

CHAPTER I

INTRODUCTION

In this chapter the researcher going presents about concerning with Background of Study, Research Problem, Research Objective, Significance of Study, Hypothesis, Scope and Limitation, Definition of Key Term, and Previous Study.

A. Background of Study

According to Tarigan, writing is an activity to produce or draw graphic symbols, which represent a language that is understood by people.¹ Beside that there is a definition of writing from Wasilah, writing is considered difficult and people will be able to write after they have mastered listening, speaking, and reading skills.² Students must have thought to able to express ideas in written form. Idea is an important role in writing because ideas help students find a story line that will be poured into their writing. Write is called be difficult in English skills because writing must adjust to grammar, punctuation, and can be understood by readers like writing descriptive text.

Descriptive text is a type of text which is widely use in the daily life in describing object, place, people, animals etc.³ Moreover Wyrick stated, that the writer of description creates a word picture or person, place, objects, and emotions using a careful selection of

¹ Risky Ayu Mahrdhikaningrum, "Using the Brainstorming Technique to Improve the Eight Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo," (Dissertetion, Yogyakarta State University, 2016), 10.

² Ufi Ruhamadan Dewi Ismu Purwaningsih, "Improving Students' Writing Skills through the Application of Sycnectic Model of Teaching Using Audiovisual Media," *English Language Teaching Educational Journal (ELTEJ)* 1, no. 3 (2018): 176, <https://doi.org/10.12928/eltej.v1i3.293>

³ Wahab Syahirul Alim, *English for Islamic Studies* (Kadur: Duta Media Publishing, 2019), 74.

detail to make an impression on the reader.⁴ The keywords of descriptive text are describing objects, people, and places by giving the characteristics of what is described and involving the senses. So that, the reader seems to see by themselves described in the text. In writing descriptive text, it is important to know such as the structure of the text, the characteristics and the rules of the language used. The differences between descriptive text and other text is the structure and the tenses of the text.

In the practice, writing skill reputed the difficult skill by all of students due to writing is a lesson that used to make a communication indirectly, where the message of the writing must can understandable by readers. Beside that, the activity of writing became an active students in learning process and give a stimulus for writing skill of students in the string of words. In the writing many activity it can done by students such as, writing a note, writing a resume, writing a letter, writing a greeting card, even writing a thesis.

In applied the lesson of writing skill still many the false in order that students has a difficult to write. The false it can be seen from the teaching method of the teacher which their style when teach the students in the class does not suitable with the lesson namely writing. There are some text in which writing lesson for example, descriptive, recount, procedure, narrative, report text, and etc. The content is different each text, so that the task of the teacher here not only teach but invite the students to learn about descriptive text by training to write it.

The skill of writing students have to get more attention. Based on the interview with the English teacher at seventh grade Mrs. Lonasari Efendi in SMP Negeri 1 Batumarmar,

⁴ Lailatul Husna, Zainil, dan Yenni Rozimela, "An Analysis of students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang," *Journal English Language Teaching (ELT)* 1, no. 2 (July, 2013): 2.

there are students still difficulty to write about a certain topic especially descriptive text. The difficulties could be seen from the less understanding of descriptive text, the students' difficult in got an idea, not coherence between title and the content, students' limited in the vocabulary, not used punctuation, not used sense in their text, could not translate well especially used simple present tense. This case is the cause of not effectively the teaching learning process in the class.

In teaching learning process of teacher in SMP Negeri 1 Batumarmar used lecturer method. The method is not enough effective in convey the material of writing lesson. The students did not give pay attention because they felt bored and not understandable, so that the purpose of learning not achieved. Ineffective a teaching method can look from the student performances in writing descriptive text is not high. In addition, all of students still has a low understanding in writing lesson. It is important for teacher as motivator and facilitator to enhance the students writing skill by suitable teaching method, technic, and learning media in convey the material.

Based on those problems, the researcher interested to conduct a research enhancing the students writing skill, especially in writing descriptive text with using chain writing method. Chain writing method is a method that is used to help students in the learning process of English lesson especially in writing activity.⁵ In the chain writing method, each student works in groups. Each group write down their feelings and ideas in a text and it will be the complete text that has been written by students.⁶ Employing this method will

⁵ Retno Fitriyanti, "The Effect of Chain Writing Method on Writing for Grade 3 Students," *Scholaria* 7 no. 3 (September, 2017): 277.

⁶ Anggun Pertiwi, "Chain Writing Method and Media Picture in English Descriptive Text Learning," *Inference: Journal of English Language Teaching* 2 no. 1 (March, 2019): 28.

make students more active to study English in the class because the chain writing method is like a game, which aims to make students excited and interested in learning to write a text including descriptive text.⁷ Therefore this method can be used in teaching learning process of descriptive text. Through chain writing method, students expected can has an idea and creativity in write descriptive text by work in group. Based on problem above, the researcher decides to conduct a research which entitled. **“Enhancing the Students’ Writing Skill in Writing Descriptive Text through Chain Writing Method at Seventh Grade of SMP Negeri 1 Batumarmar”**

B. Research Problem

According to Creswell, he stated that “research problem are the educational issues, controversies, or concerns that guide the need for conducting a study.”⁸ The problems of the present study are as follow:

1. How does the researcher teach descriptive text through chain writing method at seventh grade of SMP Negeri 1 Batumarmar?
2. How can chain writing method enhance the students’ writing skill in writing descriptive text at seventh grade of SMP Negeri 1 Batumarmar?

C. Research Objective

Related to the research problem, this research aims as follow:

1. To know how to teach descriptive text through chain writing teaching method.

⁷ Ibid, Anggun Pertiwi, “Chain Writing Method and Media Picture in English Descriptive Text Learning,” 28.

⁸ John W. Creswell, *Educational Research*, Forth Edition (Boston: Pearson, 2012), 59.

2. To know how the chain writing method can enhance the students' skill in writing descriptive text.

D. Significance of Study

This research will explain about the improving of study of enhancing students' writing skill in writing descriptive text through chain writing teaching method at seventh grade of SMP Negeri 1 Batumarmar as follows:

1. Theoretically

This research is expected to give knowledge about the enhancement of the students' writing skill in writing descriptive text through chain writing teaching method at seventh grade of SMP Negeri 1 Batumarmar.

2. Practically

It can enrich the student's knowledge as the candidate of English teacher language for their students in the future. This research also helps the teacher as the evaluation in the teaching learning process.

E. Hypothesis

Hypothesis is a tentative answer to a research problem whose validity remains to be tested empirically.⁹ There are two hypothesis namely null hypothesis and alternative hypothesis as follow:

1. Null Hypothesis (Ho): There is no enhancing of Chain Writing method the seventh grade students' writing skill in writing descriptive text at SMP Negeri 1 Batumarmar.

⁹ *Pedoman Penulisan Karya Ilmiah*, Revisi 2020 (Pamekasan: Stain Pamekasan Press, n.d.), 18.

2. Alternative Hypothesis (Ha): There is enhancing of Chain Writing method the seventh grade students' writing skill in writing descriptive text at SMP Negeri 1 Batumarmar.

F. Scope and Limitation

1. A scope based on guide writing of scientific word of IAIN Madura, the important thing to discuss is population or subject of research.¹⁰ Based on the definition, the scope of this research is about chain writing method in descriptive text.
2. Whereas limitation according to Oxford Dictionary is limiting or controlling the subject, fact or condition that limit.¹¹ Based on the definition, the limitation is students of seventh grade at SMP Negeri 1 Batumarmar.

G. Definition of Key Term

To avoid misunderstanding about the definitions that are used in the research, the researcher give some explanation that concerns with the definitions. They are:

1. Enhancement is a change from being unable to do activities and starting do the activities to be better.
2. Writing is an activity to express and to create ideas in written form. Writing descriptive text is make an activities in writing to give describing object, person, or place.
3. Chain writing is teaching method that conduct in group by students which each member of group had task to could write in alternate.

¹⁰ *Pedoman Penulisan Karya Ilmiah*, 19.

¹¹ Oxford Learner's Pocket Dictionary, Fourth Edition (Oxford University Press, 2008), 256.

H. Previous Study

There are some previous researches, they are as follows:

1. Tika Dwisari conducted research entitled “The Implementation of Chain Writing Method to Increase Students’ Ability Writing Narrative Text at MTs. Al-Muttaqin Padang Tualang Langka in 2018”. In her study, that the result of data analysis showed that there was improving students’ ability at writing narrative text from each cycle. It showed from that mean of pre-test was 60.16, the mean of post-test I was 72.96, and the mean of pot-test II was 80.53. The research concluded that the students’ ability at writing narrative text was improved by using chain writing. The similarity between the previous study and the present study is using chain writing method and Classroom Action Research (CAR) as research design. While the difference between the previous study and present study such as, in the previous study the researcher discuss about Narrative Text. Whereas in the present study the researcher will discuss dig further about Descriptive Text. The descriptive text has a generic structure that consists of identification, description, and closing; using noun for example (my cat, my mother, National Monument, etc); using adjective to clarify the noun for example (a big house, a small cat, an independence woman); using simple present tense; figurative language; and action verbs.
2. Putri Fitriyani conducted research entitled “The Effect of Using Chain Writing Method on Students’ Writing Performance of Recount Text at the Second Grade of MTs. Negeri 2 Tangerang in 2019”. She stated that the data analysis showed that the chain writing method had a significant effect on students’ writing performance of Recount Text at the second grade students of MTs. Negeri 2 Tangerang. It showed from pre-

test that both classes had a slight difference in the mean score, where experimental class got 53.38 and the control class got 50.29. However, the post-test score showed that the experimental class got higher mean score (75.03) than the control class (60.32). Moreover, after calculating the data using t-test, the result showed that t-test (5.43) was higher than the t-table in significant level of 5% (2.00) and 1% (2.66). The similarity between the previous study and the present study is using chain writing method. While the difference between the previous study and present study such as, in the previous study discuss about the writing performance of Recount Text which used quantitative quasi-experimental research design. Whereas in the present study the researcher will discuss dig further about the writing skill of Descriptive Text which use Classroom Action Research (CAR) research design. The researcher will discuss the descriptive text based on the students weakness such as, to get an idea during writing descriptive text, the related between title and content, the using of vocabulary and punctuation, and the using of senses in writing to make the reader can feel like in described of the text.