

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.<sup>1</sup> Writing is one of the productive skills in English that must be learned by students of English as a foreign language. Many of students consider writing to be the most difficult subject to learn because there are many aspects that should be considered. Writing is one of the ways to express things in our mind, feelings, ideas or thoughts. According to Marianne Celce and Murcia, Writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.<sup>2</sup>

Writing is a complex socio-cognitive process involving the construction of recorded messages on paper or on some other

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<sup>1</sup>O'Malley, J.M., and L. Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches For Teachers*, (USA: Longman, 1996), p. 136.

<sup>2</sup>Marianne Celce and Murcia Elite Olshtain, *discourse and context in language teaching*,(USA: Cambridge University Press, 2000), p. 142

material, and, more recently, on a computer screen.<sup>3</sup> According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting then on paper, reshaping and revise the writing.<sup>4</sup>

Based on the curriculum of junior high school which recommended by the government , there are some texts which have to be mastered by students at junior high school. One of the texts is narrative text.

In learning narrative text, students may have difficulties in learning it. Student may be confused what to write idea about the topic.

According laia in journal that the reasons of difficulties during writing narrative text faced by students were students have not enough knowledge about English structure, lack of vocabulary, students are not interested in learning English or students lack of motivation the first language influences the

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<sup>3</sup>John M. Swales and Cristine B. feak, *Academic Writing graduate students*, USA: The University of Michigan, 1994, p.34

<sup>4</sup>Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2

learners concept about English pattern and the way of reading and writing are different.<sup>5</sup>

In fact, when the writer visited at the second grade of SMPN 2 KRESEK. The writer found that the students still do not understand clearly what the narrative text, and how to write the story.

Based on the condition above, it is necessary tries to solve the problem by offering one teaching technique for teaching writing called chain technique. There is actually that can help the teacher to overcome the students problem writing narrative text. The research chooses chain story technique because can make students fun and confident in writing.

Teaching using chain story technique offer students a choce. The teacher may suggest a topic, or ask the students to use particular structures, but students are encouraged to enjoy themselves and make choices in content within the framework. Students are encouraged to use their imagination and enjoy the activity. The greatest advantage in chain story is that chain story

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<sup>5</sup>M. YunusLaia “The Difficulties Of Students to Write Narrative Text” Jurnal Education And Development.Vol. 7 No. 1 Januari 2019.

are interesting. They make writing enjoyable for the students. If the students are interested, they will be motivated and will not regard writing as a boring. Thus, writing will be as a positive experience.

Based on this phenomenon, the writer want to apply chain story as technique in teaching writing narrative text. The writer hoped that this study willbe successful and can give positive contribution for the process in teaching and learning.

From the explanation above, the writer interest to do this research conducted an experimental research with under title **“The Effectiveness of Using Chain Story in Teaching Writing Narrative Text”**. (An Experimental Research at The Second Grade of SMP Negeri 2 KRESEK in the Academic Year of 2019/2020).

## **B. Statements of the Problem**

Based on pre-research observation and background of study above, the writer formulates the statement of the problems, to make this research focus, the writer would like to formulate this research in following questions:

1. How is the students writing skill narrative text at the second grade of SMPN 2 KRESEK?
2. How is the effectiveness of using chain story towards students' writing skill on narrative text at the second grade of SMPN 2 KRESEK?

### **C. The Objectives of the Research**

1. To know the students' writing skill narrative text at the second grade of SMPN 2 KRESEK?
2. To know the effectiveness of using chain story towards students' writing skill on narrative text at the second grade of SMPN 2 KRESEK?

### **D. Hypothesis**

In a simple way hypothesis is defined as a temporary conclusion, so that it must be tasted and verified. Based on the objective of the research above the writer creates hypothesis as follows :

1. Ha: there is effectiveness of using chain story in teaching writing narrative text.

2. Ho: there is no effectiveness of using chain story in teaching writing narrative text.

### **E. The Significance of the Study**

It is expected that the result of the research can be used as:

- a. Teacher

The result of the research can help the teacher to know the most effective strategy in teaching narrative text writing.

- b. Students

The effective using chain story in teaching writing narrative. They were not bored in learning process, and it motivated then to learn english well.

- c. The Headmaster and English teacher of SMPN 2 Kresek

for their permission and contribution to the writer to conduct the research.

- d. The future researcher

The result of the research can be useful and help the future researcher in conduct the other research about narrative text writing.

## **F. Organization of Writing**

This paper is arranged to five chapter, the writer organizer this writing as follow:

Chapter one explains about introduction. In this chapter writer describes background of the study, the statement of the problem, objective of the research, significant of the study, organization of writing and previous study.

Chapter two explains about the theoretical framework, It contains the parts of the theory about the definition of writing, the purpose of writing, the process of writing, the forms of writing, assessing writing, definition of narrative text, language features of narrative text, the element of narrative text, generic structure of narrative text, the definition of chain story, how to play chain story, steps of chain story, the benefit of chain story.

Chapter three explains about research methodology. It covers research design, place and time of the research, population and sample, technique of data collecting, data analysis, research procedures.

Chapter four is the result of the study which consist of description of the data and interpretation of data.

Chapter five is closing which consist of conclusion and suggestion.

### **G. Previous Study**

- a. The writer refers to the previous research that the get title “Using Chain Story Game to Improve Students ability in Writing Recount text at second grade of MA trenggalek)” by Wahyuni Sri 2016.

The research using Classroom Action Research for this research. She said that teaching writing in that school is low ability that they are difficult in arranging the sentence. In writing sentence by using chain story game choosen by her because the second grade have knowledge about forms of sentences, this strategy is effective rather than

traditional strategy because chain story game can become a good reference as strategy to teach writing.<sup>6</sup>

- b. Agustina Dwi wrote “Improving Students Writing Skills of Narrative Text Using Picture Series” (A Classroom Action Research to the Eight Grade Students of SMP Ta’mirul Islam Surakarta).

in her research there are some problems, such many students who study English consider that they do not know how to write a topic, they are unable to apply English in the written form. They often face some problems to organize their ideas, they do some mistake concerning with the lack of knowledge in vocabulary, grammatical rules and tense, so in this research got the result.

The increase of the students writing skill was also supported by the result of the test scores. The mean scores of pre-test was only 46,38, it improved to 68,52 and in the final test, it

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<sup>6</sup>Wahyuni, Sri, “Using Chain Story Game to Improve Students ability in Writing Recount text at second grade of MA trenggalek”, A Paper, Program Sarjana Degree, “IAIN Trenggalek”, Jawa timur:2016.

increased 77,00. It can be concluded that the use of picture series in narrative text does improve the students writing skill.<sup>7</sup>

The difference between her research and the writer's are that her research focuses on improving students writing narrative and recount text while my research focuses on the effectiveness of using chain story in teaching writing narrative text and her research is a classroom action research while the writers is experimental research.

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<sup>7</sup>Dwi Agustina, "Improving Students Writing Skills of Narrative Text Using Picture Series, (A Classroom Action Reaearch to the Eight Grade Students of SMP Ta'mirul Islam Surakarta)", A paper, Program Sarjana Degree), "IAIN Surakarta", Jawa tengah:2016







