

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of this study is conclusion and suggestion. It presents some conclusions as well as some suggestions concerning the result of the study which was discussed in the previous study.

5.1. Conclusion

There are two conclusions since the researcher stated two statements of the problem. They were: (1) how is the implementation of chain story strategy in teaching writing and (2) how are the students' responses toward the use of chain story strategy in teaching writing.

5.1.1. The Implementation of Chain Story Strategy in Teaching Writing

The first problem statement was about the implementation of chain story strategy in teaching writing at SMP Islamic Qonand SMP Muhammadiyah 4 Giri. Based on the result of observation the researcher could know the procedure of chain story strategy in teaching writing which were:

First stage, both teachers showed a picture in front of the class then requested the students to analyze and mention the characteristic of the picture. The first teacher showed a picture of Sule as media in the first meeting and showed a picture of Agnes Monica in the second meeting and in the third meeting the teacher showed a picture of a pencil case.

After showing a picture, the first teacher asked the students to analyze and mention the characteristic of the picture.

In the first meeting, the second teacher showed a picture of Stefan William. In the second meeting the teacher showed a picture of Natasha Wilona and in the third meeting the teacher showed a picture of shoes and gave a card of things in the last meeting. The procedure was similar

with the first teacher but the second teacher combined it with games in the third meeting.

Second stage, the first teacher and the second teacher divided the students into some groups and showed the characteristic of a person and a thing. Then the teacher asked the students to write a key word, write a sentence and the other students' might continue the sentence. After finishing the exercise the teacher asked the students to submit the paper and the teacher swapped the paper in another group.

Third stage, both of the teachers showed an example of a description text about describing a person and a thing. After that the students analyzed the exercise in another group. The first teacher showed an example text about a description of a person in the first meeting, in the second meeting about a description of an idol and in the third meeting about a description of a thing. The second teacher showed an example and a discussion text about a description of a person in the first meeting, in the second meeting about a description of an idol and in the last meeting about a description of a thing.

Fourth stage, the teacher asked the students to write descriptively about a person and a thing individually. In writing a descriptive text the first teacher guided the students by walking around to check the students' writing. After the students had finished the teachers corrected the students' error writing and changed it into the correct one and asked them to revise it. And the second teacher guided the students by

giving confirmation of unknowing words, the use of grammar, and the structure of English sentences. After the students finished then asked the students to submit and give score.

Based on observation above, the researcher classifies the similarities and the differences of using chain story strategy which was done by teachers in teaching writing by the table below:

Strategy	Similarities	Differences	
		Teacher1	Teacher2
First Stage	1. Showing Picture of person and thing in front of the class and asked the student to analyze and mention the characteristic of picture.	-	1. In third meeting the teacher combined the activity by game. In the game activity the teacher gave card contain with picture of thing.
Second Stage	1. Dividing the students into some groups. 2. The teacher asked the students write a key word and wrote a sentences one by one in group	.-	-

Third Stage	1. The teachers offers example about description text and the teachers asked to ananalyzed and discussion with groups.	-	-
Four Stage	2. The teachers asked the students to make a good text about describing person or thing individually.	1. Correctingthe students' writingby deletingtheerror writingand changingtheerror sentencesintothe correctonethen askedtoreviseit.	2. Demonstratingtothe students aboutthe properuseof grammarinthe writingof descriptivetext, unknowingwords andstructureof Englishsentences.

The researcher was also consistent with the previous study. First, Nova Maulidah (2013) the result showed that chain story strategy is effective to be used as an alternative strategy to teach narrative writing. Second, Ingrid Laurensia Simanungkalit (2011) the result showed that chain story strategy could improve the students' achievement in writing spoof text. Third, Rachmawati (2013) the result showed that there was any improvement in students' writing recount text by using chain story strategy. Fourth, Sofiyati (2012) the result showed that there was significant improvement of students' writing skill especially narrative texts. Based on the previous study, they used various media in implementing chain

story strategy because the media should be appropriate with the material used so that the student will be more creative in writing a text. Besides that, between the previous study and this research has similar steps of using chain story writing strategy which the students should think an idea based on media used, share their idea to their partner, and write a text.

In summary, the research gave contribution that in implementing the *think talk write strategy* the teacher has to divide the students into heterogeneous groups because the discussion will be more effective when the teacher divided the students into heterogeneous groups which consist of 3-5 students (Ansari:2003) so that all the students had opportunities to share their idea to their friends.

5.1.2. The Students' Responses Toward The Use of Chain Story Strategy in Teaching Writing

The second problem statement was about the students' responses toward the use of chain story strategy in teaching writing. Based on the research finding, the researcher concluded that most of students gave positive responses toward the use of chain story strategy in teaching writing. They felt enthusiastic and interested when the *think talk write strategy* was applied by the teachers. It could be seen from the result of interview that, in think stage most of students were interested and enthusiastic in analyzing picture because they could understand more about the way to describe person and thing. In second stage, most of students were interested and enthusiastic in discussing the characteristic of the picture because of by discussing and defining the characteristic into generic structure of descriptive text, they could share their idea and also more understand about the

differences between identification and discussion. In four stages, most of the students were enthusiastic and interested in writing descriptive text because they could understand about present tense and the structure of English sentences. The students also could understand more about descriptive text.

5.2. Suggestion

Based on the findings of this research, the researcher gives some suggestions to improve teaching writing by using chain story strategy.

5.2.1. For The Teacher

English teachers should apply chain story strategy in their teaching learning process so that they can improve their students' writing descriptive text because the strategy was designed to help the students to develop their ideas so that the students could write well.

5.2.2. For The Next Researcher

The researcher hopes that there will be other researchers apply chain story strategy in different skills like speaking. If next researcher wants to continue and develop this study in the same field and skill, it will be better because the researcher realized that this study is far from perfect.

REFERENCES

- Abawi, Karim. 2008. *Qualitative and Quantitative Research*. World Health Organization/Geneva Foundation for Medical Education and *Research* Geneva, Switzerland.
- Alex. 2014. *Perspektif Baru Pengajaran Bahasa Inggris*. *Lanterna Pendidikan*. Retrived in February 2015.
- Alexander. L.G. 1980. *Practice and Progress*. London: Longman Group, L.td.
- Ali, Muhammad. 1984. *Penelitian Kependidikan Prosedur dan Strategi*. Bandung: PT. Angkasa.
- Arifin, Zaenal. 2008. *Metode Penelitian Pendidikan Filosofi, teori dan aplikasinya*. Surabaya: Lentera Cendika.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta
- Awaluddin.(2006). *Improving Writing Skill of The Second Year Students of SMP*
- Bahariyanto, Agus Arruf. 2011. *The Use of EGRA as Alternative Technique to Improve Tenth Graders Writing Narrative Text*. S1 Unpublished Thesis. Surabaya: Unesa press.
- Barribeau, Paul. Et. Al. 2012. *Types of Questions*. Writing@CSU (Online). Retrieved from <http://www.writing.colostate.edu>. Accessed on 27th February 2012.
- Broadman, Cyntya A and Jia, Frydenberg. 2002. *Writing to Communicate: Paragraph and Essay, Second Edition*. New York: Longman.
- Brown, HD. 2007. *Principles of Language Learning and Teaching*. Fifth Edition. New York: Pearson Education, inc.
- Bryne, Donn. 1988. *Teaching Writing Skill*. New Edition. London and New York: Longman Group UK Limited.
- Cohen, Louis. Manion, Lawrence and Morrison, Keith. 2005. *Research Method in Education*. Fifth Edition. London and New York: the Taylor and Francis Group.
- Cortes, Jean Paul. 2011. *The Elements of Writing*. EzineArticles.com (Online). Retrieved from <http://www.ezinearticles.com>. Accesses on 5th May 2011.

- Dean, Geoff. 2004. *Improving Learning in Secondary English*. London: David Fulton Publisher Ltd.
- DePorter, Bobbi, Reardon, Mark and Nourie, Sarah Singer. 2000. *Quantum Teaching*. Bandung: PT Mizan Pustaka.
- Devi, A. 2014. *The Teaching Of Writing a Recount Text Through EGRA technique*. Unpublished paper. Padang: Universitas Bung Hatta
- Finocchiaro, Mary. 1974. *English as A Second Language: From Theory to Practice*. New Edition. New York: Regents Publishing Company, inc.
- Gebhard, Jerry G. 1996. *Teaching English as A Foreign or Second Language*. Ann Arbor: The University of Michigan.
- Gough, Janet. 2005. *Write It Down: Guidance for Preparing Effective and Compliant Documentation*. Second Edition. New York: Taylor and Francis Group.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Third Edition. England: Pearson Education Limited.
- Harmer, Jeremy. 1998. *How to Teach English: An Introduction to The Practice of English Language Teaching*. England: Addison Wesley Longman Limited.
- Heaton, J.B. 1998. *Writing English Language Tests*. New Edition. London and New York: Longman Group UK limited.
- Helena, A. 2004. *Teaching Simple PastTense Through EGRA Technique*. Introduction to Academic, Writing: Third Edition. New York: Pearson Education, Inc
- Hudelson, Sarah. 1988. *Children's Writing In ESL*. ERIC Clearinghouse on Language and Linguistics Washington DC (Online). Retrieved from <http://www.ericdigests.org>. Accessed on 20th August 2011.
- Johnson, Andrew P. 2008. *Teaching Reading and Writing*. America: Rowman and Littlefield Education.
- Josephine. 2008. *EGRA*. Macau: Dave Sperling (Online). Retrieved from <http://www.eslcafe.com>. Accessed on 20th August 2011.
- Morin, Amanda. 2011. *4 Types of Writing Style*. About.com (Online). Retrieved from <http://www.childparenting.about.com>. Accessed on 1th July 2011.
- Nunan, David. 1999. *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher.

- Nunan, David. 2005. *Practical English Language Teaching*. Singapore: McGraw Hill College.
- Oshima, A and Hogue, A. 2007. *Introduction to Academic Writing: Third Edition*. New York: Pearson Education, Inc
- Richards, Jack C and Schmidt, Richard. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition. London: Pearson Education Limited.
- Ririn, Y N. 2013. *The Effectiveness of Teaching Passive Voice Using EGRA Method to Increase Grammar Mastery*. Unpublished Paper, Purworejo: Universitas Muhammadiyah
- Sari, M N. 2006. *Teaching Writing by Using Computer*. Unpublished Paper, Padang: Universitas Bung Hatta
- Spring, Michael. 1997. *Collaborative Writing*. (Online). Retrieved from <http://www.sis.pitt.edu/~spring>. Accessed on 28th July 2011.
- Troyka, Lynn Quitman. 2010. *Definition of Writing Ability*. (Online). Retrieved from <http://www.teachingenglishonline.net>. Accessed on 16th May 2011.

Appendix 1

OBSERVATION SCRIPT

Name of Teacher : First Teacher

School : SMP Muhammadiyah 4 Gresik

) First Meeting

Teacher : Assalamualaikum Good Morning?

Students : Waalaikumsalam Good Morning.

Teacher : How are you today?

Students : Fine, Thank you.

Teacher : (call the name of her students one by one based on their order absent).All present?

Students : Yes mom

Teacher : Ok. Today we are going to learn about descriptive text.

Do you know, What is the descriptive text? Student A

(Pointed out of the students)

Student A : Describe the characteristics of someone, something or place.

Teacher : Very good, okay now I will show you a picture. Do you know who is on the picture?

Students : Yes mom, Sule. One of comedian in Indonesia.

Teacher : What is the characteristic of Sule?

Students : Beautiful, flat nose, funny.

Teacher : Good, but beautiful is for girl. What is for boy?

Students : Handsome.

Teacher : Perfect, Nahhh, there are several types of description text, there are describing person, describing thing, describing animal and describing something, but today we will study about how to describe person.

Students : Okay mom. (The students keep silent and look for the page about Describing person in the book).

Teacher : Good. We used physical appearance to describe person. For example Face, body, hair, nose, and eyes. First, what kind of face ? (The teacher guided and wrote the vocabularies on the whiteboard).

Students : Round face, oval face, square face.

(the students mentioned the vocabularies together so that the class became crowded).

Teacher : very nice. How about the body, hair, nose, and eyes?

(This session, the teacher guided the students to classify the vocabularies. Then, the teacher asked the students to open English book page 78). Now, open your book page 78!

Students : (Students open the book page 78)

Teacher : Rafli, read the story aloud and translate it into Indonesian language. (The teacher knew that a student, who sat in the corner, did not focus on her explanation).

Rafli : (He began to read the text aloud, but when he did not know the meaning of the text, the teacher helped him and

asked another student to translate it until the text end).

- Teacher : Ok Rafli, thank you. Do you know kind of grammar which used in thistext? (speak to all students)
- Students : Simple present tense mom.
- Teacher : Yes, you right. For example is “He is handsome”
(The teacher explained the students about simple present tense. She onlymade one sentence as an example in using grammar). Doyou get it guys?
- Students : Yes mom.
- Teacher : Ok I want to show you how write a text but I would like to ask one ofYou come forward as an example. Who wants tobe a model here?
- Students : Bayu, Nana, Agus, Bagas, etc
(The student choose his or her friend to become a model).
- Teacher : Okay, I choose Bagas, right?
- Students : hooray.
- Teacher : Ok students can you describing how Bagas (name of one student on the class) is? What is the characteristic of Bagas?
- Students A : Handsome, pointed nose, black hair.
- Students B : Brown skin mom, round face and straight hair.
- Teacher : wait...We must make first sentence. Is he your friend?
- Students : Yes, he is.
- Teacher : So here I will write “I have a friend named Bagas”.
(The teacher gave questions and guided the students about what theirFriend look like. She wrote the answer on whiteboard until it became astory).From here, any

question? (The teacher gave a chance to students in asking some questions related to the topic)

Students : No mom.

Teacher : Ok students, very good. Now, please make a text about your friend in the class and write down in the paper. I give you 10 minutes to make it.

Students : Yes mom.

*After 10 minutes later

Students : We are finish mom.

Teacher : Ok let's discuss your work about your friend's appearance.

Students : (The students is listening teacher explanation and correct their work)

Teacher : Ok guys, I will give you continued task in groups. Before I give you the task I will divide you into 5 groups and I will choose the member of the group randomly so prepare yourself! (dividing the students)

Students : Yes mom.

Students : (The atmosphere became crowded).

Teacher : Keep silent please. (The teacher asked students to keep silent)

Students : (silent)

Teacher : (when the students stopped talking, she continued her explanation).

I only give you once explanation so, listen carefully, right?

Students : Yes mom.

Teacher : Please, prepare a piece of paper in each group guys. Today we will

go outside the classroom. Come on!

Students : (They go out of the class and the member of group made a circle).

Teacher : I want you write a story about your friend's appearance, but your friend in another group may not know someone you write. For example, your group decides to write about Rafli's appearance. Please try do not tell about your decision. Then, you write a key word on the paper one by one.

Students : What is key word mom?

Teacher : If you decide to write Rafli's appearance, you can write a key word. For example, "Handsome". Then, if I said "Move", you take turn the paper to your friend and he or she write another key word about Rafli's appearance, such as "tall".

Students : Oh... (The students listen to the teacher's explanation).

Teacher : Ok, now you decide to choose your friend first and write a key word.

Students : (The first student of each group wrote a key word).

Teacher : Move!

Students : (The first student took turn the paper to his or her friend. It would repeat until there were 4 or 5 key words).

Teacher : Have you finish to write a key word?

Student : Yes mom.

Teacher : Now, we start to write a text. Each student must write one sentence which connects with the previous sentence. Don't

forget to use a keyword in writing a sentence. If I said “Move”, you takes turn the paper to your friend and he or she write a sentence based on the key word that had been written.

- Students : (The first student of each group wrote a sentence).
- Teacher : Move!
- Students : (The first student took turn the paper to his or her friend. It would repeat until it became a text).
- Teacher : Time is up. Submit your paperwork guys!
- Students : (The students submitted their paper).
- Teacher : (The teacher swapped the paper into another group)
I want one of you stand up and read the story aloud in front of class. Ok, Rina... Comes forward please!
- Rina : (Rina stood up and read the story aloud).
- Teacher : Thank you Rina. You may sit down. (The teacher wrote the strange sentence on the whiteboard. Then, she conducted the discussion and evaluation).
- Students : (They laughed because they added sense of humor in their writing).
- Teacher : “Ok Guys. I have some text. So what is the kind of text? (the teacher showed text in front of the class)”.
- Students : “Description text mom”.
- Teacher : “Ok good answer, why you answer the kind of text description text?” (the teacher pointed one student)
- Indah : “Because in this text describing about something.”
- Teacher : “In this text describing about? And give the reason.” (the

- teacher pointed one student)
- Angga :” In this text describing about person mom, because in this text explained about the characteristic of person from Mia.
- Teacher :”Right. The answer is very good guys. This text is description text. In this text described about the characteristic from Mia.”
- Teacher :”Ok students, now you have to make descriptive text about describing person individually. I give you 20 minutes to make it.
- Students :”Yes mom.”
- Teacher : (The teacher discussed her student’s work and concludes the lesson and and give homework to the students about text)
- Teacher : Today, we had learnt about describing person. What the vocabularies which we used to describe person?
(The teacher reviewed the material).
- Students : (They answer the question together).
- Teacher : Good. Tomorrow, you must make story about your idol’s appearance.If we want to learn English, we must study hard and practice everyday. I think it is enough for today, see you later.
- Students : See you mom
- Teacher : Assalamualaikum
- Students : Walaikumsalam

) Second Meeting:

- Teacher : Assalamualaikum guys, Good morning.
- Students : Waalaikumsalam mom, Good morning.
- Teacher : How are you today?
- Students : Fine mom. (Students' entire together replay)
- Teacher : Before we are going to next our lesson, please submit your homework
- Students : (The students submitted their homework)
- Teacher : Are there any absences today? (The teacher checked attendance list)
- Students : There is no absent today mom.
- Teacher : Ok students, I had vocabulary game about idol's appearance. The rule of this game, when I called your name, the students who was called his or her name might raise your hand and mentioned the characteristic from picture Agnes Monica in this slide.”
- Students : Ok yes mom.
- Teacher : Ok. Ema Utari. What are the characteristics of Agnes Monica?
- Ema : Beautiful, slim mom.
- Teacher : (write the answers on the whiteboard)Mia Febriana what else about Agnes Monica?.
- Mia : (very active) beautiful, tall, famous, young, sexy.
- Teacher : Nahh very good answer Mia. The next Bagas Diyanto.
- Bagas : Black hair, white skin and pointed nose.

- Teacher : Ok, Agnes is beautiful, tall, famous, young, sexy, slim, black hair, pointed nose and white skin. All these words are adjective. Do you know an adjective word?
- Students : Yes, I do. an adjective word is kata sifat, mom.
- Teacher : Good. You are right guys. ok now we are going to some new vocabularies to describing idol. in shape of face there are kind of model, for example, there is a Dimple, Chubby, Charming, Beard, Mole, Cute, mustache, and freckle. (The teacher wrote a new vocabularies and translate it on the whiteboard).
- Students : Ok mom I get it.
- Teacher : Ok guys, now can you describing your idol's guys?
- Students : Yes mom.
- Teacher : Good, Who is your idol Andi? Can you described about the characteristic from your idol?
- Andi : My idol is Raisa mom. She is very beautiful. She is a popular singer. And she has chubby cheek makes her face is easy to remember.
- Teacher : Very good answer Andi. Ok, now please make a text about your idol's appearance and write down in the paper. I give you 10 minutes to make it.
- Students : Yes mom.
- *After 10 minutes later.
- Teacher : Finish guys?
- Students : I am finish mom. (Answer together)
- Teacher : Ok let's discuss your work about your idol's appearance.
- Students : (The students is listening teacher explanation and correct their work)
- Teacher : Any question so far?

- Students : (The student did not answer the teacher)
- Teacher : Ok students, now make a group. I would give you task by group. Every group consist of 5-6 students. I will divide you based on seat and as usual, I do not want to hear you comments, OK!(After the groups had formed, the teacher gave explanation about howto apply chain story was)
- Students : Ok mom.
- Teacher : Now, all of you must prepare a piece of paper. I want you write a storyabout your idol's appearance.
- Students : Horeee... yes mom. (The students were very active and enthusiastic)
- Teacher : Everyone must write his or her idol's appearance. So, each group hassome stories based on the idol's name that had been written on the paper.
- Students : (Every student began to write his or her idol's appearance on the paper).
- Teacher : Have you finish guys?
- Students : yes mom.
- Teacher : Ok, If you had written your idol, you must move the paper to your friend.If you had got your friend's paper, you can write a key word on that paper based on your friend's idol. For example, "chubby". Then, if I said"move", you takes turn the paper to your friend again and he or she writes another key word, such as "tall". Is it clear?
- Students : Sure mom. (The students listen to the teacher's explanation).
- Teacher : Okay, Move!
- Students : (The first student took turn the paper to his or her friend. It

would repeat until there were 4 or 5 key words).

Teacher : Now, we start to write a story. Each student must write one sentence which connects with the previous sentence. Don't forget to use a keyword in writing sentence. If I said "Move", you take turn the paper to your friend and he or she write a sentence based on the key word that had been written.

Students : (The first student of each group wrote a sentence).

Teacher : Move!

Students : (The first student took turn the paper to his or her friend. It would repeat until it became a text).

Teacher : Time is up. Submit your paper guys!

Students : Ok mom. (The students submitted their paper).

Teacher : (The teacher swapped the paper into another group).
I want one of you stand up and read the story aloud in front of class. Okay, Farah... comes forward please!

Farah : (Farah stood up and read the story aloud).

Teacher : Thank you Farah. You may sit down. (The teacher wrote the strange sentence on the whiteboard. Then, she conducted the discussion and evaluation).

Students : (The students laughed because most of them did not know about what his or her friend's idol look like does, He or she write based on his or her opinion and imagination).

Teacher : "I have one example of text for you guys. Can you analyze the kind from the text? (the teacher displayed the

text on the power point)"

- Students : "Yes mom, the text is description text."
- Teacher : "Good, what is it about?"
- Students : "Conversation."
- Teacher : "Yes a conversation, what conversation they talking about?"
- Students : "Characteristic of Aliando."
- Teacher : "Good, almost correct but the right one is about describing, describe the idol."
- Teacher : "Ok guys, now you write descriptive text about describing idol individually. I give you 20 minutes to make it."
- Students : "Yes mom."
- Students : (Students has done their assignment and submit their assignment)
- Teacher : (The teacher discussed her student's assignment and concludes the lesson and give homework to the students about text and submit it in next session)
- Teacher : Today we had learnt about describing Idol. What the vocabularies which used to describe person? (The teacher reviewed the material).
- Students : (They answer the question together).
- Teacher : Good Tomorrow you must make story about your favorite thing. We must study hard and practice everyday, right? I believe your English will be improved. I think it is enough for today, see you later.
- Students : See you mom.

Teacher : Assalamualaikum.

Students : Waalaikumsalam.

) Third meeting:

Teacher : Assalamualaikum Guys

Students : Waalaikumsalam mom.

Teacher : Good morning everyone.

Students : Good morning mom.

Teacher : How are you today guys?

Students : I am fine , thank you.

Teacher : Ok, who is absent today?

Students : There was no student who absent today, mom.

Teacher : Please submit your homework last time.

Students : (The students submitted their homework)

Teacher : (She looked at the attendance list to make sure that the students didnot lie. After that, she began to give the students a perception aboutdescribing thing).

Ok. What is your favorite thing?

Student A : a bicycle.

Student B : a handphone.

Student C : a ball basket.

Teacher : wow so many of your favorite things.

Students : Yes mom.

Teacher : Ok, students. Do you know name of thing on the picture?

Students : Yes Mom, pencil case.

Teacher : Ok good. How about the color?

- Students : Blue and pink mom.
- Teacher : Good, how about the shape?
- Students : Square.
- Teacher : Perfect, very good answer.
- Teacher : And how about the size? and what is this pencil case made from?
- Students : (Cannot answer).
- Teacher : What the vocabularies which we used to describe things?
- Students : (The students keep silent and look for the page about describing things in the book).
- Teacher : Ok. We can use color, size, made from, shape, and condition. (The teacher guided and wrote the vocabularies on the whiteboard).
- Students : (The atmosphere of class is being noisy when their teacher began to mention the vocabularies).
- Teacher : (When teacher knew that some students were noisy, she stopped activity and gave signal to her students to keep silent).
- Students : (silent).
- Teacher : (The teacher continued her explanation).
Ok, good. What kind of color? How about the size?
(This session, the teacher guided and showed the students to classify the vocabularies).
- Students : there are red, blue, brown, yellow, etc. And the size are big, medium, and small. (The students mentioned the

vocabulary together so that the class became crowded).

- Teacher : Well. what kind of grammar which used in this story?
- Students : Simple present mom.
- Teacher : Good, we can use simple present tense or simple past tense. How to make sentences in simple past tense?
- Students : (cannot answer or silent).
- Teacher : (The teacher explained the students about simple past tense. She made some sentence as examples in using grammar). Do you get it guys?
- Students : Sure mom.
- Teacher : Ok I will repeat again. Ok what is your favorite thing?
(pointed the students)
- Student A : A pencil case.
- Student B : A ball.
- Student C : A bicycle.
- Teacher : Ok students, very good answer. Now, please make a text about your favorite thing and write down in the paper. I give you 10 minutes to make it.
- Students : Yes mom.
- After 10 minutes later.
- Teacher : have you finish guys?
- Students : Yes, mom.
(The students finished their work).
- Teacher : (The teacher corrects their student's work). (The teacher showed a pencil case to her students again. She asked and guided them to write a story about this a pencil case).
- Students : (The situation is crowded and enthusiastic to listen their

teacher's explanation).

Teacher : (The teacher has completed correction of the student's Assignment). (The teacher gave some questions about describing a pencil case and she wrote the students' answer on the whiteboard. Here, the teacher guided her students in writing story correctly.
Any question so far?

Students : No mom.

Teacher : Ok guys, I will give you task by groups. Before I give you the task I will divide you into 5 groups and I will choose the member based on the attendance list.

Students : Yes mom.

Teacher : Now, each group must prepare a piece of paper. I want you write a story about your favorite thing.

Students : Will we make some text again, mom?

Teacher : No, you will not. Each group just writes one text. So you must decide with your group what the thing which you write is.

Students : (Each group decide to write one thing).

Teacher : Have you finish guys?

Students : Yes mom.

Teacher : If you had written your favorite thing, you must move the paper to your friend. If you had got your friend's paper, you can write a key word on that paper based on the thing that which had written before. For example, "red". Then, if I said "Move", you takes turn the paper to your friend again and he or she writes another key word, such as "medium".
Is it clear guys?

Students : Yes mom. (The students listen to the teacher's explanation).

Teacher : Ok, move.

Students : (The first student took turn the paper to his or her friend. It would repeat until there were 4 or 5 key words).

Teacher : Now, we start to write a story. Each student must write one sentence which connects with the previous sentence.

Don't forget to use a keyword in writing a sentence. If I said "move", you takes turn the paper to your friend and he or she writes a sentence based on the key word that had been written.

Students : (The first student of each group wrote a sentence).

Teacher : Move!

Students : (The first student took turn the paper to his or her friend. It would repeat until it became a story).

Teacher : Time is up guys, submit your paper group!

Students : (The student submitted their paper).

Teacher : (The teacher swapped the paper into another group).
I want one of you stand up and read the story aloud in front of the class. Okay, Ary... comes forward please!

Ary : (Ary stood up and read the story aloud).

Teacher : Thank you Ary. You may sit down .

Students : (They laughed because they added sense of humors in their writing).

Teacher : "Ok can you mentioned the kind from the text? (the teacher showed the text in front of the class)."

Students : "Yes mom, the text is description text."

Teacher : "Good answer, what the reason mentioned the text

- description text?"
- Student : "Because in this text explained about the characteristic from bag mom."
- Teacher : "Right , this text is description text about this text describing thing about bag.
- Teacher : "Ok guys, now you have to write descriptive text about describing thing individually. I give you 20 minutes to make it.
- Students : "Yes mom."
- Students : (Students has done their assignment and submit their assignment)
- Teacher : (The teacher discussed her student's assignment, concludes the lesson and gave score after that the teacher give homework to the students about text and submit it in next session)
- Teacher : Today we had learnt about describing thing. What the vocabularies which used to describe thing? (The teacher reviewed the material).
- Students : (They answer the question together).
- Teacher : Good job guys. Today your English becomes better than yesterday. I am really proud of you. You are my smart students.
- Students : (The students looked so happy when they heard about that).
- Teacher : I think it is enough for today, see you later.

Students : see you mom.

Teacher : Assalamualaikum.

Students : Waalaikumsalam.

OBSERVATION SCRIPT

Name of Teacher : Second Teacher

School : SMP Islamic Qon Gresik

) First Meeting

Teacher : Assalamualaikum Good Morning?

Students : Waalaikumsalam Good Morning.

Teacher : How are you today?

Students : Fine, Thank you.

Teacher : I'm sorry, last week I could not come to the class because I was sick.

Ok, who is absent today?

Students : There was no student who absent today, mom.

Teacher : (She looked at the attendance list to make sure that the students did not lie. After that, she began to give the students a perception about describing person).

Teacher : Ok. Today we are going to learn about descriptive text.

Do you know, what is the descriptive text? Student A

(Pointed out of the students)

Student A : Describe the characteristics of someone, something or place. (Look the book)

Teacher : Ok, students. Do you know who is he? (Displaying the picture)

Students : Yes Mom. Stefan William. One of handsome artist in

Indonesia.

Teacher : How does he look like?

- Students : Handsome.
- Students : Pointed Nose.
- Students : He is cool Mom.
- Teacher : Good. How about his hair, skin, and face?
- Students : Ehmmmm... he has white skin mom.
- Teacher : Good. Others?
- Students : Wait Mom. Emmm... he has short black hair.
- Students : His face is oval.
- Teacher : Very good. Is he short or tall?
- Students : He is tall Mom.
- Teacher : Now look at the body. How the body is looks like?
- Students : Kurus Mom.
- Teacher : In English please.
- Students : I don't know Mom.
- Teacher : Kurus means thin, understand?
- Students : Yes Mom.
- Teacher : Open your book please.
- Teacher : Bagus, read the story aloud and translate it into Indonesian language.(The teacher knew that a student, who sat in the corner, did not focus on her explanation).
- Bagus : (He began to read the text aloud, but when he did not know the meaning of the text, the teacher helped him and asked another student to translate it until the text end).
- Teacher : Ok Bagus, thank you. Do you know kind of grammar which used in this text? (speak to all students)

- Students : Simple present tense mom.
- Teacher : Yes, you right. For example is “He is tall” (The teacher explained the students about simple present tense. She only made one sentence as an example in using grammar). Do you get it guys?
- Students : Yes mom.
- Teacher : Now, I have a game. The rule of this game is I will divide you into five groups so please count 1 until 5.
- Students : (students counting)
- Teacher : Now each group must prepare a piece of paper. I want you write text about characteristic of Nabila Syakib. And each group makes a bell, it’s up to you.
- Students : Will we make some text again, mom?
- Teacher : No, you will not. Each group just writes one text. So you must decide with your group what the thing which you write.
- Students : (each group decides to write one thing).
- Teacher : Have you finish guys?
- Students : Yes, mom.
- Teacher : If you had written the characteristic of Nabila Syakib, you must move the paper to your friend. If you had got your friend’s paper, you can write a key word on that paper based on the thing that which had written before. For example, “Beautiful”. Then, If I said “move”, you takes turn the paper to your friend again and he or she writes

another key word, such as “long hair” and push your bell quickly to move. Is it clear?

Students : Yes mom, (the students listen to the teacher’s explanation).

Teacher : Ok move and push your bell.

Students : (Tuuuuut....the first student took turn the paper to his or her friend. It would repeat until. There were 4 or 5 key words.)

Teacher : Now, we start to write a text. Each student must write one sentence which connects with the previous sentence. Don’t forget to use a keyword in writing a sentence. If I said “move”, you take turn the paper to your friend and he or she write a sentence based on the key word that had been written.

Students : (The first student of each group wrote a sentence).

Teacher : Move.

Students : (The first student took turn the paper to his or her friend. It would repeat until it became a text).

Teacher : Time is up. Submit your paper guys!

Students : Ok mom.” (The students submit the paper).

Teacher :”(The teacher swapped the paper in another group). I want one of you stand up and read the text aloud in front of class. Ok Verrel come forward please!

Verrel :”(Verrel stood up and read the story aloud).

- Teacher : "Thank you Verrel. You may sit down.
- Students : "(They laughed because they added sense of humors in their writing).
- Teacher : "Ok can you mentioned the kind from the text? (the teacher showed the text in front of the class)."
- Students : "Yes mom, the text is description text."
- Teacher : "Good answer, what the reason mentioned the text description text?"
- Student : "Because in this text explained about the characteristic from Nabila Syakib mom."
- Teacher : "Right , this text is description text about this text describing person about Nabila Syakib.
- Teacher : "Ok students, now you have to make descriptive text about describing person individually. I give you 20 minutes to make it.
- Students : Yes mom.
- Students : (Students has done their assignment and submit their assignment)
- Teacher : (The teacher discussed her student's assignment, concludes the lesson and gave score)
- Teacher : Today we had learnt about describing person. What the vocabularies which we used to describe person? (the teacher reviewed the material).
- Students : (They answer the question together).

Teacher : Good, tomorrow you must write down the characteristic about your idol's appearance. If we want to learn English, we must study hard and practice everyday. I think it is enough for today, see you later. Assalamualaikum guys.

Students : See you mom, waalaikumsalam.

) Second Meeting

- Teacher : Assalamualaikum Good Morning?
- Students : Waalaikumsalam Good Morning.
- Teacher : who is absent today?
- Students : There was no student who absent today, mom.
- Teacher : “Ok, students. Do you know who is on the picture?”
- Students : “Yes Mom. She is Natasha Wilona. One of actresses in Indonesia.”
- Teacher : “What is the characteristic of Natasha Wilona?”
- Students : “Beautiful, Smart and Cute.”
- Teacher : “Ok, Good.”
- Teacher :”Ok students, I had vocabulary game about idol’s appearance. The rule of this game, when I called your name, the students who was called his or her name might raise your hand and mentioned the characteristic from picture Natasha Wilona in this slide.”
- Students :”Ok yes mom.”
- Teacher :”Ok. Eva. What are the characteristics of Natasha Wilona?
- Eva :”Beautiful, slim mom.”
- Teacher :”(write the answers on the whiteboard) mia what else about Natasha Wilona?.”
- Mia :“(very active) beautiful, tall, famous, young, sexy.
- Teacher :”Nahh very good answer mia. The next Bagus .”
- Baguss :”Black hair, white skin and pointed nose.
- Teacher :”Ok,Natsha is beautiful, tall, famous, young, sexy, slim,

black hair, pointed nose and white skin. All these words are adjective. Do you know an adjective word?

Students : Yes, I do. an adjective word is kata sifat, mom.

Teacher : Good. You are right guys. ok now we are going to some new vocabularies to describing idol. in shape of face there are kind of model, for example, there is a Dimple, Chubby, Charming, Beard, Mole, Cute, mustache, and freckle.
(The teacher wrote a new vocabularies and translate it on the whiteboard).

Students : Ok mom I get it.

Teacher : "Ok guys, now can you describing your idol's guys?"

Students : "Yes mom."

Teacher : "Good, Who is your idol Anang? Can you described about the characteristic from your idol?"

Anang : "My idol is similar with your picture mom. She is very beautiful. She is a good actress.

Teacher : "Very good answer Anang. Ok, now please make a text about Natasha Wilona's appearance and write down in the paper. I give you 10 minutes to make it."

Students : "Yes mom."

Teacher : Have you finish guys?

Students : Finish mom.

Teacher : (Teacher is discussing about her student's assignment)
Any question so far?

Students : (The student did not answer the teacher)

Teacher : Ok students, if you have no question to me, now I want

you all make a group. I would give you task bygroup.
 Every group consist of 5-6 students. I will divide you
 based on seat and as usual, I do not want to hear you
 comments, OK!(After the groups had formed, the teacher
 gaveexplanation about howto apply chain story was)

Students : Ok mom.

Teacher : Now, all of you must prepare a piece of paper. I want you
 write a storyabout your idol's appearance.

Students : (The students were very happy and enthusiastic)

Teacher : Everyone must write his or her idol's appearance. So, each
 group hassome stories based on the idol's name that had
 been written on the paper.

Students : (Every student began to write his or her idol's appearance
 on the paper).

Teacher : Have you finish guys?

Students : yes mom.

Teacher : Ok, If you had written your idol, you must move the paper
 to your friend. If you had got your friend's paper, you can
 write a key word on that paper based on your friend's idol.
 For example, "chubby".Then, if I said "move", you takes
 turn the paper to your friend again and he or she writes
 another key word, such as "tall". Is it clear?

Students : Sure mom. (The students listen to the teacher's
 explanation).

Teacher : Okay, Move!

Students : (The first student took turn the paper to his or her friend. It
 would repeat

until there were 4 or 5 key words).

Teacher : Now, we start to write a story. Each student must write one sentence which connects with the previous sentence.

Don't forget to use a keyword in writing sentence. If I said "Move", you takes turn the paper to your friend and he or she write a sentence based on the key word that had been written.

Students : (The first student of each group wrote a sentence).

Teacher : Move!

Students : (The first student took turn the paper to his or her friend. It would repeat until it became a story).

Teacher : Time is up. Submit your paper guys!

Students : (The students submitted their paper).

Teacher : (The teacher swapped the paper into another group).

I want one of you stand up and read the story aloud in front of class. Okay, Chelsea... comes forward please!

Chelsea : (Chelsea stood up and read the story aloud).

Teacher : Thank you Chelsea. You may sit down. (The teacher wrote the strange sentence on the whiteboard. Then, she conducted the discussion and evaluation).

Students : (The students laughed because most of them did not know about what his or her friend's idol look like does, He or she write based on his or her opinion and imagination).

Teacher : "I have one example of text for you guys. Can you analyze the kind from the text? (the teacher displayed the text on the power point)"

Students : "Yes mom, the text is description text."

- Teacher : "Good, what is it about?"
- Students : "Conversation."
- Teacher : "Yes a conversation, what conversation they talking about?"
- Students : "Characteristic of Prilly Latuconsina."
- Teacher : "Good, almost correct but the right one is about describing, describe an idol."
- Teacher : "Ok students, now you have to make descriptive text about describing person individually. I give you 20 minutes to make it."
- Students : "Yes mom."
- Students : (Students has done their assignment and submit their assignment)
- Teacher : (The teacher discussed her student's assignment and concludes the lesson and give homework to the students about text and submit it in next session)
- Teacher : Today we had learnt about describing Idol. What the vocabularies whichused to describe person? (The teacher reviewed the material).
- Students : (They answer the question together).
- Teacher : Good Tomorrow you must make story about your favorite thing. We must study hard and practice everyday, right?
- I believe your English will be improved. I think it is enough for today, see you later.
- Students : See you mom.
- Teacher : Assalamualaikum.

Students : Waalaikumsalam.

) Third meeting:

Teacher : Assalamualaikum Guys

Students : Waalaikumsalam mom.

Teacher : Good morning everyone.

Students : Good morning mom.

Teacher : How are you today guys?

Students : I am fine , thank you.

Teacher : Ok, who is absent today?

Students : There was no student who absent today, mom.

Teacher : (The teacher check and look around to make sure no students absenttoday) Please submit your homework last time.

Students : (The students submitted their homework)

Teacher : “Well students, here I have a game. I have some cards which there are some pictures of thing. The role of this game is I will call your name, the students who call his/her name should come forward and take one card. Don’t show the card to your friend and for other students should describe the thing on the card, if the characteristic is match with the thing so the player should said yes but if the characteristic isn’t match with the thing so the player should said no. The students will stops describe the thing when one of your friends can answer name of the thing correctly.”

Students : “Yes Mom.”

Teacher : “Ok, for the first player is Dimas, please come forward

and take one card (The card is the picture of chair).

Dimas : "Ready Mom."

Teacher : "Ok, please you describe the thing first (pointed out students)

Student 1 : "The color of thing is blue."

Dimas : "No."

Student 2 : "The thing has four legs."

Dimas : "Yes."

Student 3 : "Ok the thing has four legs."

Dimas : "Oh yes."

Student 4 : "Kegunaan the thing is for study."

Dimas : "No, no."

Teacher : "Wait in english please."

Student 4 : "I don't know Mom, what is "kegunaan" in English."

Teacher : "Others anybody knows what is kegunaan in English?"

Students : "I don't know Mom."

Teacher : "Kegunaan means function. Can you repeat your sentence?"

Student 4 : "The function of the thing is for study."

Dimas : "No."

Teacher : "Ok good. Next your turn." (pointed out student)

Student 5 : "Ok Mom, the function of the thing is for sit down, is it right."

Dimas : "Ehm yes."

Teacher : “Ok I know the answer and the answer is chair.”

Dimas : “Yeah you are right.”

Teacher : “Ok now. Please, prepare a piece of paper in each group.

Today we will go outside the classroom. Come on!”

Students :” (They go out of the class and the member of the group made a circle).”

Teacher :”I want you write a text about your favorite thing, but your friend in another group may not know someone who you write. For example, your group decides to write about pencil case. Please try to keep secret about your decision. Then, you write a key word on the paper one by one.”

Students :”What is a key word mom?”

Teacher :”If you decided to write pencil case, you can write a key word. For example, “blue”. Then, If I said “move” you takes turn paper to your friend and he or she write another key word about pencil case, such as shape.”

Students :”Oh...(the students listen to the teacher’s explanation).”

Teacher :”Start from now, you decide to choose your friend first and write a key word.

Students :”(The first students each group write a key word).”

Teacher :”Move.”

Students :”(The first student took turn the paper to his or her friend. It would repeat until. There were 4 or 5 key words.)”

Teacher :”Now, we start to write a text. Each student must write one

sentence which connects with the previous sentence.

Don't forget to use a key word in writing a sentence. If I said "move", you takes turn the paper to your friend and he or she write a sentence based on the key word that had been written."

- Students :"(The first student of each group wrote a sentence)."
- Teacher : "Move."
- Students :"(The first student took turn the paper to his or her friend. It would repeat until it became a text)."
- Teacher : "Time is up. Submit your paper guys!."
- Students : "Ok mom."
- Teacher : "(The teacher swapped the paper in another group). I want one of you stand up and read the text aloud in front of class. Ok Sherly come forward please!
- Sherly : "(Sherly stood up and read the story aloud).
- Teacher : "Thank you Sherly. You may sit down.
- Students : "(They laughed because they added sense of humors in their writing)."
- Teacher : "Ok Guys. I have some text. So what is the kind of text? (the teacher showed text in front of the class)".
- Students : "Description text mom".
- Teacher : "Ok good answer, why you answer the kind of text description text?" (the teacher pointed one student)
- Indah : "Because in this text describing about something."

Teacher :”In this text describing about? And give the reason.” (the teacher pointed one student)

Angga :” In this text describing about thing mom, because in this text explained about the characteristic of thing from chair.

Teacher :”Right. The answer is very good guys. This text is description text. In this text described about the characteristic from chair.”

Teacher :” Now students, you have to make descriptive text based on the characteristic of shoes that you have learnt last time.

I give you 20 minutes to write it.

Students :” Ok Mom.”

Students :”(doing their assignment)

Student 1 :”Mom, what is the meaning of pemberian in English?”

Teacher :”Well, students, your friend asked the meaning of pemberian in English. Anybody knows?”

Students :”(Silent)”

Teacher :” Ok pemberian in english means present.”

Student 2 :”How about biasanya Mom?”

Student :”I am Mom, usually.”

Teacher :”Very good, so biasanya in English means usually.”

Students :”Mom, I want ask, after I put “do not” then follow by V1, it is use s/es or not?”

Teacher :” Ok students. Look at this, in negative form (-) after we put do not or does not then follow by V1 but it’s without

s/es. Example, I do not speak English every day. The use of s/es only in positive form (+) and it for plural like she, he, it example she goes to school every day. Do you get it?"

Students : "Yes Mom."

Students : (The students has finished their assignment).

Teacher : (The teacher corrects her student's assignment and gave it score).

Teacher : Today we had learnt about describing thing. What the vocabularies which used to describe thing? (The teacher reviewed the material).

Students : (They answer the question together).

Teacher : Good job guys. Today your English becomes better than yesterday. I am really proud of you. You are my smart students.

Students : (The students looked so happy when they heard about that).

Teacher : I think it is enough for today, see you later.

Students : see you mom.

Teacher : Assalamualaikum.

Students : Waalaikumsalam.

Appendix 2

INTERVIEW SCRIPT OF THE FIRST TEACHER

TEACHING WRITING USING CHAIN STORY OF THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH 4 GIRI

Researcher : Why do you choose the Chain Story as a method of learning to write?

Teacher : I have already been applying the Chain Story as a method of teaching writing. I think this method could help students to increase vocabulary and also trained them to make good sentences or paragraphs.

Researcher : Does it need explanation when the first chain story's lesson starts?

Teacher : Yes it does, because that is a procedure. I would explain the topic first. For example, the topic was descriptive describe someone, then I would explain a little how to describe that person, then I explained grammar or tenses are used. For example we used simple present tense; absolutely I gave examples about simple present tense. However, I guided them to mention vocabulary first.

Researcher : Why are you asking your students to form groups and make a keyword?

Teacher : I divided students into some groups. Each group contains 5 or 6 students. Then, I asked them to bring a piece of paper. I asked them

to write the key word. Next, I gave the clue “move” in order that they took turn a paper to the next friend. Then, their friends would also write the key word. After they all wrote key word, they still joined with the same group and I asked them again to write the sentence which appropriate with the key word that they have written one by one. It will form a paragraph that consists of 5 or 6 sentences, like that and make students understanding about writing activity

Researcher : Should form a group the way you do?

Teacher : As you know in a few weeks ago, I usually create groups based on the absence or seat. I did it in order that it did not waste a long time because most of them pick one group with best friends.

Researcher : On the first day, why do you ask students to do activities outside the classroom?

Teacher : I did it so that students got a different atmosphere than usual and made them more relaxed and comfortable during the process of learning takes place. If students always study in the classroom from in the morning until afternoon, they will feel bored.

Researcher : On the second day, why do you ask students to write some stories in group?

Teacher : I did it because I wanted to improve in order that it looked a little different from the previous day. Secondly, I also wanted all of them active group.

Researcher : Why do you ask students to write a key word first?

Teacher : I did it in order that the story which made by the student did not deviate to the topic.

Researcher : What the topics that are used in applying Chain Story?

Teacher : For seventh grade students, I could use descriptive as the topic, whether it was describing people, describing thing, or even describing place. Sometimes I also use narrative.

Researcher : I see a lot of problems when implementing the chain story method, is it normal?

Teacher : Yes, it is.

Teacher : Students was often noisy so that they did not focused on my explanation and when the Chain Story applied, there were students who wrote sentences that did not connect with the previous sentence and if I know some of the students have good ability in grammar mastery but I though it still need to work hard to give an explanation to them. Moreover, grammar was something that was usually not preferred by students because they have to memorize, should know the formula to use some tenses.

Researcher : Is it the best way to solve all the problems in class?

Teacher : Yes, for made the students keep silent, I asked them to be quiet with strong voice, and asked them to look at my explanation. To make them able to write sentences that fit the topic, so I asked them to write a key word first. Then for grammar problems, I would determine certain grammar that they would use and explain the use of grammar to them.

Appendix 2

INTERVIEW SCRIPT OF THE SECOND TEACHER

TEACHING WRITING USING CHAIN STORY OF THE SEVENTH GRADE STUDENTS AT SMP ISLAMIC QON

Researcher : Why do you choose the Chain Story as a method of learning to write?

Teacher : Because this method is not bored when applied in teaching writing. I have been using Chain Story more than seven years.

This method could help students to increase vocabulary and also trained them to make good sentences or paragraphs.

Researcher : Does it need explanation when the first chain story's lesson starts?

Teacher : Yes it does. I would explain the topic first. For example, the topic was descriptive describe someone, so I should a picture about our topic then I would explain a little how to describe that person, then I explained grammar or tenses are used. For example we used simple present tense; absolutely I gave examples about simple present tense. However, I guided them to mention vocabulary first or a simple sentence.

Researcher : Why are you asking your students to form groups and make a keyword?

Teacher : I divided students into some groups. Each group contains 5 students. Then, I asked them to bring a piece of paper. I asked them to write the key word. After they all wrote key word, they

still joined with the same group and I asked them again to write the sentence which appropriate with the key word that they have written one by one.

Researcher : Should form a group the way you do?

Teacher : I usually create groups based on the absence or seat. it more quick and can handle atmosphere the class.

Researcher : On the first day, why do you ask students to do activities just in the classroom?

Teacher : I did it because the students does not need to outside the class, I see the students still enthusiast during the lesson, and I worry when the students does activity in the outside class will make some obstacle like make crowded situation, etc.

Researcher : On the second day, why do you ask students to write some stories in group?

Teacher : I did it because I wanted to improve in order that it looked a little different from the previous day. Secondly, I also wanted all of them active group.

Researcher : Why do you ask students to write a key word first?

Teacher : I did it in order that the story which made by the student did not deviate to the topic.

Researcher : What the topics that are used in applying Chain Story?

Teacher : For seventh grade students, I could use descriptive as the topic, whether it was describing people, describing thing, or even describing place. Sometimes I also use narrative.

Researcher : I see a lot of problems when implementing the chain story method, is it normal?

Teacher : Yes, it is. Some time the students make noisy and one of them not participate with the game when the Chain Story applied, there

were students who wrote sentences that did not connect with the previous sentence and if I know some of the students have good ability in grammar mastery but I thought it still need to work hard to give an explanation to them.

Researcher : Is it the best way to solve all the problems in class?

Teacher : Yes, for made the students keep silent, I asked them to be quiet with strong voice, and asked them to look at my explanation. To make them able to write sentences that fit the topic, so I asked them to write a key word first. Then for grammar problems, I would determine certain grammar that they would use and explain the use of grammar to them.

Appendix 2

The First Student's Interview in the First Teacher

Researcher : Do you like english lesson?

Student : Yes, I like

Researcher : Why do you like English lesson?

Student : Because I want to travelling in the world.

Researcher : How is the method used by teachers in teaching learning?

Student : Changable, depending on the topic one of them is Chain Story

Researcher : Do you like with these methods?

Student : Yes I like it.

Researcher :What you don't like about Chain Story methods?

Student : I think no problem with Chain Story method.

Researcher : What do you think about the method of Chain Story?

Student : It good method because not only learning but also we can playing game, so I think is interesting.

Researcher : What activity in this method that make you interest in learning English?

Student : I like when the teacher asks to analyze picture.

Researcher : Why do you interest with the activity?

Student : Because I can understand more about describing person by analyze it. The teacher also makes me enjoy and easy in analyzing by playing game.

Researcher : Do you think the strategy can improve your writing ability?

Student : Yes, of course, with Chain Story students can write more by them self.

Appendix 2

The Second Student's Interview in the First Teacher

Researcher : Do you like english lesson?

Student : Yes, just little.

Researcher : Why do you like English lesson?

Student : I don't like English because I think it is difficult lesson.

Researcher : How is the method used by teachers in teaching learning?

Student : There are variation, for the example is Chain Story method.

Researcher : Do you like with these methods?

Student : Yes I like it.

Researcher :What you don't like about Chain Story methods?

Student : When I can not describing picture.

Researcher : What do you think about the method of Chain Story?

Student : Teacher ask the students to write more.

Researcher : What activity in this method that make you interest in learning English?

Student : Discussing the characteristic of person and thing

Researcher : Why do you interest with the activity?

Student : Because I can understand more about generic structure of describing person by discussing thecharacteristic of person and thing in group. Andthis game make me enjoy and easy to make a text about describing person and thing.

Researcher : Do you think the strategy can improve your writing ability?

Student : Yes, of course.

Appendix 2

The Third Student's Interview in the First Teacher

Researcher : Do you like english lesson?

Student : Yes, I like it.

Researcher : Why do you like English lesson?

Student : Because English is my favorite lesson.

Researcher : How is the method used by teachers in teaching learning?

Student : Many variation that used by the teacher to teach the students using game, quiz or other like Chain Story.

Researcher : Do you like with these methods?

Student : Yes I like it.

Researcher :What you don't like about Chain Story methods?

Student : I like Chain Story method, but when the students make a noisy I feel disturbed.

Researcher : What do you think about the method of Chain Story?

Student : Maybe the teacher's purpose is to make students feel confidence to write English.

Researcher : What activity in this method that make you interest in learning English?

Student : Write descriptive texts of person andthing

Researcher : Why do you interest with the activity?

Student : Because I liked write a diary or story so when the teacher asks to write a text, I am veryenthusiastic

Researcher : Do you think the strategy can improve your writing ability?

Student : I think yes.

Appendix 2

The First Student's Interview in the Second Teacher

Researcher : Do you like english lesson?

Student : Yes, I like it.

Researcher : Why do you like English lesson?

Student : Because I want to work in a foreign company.

Researcher : How is the method used by teachers in teaching learning?

Student : The teacher using some method like Chain Story.

Researcher : Do you like with these methods?

Student : Yes I like it.

Researcher :What you don't like about Chain Story methods?

Student : When my friend pointed me to become leader.

Researcher : What do you think about the method of Chain Story?

Student : Chain Story is interesting method because by Chain Story will be established in cooperation with a team.

Researcher : What activity in this method that make you interest in learning English?

Student : I like analyze picture

Researcher : Why do you interest with the activity?

Student : Because by analyzing picture I can understand the way to describe thing and it is easier for me to analyze the characteristic of thing. The teacher also makes me enjoy in learning descriptive text.

Researcher : Do you think the strategy can improve your writing ability?

Student : Yes of course, by Chain Story we can more active.

Appendix 2

The Second Student's Interview in the Second Teacher

Researcher : Do you like english lesson?

Student : Yes, I like it.

Researcher : Why do you like English lesson?

Student : Because I have kind teacher.

Researcher : How is the method used by teachers in teaching learning?

Student : The teacher used interesting methods and one of them is using Chain Story.

Researcher : Do you like with these methods?

Student : Yes I like it.

Researcher :What you don't like about Chain Story methods?

Student : Actually I like this game but when the teacher pointed me to forward the class it make me feel nerveous.

Researcher : What do you think about the method of Chain Story?

Student : I think the teacher want to try measure the students vocabularies.

Researcher : What activity in this method that make you interest in learning English?

Student : I like activity wrote a keyword and wrote a sentence in group one by one

Researcher : Why do you interest with the activity?

Student : Because in this activity make me easy to make a good text by analyzing picture

Researcher : Do you think the strategy can improve your writing ability?

Student : Yes of course, when we want to follow the learning process I think it can be.

Appendix 2

The Third Student's Interview in the Second Teacher

Researcher : Do you like english lesson?

Student : Yes, I like it.

Researcher : Why do you like English lesson?

Student : Because I like watching English movie.

Researcher : How is the method used by teachers in teaching learning?

Student : The teacher usually use different methods depending on the topic

Researcher : Do you like with these methods?

Student : Yes I like it.

Researcher :What you don't like about Chain Story methods?

Student : Nothing, I feel good with Chain Story

Researcher : What do you think about the method of Chain Story?

Student : Chain Story interesting method and I enjoy it

Researcher : What activity in this method that make you interest in learning English?

Student : I like write descriptive text

Researcher : Why do you interest with the activity?

Student : Because I can understand about describing person and thing by writing it. It also can understand more about present tense and structure of English sentences like punctuation,content, etc.

Researcher : Do you think the strategy can improve your writing ability?

Student : Yes, it also train us to gain the ideas in the finding the clues

toward the pictures.

Appendix 3 First Teacher

OBSERVATION CHECKLIST

Meeting : I
 Day / Date : Monday
 January, 5th 2017

Class / Semester : VII A/ 2
 Topic : Describing Person
 Time : 08.20 until 09.40

No.	Steps of Chain Story	Teacher's action in The Implementation of Chain Story Method	Check List		Description
			YES	NO	
1.	Displaying the picture in front of the class	1. The teacher displaying a picture in front of the class. 2. The teacher asked the students some guided question to build knowledge.			1. The teacher displayed a picture about Sule in front of the class. 2. The teacher guided to the students about the characteristic friend look like in the class and the teacher asked the students to made a text about their friend look like.

2.	The teacher asked the students to write a key word, wrote a sentence, and the other students continue sentence	<ol style="list-style-type: none"> 1. The teacher asked the students to write a key word 2. The teacher ask the students to write a sentence 3. The teacher asks the other students to write a continue sentence 4. Submitted the paper to the teacher 5. The teacher swapped the paper in another group. 			<ol style="list-style-type: none"> 1. The member of the group made a circle and wrote a key word on the paper one by one 2. The teacher asked, each student wrote a sentence in few minutes 3. The teacher shouted “move”, the paper would take turn to other students and they might continue the sentence until those sentences become a text. 4. The teacher asked the students to submit the paper 5. The teacher swapped the paper into another group.
3.	The students analyzed and the teacher did discussion and evaluation	<ol style="list-style-type: none"> 1. The teachers offers example and the students analyzed it. 2. The teacher did evaluation and discussion. 			<ol style="list-style-type: none"> 1. The teacher offers example description text about describing person and the students analyzed it. 2. The teacher conducted discussion and evaluation by giving question.
4.	The teacher asked the students to write descriptive text individually	<ol style="list-style-type: none"> 1. The teacher asked the students to write a text individually. 			<ol style="list-style-type: none"> 1. The teacher asked the students to write description text about describing person.

Appendix 3 First Teacher

OBSERVATION CHECKLIST

Meeting : II
 Day / Date : Tuesday
 January, 6th 2017

Class / Semester : VII A/ 2
 Topic : Describing Idol
 Time : 07.00 until 08.20

No.	Steps of Chain Story	Teacher's action in The Implementation of Chain Story Method	Check List		Description
			YES	NO	
1.	Displaying the picture in front of the class	1. The teacher displaying a picture in front of the class. 2. The teacher asked the students some guided question to build knowledge.			1. The teacher displayed a picture about Agnes Monica in front of the class. 2. The teacher guided to the students about the characteristic idol's appearance and the teacher asked the students to made a text about their idol's..

2.	The teacher asked the students to write a key word, wrote a sentence, and the other students continue sentence	<ol style="list-style-type: none"> 1. The teacher asked the students to write a key word 2. The teacher ask the students to write a sentence 3. The teacher asks the other students to write a continue sentence 4. Submitted the paper to the teacher 5. The teacher swapped the paper in another group. 			<ol style="list-style-type: none"> 1. The member of the group made a circle and wrote a key word on the paper one by one 2. The teacher asked, each student wrote a sentence in few minutes 3. The teacher shouted “move”, the paper would take turn to other students and they might continue the sentence until those sentences become a text. 4. The teacher asked the students to submit the paper 5. The teacher swapped the paper into another group.
3.	The students analyzed and the teacher did discussion and evaluation	<ol style="list-style-type: none"> 1. The teachers offers example and the students analyzed it. 2. The teacher did evaluation and discussion. 			<ol style="list-style-type: none"> 1. The teacher offers example description text about describing idol and the students analyzed it. 2. The teacher conducted discussion and evaluation by giving question.

4.	The teacher asked the students to write descriptive text individually	1. The teacher asked the students to write a text individually.			1. The teacher asked the students to write description text about describing idol.
----	---	---	--	--	--

Appendix 3 First Teacher

OBSERVATION CHECKLIST

Meeting : III
 Day / Date : Monday
 January, 12th 2017

Class / Semester : VII A/ 2
 Topic : Describing Thing
 Time : 08.20 until 09.40

No.	Steps of Chain Story	Teacher's action in The Implementation of Chain Story Method	Check List		Description
			YES	NO	
1.	Displaying the picture in front of the class	1. The teacher displaying a picture in front of the class. 2. The teacher asked the students some guided question to build knowledge.			1. The teacher displayed a picture about pencil case in front of the class. 2. The teacher guided to the students about the characteristic favorite thing and the teacher asked the students to made a text about their favorite thing.

2.	The teacher asked the students to write a key word, wrote a sentence, and the other students continue sentence	<ol style="list-style-type: none"> 1. The teacher asked the students to write a key word 2. The teacher ask the students to write a sentence 3. The teacher asks the other students to write a continue sentence 4. Submitted the paper to the teacher 5. The teacher swapped the paper in another group. 			<ol style="list-style-type: none"> 1. The member of the group made a circle and wrote a key word on the paper one by one 2. The teacher asked, each student wrote a sentence in few minutes 3. The teacher shouted “move”, the paper would take turn to other students and they might continue the sentence until those sentences become a text. 4. The teacher asked the students to submit the paper 5. The teacher swapped the paper into another group.
3.	The students analyzed and the teacher did discussion and evaluation	<ol style="list-style-type: none"> 1. The teachers offers example and the students analyzed it. 2. The teacher did evaluation and discussion. 			<ol style="list-style-type: none"> 1. The teacher offers example description text about describing thing and the students analyzed it. 2. The teacher conducted discussion and evaluation by giving question.

4.	The teacher asked the students to write descriptive text individually	1. The teacher asked the students to write a text individually.			1. The teacher asked the students to write description text about describing thing.
----	---	---	--	--	---

Appendix 3 Second Teacher

OBSERVATION CHECKLIST

Meeting : I
Day / Date : Wednesday
January, 7th 2016

Class / Semester : VII C/ 2
Topic : Describing Idol
Time : 11.00 until 12.20

No.	Steps of Chain Story	Teacher's action in The Implementation of Chain Story Method	Check List		Description
			YES	NO	

Appendix 3 Second Teacher

OBSERVATION CHECKLIST

Meeting : II
 Day / Date : Saturday
 January, 10th 2017

Class / Semester : VII C/ 2

Topic : Describing Person
 Time : 08.20 until 09.40

No.	Steps of Chain Story	Teacher's action in The Implementation of Chain Story Method	Check List		Description
			YES	NO	
1.	Displaying the picture in front of the class	1. The teacher displaying a picture in front of the class. 2. The teacher asked the students some guided question to build knowledge.			1. The teacher displayed a picture about Natasha Wilona in front of the class. 2. The teacher guided to the students about the characteristic idol's appearance and the teacher asked the students to made a text about their idol's..

2.	The teacher asked the students to write a key word, wrote a sentence, and the other students continue sentence	<ol style="list-style-type: none"> 1. The teacher asked the students to write a key word 2. The teacher ask the students to write a sentence 3. The teacher asks the other students to write a continue sentence 4. Submitted the paper to the teacher 5. The teacher swapped the paper in another group. 			<ol style="list-style-type: none"> 1. The member of the group made a circle and wrote a key word on the paper one by one 2. The teacher asked, each student wrote a sentence in few minutes 3. The teacher shouted “move”, the paper would take turn to other students and they might continue the sentence until those sentences become a text. 4. The teacher asked the students to submit the paper 5. The teacher swapped the paper into another group.
3.	The students analyzed and the teacher did discussion and evaluation	<ol style="list-style-type: none"> 1. The teachers offers example and the students analyzed it. 2. The teacher did evaluation and discussion. 			<ol style="list-style-type: none"> 1. The teacher offers example description text about describing idol and the students analyzed it. 2. The teacher conducted discussion and evaluation by giving question.

4.	The teacher asked the students to write descriptive text individually	1. The teacher asked the students to write a text individually.			1. The teacher asked the students to write description text about describing idol.
----	---	---	--	--	--

Appendix 3 Second Teacher

OBSERVATION CHECKLIST

Meeting : III
 Day / Date : Wednesday
 January, 14th 2017

Class / Semester : VII C/ 2
 Topic : Describing Thing
 Time : 11.00 until 12.20

No.	Steps of Chain Story	Teacher's action in The Implementation of Chain Story Method	Check List		Description
			YES	NO	
1.	Displaying the picture in front of the class	1. The teacher displaying a picture in front of the class. 2. The teacher asked the students some guided question to build knowledge.			1. The teacher displayed a picture about shoes in front of the class. 2. The teacher guided to the students about the characteristic favorite thing and the teacher asked the students to made a text about their favorite thing.

2.	The teacher asked the students to write a key word, wrote a sentence, and the other students continue sentence	<ol style="list-style-type: none"> 1. The teacher asked the students to write a key word 2. The teacher ask the students to write a sentence 3. The teacher asks the other students to write a continue sentence 4. Submitted the paper to the teacher 5. The teacher swapped the paper in another group. 			<ol style="list-style-type: none"> 1. The member of the group made a circle and wrote a key word on the paper one by one 2. The teacher asked, each student wrote a sentence in few minutes 3. The teacher shouted “move”, the paper would take turn to other students and they might continue the sentence until those sentences become a text. 4. The teacher asked the students to submit the paper 5. The teacher swapped the paper into another group.
3.	The students analyzed and the teacher did discussion and evaluation	<ol style="list-style-type: none"> 1. The teachers offers example and the students analyzed it. 2. The teacher did evaluation and discussion. 			<ol style="list-style-type: none"> 1. The teacher offers example description text about describing thing and the students analyzed it. 2. The teacher conducted discussion and evaluation by giving question.

4.	The teacher asked the students to write descriptive text individually	1. The teacher asked the students to write a text individually.			1. The teacher asked the students to write description text about describing person.
----	---	---	--	--	--

