

CHAPTER I

INTRODUCTION

A. Background of Study

Basically, writing is expressing ideas and opinions in writing. By writing, we can find out how students express their ideas through writing. Advanced writers can customize their flexible script to the context in which they are located. In a school environment, writing plays two separate but complementary dissertations. The first is the skills associated with using strategies (text planning, evaluation, revision) to achieve different goals, such us writing reports or presentation of express opinions supported by evidence. Second, writing is a way to expand and deepen an acquaintance of students; acts as a material learning tool.¹

Furthermore, based on Competency Standards and Basic Competencies for SMA/MA, the main objectives of English subjects are to improve oral and written communication skills to

¹ Steve Graham and Perin Dolores, “Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools - A Report to Carnegie Corporation of New York.,” *Alliance for Excellent Education* (2007): 1–66.

achieve information literacy levels and to realize the significance of English to increase the global community's competitiveness and increase students' knowledge of language and culture. Therefore, the statement explains that this English subject aims to improve students' oral or written communication skills so that they can compete in a global society and understand the close

relationship between language and culture. According to the Ministry of Education in 2013, for the Tenth Grade English Learning Skills Standard, students are expecting to convey the meaning of a short phrase, functional sentences and simple essays in the following formats of narration, description, and message objects in the context of everyday life. As mentioned, tenth-grade students will write a different letter that is descriptive. Descriptive text is a sort of text that describes something that the author or speaker uses for descriptive purposes certain things, people, animals, places, or events to their readers or listeners. The description process takes place by clearly organizing their features, starting with their name, categorizing them as well as their qualities, behavior, and

functions, etc. So that the reader or listener can see what the researcher wrote. They can see it with their own eyes right away.²

In other words, writing is not an easy subject. It is not only a process of translating language into written symbols, but also a process of thinking. Raimes says that when writing a text, many factors such as content, grammar, syntax, mechanism, layout, word choice, etc. must be taken into account and respected.³ Writing is a difficult skill for students to understand in the learning process, so it is important to teach them how to write.

The difficulty experienced by students of MAS Raudlatul Irfan Tangerang in writing descriptive text is the students have difficulty getting ideas. Second, students have difficulty with grammar correctly. And third, students have difficulty in writing and finding vocabulary. According to

² Eko Noprianto, "Student's Descriptive Text Writing In SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 1 (November 26, 2017): 65.

³ Ann Raimes, *Teaching Writing Skill*, (Oxford, Oxford University Press, 1983,) p.6.

Meyers quoted in Pratiwi, it is argued that language formation occurs naturally through speaking, not writing. Writing is thus a mode of communication that allows students to express their feelings and views on paper, to integrate information and beliefs to inspire conversation, and to transmit meaning through properly produced texts when writing, vocabulary, spelling, pronunciation, grammar, and so on.⁴

The researcher in this study employ a teaching strategy that can help students grow and improve their writing abilities. This method is called chain writing. The chain writing method resembles a game that intends to make understudies energized and keen on figuring out how to compose graphic writings. This method requires students to write descriptive texts by sharing their thoughts in a relay race. This method will be used in groups. Using the chain writing method when learning to write descriptive text in English allows students to study in comfortable learning conditions. In addition, students can convey what they say, so that writing is more positive and positive. Students are not scared or embarrassed. The chain

⁴ Eni Ismayanti and Abdul Kholiq, "An Analysis of Students' Difficulties in Writing Descriptive Text," *E-Link Journal* 7, no. 1 (2020): 10.

writing method helps students better understand the material. Students who write successfully, they will feel proud. Other students are urged to write faster, more correctly, more aggressively, and the learning environment for writing descriptive prose is less enjoyable and boring.

Erben and Sarieva describe chain writing as the process of numerous authors contributing to the creation of a story. Each writer makes a sentence and then writes down a piece of paper for his partner.⁵ By using the chain writing method in the class, students can work together in making descriptive texts. They will no longer have trouble getting ideas, writing grammar correctly, in finding vocabulary. The chain writing method also known as the active learning method allows students to combine learning and fun activities.

Therefore, the use of chain writing may be suitable to improve the descriptive writing capabilities of the students. It has also been discovered that the strategy is appropriate for Senior High School Students. The researcher will also try to do

⁵ Tony Erben and Iona Sarieva. *Calling All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*. (New York: Routledge, 2013).

the chain writing method in high school, with the hope that students can improve their descriptive writing skills. Based on the above statement, , the researcher wants to put out a study entitled "*The Effect of Chain Writing Method on Students' Writing Ability of Descriptive Text*".

B. Identification of The Problem

As stated in the background of the study and based on the preliminary survey, the researcher gets some information about the problems of students' writing skills as follows:

1. Students have difficulty in getting ideas.
2. Students have difficulty with grammar correctly.
3. Students have difficulty in writing and finding vocabulary.

C. Limitation of the Problem

This research is designed to help students' problems in writing a descriptive text on place of destination at the tenth grade of MAS Raudlatul Irfan Tangerang in the academic year 2021/2022.

D. Statements of the Problem

Based on the background of the study above, the problem of the research can be drawn:

1. How is the students' ability in writing the descriptive text?
2. How is the effect of the chain writing method in teaching writing the descriptive text?

E. The Objectives of The Research

The purpose of the research is as follows:

1. To investigate students' ability in writing skills before using the chain writing method.
2. To find out the empirical evidence on the effect of the chain writing method in teaching writing skills.

F. Significance of The Research

The researcher hopes that this study can bring a lot of knowledge and information to the readers and deepen our understanding and knowledge of the method of chain writing in descriptive text. In practice, this study will be useful for English teachers in the teaching process and for later researchers as a reference.

G. Previous of Study

In this study, researcher used two previous studies as considerations for writing this paper. These previous studies are:

1. The Effectiveness of using Chain Story Technique towards Students' Ability in Writing Descriptive Text at SMP Perintis 2 Bandar Lampung in the Academic Year of 2018/2019 (Egi Novitasari)

While learning English, it is still difficult for students to write, especially to understand and receive textual information. There are also students from SMP Perintis 2 in Bandar Lampung. To solve this problem, the researcher used chain story technique. With the help of chain story technique of text writing, students can quickly find information from the text. The purpose of this study is to understand whether the use of chain story technique has a significant impact on students' descriptive writing ability.⁶

⁶ Egi Novitasari, "The Effectiveness of Using Chain Story Technique Towards Students' Ability In" (2019).

The similarity of this study to the second previous study is the research method uses quasi-experimental research methods, and this study investigates the writing of descriptive texts and then the method, previous studies used the chain story technique and this study used the chain writing method. Meanwhile, the difference between this study and the previous study is the place of the research. Previous studies conduct at Bandar Lampung, while this study at Tangerang.

2. Chain Writing Method And Media Picture In English Descriptive Texts Learning (Anggun Pertiwi, Supeno). *INFERENCE: Journal of English Language Teaching*. Vol. 2, No. 1, March 2019.

The purpose of the study is to analyze: 1) The study of descriptive text in English through the use of linear writing and media images. 2) Advantages and disadvantages of the method of chain writing and media images when studying descriptive texts in English. 3) Results of using the method of string and media images in the study of descriptive text in English. 4) The research method is a case study. 5) The students who are the subject of these studies. Observations, interviews and

documents were used as a means of data collection. The results show that: 1) Sequential writing and using multimedia images to write descriptions in English works well. This means that the student has actively participated in the appropriate lesson plan. 2) The method of sequencing and image media when studying descriptive passages in English, there are advantages and disadvantages. 3) Writing sequences and performing media images in descriptive English lessons has shown very good results in terms of cognitive, affective and psychological skills.⁷

The similarities of this study with the second previous study were both used the chain writing method in descriptive text learning. While the difference is the method used from previous research, namely the case study, while this study uses a quasi-experimental research method.

⁷ Anggun Pertiwi, Supeno. *Chain Writing Method And Media Picture In English Descriptive Texts Learning*. INFERENCE: Journal of English Language Teaching. Vol. 2, No. 1, March 2019.