CHAPTER I

INTRODUCTION

This chapter gives the information about the background of the study. This is started by describing the importance of learning English and the problems usually faced by students in learning English, especially in writing. This chapter also includes the statement of the problems, the objectives of the study, the significance of the study, and the definitions of key terms.

1.1 Background of the study

Education is an important thing in human life. Through education, human can deepen and sharpen their knowledge. Education relates to two basic processes that are teaching and learning activities. These activities, involves both parties, what the teacher teaches to the students and what students take. Broadly, to achieve the goals of teaching and learning process, the selection of teaching technique used is quite important. Therefore, the teacher needs to set an appropriate technique for the successfulness in teaching and learning process.

Language serves many purposes for life. Language can help someone to know the information, express a feeling and communicate each other. Nowadays, English has become an international language and therefore become one of the complementary subjects which incorporated into the school's curriculum. According to Harmer (2011), English is an international language used by people with different first language background. It is also used for communication by more than one billion people around the world (Johnson 2001). Actually language

1

proficiency covers four skills, which are listening, reading, speaking and writing. They are separated yet bound together with an inseparable bond. These four skills are being a pinnacle of language that will take people to greater heights and to enhance their ability to mastering the language.

Listening and speaking are kind of receptive skills. In the receptive skills, the learners do not need to produce language to do these. They only receive and understand the language. Besides, receptive skills are highly interrelated and work simultaneously in real life situations. While reading and writing are kinds of productive skills and tools for achieving an effective written communication (Manaj 2015). In productive skills, the learners need to produce language. The relationship between the receptive and productive skills is a complex one, with one set of skills which naturally supporting and relating to each other. For example, building reading skills can contribute to the development of writing.

Generally, English has been taught in schools and colleges, but in factual cases, many students still face difficulties in learning English, especially in writing. Nunan (2003) states that the writing process is related to mental and physical activity which involves discovering thinking and idea into statements and paragraphs, so it can be read and understood by the reader. Writing is the communication of content for a purpose to an audience (Peha 2003). According to Storch (2013), writing is generally perceived as a solitary, individual activity. While Grief (2007) states that some students suggest that writing alone can be an isolating and possibly stressful experience. However, when writing is done as a collaborative activity, it can have many benefits.

Based on the school's curriculum 13 (K13), tenth grade students of senior high school are required to develop their writing skill by writing various texts such as interpersonal, transactional and functional texts which includes recount, report, narrative, exposition and spoof. Basically, every student has different skills in writing; some students have good skills in writing, while some others have low ability in writing. A student with good writing skill is always victorious in expressing something. Additionally, students will get a better opportunity to be successful in their study. Meanwhile, if the students' writing skill are low, they will get some failures because they get difficult to make any progress in their study. In academic scale, writing skill is the 'hard copy' of students' intellectual level or the level of students' expression (Manaj 2015).

Nevertheless, at this time students often experience some difficulties in writing some texts. Sometimes, students are lack of the ideas in writing and unable to distinguish characteristic of the text. Moreover, they have a problem in ordering the grammar of the text. Besides, students often think that English is difficult subject, so they have no desire and motivation in practice writing.

As we know that writing becomes the most complex skill between the other proficiency skills such as reading, listening and speaking. Writing is a kind of productive skill. In a productive skill, the learners had to produce the language. Productive skills also known as an active skill. It can be contrasted with the receptive skill. In receptive skills, the learners only receive the language and understand it. Hence, receptive skills can be called as passive skills. In additional, in productive skill, specifically in the writing process, there are some stages and

many things should be considered like the topics or ideas should be written, the content of the text should be written, the organization of the text should be written, the grammar, and the tenses or the language used which characterize the text itself. Because sometimes, each genre of the texts has different qualifications and characteristics. Those are some reasons why students still face some difficulties in writing some texts. Therefore, to handle these situations English teachers should be more creative to develop their way in teaching and learning process to create a good atmosphere in the class, so it can motivate the students.

Actually, the researcher had done some preliminary research in some schools in Gresik. From that, it was found that mostly the students still face some various difficulties in learning English. But in this occasion, the researcher decided to choose SMAN 1 Cerme as the subject of this study because, the dominant problem faced by students in this school is in writing. Moreover, this school also has the regular classes and also the unggulan classes, where both classes are taught by the same English teacher. Thus, the researcher chooses the tenth grade students in SMAN 1 Cerme as the subject of this study.

In a preliminary research conducted by the researcher in SMAN 1 Cerme, it was found that many students experience some problems in English subject especially, writing. This preliminary research was conducted by interviewing one of the English teachers there. The teacher revealed many students have low ability in English skill especially in writing. Besides, students also have limited vocabulary, poor spelling and improper use of tenses. It cannot

be denied that these conditions affect the students' scores, whether in daily test or in examination's result.

This statement is also supported by the criteria of minimum mastery (KKM) of English subject which used by SMAN 1 Cerme. Criteria of minimum mastery are used as a measure for every subject. For English subject, the students' achievement must be 78 of the total score 100. But in fact, many students get the score under the criteria minimum mastery limits.

From the explanation above, it can be seen that students' skill is still low and need to be improved. This case should be solved immediately. One of the key terms which determines whether the successful or not in a class activity is the technique used by the teacher. The teacher should use an appropriate technique which helps to give solution to the students and make them more motivated and enjoyed. So, in certain time a technique in teaching is needed to be exposed to get a better improvement.

By seeing these conditions, the researcher tries to implement one of the techniques for tenth grade students at SMAN 1 Cerme in academic year 2018/2019, namely chain story technique. This aims to find whether this technique is effective or not to improve the score of students' recount text writing. Chain story is the technique or an activity in which stories are collectively written by a group of authors (Erben 2007).

Swenson (2012) states that there are several benefits of using chain story technique. Firstly, this technique is not boring and fun so, it can trigger students' self-confidence. Secondly, each student will bring different knowledge in the

classroom, so the ideas and the understanding of each student can be deepened by using this technique.

Actually, chain story can be incorporated into many different types of lessons, not only in writing, but also in another skill such as speaking. It has been considered that writing is being the significant problem in schools of SMAN 1 Cerme which should be solved immediately. This study is supported by the existence of previous studies that related to this study. Some previous studies conducted the study about a chain story technique that focus on writing. While, the others, conducted the study about a chain story that put an attention on speaking.

Zulfa (2014) and Harahap (2017) conducted studies about chain story technique in teaching writing narrative text. Zulfa (2014) conducted a study at SMA N 1 Kedamean by involving second grade students as the participants. This study focuses on how the chain story technique influences the students' writing ability especially on narrative text. Harahap (2017) conducted a study of second grade students of MTS Al-Washliyah Tembung. This study puts attention on how chain story improves students' achievement in writing narrative text. Both studies above conducted the study on the different education level, but in the same focus which is in writing narrative text.

There are also other previous studies that are related to chain story, yet it focuses on speaking. Febrina (2013) conducted a study about how chain story affects the students' speaking ability. The writer involves tenth grade students of the Islamic Senior High School of Dar- El Hikmah Pekanbaru. Apriyani (2016)

conducted a study on how chain story improves the students' speaking ability by using recount text. Eight grade students of SMPN 1 Wates became the participants in this study. Cahyani (2017) conducted a study on how chain story influences the speaking ability on the eight grade students of SMPN 4 Natar.

Some studies above revealed that there were significant effects towards students' writing ability and students' speaking ability based on the pre-test and post-test' results. Besides, there were some changes by using chain stories technique towards the students' attitude.

In this occasion, the researcher tries to implement this technique on tenth grade students of SMAN Cerme, because the researcher feels interested with this technique and tries to look for the answer of the problems which have been mentioned. This study focuses on how chain story is implemented in teaching writing recount text. The participants of this study are two classes of tenth grade students of SMAN 1 Cerme.

1.2 Statement of the Problem

Based on the background of the study above, the researcher can formulate the statement of the problem as follows:

1. Is the chain story technique effective to improve the score of students' recount text writing at SMAN 1 Cerme, Gresik?

Regarding the statement of the problem has been mentioned above, the hyphoteses are:

1. The chain story technique is effective to improve the score of students' recount text writing at SMAN 1 Cerme, Gresik.

2. The chain story technique is not effective to improve the score of students' recount text writing at SMAN 1 Cerme, Gresik.

To determine the conclusion of the independent T- test, the significance level used is $\alpha = 0{,}05$ or 5%. Hence, the acceptance of the test is; if the significance level $< 0{,}05$ so H_0 is accepted. While, if the significance level $> 0{,}05$ so H_1 accepted. It means:

H_0: there is an average difference between experimental class and control class before and after treatments.

H_1: there is no average difference between experimental class and control class before and after treatments.

1.3 Objective of the Study

Considering the problem above, this study is oriented towards the following purpose:

1. To investigate the effectiveness of chain story technique to improve the students' score recount text writing.

1.4 Significance of the Study

The result of this study is expected to contribute theoretically and practically to the branch of linguistic study, specifically in Teaching English as a Foreign Language (TEFL). Theoretically, this study hopefully will enrich research

knowledge, especially in the study of the English Language Teaching (ELT). Besides, this study is expected can provide enough information about chain story technique for the next research.

Practically, this study is hopefully useful for; teachers, students and the researchers. For the teachers this study hopefully can provide the information about the detail steps of a chain story technique to teach writing, so it can be the input for English teachers in teaching and learning process in class. For the students, this technique is expected to be a suitable technique for them because this technique is fun and interesting. Hence, they can boost their motivation in studying English. Furthermore, this technique hopefully can help students in improving writing skill on recount text. For the other researchers, this study hopefully can be a reference for the next research. Besides, it gives them the view to make a further research that relates to this study. So the next researchers can fill the gap and do a better improvement.

1.5 Definition of key terms

- **Writing**: Process in producing language, thoughts, feeling and opinion (Harmer 2004).

- **Teaching technique**: Technique is a single activity that comes from a procedure or can be well defined as the skills have been acquired with experience and applying it as per requirement. The technique can also be called as the methodology or the skill a teacher is using while teaching in the class (Chatterjee 2018).

- **Chain Story**: Chain story is the a story written by some authors; each author contributes a sentence to the story, then forwards the entire text to other partners (Swenson 2012).

- **Recount Text**: A text which contented of events experienced by people in the past that have a function to retell and entertain the readers (Anderson 2010).