

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### **1.1 Background of Study**

Most of the Indonesian students have gotten English learning beginning from Junior High School until University level. They have to master English orally and in written form. There are four skills in English, such as listening, speaking, reading, and writing. Writing is one of the important skills in teaching English because it is needed to academic purpose. In writing, students must make a text or essay with several skills such as; use vocabulary, grammar, punctuation and etc. However, most of the students cannot do it in the same time, it is as the big problem for students and they feel difficult to write. According to Brown (2007:38) "Listening and reading as comprehension competence while speaking and writing as production competence." Listening and reading can add the understanding in speaking and writing to produce the good manufacturing competence. Because writing is production competence, it needs to practice continuously.

As we know that practice continuously is not enough to make good writing. Students still need other abilities to make their writing improved, such as ability in learning how to arrange a sentence, how to make a good paragraph, how to

express their ideas and others. Based on Tan (2009:1), "Writing includes a complex activity because it represents meaning and content that can be communicated to other people." In teaching writing itself, process is more important than product. So, writing needs much time and energy for the students. Troyka (2010:1) states that teaching writing is an activity to help the students in communicating through a message for a purpose. The purpose of writing is to express any ideas to show information for readers. Therefore, English teacher must be creative in developing their teaching learning process to create good atmosphere, improve student's writing skill, and make the teaching and learning writing more exciting.

In this case, using appropriate teaching method is very important in teaching writing in order that the students can produce good writing. As Harmer (2001:78) said that a method is an approach that is useful to be implemented in the teaching and learning process. A method should be appropriated in the activity, roles of teachers and learners, the material and syllabus. Method also includes procedure and techniques. Based on Richards and Schmidt (2002:330) "A method is a way of teaching which is based on principle and procedure." From those definitions of method, the researcher concludes that a method is a procedure in giving instruction to the students that aims to increase student's ability.

The researcher conducts this research at SMP Islamic Qon and SMP Muhammadiyah 4 Giri. The researcher is interested in this method because this method so useful to increase students ability, especially in writing and also collaborative learning. The researcher just chooses those two schools because the school has experienced in teaching writing using Chain Story and the researcher

wants to investigate the Chain Story processes, the problems, and the students' response in the implementation of this method. Chain Story is a writing activity which asks students to take turns in writing sentences until it becomes a story. This method includes collaborative writing which is feasible in teaching writing because the teacher only asks to prepare the topic which will be discussed and responded. She or he may give some pictures to help his or her students to write a story. Then, the students will write a story based on their imagination. As we know, young learners are mostly interested in stories so that they are motivated to learn English. According to Gardner in DePorter (2001:23) "We must use positive conditions to the young learners in order that they can be interested to learn something." In other words, English teachers must create an enjoyable teaching-learning atmosphere to make the students can be active in learning writing.

By implementing Chain Story in teaching writing, students not only can work interactively in a group but also can support themselves to be more active and learn more about how to write. The error in using vocabulary, spelling or grammar will be discussed by the teacher. Thus, the students will write successfully.

In the previous study, Bahariyanto (2011) used Chain Story to improve the tenth graders' writing narrative text. This study used an experimental research to answer a research problem and he stated "This activity was effective to help the students achieve higher scores in writing narrative text". Even though the result is successful but the researcher still wants to know more about this method such as; the problems, solutions and students' responses because in the previous study only explained about the

differences between the students who are taught by using Chain Story and students who are not.

There was also other researcher as Custidiana Angelica (2015) used Chain Story to investigate the implementation of Chain Story in teaching writing descriptive texts to the eighth graders. This study used a descriptive qualitative approach to answer a research problem. This study explained the implementation of Chain Story in teaching writing descriptive text and its responses. The research data was taken three times, namely the first and second meeting were used to observe the implementation by using observation checklist.

Based on the description above, the researcher is interested in investigating Chain Story as the method of teaching writing that is applied by English teachers at SMP Islamic Qon and SMP Muhammadiyah 4 Giri. Therefore, the researcher decides to conduct the research under the title "The implementation of teaching writing using Chain Story method for seventh grade at SMP Islamic Qon and SMP Muhammadiyah 4 Giri".

## **1.2 Statement of the problem**

Based on the background of the study, the researcher intends to investigate:

1. How is Chain Story method implemented in teaching writing?
2. How are the student's responses to Chain Story method?

### **1.3 Objective of Study**

According to the formulation of the problem, the objectives or the aims of the research are to:

1. Describe how Chain Story method is applied in teaching writing of seventh grades students at SMP Islamic Qon and SMP Muhammadiyah 4 Giri.
2. Describe how the student's responses to Chain Story method in teaching writing of seventh grade students at SMP Islamic Qon and SMP Muhammadiyah 4 Giri.

### **1.4 Significance of Study**

The writer really hopes that this research has some benefits to the writer himself and for the reader as general. The following benefits of the study are to :

1. Theoretical benefit

For the theoretical significance, this study gives discourse and knowledge for teacher about how writing class method to be interesting by implementing of Chain Story method that makes the students interested in writing class

2. Practical benefit

- a. For the teacher:

The writer hopes that this study can know how the teacher applied, teach and solve the problem faced in using Chain Story method. This study can make the writer knows about the teacher's ability to teach the students using Chain Story method.

b. For the students

The writer hopes that this study can improve their writing using Chain Story method, so that they could produce a good writing and variation in studying English.

### **1.5 Scope and Limitation of Study**

The scope and limitation of the research in this study is the implementation of the teachers in teaching writing using Chain Story method including pre-teaching and whilst-teaching. In pre-teaching, teacher introduces the material and asks the students to get the idea, such as brainstorming, questioning, imagining, discussion and writing. In whilst-teaching teacher guides the students and gives some suggestions to help students if they have difficulty to write the paragraph.

The researcher focuses on the students of seventh grade at SMP Islamic Qon and SMP Muhammadiyah 4 Giri, because Chain Story method is implemented in that class.

### **1.6 Definition of Key Terms**

Definition has the purpose to avoid ambiguity and misunderstanding of the terms used. To get same points of view to certain terms, the writer gives the definition of key terms. One refers to the previous and others do not. The definition of the key terms of the study are :

#### **1. Teaching writing**

Teaching writing is teaching activity to help students to express idea, tell messages and way of sharing information in the written form.

## 2. **Chain Story method**

Chain Story method is one of method in teaching writing. In this method writing activity which asks student to take turns in writing sentences until it becomes a story.

