

## CHAIN WRITING METHOD AND MEDIA PICTURE IN ENGLISH DESCRIPTIVE TEXTS LEARNING

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**Abstract:** *The aim of this research was to analyze: 1) the use of chain writing method and media picture in English descriptive text learning. 2) the advantages and disadvantages of chain writing method and media picture in English descriptive text learning. 3) the results of the use of chain writing method and media picture in English descriptive text learning. The research method is a case study. The subjects of this research were 5 students. Observation, interview and documentation were used as the instruments of eliciting the data. The results show that: 1) the use of chain writing method and media picture in English descriptive text learning worked well, that was students actively involved in learning corresponding lesson plan. 2) chain writing method and media picture in English descriptive text learning each has its advantages and disadvantages. 3) The implementation by using chain writing method and media picture in English descriptive text learning showed very good results, in cognitive, affective, psychomotor aspects.*

**Key Words:** chain writing; picture media; descriptive text.

### Introduction

Education is a universal activity in human life, because wherever and whenever in the world, there is education. Educational actions are directed at humans to develop the potential - the basic human potential to be real (Zahara 22). As for the essence of education is a conscious effort to develop personality and human abilities, which are carried out inside and outside the school, and last a lifetime (Sadulloh 56).

Whereas according to the SISDIKNAS Law (No. 20 of 2003) Education is a consciously planned effort to realize a learning atmosphere and learning process, so that students effectively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character and skills that needed himself, society, nation, and country. In the era of globalization that is developing rapidly and in the fast-paced information era, at least one foreign language can be mastered, namely English. Changes in the demands of English that occur in society require the role of education as one way to learn English.

The advancement of technology and information as happened at this time has changed the learning paradigm. The old paradigm that considers teachers as the only source of information in the learning process does not apply today. The progress of communication and information technology has made the teacher no longer have to act as a teacher who is a source of information and knowledge only, but also a manager and developer of learning programs that can help students achieve the necessary abilities or competencies. In managing and developing learning, especially in learning descriptive text writing. Learning strategies are needed by a teacher, one of the steps to having a strategy is to master the presentation techniques or usually called teaching methods. The goal is that students can learn effectively, rationally, efficiently and in accordance with the goals set in the 2013 curriculum. Of course, also so that teachers are not the only source of learning.

A reality that happened in one of the public middle schools in Karawang, which is a school located on the coastal area of Karawang district which is approximately 48 km from the city. The distance is far enough to make students and teachers find a little limitation of English language learning facilities in schools, such as the absence of particular space for learning English and the absence of facilities and

infrastructure such as a projector, for example. However, in the midst of the limited facilities, students admitted that they were not too challenging to write descriptive texts, even the value of their writing had an average score of 82. This was obtained after conducting unstructured interviews with one of the students and teachers of English lessons.

The method used by the English teacher in the school when learning to write descriptive text is a social-based method, which is a chain writing method which certainly does not require complete facilities and infrastructure. Chain writing method is like a game, which aims to make students excited and interested in learning to write descriptive text. This is reinforced by other study that when incorporating games into the learning process with three learning outcomes: cognitive, behavioral, and affective (Vlachopoulos and Makri). Writing has two meanings. First, writing means changing the sound that can be heard into visible signs. The altered sounds are the sounds of the language produced by human utterances. Second, writing means to express ideas in writing. People who carry out this activity are named writers, and the results of their activities are written. It can be said, the author poured ideas through writing activities, and the reader accommodated the idea by reading (Wiyanto, pp. 1–2). Writing skills can be improved if the students' reading skills increase (Kartono).

Descriptive text is a paragraph where the main ideas are conveyed by clearly describing objects, places, or events that occur to the reader. Descriptive is also called description text. In this text, the reader seems to be in a room and can smell, hear, feel and see everything in the text. The characteristics of this text are very clear so that it will be easy to distinguish this text from the others.

The description of something in the descriptive text requires precision, observation, and accuracy. The results of the observations are then poured out by the author with words that are rich in nuance and form. In other words, the writer must be able to develop an image by means of a series of words that are full of meaning and power, so that readers will consider it as if they were seeing, listening, thinking, enjoying the object themselves (Suyatno, p. 116). There are, however, problems which hinder the students to produce good descriptive text. Previous study in Indonesian context showed that the major problems of the student in writing descriptive text are based on three aspects: the inability to change the text's social function, the difficulty of writing the descriptive text with linear schematic structures, and the difficulty of filling the text with appropriate language features such as the use of unspecific participants (Noprianto). He believes that teachers should be able to design a pedagogical plan suitable for the students' needs.

Chain writing is a social-based method that will give exceptional opportunities to students to actively write. In the chain writing method, students work in groups. Each group expresses their feelings and ideas into fragments of text; this activity was performed in a form of like chain reactions. The success of students with each other is interrelated and influences the success of the group. Alternately, students write down a piece of text that has been determined. At the end of learning, it will produce complete text that has been written chain by students (Maharimin, p. 37).

Media as a means of learning has long been carried out, namely since humans carry out learning processes and activities. The media, which makes information and knowledge, are generally used with the aim of making the learning process more effective and efficient. In conducting the learning process, human always use a variety of media. The role of the media in this case is as a tool in the learning process. Personal Images include visual-based learning media. It is known that visual-based media such as images can facilitate understanding of complex or complex subject matter. Picture media can provide interesting elaboration about the structure or organization of a thing, so that it also strengthens memory. According to Santi (2014: 6) image media can foster student interest and clarify the relationship between the content of learning material and the real world. Picture media can be used by teachers to provide learners' experiences that are difficult to obtain through direct media (Forsyth; Adams; Hasan). Images can also provide experience from time to time, even circumstances that have been past (Yanti, pp. 13–14).

Images include visual-based learning media. It is known that visual-based media such as images can facilitate understanding of sophisticated or complex subject matter. Picture media can provide interesting elaboration about the structure or organization of a thing, so that it also strengthens memory. Image media can foster student interest and clarify the relationship between the content of learning material and the real world (Yanti, p. 6). Picture media can be used by teachers to provide learners' experiences that are difficult to obtain through direct media. Images can also provide experience from time to time, even circumstances that have been past.

A famous saying about picture has great words to express that: "a picture can tell a thousand words". It is true that an image in essence can tell in thousands of words. Images with various forms such as photos, graphics, charts and diagrams are very useful mediums for use in displaying messages and information.

The purpose of using the image media itself is to visualize the concepts to be conveyed to students. Subject matter that requires visualization in the form of illustrations that can be obtained from existing sources. Pictures from magazines, booklets, brochures, leaflets, etc. may be able to meet the needs of a teacher (Arsyad 114).

The development of digital technology as it is currently happening contributes to the flexibility of its use as a source of information and knowledge. Various forms of digital images can be used to convey information and knowledge through PowerPoint applications, namely photography works, graphics, diagrams, sketches, and cartoons. Various forms of images are used not only to beautify PowerPoint slideshows, but also to clarify the delivery of concepts that are presented so that they can be easily understood by students.

The most important thing that must always be considered is the copyright to the image that you can use. If the images to be used have copyright, a teacher must ask permission from the copyright holder. Images collected and selected for use in the delivery of subject matter should be photocopied. Images, which are a series of activities or stories, are presented in sequence. Students practice expressing scenes and activities in an image, which, when combined, will become a descriptive story (Arsyad 119).

## **Method**

The research method used is the case study method. Creswell (2011, 2012), states that case study research is research carried out on an object referred to as a case, which is carried out completely, thoroughly, and deeply by using various data sources. The researcher uses case study research because of the desire and purpose to reveal in detail and thoroughly the case under study (Parratt). The case is a unique event or event, unique means that it only occurs in a specific location or location.

The case here is learning to write descriptive English language which shows students get good grades in the middle of limited facilities due to the very far distance from the city and student behavior during and after following the learning activities of writing descriptive texts in Tirtajaya 2 Public Middle School which emphasizes writing methods chain and media images.

### ***Time and Location***

The research was conducted at Junior High School 2 Tirtajaya located on Ciwelut Street, RT/RW 6/4, Cicau village, Tirtajaya subdistrict, in the Karawang district, West Java. The whole event took four months to complete starting from March to July 2019. Tirtajaya 2 Public Middle School is one of the public schools that stands on the coast of the city of Karawang, precisely standing on the street Ciwelut, Srijaya Village, Tirtajaya District, Karawang Regency, West Java Province. Tirtajaya 2 public middle school was founded in 2000 and has a Type A accreditation level. Tirtajaya 2 Public Middle School has a land area of 6000 m<sup>2</sup> with a building area of 3422 m<sup>2</sup>.

## **Result and Discussion**

Information relating to the use of chain writing methods and picture media in learning to write descriptive English texts in Junior High School 2 Tirtajaya was obtained through observation, interviews, and documentation of one English teacher and four students.

### ***Results***

#### ***A. Description of Observation Results***

The observations made by the author in learning to write descriptive text in English using chain writing and image media methods include: before learning the VII grade English teacher prepares several images sourced from Google, which are then printed and star-shaped origami paper to be used as learning material write a descriptive text.

#### ***B. Description of Interview Results***

The interview results related to the use of chain writing methods and picture media in learning to write descriptive English texts in Junior High School 2 Tirtajaya. The results of interviews were obtained from one English teacher, and four students called respondent one (R1) to respondent five (R5)

##### **1. Respondent 1 (R1)**

According to respondent one (R1), there are some initial abilities that students must possess in participating in learning to write descriptive English texts using chain writing methods and picture media in Junior High School 2 Tirtajaya especially in class VII namely: first vocabulary mastery related to the

material taught include adjectives and characteristics of humans, animals, and objects, both students' motivation to be able to dare to write descriptive texts in accordance with what is learned in the delivery of material.

2. Respondent 2 (R2)

R2 stated that the initial ability that students must have before participating in learning descriptive text using chain writing method and image media is that the spelling method must be in English well and the meaning of vocabulary, with the chain writing method students, feel not afraid to try it although there may be errors, coupled with media images that make it easier for students to focus solely on describing an image that is available and how to write the correct descriptive text.

3. Respondent 3 (R3)

R3 stated that the initial ability that must be possessed by students when going to learn descriptive text writing by using the method of chain writing and image media is to understand what descriptive text is like and what vocabulary is the provision for students to write.

The use of chain writing methods and image media itself is motivated by the saturation of students in participating in learning, therefore teachers provide different learning methods and media that make students more enthusiastic. Whereas the purpose of using this method of chain writing and image media according to R3 is the one who did not know to know, in fact the students did not know how to describe animals, people and things, now through the chain writing method they became more informed because they were trained. Moreover, assisted with media images, making it easier for students to describe.

4. Respondent 4 (R4)

R4 revealed that the initial ability that students have in learning to write descriptive texts in English using chain writing methods and image media, which must know the meanings of each word if we know the meaning of words, students can easily describe humans, animals, and objects on the picture on paper.

The use of chain writing methods and media images in class VII C is motivated by students who are bored with monotonous learning, and there is no element of play, as students age 12 years on average, are playing, so using the method of chain writing and media images can be fun learning and more easily absorbed. The use of chain writing methods and image media itself aims to make it easy for students to write descriptions of animal humans and snag during learning.

5. Respondent 5 (R5)

R5 revealed that the initial ability that students must have in following the learning process of writing descriptive texts with chain writing methods and image media, namely understanding vocabulary, was related to pouring from the characteristics of humans, animals, and objects to paper, if they did not know about vocabulary, students could open dictionaries but consequently the results of students' descriptive text writing tend to belong.

The background of the use of the chain writing method and image media, according to R5, is that the nature of junior high school students is easily bored, so the teacher uses the method of chain writing and media images so that students pay attention, learn while playing. Also according to R5, the use of chain writing methods and image media to facilitate students learning, with images of students becoming aware of what they want to write and describe.

*C. Description of Documentation Results*

Based on the results of documentation relating to the use of chain writing methods and image media in learning to write descriptive English language texts, students of Junior High School 2 Tirtajaya were obtained from the results of the Learning Implementation Plan (or RPP), as follows:

1. Analysis of implementation from RPP

Based on the results of the documentation, researchers analyzed the implementation of learning to write descriptive texts of Junior High School 2 Tirtajaya students. The researcher observes the process of learning and teaching activities carried out by the teacher towards students in the classroom. In this study, researchers will analyze the implementation of learning following the RPP. In the lesson plan, there are several that are analyzed by researchers, including core competencies, basic competencies, indicators, and steps in learning activities.

2. Core Competency Analysis

Based on the results of the study, the core competencies in the RPP, namely Respect and appreciate the teachings of the religion they adhere to. Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts. Understanding

knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye. Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective /theory.

Almost everything in core competencies under what is done by the teacher to students like praying before learning begins, being responsible and appreciating as students are done by paying attention to what the teacher conveyed. Understanding knowledge is done by students by asking the teacher if they do not understand the material presented. That is why students work together and interact with friends to try to write descriptive texts that are good and true according to what students learn and understand.

### 3. Basic Competency Analysis

In accordance with the basic competencies of being grateful for the opportunity to be able to learn English as the medium of instruction for international communication that is realized in spirit. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends. Understand social functions, text structure, and linguistic elements in the text to express and ask the nature of people, animals, objects, very short and simple, according to the context of their use. In this case, the researcher sees in the process of implementing learning to write descriptive texts in English using the chain writing method, and the image media runs by the essential competencies written in the RPP. During learning to write descriptive texts in English, students are very excited, disciplined, and responsible.

### 4. Indicator Analysis

Based on the results of the research obtained on the indicator that is: (a) identifying adjectives that describe the nature of animals and objects; (b) identify sentence expressions or patterns in the text; (c) identifies the text structure; (d) identify elements of language in the text; (e) asking about the nature and physical characteristics of friends, animals and objects verbally with (i) accuracy, (ii) fluency and (iii) acceptance. stating the nature and physical characteristics of friends, animals and objects verbally accurately, fluently and acceptable; (f) guesses friends, animals and objects based on the nature and physical characteristics described orally; (g) guesses friends, animals, and objects based on the nature and physical characteristics described in writing; (h) describe friends, animals and objects verbally accurately, smoothly and acceptable; (i) describe friends, animals, and objects in writing with accuracy, coherence and acceptance.

Researchers are more concerned with describing humans, animals and objects in writing, in this case writing descriptive texts about humans, animals and objects. The researcher observed that this learning activity was in accordance with the indicators contained in the lesson plan, students were able to describe humans, animals and objects in writing. This means that overall students understand about the characteristics that exist in the image, then described one by one so that a descriptive text is formed.

### *D. Analysis of Steps in Learning*

Based on the results of the study, the steps in learning are carried out by the teacher to students who are based on the lesson plan:

#### 1. Preliminary activities

Apperception and motivation by English subject teachers in preliminary activities in the activation process to convey the material. The initial activities carried out in the classroom are first, greeting students kindly when entering the classroom. Second, check class attendance. Third, review the previous material. Furthermore, the fourth apperception, conveying the purpose of learning that aims to motivate in this learning, is to explain the importance of the material to be studied along with the competencies that must be mastered by students. Based on the explanation above, the researcher saw that in the learning process, the initial activities carried out by the teacher were by those in the RPP. Starting from greeting until motivation is done properly.

#### 2. Core activities

In this core activity, three things must be done by the teacher, namely: First, the teacher gives a large picture of humans, animals, and objects, then the teacher assigns students the task of identifying and describing adjectives of people, animals, and objects. Based on the explanation above, the researcher saw that the English subject teachers had prepared material before the activity took place. It can be seen from the media that the teacher brings, namely, paper, that contains different images. Explanation of the material explained by the teacher in this core activity is straightforward to understand. After explaining the material,

the teacher examines whether students understand writing descriptive text by writing a chain aided by media images.

### 3. Closing Activity

Based on the results of the study, the researchers saw that in the closing activities, students and teachers reflected on learning activities and their benefits. Students and teachers provide feedback on the learning process and results. The teacher gives assignments in the form of a group investigation task to write a simple description of the nature and physical characteristics of humans, animals, unique objects. Students pay attention to information about planned learning activities for the next meeting. Students and teachers say goodbye.

#### *E. Strengths and weaknesses of the use of chain writing methods and image media in learning to write descriptive English texts in Tirtajaya 2 Public Middle School students*

##### 1. Description of Observation Results

During the study the researchers saw many advantages and disadvantages in the use of chain writing and image media methods in learning to write descriptive English texts. can be seen from the interests or responses of students, activeness of students, delivery of material by the teacher and time allocation. In learning descriptive text writing using the chain writing method and the image media, the students' interests and responses were very good, they seemed relaxed, uplifting and ended descriptive text writing activities by raising their hands and saying "done" which indicated the group had finished writing descriptive text.

Students are very active and active, there are many who get rewards in the form of stars, student activeness is inseparable because the techniques used are chain writing and image media so that material achievement and learning are interesting for students, but behind the excess methods and media used, it turns out there are disadvantages. The method of chain writing, and media image turned out to be not suitable for other material such as "expressing apology, grammar, asking and giving opinion", besides that there were several students who did not get written because the allocation of time was not right.

##### 2. Description of Interview Results

The interview results description that shows strengths and weaknesses according to respondents 1 to 5 are as follows:

###### a. Respondent 1: Teacher

R1 revealed that by using the chain writing method and the media the students' response pictures were outstanding, it was seen from the results of student reflections, they were even very enthusiastic and wanted to repeat the use of chain writing and image media methods in the upcoming writing learning. The use of chain writing, and image media methods makes students more active in writing without fear of being wrong and more active because they want to convey what students know through writing.

###### b. Respondent 2: Students

R2, as a student of course, strongly responded and liked the use of chain writing and image media methods in learning descriptive text writing in Junior High School 2 Tirtajaya, especially in class VII C. The method of chain writing and picture media greatly motivated students. Respondent 2 realizes his role as a student, so every material or every learning is considered and understood by Respondent 2, R2 reveals that using the method of chain writing and picture media can help R2 and other students better understand the learning material.

###### c. Respondent 3: Students

R3 were very interested and really liked learning to write descriptive texts using the method of chain writing and media images. Respondent 3 as a student feels that he is not afraid of being wrong and is not afraid to be laughed at by other classmates, because writing descriptive texts with other students or groups, because this is a game, it feels good, between groups competing to write descriptive texts but competing is healthy. In addition, R3 also felt that he was more active in using learning to write this descriptive text. Awareness as students, Respondents 3 also pay more attention to each learning material provided, Respondent 3 hopes that students (classmates) are more motivated.

###### d. Respondent 4: Students

R4 revealed that his learning interest had increased and was very fond of learning to write descriptive English texts using chain writing methods and image media because the teacher could apply them correctly and accordingly, there was no reason for R4 not to pay attention when the teacher delivered the material, "because learning English *menyenangkan* [fun]". R4 hoped that learning English would always use interesting methods and media such as when learning to write descriptive English texts using chain writing methods and image media that made learning fun.

e. Respondent 5: students

R5 expressed their interest in learning to be increased when using chain writing and image media methods because they were interesting, so students became more enthusiastic and motivated; incidentally the 5th Respondent group had come forward in the second part. R5 were surprised to see other friends competing to try to write descriptive texts quickly, and many were correct.

*F. Description of Documentation Results*

Based on the results of the documentation related to the advantages and disadvantages of using chain writing methods and picture media in learning to write descriptive texts, Junior High School 2 Tirtajaya students are obtained from lesson plans, especially from learning materials, and the time allocation used. Based on the results of the documentation in the RPP, learning material, material delivery and time allocation affect the advantages and disadvantages of learning, in learning to write descriptive English texts using chain writing methods and the media drawing learning material in lesson plans is very suitable with learning, material delivery by the teacher also in accordance with the steps in the lesson plan from opening, core and closing activities. From the first meeting discussed about the physical characteristics of humans, the second meeting about animals, the third meeting about objects and the fourth meeting about humans, animals and objects. However, the use of chain writing methods does not match the speaking material and reading and listening.

Adequate and appropriate time management in accordance with learning planning can determine the success of learning objectives. Time allocation was 2x@45 minutes learning time. This process of learning activities carried out by teachers in managing time is quite good. It's just that not all students get the opportunity in a chain writing game with the help of picture media.

*G. Results of Using Chain Writing Methods and Media Images on Learning to Write Descriptive Texts in English*

1. Description of observation results

Descriptions of the results of observations related to the learning outcomes of the use of chain writing methods and image media in learning to write descriptive English texts, the students were enthusiastic in the class to write descriptive texts in English. After each group, students take turns writing sentence by sentence to form descriptive English texts according to the images obtained. When viewed from the results, meeting after meeting until the fourth meeting, students' knowledge increases, they are increasingly able to write descriptive texts in English. As mentioned above, students are very enthusiastic in the classroom; almost all students are active and have a role in writing descriptive texts.

The writing value in the teacher's book is useful for meeting after meeting, until in the fourth meeting the results of writing more than 70 students' descriptive texts, very few students get 60. That means students can master the material and can write descriptive texts in English.

Impressive learning is not easily forgotten by students, instead some learning should still be carried out to the outside of class or outside of school hours such as during breaks and going home from school. The researcher observed several students who practiced describing the physical characteristics of their friends. Indeed, it is more fun to tease the curls of his friend, his friend's black skin. But behind that indicates students understand how to describe humans, in this case are friends.

2. Description of Interview Results

a. Respondent 1: Teacher

R1 suggested that after students take part in learning to write descriptive texts in English using the chain writing method and the media image of students' knowledge increases more able to describe people, animals or objects. Student learning outcomes are also good seen from several aspects of writing assessment; most students get more than 70 grades. Even though learning uses the method of chain writing and media images some students still ask for vocabularies or meanings of words, some still see dictionaries, most most important they can write descriptive English texts about humans, animals and things.

b. Respondent 2: Students

After learning using chain writing methods and image media, R2 showed his acquired vocabulary items, namely vocabulary about the characteristics of humans, animals, and objects. His progress reveals promising advantages that the game of writing and drawing media can take from this.

In addition to more information, R2 also believed that his writing skills were improved because he was no longer afraid to make mistakes; he found that a collaboration such as working with other friends or groupmates, plus media images, had helped to explain the object more easily.

c. Respondent 3: Students

The knowledge of the Respondents 3 had after participating in learning by using the method of chain writing and image media, which was increasingly able to describe humans, animals, objects and vocabularies related to learning.

R3 also felt that there was an increase in the results of learning English after participating in learning using chain writing methods and picture media, the daily repetition value was increased because when the Respondent 3 replicated understood and was still reminded of the material presented so it could fill the questions smoothly.

d. Respondent 4: Students

Respondent 4 revealed the benefits of using the chain writing method and the media image on learning very much, one of which was the knowledge of R4 to be increased by knowing the characteristics of humans, animals and objects of course in English. Fun learning helps students to memorize the content. Her learning outcomes were pretty good, judging by the value of writing, remembering the material a little more so that when he did the test he could do it, besides the activeness of other students, it was also evidence that the learning results with chain writing and image media did influence student learning outcomes.

e. Respondent 5: Students

Knowledge of R5 was more increased; students became aware of how to describe people from their eyes like her eye blue or black. The skin is white skin or black, and so is the description of hair. Everything was drawn, so the students just described the picture. In addition to images that help to write, learning to write lines is also fun.

R5 claimed there was an increase in learning; students became more active and impatient to get written descriptive texts in English. In turn, each group says "done", not shy students try to write what they understand and what they think is right, even though there is something wrong at the end, it does not make students embarrassed because they are in groups, it is a good learning outcome using methods chain writing and picture media according to Respondents 5. If later, there is learning to write descriptive text again, students already understand.

*H. Description of Documentation results*

Based on the results of lesson plans documentation seen from the learning objectives, students can describe people, animals, and objects in writing accurately, coherently, and acceptable if allowed to identify the characteristics of people, animals, and objects. Also, it can describe the picture given by the teacher correctly and correctly. The results of the chain writing learning using chain writing methods and image media following the learning objectives, namely, students can write descriptive texts of English through images given by the teacher and with chain writing methods as a way for students to write.

Judging from the documentation of teacher assessment, the results of writing class C students get an average value of 80, with 6 aspects of assessment, namely the suitability of content with the purpose of message writing, word choice, sentence integration, vocabulary writing, grammar accuracy and writing originality.

The results of learning descriptive text writing show the use of chain writing methods and image media to have a positive effect, namely the average value of 80 students, but there are still a small number below 70 so it needs to make and anticipate more enjoyable learning and create student learning improvement.

**Discussion**

*A. Use of chain writing methods and picture media on Learning to Write Descriptive Texts of English in Tirtajaya 2 Public Middle School Students.*

The learning process plays a vital role in achieving effective learning goals. The learning process is characterized by the process of changing student behavior starting from before he gets learning until after. The learning process itself is a process where learning activities take place that are directed to the goal. The implementation of learning activities is the process of delivering material from the teacher to students to achieve a practical learning goal.

The learning process in Tirtajaya 2 Public Middle School is inseparable from the established curriculum, especially for class VII using the 2013 curriculum, changes from Teacher - Center to Student-Center, meaning that the 2013 curriculum provides flexibility to explore, process skills, potential students and boost curiosity students also motivate students to learn. To achieve that all require interesting learning models that refer to PAIKEM GEMBROT (active learning, innovative, creative, educative, fun, joyful and weighty), in the learning model there are methods and media, the method itself is a way someone does it (



teacher) to implement a method accurately. One method and learning media that are interesting and in accordance with the 2013 curriculum are chain writing methods and picture media.

Writing chain itself is a game of writing in series with a group that has been determined, one by one students write in turns. While the image media is used as a tool that can arouse student imagination and attract students to develop it into writing from the image, these methods and media can fulfill active, innovative, creative, educative, joyful and weighty learning.

*B. Strengths and weaknesses of the use of chain writing methods and picture media in learning to write descriptive texts of Tirtajaya 2 Public Middle School students*

Chain writing methods include one method of active learning or learning by doing that aims to make students associate learning as a fun activity. They are coupled with media images that attract and facilitate students in writing. The visual aids function to strengthen and combine sound images, grammar, vocabulary, from the student's head and instill understanding.

Each method or media has different characteristics, there is no single method or media that is superior. It can be concluded, the method of chain writing, and image media has advantages and disadvantages. here are some advantages and disadvantages of the chain writing method and media images (Adams; Santosa; Klabe and Bolland)

1. Advantages of Chain Writing Methods and Image Media

The chain writing method and the picture media received a fairly good response from students, the use of chain writing methods and picture media in learning to write descriptive texts in English made students enthusiastic in learning with pleasant learning conditions. Coupled with media images that make it easier for students to see the reality of the characteristics that exist, not just imagine.

In addition, students are more active in writing and more active because they want to convey what students know about the description in the picture, students are not shy and do not feel afraid. Chain writing methods and picture media do not require special facilities such a projector. The chain writing method and the integrated image media much help students to better understand the material, of course helping the teacher to deliver the material. For students who have succeeded in writing, a sense of pride will emerge, this will encourage other students to be more active in trying to write quickly and correctly so that the learning atmosphere of writing descriptive text is active and not dull. This is supported by Sujono (5) that success will lead to satisfaction and encourage students to learn better. The success of the chain writing method and image media is of course also influenced by the nature of the teacher who is creative and good at adjusting methods and media.

2. Lack of Guessing Game Techniques

Just like other methods and media, not all materials are compatible with the method of chain writing and image media. learning materials such as greeting, grammar, and expressing apology are certainly not suitable using the method of chain writing and image media.

The activity of students in the class seems like a noisy classroom atmosphere. Many students stand up and shout just asking for vocabulary and impatience to write. Noise also continues when students encourage one group.

Also, the limited time allocation of 2 X @45 minutes for each lesson makes some students only get a few opportunities to write in front. The teacher can slightly reduce all the shortcomings of this method by paying more attention to time and arranging students to be calmer.

3. Results of Use of chain writing methods and image media In Speaking Learning

The use of writing methods and picture media simultaneously is assumed to facilitate students in pouring imagination in the form of descriptive texts. The use of chain writing methods and image media is used by the teacher to optimize the learning process. The optimal learning process enables optimal learning outcomes too. The greater the effort to create the conditions of the learning process, the higher the results of the learning.

Learning outcomes are products of behavior adjustments obtained by students. According to Sujono (1), learning is a process of changing individual behavior through interaction with the environment. Learning is the result of the process.

From the results of data analysis shows the learning outcomes that have been obtained by students in learning descriptive text writing using chain writing methods and image media can be described as follows:

- a. Based on the results of the interview with R2, R3, R4, and R5 after taking part in learning descriptive text writing using chain writing and image media methods, their learning outcomes can be seen from

cognitive elements; namely they can describe humans, animals, and objects. also has mastery of vocabulary about some of the material that has been taught. Judging from the element of affective, students' interests and responses are outstanding, even enthusiastic students while participating in learning descriptive text writing using the method of chain writing and media images. Furthermore, when viewed from the psychomotor element, students are skilled at writing descriptive texts according to the picture in front of the class.

- b. Learning outcomes can not only be seen in the classroom but also outside the classroom application, the results of learning to write descriptive texts of students of Junior High School 2 Tirtajaya, especially class VII C, in addition to class they also apply their knowledge outside the classroom even if they are just using English that has been learned using the method chain writing and picture media.

In addition to excellent learning outcomes, the learning objectives in the lesson plan are also found in that students can describe in writing humans, animals, and objects from the picture given by the teacher. From the results of writing descriptive texts with six aspects of assessing Respondents 2, Respondents 3, Respondents 4, Respondents 5 and all students enjoying VII C get good grades, that is, an average of 80.

## Conclusions

The process of using chain writing methods and image media in learning to write descriptive text in English goes well, namely students actively participate in learning. The learning steps begin with the teacher giving the material, then the students are divided into small groups, each group gets a picture that must be told through writing, then the chain writing begins to form an English descriptive text according to the picture given to each group. Learning runs in accordance with the plan for implementing learning.

Each learning method and media certainly has its own strengths and weaknesses, the advantages of the chain writing method and image media that can make students enthusiastic and active when learning takes place, besides learning also becomes fun, motivating and accessible for students because it is done in groups. While the shortcomings of the method and media are limited learning time and not all learning materials are suitable using the chain writing method and image media. The activity of students in the class also makes the class a little noisy.

The implementation of learning to write descriptive texts in English using chain writing methods and image media shows excellent results from cognitive, affective, and psychomotor elements. The average student gets a value of 80 from the assessment of 6 aspects. The learning objectives in the lesson plan can be achieved; namely students can write descriptive texts in the classroom and can practice outside the classroom.

Further research suggestions regarding the current research topics can be as follow: Writing descriptive English texts in class VII students of Junior High School 2 Tirtajaya in this study showed many advantages and a few disadvantages, namely the lack of learning time, so that time allocation needs to be increased.

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