

## **ABSTRACT**

Wahyuni, Wiwik. 2017. "Teaching Writing Using Chain Story of The Eight Grade Students of Junior High School" A thesis submitted as partial fulfillment of requirement for the Degree of Strata One in English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor : (I) Slamet Asari, M. Pd. (II) Ulfatul Ma'rifah, M. Pd.

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Narrative text is one of material which should be learned by junior high school students. The difficulties in composing the text and developing sentences or paragraph may cause the result of student writing to be not optimal. Chain story is one of teaching strategies used to teach writing a story which written by many people and only the next person in the chain knows where the story will end. Based on the previous research, the implementation of the chain story strategy in teaching narrative text has a significant effect. Hidayani and Al-Hafizh (2014) found that there is any difference of students' achievement between the students who taught using chain story strategy and students who did not teach using chain story strategy.

Research design of this study is Qualitative Research. Researcher found that the implementation of chain story strategy in teaching narrative text is divided into 5 steps, such as; (1) Presenting the material, (2) Dividing the students into some groups, (3) Forming several rows of students, (4) Students composing the text one by one in turn in a group until it becomes a story, (5) Discussing and giving the feedback, and (6) Students read their texts. In practice, the implementation of chain story strategy for teaching narrative text made the class feel more alive due to active student involvement in group activities.

Based on the observation of the implementation of chain story strategy in teaching narrative text, it can be concluded that it had incorporated with the basic principles of teaching writing include; planning, drafting, revising, editing, and publishing. The similarity between two teacher in implementing chain story strategy for narrative text were (1) activities in each step tend to be the same and (2) At the group division stage, the teachers determined the members of by counting the numbers in order. The difference between two teacher in implementing chain story strategy for narrative text were; (1) The first teacher discussed the results of student work, provide feedback, and ask the students to revised their work. While the second teacher only asked students to collect their work and then summarize the subject matter that day. (2) The first teacher provided the theme and pictures at students' worksheet, while the second teacher only provided the theme at students' worksheet. Furthermore, the implementation of chain story strategy for teaching narrative text made the class feel more alive due to active student involvement in group activities.

Finally, researcher will give some recommendation for other researchers. Research related to the implementation of chain story strategy to improve others language skill is also needed. Moreover, conducting research on teachers' thinking about chain story strategy in teaching english is also needed. It is because of the impact teachers have on instruction and students. Moreover, the teacher plays a powerful role in determining what, and how, the subject matter is taught. Understanding teachers 'thinking about the chain story strategy in teaching English is a needed.