writing in descriptive text, and he also used expansion text. Sorry, I forgot a little miss. In my own opinion, the use of chain writing in the material makes me happy and can make me go deeper into the material.
IR	:	Do you personally like or not to learn using the chain writing method? If you like it, what is the reason?
R1	:	I knew about the chain writing method recently after it was implemented by the teacher. Mr. Anwar. I really like group-based learning.
IR	:	Okay, it means you like methods that use discussions. Do you find it fun to learn using this chain writing method? What is the reason?
R1	:	For me, when Mr. Anwar implemented this method, I felt challenged. Because besides having to develop ideas and continue my friend's writing, Mr. Anwar also gives time, each student is given their own time to write the next sentence from the previous friend. So when using this method I have to focus. So I can make a sentence to continue the previous sentence.
IR	:	Besides the use of chain writing, has Mr. Anwar ever applied other writing methods? In your own opinion, is it more interesting than this chain writing method?
R1	:	In writing, as far as I know, only this chain writing method is applied by Mr. Anwar. He himself emphasizes more on speaking. In learning, we often tell stories and have conversations in English.
IR	:	Mr. Anwar has also used the conventional method of explaining the material. Do you think you prefer learning using chain writing or the usual conventional method that only explains the material?

R1	:	I prefer the chain writing method, because if use the conventional method I feel sleepy. Because it only explains and then we don't do anything. just listen to the explanation so I feel sleepy.
IR	:	Mr. Anwar divided you into groups. Do you like your group mates? What is the reason? Please explain!
R1	:	There are some friends who, in my opinion, are not in the same frequency as me. So sometimes I'm very nervous with them because in our group they are just a burden. There are some group member who act like that. But I can't talk to Mr. Anwar because after all, that member is my group mate. But if possible, I don't want that member in my group. But sorry I can't spill his name here.
IR	:	When you're in a group, how many members do you want? Why?
R1	:	I think 4 is enough, miss. I think 5 is too much and 3 is feel so little bit . If there is 5 member it cause a lot of noise, also there are some friends who are just a burden and they only add my burden and if 3 is too less and 4 is very great for group work
IR	:	We've now discussed your opinion on the use of chain writing now I want to ask. In your own opinion, do you think facilities and infrastructure at school support your learning to use chain writing? What are the reasons?
R1	:	The facilities and infrastructure that support chain writing are only paper and pencils or pens. So it's only us who prepare it. But the facilities and infrastructure at school that are prepared by the school like projectors, whiteboards, and speakers are more than perfect.
IR	:	Well in addition to the facilities prepared by the school, do you think the school environment is supportive for you to study every

		day?
R1	:	Alhamdulillah as you can see it is quiet here and not many people pass by. We also have a lot of trees around the school so the air is also cool. So it is very supportive for us to learn. We also never have disturbances from the sound, especially the sound of motorbikes or the sound of people passing by it's nice to study here.
IR	:	When using chain writing, what difficulties did you face?
R1	:	There are many things that don't connect, Miss, between my writing and my friend's writing, Sometimes it's like it's not connected. Sometimes I also feel uncomfortable with my group members because that friend always disturb my concentration by asking a lot of questions.
IR	:	Then how do you solve the problem?
R1	:	If there are friends who are in my group and don't like it, I can only accept it. In chain writing there is a time limit. I still have to focus on what I have to write. I think there is no detailed problem solving Miss. I just have to accept and focus on my writing.
IR	:	What do you think affects the success of learning using chain writing?
R1	:	In my opinion, the most crucial thing is group member, If I'm already not like my group member, I feel very uncomfortable. I think what influences my success is mainly friends. Also there are some of my friends who may lack vocabulary in English Eventhough I'm still lacking too, but there are some of my friends who are also less than me. And the material taught by Mister Anwar, in my opinion, also affects it.
IR	:	Thank you for your time, sorry for the trouble. Thank you again. Wassalamu'alaikum wr.wb

R1	:	You're welcome miss, it's not a hassle wassalamualaikum wr.wb Miss Najia until we meet again
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Interview 2 (English)

Subject	:	Female 2
Date	:	February 7 th 2023
Coding Description	:	IR (Interviewer) R2 (Respondent 2)

IR	:	Assalamualaikum wr wb. I am Rif'ah najia, here I will interview you regarding the use of chain writing.
R2	:	Walaikumsalam Miss it's okay just ask as much as you want.
IR	:	Do you know what chain writing is?
R2	:	Chain writing is what Mr. Anwar taught us yesterday. we are grouped into several groups and write texts in turn.
IR	:	How do you think the use of chain writing is in learning? Do you like it or not?
R2	:	As for me, I like it. The thing is, we do the assignments in groups and then take turns so we don't have to think too much.
IR	:	what do you think are the advantages and disadvantages of using the chain writing method?
R2	:	For me, the advantage of using chain writing is we write in groups, and in groups we definitely think together, we don't think individually. I think it's good that someone helps us to think and then we can discuss it together. Well, if the disadvantage is the lack of time when I'm the one writing, I'm afraid if I don't write, I'm afraid my friends won't get the time to write. I'm also not good at English, so I have to be helped by my friends.
IR	:	According to you, the material used in learning chain writing makes it difficult for you, what is the reason?
R2	:	For yesterday, we had descriptive text, I think, it's still good, it's

		not too difficult. We were told to describe something that we know so I think the material is still easy.
IR	:	What do you feel when using this chain writing method in learning?
R2	:	I'm really happy when use chain writing. We are grouped so we don't have to think hard if we do the task individually, we have to think from beginning to end. But if we use chain writing, we only get half of it, so I'm happy, we don't have to think too hard.
IR	:	When using the chain writing method, are you focused during the learning process?
R2	:	Sometimes I lose focus. I'm not very good at English, so sometimes I forget when I want to translate it into English then I'm confused. When I'm confused I ask my friends. Sometimes my friends don't know either. If they don't know, we get confused together. Suddenly the time runs out so the concentration is lost.
IR	:	Besides using chain writing, has Mr. Anwar ever used other methods? If so, do you think it is more interesting or not compared to chain writing?
R2	:	As far as I know, there is no other method that Mr. Anwar has ever used for writing, because he prefers us to speak English in class rather than write.
IR	:	Do you prefer learning using chain writing or regular learning, like conventional learning?
R2	:	As for me, I like both. The conventional learning is good, we can just listen to the explanation from Mr. Anwar and for the chain writing I think I also like it because we can write as we like and discuss it with friends.
IR	:	Do you think the facilities and infrastructure at school support

		learning using chain writing?
R2	:	The facilities at school is really support because in chain writing you only need paper and ballpoint pens so you don't need a lot of stuff, just paper and pens on the table and then we write that's all.
IR	:	For the school environment itself, do you think it supports daily learning?
R2	:	It's very support the daily learning because the school environment is quiet here. I mean it's not crowded, it's far from the crowd of many people so it can be more comfortable.
IR	:	Do you like your group member?
R2	:	I really like my group. Especially if we choose whatever we want, we can be in a group with our best friend. Moreover, my best friend is good at English so I can just ask my friend.
IR	:	When you are in a group, how many members do you think a group should have? What do you think? What is the reason for that?
R2	:	For group members, the important thing is not to be too little. Don't be 3, you won't be able to think much so yes, at most 4 or 5 so that it will be balanced when thinking. Moreover, there are 5 in my circle, so that's all I have to do for the group.
IR	:	What are the difficulties you face when learning to use chain writing? How do you solve that problem?
R2	:	The difficulty is I'm not good at English so I don't know much about vocabulary. If I can't do my task, there is a lot of my friends who are good at English and I ask them. So I prefer to ask my friends
IR	:	What do you think affects the success of learning using chain writing?

R2	:	For myself, the main factor in the success of this method is knowing a lot of vocabulary, but another thing that also affects me is friends who can help with assignments.
IR	:	Thank you for your time Assalamualaikum wr.wb
R2	:	No problem Waalaikumsalam wr.wb

Interview 3 (English)

Subject	:	Male 1
Date	:	February 7 th 2023
Coding Description	:	IR (Interviewer) R3 (Respondent 3)

IR	:	Assalamualaikum wr.wb I'm an UIN Malang student majoring in English Education Department. My name is Rif'ah najia. Here I will interview you regarding the use of chain writing
R3	:	Walaikumsalam wr.wb hopefully I can answer
IR	:	What do you know about chain writing?
R3	:	When viewed based on the activities that have been carried out, chain writing is a writing activity that is carried out alternately.
IR	:	What do you think about the use of chain writing in English learning
R3	:	It's very fun and interesting. I think it makes learning English more lively and less boring.
IR	:	What do you think are the advantages and disadvantages of learning using chain writing?
R3	:	The advantage is that my task will be easier because we work in a group. The disadvantage is as an introvert, I am not happy because the group is chosen by the teacher. Also, I don't feel confident if I get the grammar wrong or right, and sometimes I'm confused about the vocab.
IR	:	Does the learning material used in chain writing make you difficult?
R3	:	The material itself is not really difficult, I just need to remember it. The material given yesterday was about describing something

		so I just had to remember some of the vocabulary that is often used
IR	:	What do you feel when learning using Chain writing?
R3	:	I have a good feeling with this method, you can work together while discussing with your friends. But sometimes I am a little bit embarrassed if I'm late in thinking. And it takes longer time. even though the time given made me rush, the time given allowed me to think spontaneously
IR	:	Are you focused when learning using chain writing?
R3	:	Sometimes I don't. I'm already panicking because my friends sometimes also said " hurry up, hurry up" So sometimes I confused, and I lost my focus. But I need to stay focused to finish my work
IR	:	Besides the chain writing method, has Mr. Anwar ever applied other writing learning methods? If so, do you think learning using these methods is more interesting than chain writing?
R3	:	Nothing I think. For example in English writing lessons, we just write the material normally. Usually, we just write a diary. So we write individually and then collect it, that's it. so I think chain writing is also an interesting writing method.
IR	:	Do you prefer learning using chain writing or regular teaching methods, like just explaining the material?
R3	:	Although at the beginning I often said that I was afraid, confused, but honestly I really like chain writing. Because I think it is increasing our relationship with friends. It can be fun, can learn together, and can learn from smart friends. So I'm not alone in writing, and I can also find out where my writing mistakes are from my friends.
IR	:	Do you think the infrastructure at school supports learning using

		Chain writing?
R3	:	It's already supported. In my school, there is already a projector, so if the teacher wants to use chain writing in a typing model, it can be displayed on the screen. Yesterday it was using the usual media with paper and pens. Well, that's also very adequate because the tools don't need to be strange.
IR	:	Do you think the environment at school supports learning, especially learning using chain writing?
R3	:	Yes, it is supportive even though my school is on the side of the road but the atmosphere is peaceful, not too much noise, it's good.
IR	:	Do you like your group of friends? If so, what is the reason?
R3	:	Some of them but this one guy is the main problem in our group. He's always bothering us to think for a long time, and he does not want to try to complete the task so our progress is slower.
IR	:	How many people do you prefer in a group? What is the reason?
R3	:	Actually, using the number of groups that were 4 or 5 people like yesterday is already good. The problem is that if the group member are a little bit , we will be confused to think more and if there is a lot of group member, it feels more hectic, even crowded
IR	:	In learning chain writing, what difficulties do you face? Then how do you solve the problem?
R3	:	The difficulty is a lack of time. I feel challenged with the time given, it makes me rush. Well also the problem is the limited vocabulary I have. and I can't write it quickly. There are some members who also make me lose concentration because these members are always noisy. To overcome this I admonished my

		friend to be silent and stay focused on doing the task.
IR	:	What do you think affects the success of learning using chain writing?
R3	:	If I say what can make it successful, the first thing is definitely from the group. If possible, the division of the group is evenly distributed. Don't put the smart students into the same group but mixed with those who are average. The existence of the group member really influences group achievement. Besides that, we also need to have good English skills too.
IR	:	okay good thank you for your time That's all from me wassalamualaikum wr.wb
R3	:	you're welcome wa'alaikumussalam wr.wb

Interview 4 (English)

Subject	:	Male 2
Date	:	February 7 th 2023
Coding Description	:	IR (Interviewer) R4 (Respondent 4)

IR	:	Assalamualaikum wr.wb let me introduce myself I am Rif'ah Najia student of UIN Malang majoring in English Education Department. Here I will interview you related to the use of chain writing
R4	:	Waalaikumsalam wr,wb yes please ma'am
IR	:	What do you know about chain writing?
R4	:	Chain writing is learning to write and we write in chains, like taking turns. First, there is one writer and then the second writer continue it until all finish.
IR	:	What do you think about the use of chain writing in English learning?
R4	:	It helps me a lot in learning English, especially when it comes to learning to write.
IR	:	what are the advantages and disadvantages you get when learning to write using chain writing?
R4	:	The advantage is it helps me because I can ask my friends for difficult vocabulary. But if the disadvantage is, I don't know if the word form is correct or not.
IR	:	Does the material used in learning chain writing difficult?
R4	:	I think it is not too difficult
IR	:	How do you feel when learning to write using chain writing?
R4	:	I like it quite a lot because we learn in groups.

IR	:	Do you like group learning? What is the reason?
R4	:	Yes, when I study in groups I can share the knowledge with my friends or it could be the other way around. I can ask questions to my friends, actually if I am alone I am afraid to ask my teacher
IR	:	Do you really focus when learning using chain writing?
R4	:	I Must focus ma'am. The problem is there is a time limit, if I think too long I can't finish my task.
IR	:	Do you prefer learning using chain writing or the usual method?
R4	:	I prefer chain writing, because if the usual learning is like boring, it's already out of date.
IR	:	Has Mr. Anwar ever used other writing learning methods besides chain writing, if so, is the method more interesting?
R4	:	As far as I know, never, ma'am, Mr. Anwar is more like order us to talk a lot. So when there was this method, I was more interested. Because I couldn't write well, there were still many typos, and I didn't know the sentence structure.
IR	:	According to you personally, do you think the facilities at school support learning chain writing?
R4	:	Yes, the desks are there, they're good too. The blackboard, projector, and our school also has speakers.
IR	:	Do you think the environment at school supports learning or not?
R4	:	Yes, the temperature here is cool. it's quiet here and not that noisy.
IR	:	Do you like your group of friends? What is the reason?
R4	:	I like it, because my group of friends are smart. So I can ask questions if there are difficult vocabulary. Then they answer quickly and I can finish it right in time. My group members can

		also work well together
IR	:	When you are in a group, how many people do you prefer? What is the reason?
R4	:	I think 4 or 5 is enough. It's good, not too many so we can focus more
IR	:	What difficulties do you face when learning chain writing?
R4	:	I find it a bit difficult to remember the vocabulary. Because there is a time, so I'm nervous to remember the right vocabulary.
IR	:	So how do you solve the problems you face?
R4	:	Before it's my turn to write, I already think about the sentence I want to write. Then later if there are vocabulary words that I don't know, I can immediately ask my friends.
IR	:	What do you think really affects the success of learning using chain writing?
R4	:	I think we should know a lot of vocabulary. Then I also have to know more about grammar. In my opinion, grammar is the most complicated material in English lessons
IR	:	Thank you. Maybe that's enough for now. Assalamualaikum wr.wb
R4	:	Waalaikumsalam wr.wb Yes, ma'am.

Interview 5 (English)

Subject	:	Male 3
Date	:	February 7 th 2023
Coding Description	:	IR (Interviewer) R5 (Respondent 5)

IR	:	Assalamualaikum wr.wb my name is Rif'ah Najia. Here I will interview you about using the chain writing method.
R5	:	Walaikumsalam wr.wb yes
IR	:	What do you know about chain writing?
R5	:	we write together with friends and then take turns until all group members get the chance to write what they want
IR	:	What do you think about using chain writing in learning?
R5	:	It's very, very exciting in my opinion because I work with my friends so it's really exciting. Then I can write too, it makes it easier for me.
IR	:	What are the disadvantages and advantages you get when learning to use chain writing?
R5	:	For the advantages, chain writing makes it easier to understand the material. Besides that, we can also practice improving our English writing skills. Because we help each other. Then for the disadvantages, maybe because of time, for example, Mister Anwar gives time when we write so we only focus on time so I have a little trouble thinking quickly.
IR	:	What do you feel when learning to use Chain writing?
R5	:	I feel excited. It's exciting because the work is done in groups I prefer to work in groups, Miss, it's more exciting
IR	:	Does the material used by Mr. Anwar in chain writing makes it

		difficult for you?
R5	:	For the material, it is not difficult in my opinion, because yesterday it was about descriptive text. It is not difficult in my opinion because I will write it according to what I see.
IR	:	Do you like learning using this chain writing?
R5	:	As I said earlier, working in groups with friends is fun. Because we can give each other ideas about what to write next.
IR	:	Can you focus when you learn to use chain writing?
R5	:	In my own opinion, I don't really focus on this because Mr. Anwar gives us time. I'm a little confused with the time given.
IR	:	Besides the chain writing method, has Mr. Anwar ever applied other writing learning methods? If so, is the method more interesting than the chain writing method?
R5	:	I have never learned to write in class as far as I remember. The problem is that Mr. Anwar is more focused on speaking.
IR	:	Do you prefer learning using chain writing or conventional learning where the teacher just explains?
R5	:	The conventional learning is bored in my opinion. it's better to use chain writing because we can be work in groups. We can take turns with friends and be more motivated.
IR	:	According to you, the facilities at school support learning using chain writing?
R5	:	For the media used in learning, as far as I remember, we only use paper and pens. And when explaining the material just use a blackboard and also markers in front of the class. The school also provides a projector and speaker.
IR	:	Does the school environment support chain writing learning?
R5	:	Yes, in my opinion, when learning, all classes are in a learning state as well so there is no one class that disturbs other classes.

		As a result, it's not crowded, then this school is also located far from the noise of the residents. The atmosphere is also cool so it really supports me in the learning process.
IR	:	Well, you were grouped earlier, don't you like your groupmates? What is the reason?
R5	:	There are those who I like and those who don't. Because sometimes my friends like to ask me questions about vocabulary even though Mister Anwar has already explained it.
IR	:	In a group, how many members do you prefer?
R5	:	Maybe at least three if not 4 or 5 and the maximal is 6 So group activities can run effectively
IR	:	When learning chain writing what difficulties do you face?
R5	:	Maybe it's vocabulary and grammar. Because I still don't know much about English vocabulary and grammar, so I have to learn English more.
IR	:	How do you deal with the difficulties you face?
R5	:	For vocabulary, I usually open my notes again that have been explained by Mister Anwar. If not, then open the dictionary, Miss, because we are told to bring the dictionary to school when learning English. For grammar, maybe I look at the example of the sample text given by Mister Anwar.
IR	:	What do you think affects the success of learning using chain writing?
R5	:	Because I have difficulty in vocabulary, maybe I have to know a lot about vocabulary in English. The more we know the vocabulary, the easier it is for us to write in English and also maybe the motivation from friends too because we work together.
IR	:	Okay thank you for your time wassalamualaikum wr.wb
R5	:	You are welcome Waalaikumsalam wr.wb

Appendix VII

DOCUMENTATION

RESEARCH AUTHORIZATION



CHAIN WRITING ACTIVITIES



INTERVIEW



Appendix VIII

CURRICULUM VITAE



Nama Lengkap : Rif'ah Najia
Tempat, Tanggal, Lahir : Tegal, 01 April 2001
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Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
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Educational Background

1	TK NU Masyitoh Kambangan	2006-2007
2	MIN Slarang Kidul	2007-2013
3	MTsN 1 Tegal	2013-2016
4	MAN 2 Kudus	2016-2019